

Stanton, Virginia

Stanton Male Academy.

189

VIRGINIA STATE LIBRARY
RICHMOND

CHESAPEAKE & OHIO RAILWAY.

The shortest and best route from the West and Southwest, via Cincinnati or Louisville to Staunton. Two fast through trains daily; the F. F. V. Vestibule Special, with dining car and Pullman sleeping cars, leave Cincinnati 6:30 p. m.; leave Louisville 2:55 p. m., arrive Staunton 9:30 a. m. The Old Point Express, daily, leaves Cincinnati 8:00 a. m., arrives Staunton 2:15 a. m. Two express trains from Norfolk, three express trains from Richmond, and three express trains from New York, Philadelphia, Baltimore and Washington to Staunton. For information of route, connections, &c., apply to H. W. Fuller, General Passenger Agent, Cincinnati, Ohio; C. R. Bishop, Eastern Passenger Agent, 362 Broadway, New York; Jno. D. Petts, Division Passenger Agent, Richmond, or to ticket agents of connecting lines.

St. Louis, Arkansas and Texas Railway

"COTTON BELT ROUTE."

The direct line between the Educational Centres of the South-East, and Arkansas and Texas. No change of cars between points on this Line and Memphis, Nashville, Chattanooga, and Atlanta. Pullman Buffet Sleepers, Free Reclining Chair Cars, all the Comforts and Conveniences of modern travel. On advice being sent to any of the following, an agent of this Company will meet all pupils at the various junction points en route, and render any assistance and information necessary. For further information, address

D. MILLER,
Gen'l Pass. Agent,
St. Louis, Mo.

E. W. LABEAUME,
Ass't Gen'l Pass. Agent,
St. Louis, Mo.

H. W. MORRISON,
Gen'l Agent,
Memphis, Tenn.

S. G. WARNER,
Trav. Agent,
Memphis, Tenn.

W. H. WINFIELD,
Gen'l Ag't Pass. Dep't,
Texarkana, Texas.



WESTERN VIEW.



NORTHERN VIEW.

PROCESSED BY
BARROW LAB

10/12, 1977
LOT # 1102

Staunton Male Academy

—A—

Classical, Scientific and Military

BOARDING SCHOOL,

FOR YOUNG MEN AND BOYS.

STAUNTON, VIRGINIA.

THE NEXT SESSION COMMENCES WEDNESDAY SEPT. 4th,
1889. CLOSES THE 2nd OF JUNE, 1890.

Staunton, Va :
The Valley Virginian Print.
1889.

*
LD
7501
S7
S7
1889/90

Corps of Teachers.

SESSION, 1889-90.

WM. H. KABLE, A. M., Principal.
SENIOR LATIN, GREEK, GERMAN.

CAPT. J. R. DOLES, COMMANDANT OF CADETS.

CAPT. I. H. SAUNDERS, A. M., B. S.
LANGUAGES AND MATHEMATICS.

N. D. R. ALLEN,
COMMERCIAL COURSE, BOOK-KEEPING AND PENMANSHIP.

G. B. M. ZERR, A. M.
NATURAL SCIENCE, SENIOR MATHEMATICS, GYMNASTICS.

J. NEWTON HOLMES,
CHEMISTRY AND ENGLISH.

W. W. GIBBS,
TELEGRAPHY AND APPLIED ELECTRICITY.

MISS FANNIE TAMS,
PIANO AND VOCAL MUSIC.

MISS V. L. KAYSER,
STENOGRAPHY AND TYPE-WRITING.

J. ST. P. GIBSON,,
PHYSICIAN IN CHARGE.

W. W. GIBBS,
BUSINESS MANAGER.

Design of the School.

The design of this School is to offer such thorough instruction in the prominent and important branches of a liberal education as will enable the student to enter the higher classes of our universities. The success which those pupils have won who have attended the University of Virginia, or Washington & Lee University, or received appointments at Annapolis and West Point, gives assurance of the character of this preparation. Yet recognizing the demand for a course of study for a large class of boys whose opportunity of education will and must be limited to the Academy, a course of study has been adopted which is intended to fully meet this demand, and which is believed to be surpassed by no other school in the South.

Discipline.

The aim of the Principal is to develop cultivated Christian gentlemen, by forbearance and gentleness, but no boy who is found to exert an evil influence in the school, who derives no good himself, and whose example is pernicious, will be retained.

Admission.

No special examination is required for admission. Cadets are assigned to those classes for which they are fitted by previous training. When unsatisfactory work is performed by a

student in the class to which he has been assigned he is reduced to a lower.

Boys who are disposed to do right are always welcomed, those who propose to oppose the good order or prescribed discipline of the school are not wanted and will not be retained.

Entrance at an early age is desirable. Provision is made to give to young pupils superior advantages for pursuing studies suited to their age.

If boys *begin young and continue*, a thorough training in the course of study is guaranteed.



DINING HALL.



ASSEMBLY ROOM.

Staunton Male Academy:

STAUNTON, VIRGINIA.

Staunton is too well known throughout the country to demand any extended notice of its advantages. Situated in the most beautiful portion of the Valley of Virginia, distinguished as a centre of Education, (six schools, one business college and two State Institutions being located here,) readily accessible by lines of railway running to all points of the compass, it offers all that is desirable as a location for an institution of learning.

Situation.

The School is situated on one of the most beautiful hills surrounding the city 200 feet above its lowest level, thus placing it 1,650 feet above the sea level. The grounds embracing 16 acres, are handsomely laid off and adorned, and afford ample facilities for recreation and amusement. The photographic views presented can give but a feeble and imperfect representation of the magnificence of the prospect, which captivates by its beauty and grandeur all who have visited the school. Ample grounds are set aside for base ball, foot ball, drill and parade.

Buildings.

The buildings are large and commodious, supplied with gas, water, and steam in each room, and bathing rooms, with hot and cold water. Only two boys are assigned to a room with single beds—except in the case of a few large rooms.

Health.

The health of the location is proverbial. Students from the malarial districts of the South quickly give evidence of the health-restoring influence of the climate.

Subjects Taught.

- | | |
|---|---|
| 1. English, including Grammar, Composition, Literature and Elocution, | 12. Botany. |
| 2. Ancient and Modern History and Geography. | 13. Mineralogy. |
| 3. Latin. | 14. Geology. |
| 4. Greek. | 15. Mechanical, Architectural and Freehand drawing. |
| 5. French. | 16. Surveying and Civil Engineering. |
| 6. German. | 17. Music. |
| 7. Spanish. | 18. Telegraphy and Applied Electricity. |
| 8. Pure Mathematics. | 19. Book-keeping. |
| 9. Physics. | 20. Physiology and Hygiene. |
| 10. General Chemistry. | 21. Stenography. |
| 11. Analytical Chemistry. | 22. Type Writing. |

English.

English is taught with the aim constantly in view of securing accuracy and facility in its use. Convinced that the careful study of our own language is too often neglected in schools of a higher grade, the aim is kept constantly in view to lay the ground-work of a thorough knowledge of the language by constant exercise in the etymological forms, in the construction of sentences, and in original composition.

Good reading being regarded as one of the most desirable accomplishments, careful attention is given to its attainment, and instruction in the management of the voice, in intonation and emphasis, and regular practice in declamation are made subjects of careful attention.

Ancient Languages.

The Ancient Languages are taught so as to secure a thorough and critical knowledge of them. To accomplish this, written exercises, from English into the language studied, and from that language into English—and for the purpose of grammatical instruction, a critical examination of the text read, constitute prominent features in the study of this department.

Modern Languages.

The instruction in Modern Languages is designed to secure a correct pronunciation, the ability to translate with readiness into good idiomatic English, and to write them with facility and accuracy. For pupils sufficiently advanced, newspapers printed in the language studied are furnished, and reading at sight of articles on current topics required, and the phraseology made familiar.

Mathematics.

The course of Mathematics embraces Pure and Commercial Arithmetic (with constant drilling in Mental Arithmetic,) Algebra, Synthetic Geometry, Trigonometry (Plane and Spherical), Analytical Geometry, Elements of Descriptive Geometry and Calculus. The knowledge and progress of the pupil in these subjects are continually tested by rigid class examinations and by written exercises illustrative of the principles required in each branch.

Surveying and Civil Engineering.

The subjects taught include a full course of land surveying, with field work, Descriptive Geometry, Topographical Drawing, Location and Construction of Roads, Strength and Resistance of Material, and Stability of Structures.

Natural Sciences.

Appreciating the advantages of the Natural Sciences as disciplinary studies, and recognizing their increasing influence in the higher spheres of thought, these subjects are taught with the aim to convey exact and solid knowledge of the facts of nature, and not merely to teach what has been said about them. In order that the instruction may be such as to carefully train the observing powers and enable the student to intelligently interpret natural phenomena, the school is fitted with a large and well selected collection of apparatus for illustration in Physics, and in each department of this science the principles established are required to be applied to the solution of numerous practical examples.

Physiology and Hygiene.

(Sanitary Law.)

Instruction will be given in—

Drainage,	Analysis of Water,	Digestion,
Sewerage,	Respiration,	Excretion,
Ventilation,	Circulation,	Secretion,
etc.,	etc.,	

Destructive uses and abuses of Special Senses, (Sight, Hearing, &c.), Physical Development, etc., etc.

A microscope and chemical tests will be introduced, where practicable, in order to demonstrate the subject of instruction.

The instruction will be void of all technical expressions, and made as practical as possible. In brief: the object of the instruction will be to give such advice and instruction as will enable the student to comprehend, appreciate and apply important facts and laws in every-day life. This subject is illustrated by Yaggy's superb charts.



PHILOSOPHICAL APPARATUS.



WORKING LABORATORY FOR STUDENTS.

Music.

There being a constantly increasing demand for instruction in music for boys and young men, both as an accomplishment, and on account of its refining influence, ample facilities are afforded for instruction on the Piano, Organ, Violin, Guitar, Cornet, and for vocal culture, individually and in class.

Practical Telegraphy.

Thorough instruction will be given in the use of instruments, sending and receiving messages, putting up instruments, switching and testing wires, construction and management of telegraph, system of accounts used by the Commercial and Railroad Telegraph Companies of the country, construction and management of Telephone Exchanges and Circuits.

Method of Instruction.

The method of instruction, in all instances, aims at thorough mental discipline and intellectual culture, carefully avoiding a system which results only in storing the mind with unexplained rules and facts.

Examinations.

Examinations, chiefly written, are held at the middle and at the close of the session, designed to test the pupil's progress and attainments.

Announcement is publicly made at the closing exercises of school of those who have obtained the required standard in either or both of the examinations, and the names of those so distinguished are published in the catalogue.

Chemistry.

Instruction in this department is given in two classes. First, in GENERAL CHEMISTRY, in which the aim is to give the

pupil a knowledge of the properties of the elements and their chief compounds, their relations to one another, uses, &c. This is accomplished by experiments in the class-room, daily examinations and explanations of the text. The second class studies ANALYTICAL CHEMISTRY. This department of the school is, as far as known, unequalled in the completeness of its outfit and the thoroughness of its work, by any academic institution in the entire South. The work done by the students during the past years is quite as difficult and equal in point of successful results to that of our best mining schools. To young men preparing for entrance to medical or pharmaceutical colleges, or mining schools, our laboratory offers special advantages, and in the courses in quantitative analysis, or in assaying, we can offer thorough instruction and the best facilities for the accomplishment of accurate work. For this work the laboratory is provided with a pair of the best imported balances, graduates, and all the necessary re-agents for the detection and separation, both qualitative and quantitative, of acids and bases. The first part of the course is devoted to the use of the blow-pipe in the detection of metals. Then is taken up wet analysis and the detection and separation of the various acids and bases. As soon as the student is sufficiently advanced, he is given a few simple quantitative estimations, and then a complete course in Quantitative Analysis. The work in this class is done under the immediate supervision of a professor.

Drawing.

The attention which this subject is attracting, not only as an accomplishment, but as a branch of knowledge, and its value in every department of industry, cannot be too highly estimated.

Mineralogy.

The school is provided with a well selected and carefully labeled cabinet of minerals, and the instruction in this department is thorough, accurate and practical. Constant work in the determination of minerals for mining companies and parties prospecting for valuable ores through the mining districts of Virginia and West Virginia, is done here, and offers valuable opportunities for students to familiarize themselves with the practical details of such work.

Commercial Course.

In the Commercial Department, the Student is thoroughly trained in all the essentials necessary to make a competent Accountant.

He is taught not only the science of Book Keeping and the art of keeping accounts, but, also the practical methods by which business transactions are actually performed.

In this department we claim to be in a position to produce, on the whole, better qualified young men for the active business pursuits than the average Business College turns out.

It is not intended that this department shall be a substitute for a complete course of training, but an auxiliary and very important factor in the curriculum, making it one of the very best in which boys and young men may obtain a thorough and general education.

Unlike many of the Business Colleges of the country, we do not offer to make a business man of any one who may enter, regardless of his previous education, nor do we offer to graduate by the "high pressure system" any one and every one in the favorite "twelve to sixteen weeks."

The features of particular merit that we do claim and the superior advantages offered are these :

Being a school of general education, we are enabled to supply the deficiencies that often hinder young men so much, since those desiring to take this course whose previous education is too limited for them to do so with the best results, have the opportunity of a thorough preparation.

Too many of the Business graduates of to-day are routine machines. This is the result of boys and young men undertaking a subject, which, owing to their previous limited education, they cannot fully understand and appreciate. The Staunton Male Academy proposes to correct this mistake by requiring students to measure up to a certain standard before being permitted to graduate. Those taking the course will be required to pass an examination in the elements of English,—consisting of the following subjects: Reading, Spelling, Writing, English Grammar, English Composition, and Arithmetic. In case a student enters from the regular classes of the Academy, he will be exempted from this examination if his standing warrants it.

With these preparations and diligent application on the part of the student, we offer a thorough and practical Business Education.

The course is divided into two sections, the Junior and the Senior. In the Junior, the student is taught the theory of accounts, the application of debtor and creditor as used in Double Entry Book Keeping, and Arithmetic. He writes up a number of brief sets by the Double Entry System, in which practice he becomes thoroughly acquainted with the principles of the science, the methods of opening and closing books and

obtaining therefrom the necessary statements and conclusions. He also becomes familiar with the more common business forms by repeatedly writing them.

Having completed this work and passing the required examinations, the student is promoted to the Senior section, in which he is taught the more difficult subjects of the science; such as Banking, Joint Stock Companies, their organization &c., Commercial Law, and higher Arithmetic.

Frequent examinations are given on the different subjects in each section to test the student's thoroughness, and on passing a comprehensive final examination he may graduate.

We promise no positions, but are always glad to assist the deserving.

Under the direction of this department the student has daily instruction and practice in plain business writing.

Neatness is insisted upon at every step and most of the work is required to be written twice. By going to work with diligence and perseverance, the student soon finds his work so interesting that it is no longer a task but a source of real pleasure.

Military Department.

The Military Department is so conducted as not in any way to interfere with the progress of the pupil in his literary pursuits; but, on the contrary, the discipline is so woven into the exercises of the school as to secure system, and thereby aid in the promotion of order and the advancement of study.

Advantages of Military Discipline.

FIRST—It secures prompt obedience to commands and regulations.

SECOND—It encourages subordination and respect for superiors, it imparts self-possession, and imposes important self-restraints.

THIRD—The attention which a uniform attracts cultivates in the wearer a regard for gentlemanly deportment and personal neatness and cleanliness.

FOURTH—The exercise and drilling, while they develop and strengthen the muscular system, produce erect, manly carriage and graceful movements.

Dress.

Both a dress and fatigue uniform have been adopted, and as they are no more expensive than ordinary suits, no others will be allowed.

Remarks.

The Principal has made teaching the business of his life, and claims qualifications for his work in a liberal education at the best institution in the South—the University of Virginia—and a long experience in the diligent practice of his profession.

The terms are as low as possible for the proper maintenance of the school, no effort being made to compete with cheap schools.

The table is abundantly supplied and unusually well served, as pupils and visitors testify, and liberal provisions made for the comfort of the pupils in every respect.

In case of sickness, they are removed to infirmary rooms, away from noise and disturbance, where careful nursing and the best medical attendance are provided.

Careful attention is given to the deportment of pupils at table. Boys are apt to be forgetful of the proprieties of life when assembled in any number, and when removed from the restraining influence of the family circle. In order to avoid these evils, they are required to observe the same care as to dress and tidiness that could be demanded by the most careful parents. They sit at the same table with the faculty, and the favorable comments elicited from visitors by the gentlemanly deportment of the boys constitute the best encomium upon the results of the methods pursued.

There will be a general loss account kept and damages committed against property, such as cutting or defacing wood-work, or walls of the buildings, breaking of furniture or glass, is charged against the offender when known, or, if the perpetrator is not discovered, the entire school is made responsible and charged pro rata.

The sleeping rooms are subject to daily inspection, and tidiness and neatness are constantly insisted on and enforced. The same restraining influences are exercised in the school-room, so that the furniture in the school-room, which is the best that the market can furnish, stands without defacement.

Pocket money should not ~~not~~ be furnished to the pupil except in rare cases, but an allowance of a certain amount per week specified, and a deposit made for that purpose.

These facts are mentioned because of the too prevalent neglect in this respect, and because education at schools is too often gained at the sacrifice of good morals, good manners and genteel deportment.

Each pupil is supplied with a separate bed, unless when two are desirous of occupying the same bed.

The entire house is heated with steam by the most approved process, and is unsurpassed in the comfort of heating arrangement by any school in the South.

Ample grounds are provided for base ball, foot ball, drill, parade, etc., and the fair ground lake affords ample facilities for skating and bathing.

Ample grounds are provided for recreation and amusement, and beyond these limits pupils are not permitted to go without express permission. This rule is rigidly enforced.



The possession or use by pupils upon the school grounds of fire-arms of any description is positively forbidden.

The use of tobacco in any form is forbidden.

Books and stationery are furnished at usual prices, and a deposit should be made for them of ten dollars.

Students will be received only for the entire school year, and no deduction will be made for short delays of entrance, for withdrawal, for dismissal, or for absence, unless caused by protracted sickness; in such cases one-half the regular charge for the period of such absence will be remitted.

The hours devoted to study at night are held in the study-hall or in the rooms under the direction of a Teacher thus insuring to the student perfect quiet and the necessary application on the part of those who are inclined to be idle.

Each pupil is limited in washing to fifteen pieces per week; when more than this number, an extra charge is made.

Articles to be Furnished.

2 Pair of Shoes, 1 Hair-brush,	10 Pocket-handkerchiefs,
4 Pair Drawers, 1 Tooth-brush,	1 Pair Blankets, 1 Clothes-bag,
7 Shirts, 6 Pair Cotton Socks,	6 Napkins, 1 Napkin-ring,
6 Towels, 1 Clothes-brush,	4 Sheets $1\frac{1}{2}$ yds. wide, 2 yds. long,
1 Comfort for Bed,	4 Pillow-cases, 1 yd. by $\frac{1}{4}$,
12 Shirt Collars, 1 Comb,	1 Strip Carpet, 1 yd. by 2.

Mem.—Only black Cravats allowed.

To be Purchased after Arrival at School.

1 Dress Coat, 1 Fatigue Suit (Coat, Vest and Pants,) 1 Cap, Cotton Webbing for Belts.

Terms for Full Session.

For tuition in all branches, see course of instruction, (except the special branches mentioned below), with Board, Fuel, Lights, and Washing.....	\$250 00
Physician's Fee,	5 00

EXTRAS.

Analytical Chemistry, (including Blow-pipe and Qualitative Analysis),.....	50 00
Quantitative Analysis, additional,.....	20 00
Drawing—Architectural, Mechanical, and Free hand,.....	20 00
Telegraphy and Applied Electricity,.....	40 00
Book-keeping,.....	40 00
Music, with use of instrument,.....	60 00
Stenography, with use of instrument,.....	50 00
Type-writing, with use of instrument,.....	30 00

Payment must be made strictly in advance, one-half upon the entrance of the pupil, and one-half on the 10th of January. It is essential to the real success of an Academy that the Principal be not only an efficient teacher, but a vigilant and constant superintendent of each instructor and pupil. The Principal is always at his post, and that this habit may be maintained, he must be relieved from business annoyances by punctual payments.

Regulations.

Those desiring to enter the school should give timely notice. While there may not be lack of room, there may be lack of accommodation for unexpected pupils. It is always better for the Principal and much better for the pupils that timely notice should be given, that a room may be selected and a suitable room-mate assigned.

It is an offense to buy or sell, without the consent of the Principal, any article of apparel, book, or other property placed in the care of the pupil.

Upon the arrival of each pupil his room is assigned him, articles of furniture turned over to him, and he is expected and required to be responsible for them. The same rule is applied in the issue of equipments. Cartridge-box, bayonet scabbard and gun are assigned by numbers and these are charged up to the pupil, with which he is credited on their return at the close of the session in good condition.

The amount of legitimate expenses at the school is well defined in the charge for board and tuition, books and clothing. Any outlay of money beyond this depends upon the habits of the pupil or the indulgence of the parent. Hereafter no money will be furnished the pupil, except where a deposit is made and when this is exhausted an itemized statement will be furnished the parent, of its disposition and the deposit must be renewed before any money or articles are furnished. This ac-

count will not, in any way, be included in our own regular charges. Parents in this way will be enabled to know the amount of expenditure of their sons, and we urge that they assist us in restricting the amount allowed to a reasonable limit. No bills will be made on account of the pupil.

The rooms are required to be vacated for repairs on the day after the close of the session.

It is earnestly desired that parents suggest a weekly allowance to be given their sons and that this amount be strictly adhered to. It ought not to exceed 50 cents a week.

The medical officer will attend daily sick call to examine those who ask to be excused from duty on account of sickness, and his decision will be final, and the pupil is required to abide by this decision without question.

The commandant of cadets has entire control of cadets, and all application for privileges must be made to him. All breaches of discipline are referred to him and their punishment assigned.

Working Day Order.

6:30 A. M.,	Reveille	2:00 P. M.,	Dinner
7:10 "	Breakfast	2:30 " Rep'ts to Com'd't	
8:00 "	Sick Call	4:00 "	Drill
8:30 "	Prayers	5:45 "	Retreat
8:45 "	Recitations, Study	6:00 "	Supper
10:45 "	Recess	7:00 "	Study
11:00 "	Recitations, Study	9:30 "	Tattoo
10:00 P. M.	Taps.		

Monday is weekly holiday. The morning hours from 8:30 to 10:30 are occupied with various weekly exercises, such as

composition, elocution practice, competitive spelling, drill and special instruction in other departments. The afternoons are given to recreation till Retreat, when the working-day order is resumed.

Holidays.

Only one day's holiday is given at Christmas. Three or four days are however, allowed during the early Spring for a trip to points where instruction can be combined with sight-seeing. Our last session's trip to the National Capital was a source of great delight to the pupils and most profitable in its educational influence.

Moral and Religious Instruction.

The duties of the day are begun with reading of the Scriptures and prayers.

The utmost care is taken to develop every manly characteristic and to establish and maintain a high moral tone in the school.

On Sunday the Cadets are required to attend by companies under their Cadet officers one of the Protestant Churches in the city. Members of the Catholic Church are required to attend service in their own church, under charge of a cadet officer, and members of the Hebrew Church attend their synagogue in the same manner.

There is a branch of the Young Men's Christian Association, conducted by the students, under the direction of the Secretary of the Y. M. C. Association, which meets regularly Sunday afternoons in the Study Hall, and is well attended and a source of pleasure and profit to the students.

A Debating Club

Of the younger members of the school was organized last session and was conducted with much spirit and profit. We hope to see this excellent source of improvement largely increased next session.

A Library of several hundred volumes of well-selected books belongs to the Academy and is freely used by the students.

Officers of Youth's Debating Club.

R. G. TERRY, of Virginia,	President.
H. HOGE, of Illinois,	Vice-President.
F. B. DUNBAR, of Louisiana,	Secretary.
R. M. BOOKER, of Virginia,	Treasurer.
J. D. TERRY, of Virginia,	Critic.
W. H. HAYWOOD, of Texas,	Sergeant-at-Arms.
R. G. TERRY, of Virginia, Medalist in Competitive Debate.	

Military Organization.

For instruction in infantry tactics and in military discipline the Cadets are organized into a battalion of two or more companies.

The Cadet officers are appointed by the Principal, upon the recommendation of the Commandant, selected from the Cadets who are the most soldier-like in the performance of their duties, most exemplary in their general deportment, and are the best fitted to command the respect of the Cadets and to exercise control over them. The following was the military organization at the close of the session '88 and '89:

Capt. T. TERRY, Commandant.

Company "A."

B. R. Williams, Captain
J. H. Gayle, 1st Lieutenant
P. H. Weiss, 2d Lieutenant
S. W. Parrish, 1st Sergeant
G. W. Whitaker, 2d Sergeant
W. G. Kable, 3d Sergeant
W. L. Peyton, 1st Corporal
G. Jester, 2d Corporal
W. Matchett, 3d Corporal
A. Jones, 4th Corporal
M. L. Ayres, 5th Corporal

Company "B."

J. F. Rhea, Captain
H. Rinehart, 1st Lieutenant
J. Trapnell, Acting 2d Lieutenant
H. Archinard, 1st Sergeant
A. G. Williams, 2nd Sergeant
M. K. Fletcher, 3rd Sergeant
Wm. Ast, 1st Corporal
H. E. Clay, 2nd Corporal
J. F. Davis, 3rd Corporal
C. L. Jester, 4th Corporal
A. Berg, 5th Corporal

Staff.

John H. Gayle, Acting Adjutant Jos. Trapnell, Sergeant Major

Markers.

Herman Patterson,
Stonewall Brigade Band, Musicians



Courses of Study.

Preparatory Course.

A thorough system of training is afforded to boys who are not qualified to enter upon the Regular Courses, and careful instruction is given in the branches essential to their later progress. Boys will be received in this department at an early age and will be thoroughly prepared to enter upon the Regular Course. To attain the highest advantages, it is evident that an education should be conducted upon a systematic plan, and it will be a permanent advantage to enter as early as circumstances will allow.

Course of Study.

First Year.

<i>Classical.</i>	<i>Scientific and English.</i>
Latin Grammar,	Latin Grammar,
Cæsar, Books I., II.,	Cæsar, Books I., II.,
Latin Composition,	Latin Composition,
English Grammar,	English Grammar,
Bunyan's Pilgrim's Progress,	Bunyan's Pilgrim's Progress,
Politics for Young Americans,	Politics for Young Americans,
Letter Writing and Composition,	Letter Writing and Composition,
Penmanship (daily),	Penmanship (daily),
Arithmetic,	Arithmetic,
Geography (Descriptive),	Geography (Descriptive),
U. S. History,	U. S. History,
Declamation,	Declamation,
Constant Practice in Spelling.	Constant Practice in Spelling.

Second Year.

Classical.

Vergil, Books I. to IV.,
 Latin Composition,
 Reading at Sight,
 Greek Grammar,
 Anabasis, Books I., II.,
 Greek Composition,
 English Literature,
 Selections from Washington Irving,
 Vicar of Wakefield,
 Macaulay's Essays,
 Algebra (Higher),
 Plane Geometry,
 Ancient Geography.

Scientific and English.

Vergil, Books I. to IV.,
 Latin Composition,
 Reading at Sight,
 French Grammar,
 French Reading,
 English Literature,
 Selections from Washington Irving,
 Vicar of Wakefield,
 Macaulay's Essays,
 Higher Algebra,
 Plane Geometry,
 Ancient Geography.

Third Year.

Classical.

Latin.
 Cicero's Orations,
 Eclogues of Vergil,
 Livy,
 Reading at Sight,
 Latin Composition.
Greek.
 Memorabilia of Xenophon,
 Greek Grammar,
 Herodotus,
 Composition.
German.
 Grammar,
 Reader,
 Composition.
Mathematics.
 Solid Geometry,
 Conic Sections,
 Surveying.
English Literature.
 Classical Readings,
 Composition.
Science.
 Physics.

Scientific and English.

General History,
German.
 Grammar,
 Reader,
 Composition.
French.
 Prose Selections,
 Grammar,
 Composition.
Mathematics.
 Solid Geometry,
 Conic Sections,
 Surveying.
Science.
 Physics,
 Chemistry.
English Literature.
 Classical Readings,
 Composition.

Fourth Year,

Classical.

Latin.

Tacitus,
Horace,
Reading at Sight,
Composition.

Greek.

Homer, 2 Books,
Demosthenes,
Composition,
Reading at Sight.

German.

Selections,
Composition,
Reading at Sight,
Oral Practice.

Mathematics.

Conic Sections,
Calculus.

Science.

Chemistry,

Elocution.

Declamation,
Original Speeches.

Scientific and English.

German.

Selections,
Compositions,
Reading at Sight,
Oral Practice.

English.

Shakespeare,
Macaulay,
Paradise Lost,
Composition.

Mathematics.

Conic Sections,
Differential Calculus.

Science.

Quantitative Analysis,
General Chemistry.

Elocution.

Declamation,
Original Speeches.

The above Course of Study has been prepared with special care, under the guidance of our own experience and the suggestions of some of the best and most experienced teachers. The best mental discipline, as well as the best results in any special study, are likely to be attained by those who adhere to the prescribed course. This is not only true of those who propose completing a course of study at college, but of those who may expect to complete their course of study here.

Testimonials.

UNIVERSITY OF VIRGINIA, May 12th, 1886.

We cordially commend to the public the Staunton Male Academy, now in charge of Mr. Wm. H. Kable, an alumnus of the University of Virginia, as a school of high grade, in which young men intending to enter the University can be well prepared for its different Academic Courses, in the Languages, Mathematics and Natural Sciences.

CHARLES L. VENABLE, L. L. D.

Chairman of Faculty, Professor of Mathematics.

W. M. THORNTON,

Prof. of Mathematics applied to Engineering.

F. P. DUNNINGTON, B. S.,

Prof. of Analytical and Agricultural Chemistry.

F. H. SMITH, M. D., L. L. D.,

Prof. of Natural Philosophy.

WM. E. PETERS, L. L. D.,

Prof. of Latin.

J. W. MALLETT, Ph. D., M. D., L. L. D., F. R. S.

Prof. of General and Industrial Chemistry.

[From Hon. John E. Massey, Lieut-Gov. of Virginia.]

Having known Capt. Kable intimately for many years, and having had fine opportunities for forming an opinion, I take pleasure in stating that he is a gentleman of high intellectual, moral, and Christian character, a thorough scholar, a fine disciplinarian and one of the best educators I have ever known. His school combines in an eminent degree the advantages of thorough and practical education, with parental discipline and the comforts and refining influences of home.

U. S. NAVAL ACADEMY, ANNAPOLIS, MD., May 19th, 1886.
Capt. Wm. H. Kable, Staunton, Va.—

Dear Sir: Edmund has passed his examination on *first trial*. He was well prepared and I thank *you* for it.

Yours truly,

C. BERKELEY, M. D.

AUGUSTA COUNTY, VA., June 19th, 1886.

Two of my sons were pupils of Capt. W. H. Kable's Male Academy during the last session. They have done well in their studies, and one of them was recently the successful competitor in an examination for the United States Naval Academy from this Congressional District.

HUGH F. LYLE.

WASHINGTON & LEE UNIVERSITY, LEXINGTON, VA., April 27, 1886.

For several years past we have had in attendance at this institution students who had been prepared for college in the school of Mr. Wm. H. Kable. These young men have evinced, by the thoroughness of their training, the ability and faithfulness of their instructors. We, therefore, cordially recommend this school to parents and guardians as worthy of their confidence and patronage.

G. W. C. LEE, President.

C. J. HARRIS, A. M.
Prof. of Latin.

S. T. MORELAND, M., C. E.
Professor of Natural Philosophy.

A. M. NELSON, M. A.,
Prof. of Mathematics.

J. J. WHITE, A. M.,
Prof. of Greek.

J. A. HARRISON, A. M.,
Prof. of Modern Languages.

[From Col. Wm. P. Craighill, U. S. Army.]

I have had a son under Mr. Kable's tuition for several years and his progress was excellent. Mr. Kable brings his students well forward, while his methods of instruction are good, and produce thoroughness as well. I can conscientiously recommend him as a very competent teacher, and one to whom parents or guardians may safely entrust their children or wards.

[From Hon. A. C. Snyder, Judge Court of Appeals, W. Va.]

LEWISBURG, May 5th, 1885.

I am a patron of the Staunton Male Academy. From information and actual experience, I can cheerfully testify that Capt. Kable is an excellent teacher and a most estimable man. His modes of teaching and discipline are well calculated to develop not only the mental but the orderly and manly qualities of his scholars. His control and management, while firm and decided, are such as to inspire obedience without ill-will or distrust, and tend to produce the best results on the character and disposition of those under his care. It gives me pleasure to recommend his school to those who have sons to educate.

COLUMBIAN UNIVERSITY, WASHINGTON, D. C.

I take pleasure in hereby stating that I have been intimately acquainted with Mr. Kable for many years past, and with his academic work, as well as with a large number of his most intelligent and influential patrons, and that he is universally regarded as a gentleman of the highest moral and intellectual character, of thorough scholarship, of great administrative ability, and of the amplest qualifications in every respect for the office of principal of a school of the highest grade. Parents or guardians who desire to prepare their children or wards for our universities or for the business of life may entrust them with perfect confidence to him.

A. J. HUNTINGDON,

Prof. Greek Language, Columbian University.

[From Hon. John Blair Hoge, formerly Judge of Circuit Court and Ex-Congressman from W. Va.]

I have had so many opportunities to know the methods which Capt. Wm. H. Kable has so conscientiously employed, that I am sure the measure of his success must be greatly increased under conditions such as he now possesses. As to his scholarship and capacity as a teacher, I need not place them upon testimony, which, however sincere, would be as valueless as mine. His modesty may not have admitted the fact to himself, but I am sure his reputation for both is too well established throughout both Virginias, to need testimonial or assurance from any quarter.

[From Hon. W. L. Wilson, member of Congress from W. Va., formerly Professor in Columbia University, late Pres. W. Va. University.]

No teacher ever more fully commanded or deserved to command the confidence and respect of the community than Cap. Wm. H. Kable. In scholarship he is thorough, exact and always advancing, a good linguist, a good mathematician, and something of an enthusiast in several of the physical sciences. As a man, his character is of the sterling type, which fits him to be the exemplar of the young; while as a citizen, he is liberal, progressive, and public spirited. Indeed, he blends in a union not often found, good scholastic habits and tastes with that common sense, which is the basis and guarantee of success in the calling of teacher, as in other difficult professions.

[From Charles J. Faulkner, U. S. Senator, Martinsburg, W. Va.]

It gives me great pleasure to bear testimony to Cap. Wm. H. Kable's high standard as a man and instructor, and the success, which, for many years, has rewarded his labors in the department of education.

From the reputation of the school which he has established and conducted, I feel justified in saying that I know of no instructor to whose charge I would feel safer in committing the moral, intellectual and physical training of a son than to Cap. Kable.

[From Mrs. M. L. Branch, Georgia.]

As a patron of the Staunton Male Academy, and having visited same, it gives me genuine pleasure in being conscientiously able to add my testimonial of esteem to the many already given. I regard this Academy as being of the highest standing in instruction, discipline and home influences.

Newspaper Extracts.

The number and excellence of the institutions for education located in Staunton, have given our city a wide reputation throughout the country as an educational centre. One of the most conspicuous and important of these is the Staunton Male Academy, an institution of which our city may well be proud. In the beauty of its location, in the completeness of its equipment and in the character of the instruction given there, we confidently claim that in no part of the country can a better school



PARLORS.



BED ROOM.

be found. A visit and a thorough inspection will reveal to any one, as it has revealed to us, the truth of this claim. The ample buildings occupied by the boarding pupils are not only comfortable, but handsome and elegant. The rooms are large, airy, well heated, well ventilated, and look on a prospect so broad and beautiful that dull indeed must be the nature that would not be excited to enthusiasm by the contemplation of such a landscape. We found the imposing brick buildings heated by steam, lighted by gas, bath rooms with hot and cold water, with such conveniences as might be expected in a first-class hotel, but which cause surprise when found in a boy's boarding-school. Besides, the extensive grounds, handsomely laid off and nicely kept; the play grounds for base ball, foot ball, etc., are all that could be wished, whilst the large parlors, study hall, library, halls, and passages, are for the use and enjoyment of the boys. A gymnasium, readily accessible, affords opportunity and means for physical development, and is highly appreciated by all the school.

The boarding department receives careful attention. The excellence of the table fare, the tidiness and neatness of the dining room and outfit, the thorough and constant supervision bestowed upon the dormitories, all give evidence of industry, thorough attention, and superior management.

The school room or Academy, is a marvel of elegant adaptation of means to an end. All the rooms are on the same floor, with the exception of the chemical laboratory, which is below the assembly room and recitation rooms. The instruction given in analytical chemistry is such as rarely can be given in our colleges, for the very good reason that you will hardly find such a laboratory outside of a University. We wish it to be known throughout our State, at least, that chemical analyses, both qualitative and quantitative, can be made at this laboratory, and that work done here may be relied upon as thorough, accurate and complete.

Over all Capt. Kable presides, encouraging and stimulating his pupils to faithful and successful effort. He is in constant supervision of the school and permits no defection from duty to escape his attention. In every branch of study he has shown the utmost liberality in providing the best instruction, by the best instructors. His aim and determination when establishing this enterprise was to have a school best in all respects and not to count costs until he had attained that end.

The fact that the teachers reside on the premises, having a constant and immediate intercourse with the pupils, and being accessible at all times in case of needed instruction, adds vastly to the excellence of the system.

The school has drawn patronage from an area of country embracing most of the Gulf States.

When the merits of this school shall have become more generally known, Capt. Kable will be kept busy from year to year in providing additional buildings to accommodate increasing patronage.

It is well recognized as a fact that in our climate a youth can study a third, or a half more, than he can at home in Georgia, Florida, and other Southern States.

A Southern gentleman remarked to us that his son could study twice as much in this climate as at his home. So merely from an economical point of view, he would prefer to send him to school here.

As a citizen of Staunton we feel grateful to Capt. Kable for maintaining in our midst an institution of which any community might well be proud, and we are glad to take this occasion of expressing our appreciation. We have seen, and know whereof we affirm. We predict a phenomenal success for an enterprise that is so deserving of success.—*The Valley Virginian*, Jan'y 7, 1886.

The editor of the Charlestown, W. Va. "Spirit," recently in Staunton, writes to that journal:

"Whilst in Staunton, Va., last Wednesday, we were shown by Capt. W. H. Kable, through his school buildings and grounds, and we were pleased to see everything in the 'most complete arrangement for a thorough, systematic course of training.'"

Our cotemporary is right. Capt. Kable has literally the "most complete arrangement for a thorough course of training" for the young that we have ever known in Virginia. Its equipment in ALL respects is not equalled by any preparatory school we know of. It is a school which our city and section have solid grounds for being proud of.—*Staunton Vindicator*.

The Opera House had a fine audience present to show their interest in, and to enjoy the final exercises of the Staunton Male Academy, of which Prof. W. H. Kable is principal. The Stonewall Brigade Band was present and aided to enliven the scene. This school may well be called a model Preparatory School. In its faculty are teachers who came to it from professorships in colleges, and altogether it has an outfit in brains and facilities for education that no school in Virginia, within our knowledge, has ever rivalled.—*Vindicator*, June 18th.

Analysis of Virginia Marble.

The professor of chemistry in the Staunton Male Academy furnishes us the following analysis of a specimen of dove-colored marble from Athmole's quarry, Rockbridge county, Va., made by Mr. E. Lacy Gibson, one of the twelve students in the present class in analytic chemistry in the laboratory of that flourishing institution.

Lime carbonate.....	98.34	} 100.19
Magnesia carbonate.....	0.37	
Silicious residue.....	1.48	

The analysis shows that the handsome marble—one found in abundance not far from the lines of the Richmond & Alleghany and the Shenandoah Valley railways—is a very pure carbonate of lime.

This is but one of the numerous analyses of Virginia ores and other minerals that have been made in the laboratory of the Staunton Male Academy by its students, during the session that is now about closing; and this leads us to say that we feel like heartily commending the methods of educational training there adopted and systematically and vigorously enforced. Text-book study and laboratory and other practical work are simultaneous; theory and practical application go hand in hand, and from these the best educational results follow. Such preparatory schools are the ones we now need in all the Southern country; schools that will, from the start, train our boys to independence of thought and action in the acquirement of knowledge and in the practical application of the same when acquired. Boys so trained will make young men fitted for receiving the full benefit of the higher institutions of learning, these States have so liberally provided, and for sooner and better taking their part in the upbuilding of the prosperity of these States.—*Industrial South*.

Recent Analysis of Flat-Top, W. Va., Coal.

Fixed carbon.....	92.095
Volatile matter.....	0.99
Sulphur.....	0.895
Ash.....	5.48
Water.....	0.54

This analysis was made especially for *The Virginias*, at the laboratory of the Staunton Male Academy, of this city. It gives us peculiar pleasure to publish this careful and reliable analysis, as it is the first to appear in our columns from the well-equipped analytical laboratory of the high grade preparatory school of Capt. Kable, which has a record that assures its success as a prosperous training school every way worthy of commendation. We like it especially, because it provides for thorough preparatory training in the physical sciences, as evidenced by this analysis. We expect to publish other work, student as well as professional, from this Academy—*Virginias*.

Bulletins

of chemical examinations made by students of the Laboratory of the Staunton Male Academy,

No. 2—Examinations of four samples of kerosene oil:

Sample No. 5—Flashing Point.....	120°-F
" Burning " 	130°-F
Sample No. 6—Flashing " 	128°-F
" Burning " 	138°-F
Sample No. 7—Flashing " 	120°-F
" Burning " 	130°-F
Sample No. 8—Flashing " 	122°-F
" Burning " 	134°-F

It will be seen that the above are all good oils.

V. T. CHURCHMAN.

No. 3—Result of a "Fire assay" of a sample of Galena from Rockingham county, Va.

Metallic lead..... 79 per cent.

This is a very high grade ore, a chemically pure ore that is the highest possible percentage, being 86.6 per cent.

ALEX. D. SLOAN.

A Busy Hive.

THE WORK IN THE LABORATORY OF THE STAUNTON MALE ACADEMY.

Comparatively few of our readers are acquainted with the extent and practicability of the science course at the Staunton Male Academy. This department is conducted so differently from that of similar institutions, some of which are more pretentious, if their advertisements may be relied on, that we are satisfied that a brief description of a scene that may be daily witnessed there will not prove without interest to the general public.

Capt. Kable, the principal of the academy, recognizes the fact that a new era has dawned upon Virginia and a new field of usefulness opens before our young men. The future greatness and prosperity of the State is in the development and utilization of the wondrous latent wealth that slumbers within her borders, and the demand of the hour for men of science and practical skill to wake to activity the dormant resources. To meet this demand Capt. Kable has spared neither trouble nor expense. Commodious and handsome buildings have been erected, and an expensive laboratory fitted up, and the services of a thorough analytical and practical chemist secured. Not only is the course thorough, but the instructor manages to make it so attractive that the students become so absorbed in their work that supper time is frequently forgotten, and when a school boy overlooks meal hour he is either intensely interested or there is a screw loose somewhere. The hours spent in a laboratory seem divested of the irksomeness of study. There is an apparent absence of restraint—of a mechanical routine of the school room. Each student sets about his task with a relish that quickens as his experiment progresses, and is maintained until the desired result is reached.

The Students' Laboratory is a large well ventilated room, 18x30 feet, with desks, shelves, and a convenient little closet for every student. Each is supplied with a full set of reagent bottles, and all the apparatus necessary for the various analyses. There is also a balance case containing two balances, one so delicate as to indicate a variation of *one three hundred thousandth* of an ounce, and two "hoods"—funnel-like

arrangements of tin, to carry unpleasant or dangerous vapors up the chimney. Adjoining this room is a private laboratory of the instructor, fitted up for all kinds of analytical work; and where various analyses are made every day.

At present there are five grades of students at work. First, those in blow-pipe analysis, who determine the composition of minerals, ores, chemical powders, etc. Second, those who determine the composition of solution by "wet" analysis. Fourth, those making quantitative analyses, and they are required to find the percentage within two-tenths of 1 per cent of the exact amount. Results as close as the 1-200 of 1 per cent, of the exact amount have been found during the present term by students in this grade. Fifth, those making assays of ores by the "Fire" method.

The work done at the Staunton Male Academy is equal, if not superior, to that done in most colleges. Only one college in Virginia, the University, has a laboratory so completely supplied and doing work so advanced.

When the reporter visited the school Friday, he was permitted to see the practical results of the boys' work. Without the knowledge of the analyst, he selected a liquid substance from the dozens of bottles in the instructor's laboratory, and asked one of the students to tell him what it was and how he determined it. In a few moments, the work had been done, a proper answer given, and the process by which it was reached explained. He then submitted a piece of raw ore, and its principal constituent was also determined in a short time, and the process explained. What the reporter saw can be seen there any school day between the hours of 9 and 12 a. m., and 2 and 6 p. m. Visitors cause no interruption to the work and those interested will be welcomed.

* I * * These analyses were made in the laboratory of the "Staunton Male Academy," by one of the students, Alex. D. Sloan, and the accuracy of the results is guaranteed by the instructor. The work of the students of this school is thorough and accurate, and includes the analysis of ores, limestones, clays, fertilizers, etc. * *

* —*Coal Trade Journal of New York.*

WESLEYAN FEMALE INSTITUTE, STAUNTON, VA., July 3d, 1886.

As President of one of the largest Colleges for young ladies in Virginia, and feeling therefore a deep interest in the character of all male schools in or near the city, I take pleasure in bearing testimony to the high character of Prof. Kable's school in this city. In my opinion, it is a first-class school for boys and young men who are preparing for college or even the active duties of life. Prof. Kable is an able educator, of long and successful experience in his noble vocation. He is assisted by tried and experienced instructors in all departments. His buildings are elegant; scenery and surroundings beautiful. In a word, his school is an academic home, where his pupils will enjoy high intellectual and moral culture, with all the care and comfort of a refined and happy home. I believe it to be such a school as parents are seeking for their sons.

These facts are attested by the superior discipline, the thorough culture and gentlemanly bearing of his pupils, by the cordial approval of his patrons, and the high reputation and popularity of his school—far and wide.

I cordially commend Prof. Kable, his Assistants and School, to all who have sons to educate.

WM. A. HARRIS.
President W. F. Institute.

Register.

Ast, W. H.	Virginia	Fletcher, M. R.	Texas
Archinard, J. R.	Texas	Gayle, J. H.	Virginia
Archinard, H. F.	Texas	Gibson, E. J.	Texas
Atkinson, A.	Texas	Harrison, W. B.	Virginia
Avis, S. B.	Virginia	Hulvey, C.	Virginia
Ayres, M. L.	Texas	Haywood, W. H.	Texas
Arnold, T. N.	Kentucky	Hendron, S. R.	Virginia
Arnold, H. S.	Kentucky	Heilborn, I.	Texas
Beard, E. T.	Texas	Heilborn, C.	Texas
Berkley, C.	Virginia	Heilborn, R.	Texas
Blythe, H. S.	Arkansas	Hoge, F. M.	Virginia
Booker, R. N.	Virginia	Hoge, M.	Virginia
Boyd, W. A.	West Virginia	Hoge, H. B.	Illinois
Berry, T. C.	West Virginia	Hager, A.	Virginia
Burruss, W. P.	Virginia	Hughart, J. E.	West Virginia
Bell, C.	Virginia	Jester, C. L.	Texas
Berg, A.	Missouri	Jester, G. E.	Texas
Clay, H. E.	Texas	Jones, W. H.	Virginia
Collins, M. M.	Texas	Jones, A.	Virginia
Cootes, H. N.	Virginia	Kable, W. G.	Virginia
Davis, J. F.	Michigan	Kennet, P. G.	Texas
Dearing, J. A. M.	Virginia	Kosminsky, I.	Arkansas
Dearing, W. G.	Virginia	Kirby, H. W.	Arkansas
Dunbar, G. W.	Louisiana	Kirby, J. E.	Arkansas
Dunbar, F. B.	Louisiana	Lasater, B.	Texas
Fultz, M. J.	Virginia	Long, F.	Virginia
Fallon, J. J.	Virginia	Lowry, J. D.	South Carolina
Fallon, F. J.	Virginia	Moore, W. B.	Georgia
Fetzer, E. W.	Maryland	Matchet, W. E.	Texas

McCreery, W. A.	West Virginia	Snyder, J. V.	West Virginia
Merriken, L.	Virginia	Smith, J. G.	North Carolina
Munzesheimer, I.	Texas	Spitler, W.	Virginia
Montgomery, H. F.	West Virginia	Talbot, J. R.	Texas
Nelson, C.	Texas	Terry, J. D.	Virginia
Nesbit, W. T.	Texas	Terry, G. R.	Virginia
Parrish, S. W.	Texas	Trapnell, J.	West Virginia
Patterson, H. J.	Texas	Trout, P. H.	Virginia
Patterson, R. E.	Texas	Trout, W.	Virginia
Peyton, L. W. H.	Virginia	Turner, W. S.	Texas
Plecker, B.	Virginia	Turbeville, J. H.	Mississippi
Portwood, J. M.	Texas	Weiss, H. P.	Texas
Reinberg, M.	Texas	Whitaker, W. G.	Texas
Rhea, J. F.	Texas	Whitehill, J. M.	Arkansas
Richardson, W. J.	Georgia	Williams, B. R.	Texas
Richie, S. B.	Arkansas	Williams, G. R.	Texas
Robertson, R. G.	Texas	Wollet, L. W.	Texas
Rogers, J. J.	Arkansas	Wright, B. W.	Texas
Russell, J. J.	Texas	Wayt, H.	Virginia
Reinhart, J. H.	Virginia	Wayt, B.	Virginia
Reinhart, F.	Virginia	Wagner, C.	Virginia
Riley, C.	Virginia		
Total,		101.	

Certificates of Distinction.

The following is a list of those to whom Certificates of Distinction were granted:

- J. P. Archinard, Jr.—French, Senior Arithmetic, Natural Philosophy.
 W. H. Ast—Intermediate Latin, Senior German, Junior Algebra, Natural Philosophy.
 M. L. Ayres—Senior Geometry, Trigonometry, Junior German, Senior Arithmetic, Senior Algebra.
 E. T. Beard—English Grammar, U. S. History, English Literature.
 C. P. Bell—Senior Arithmetic, Senior Algebra, Senior Geometry, Physics, Trigonometry.
 A. Berg—Junior German, English Grammar, Senior Arithmetic, Elementary Algebra.
 H. E. Clay—Junior German, Book-keeping, Senior Algebra, Senior Arithmetic.
 J. F. Davis—Junior French, Physics, Elementary Arithmetic, Elementary Algebra.
 G. W. Dearing—Junior Arithmetic, Elementary Algebra, Junior Geometry.
 J. A. M. Dearing—Junior Arithmetic, Elementary Algebra, Junior Geometry, Junior German, Junior Latin.
 G. W. Dunbar—Geography, United States History, Elementary Algebra.

- J. M. Fultz—Intermediate Latin, Senior German, Junior Arithmetic, Junior Algebra, Senior Geometry, Trigonometry.
 W. H. Haywood—United States History, Junior Arithmetic, English Literature.
 W. B. Harrison—Junior French, Senior Geometry, Trigonometry, Analytical Geometry.
 S. R. Hendren—Senior Latin, Senior German, Senior Algebra, Senior Geometry.
 C. L. Jester—Natural Philosophy, United States History, English Literature, Elementary Algebra.
 A. Jones—Senior Arithmetic, Elementary Algebra, Junior Geometry, Natural Philosophy.
 P. G. Kennett—English Grammar, Junior Arithmetic, Junior Algebra, Junior Geometry.
 J. A. Kirby—Intermediate Latin, Junior German, Senior Arithmetic, Senior Algebra.
 W. E. Matchett—Junior Latin, Senior Arithmetic, Junior Algebra, Book-keeping.
 S. W. Parrish—Junior German, Senior Algebra, Junior Geometry, Natural Philosophy.
 R. E. Patterson—English Grammar, Elementary Algebra, Senior Arithmetic, Book-keeping.
 L. W. H. Peyton—Intermediate Latin, Senior French, Junior Algebra, Trigonometry, Analytical Geometry.
 J. F. Rhea—Senior Algebra, Senior Geometry, Trigonometry, Natural Philosophy.
 S. B. Ritchie—Junior Latin, Geography, Senior Arithmetic, Junior Algebra.
 Max Reinberg—Junior German, United States History, English Literature, Book-keeping.

- J. G. Smith—Junior Latin, Junior German, Senior Arithmetic, Junior Geometry.
 J. D. Snyder—Geography, English Composition, Elementary Arithmetic.
 J. D. Terry—Geography, United States History, English Composition.
 P. H. Trout—Intermediate Latin, Junior German, Junior Arithmetic, Junior Algebra.
 J. H. Turbeville—Intermediate Latin, Junior Arithmetic, Junior Algebra, Junior Geometry.
 P. H. Weiss—English Literature, United States History, Elementary Algebra.

List of Proficiencies.

- M. L. Ayres—Arithmetic, Algebra, Geometry.
 C. P. Bell—Arithmetic.
 Chas. Berkeley—United States History.
 H. E. Clay—Algebra, Arithmetic.
 F. B. Dunbar—English Grammar, United States History.
 J. M. Fultz—Arithmetic, Geometry.
 J. H. Gayle—Analytical Geometry.
 W. B. Harrison—Analytical Geometry, Geometry.
 W. H. Haywood—United States History.
 S. R. Hendren—Algebra, Geometry.
 C. L. Jester—United States History.
 A. Jones—Arithmetic.
 H. W. Kirby—Arithmetic, Algebra.
 J. A. Kirby—Arithmetic, Algebra.
 P. G. Kennett—English Grammar.
 W. E. Matchett—Arithmetic.
 H. S. Blythe—United States History.

- F. H. Montgomery—United States History, English Grammar.
 W. B. Moore—United States History.
 S. W. Parish—Arithmetic, Algebra.
 L. W. H. Peyton—Analytical Geometry.
 J. F. Rhea—Algebra, Geometry.
 J. G. Smith—Arithmetic.
 W. B. Trout—United States History.

The Following Prizes are Established for the Session 1889-90.

MEDALS.

A Gold and Enamel Medal to the Cadet who surpasses in general excellence.

A Gold Medal to each of three Cadets showing highest average in studies and examinations during the session.

A Gold Medal to the Cadet who excels in Military Drill.

A Gold Medal to the Captain of the best Drilled Company.

PRIZES.

Silk Marker's Flag to the Best Drilled Company.

Classical Prize to the Cadet excelling in one Ancient and Modern Language.

Mathematical Prize to the Cadet excelling in Mathematics, including Algebra and Geometry.

PRIZES FOR 1888-89.

A Gold Medal to L. W. H. Peyton for highest scholarship.

A Gold Medal to each of the following pupils for Superior Scholarship: J. A. M. Dearing, S. R. Hendren, and Charles Bell.

A Gold Medal to M. L. Ayres for superior excellence in Mathematics.

A Gold Medal to M. E. Matchett for superiority in First Class in Book-keeping.

To W. B. Williams for superiority in Second Class in Book-keeping.

Prize of books to A. H. Jones for greatest efficiency in spelling.

The following are worthy of honorable mention as the closest competitors for the Medals for Superior Scholarship: J. H. Turbeville, A. Jones, P. G. Kennett, and S. W. Parrish.

Military Prizes.

To the best drilled Company; Capt. J. F. Rhea, Co. B.

Best drilled Cadet; R. M. Booker.

Resume.

Boys and young men prepared for commercial pursuits, the scientific schools, and thoroughly fitted for college.

School commences Wednesday, September 4th.

Pupils admitted at any time during the year, when we have vacancies, and charged accordingly.

Expenses for Board, tuition, washing, fuel and lights, for a year, \$250.00.

Advantages of the Boarding School.

First.---The pupil has his time mapped out for him, each exercise has its proper place, and each duty must be performed at the appointed hour.

Second.---During the hours set for study, and the preparation lessons, a teacher is always present to render assistance, teach boys how to study.

In Conclusion.

We have large and successful experience, and as to means, apparatus and scholarship, we are up to the times.

Our teachers are competent, pains-taking instructors, and our mode of instruction and discipline are intended for well-

bred, orderly boys and young men; we undertake to furnish such a comfortable home, treat them kindly and teach them thoroughly.

The Principal declines to receive any communication from Parents through a Cadets: all communications must be addressed directly to him.

No money will be furnished, except from deposits in the hands of the Principal.

TEXAS PACIFIC RAILWAY,

"El Paso Route."

Direct line from points in Texas to the educational centres in the North and East. No change of cars from points on this line to St. Louis. Parents and guardians who contemplate sending sons and daughters to Northern and Eastern Schools, can secure full information, as to rates, routes, &c., by writing,

H. C. ARCHER,
Trav. Passenger Agent,
Dallas, Texas.

B. W. McCULLOUGH,
Gen'l Pas. & Ticket Ag't,
Dallas, Texas.

OHIO & MISSISSIPPI RAILWAY,

Four Solid Daily Trains from Cincinnati to St. Louis. The Ohio and Mississippi Railway is unquestionably the leading road from Cincinnati to St. Louis and the West, where other routes made up of two or more different lines, claim to be in the field for St. Louis business. The fact remains that the Ohio & Mississippi is the only line owning its own track and running all its own trains through solid between Cincinnati and St. Louis.

MISSOURI PACIFIC RAILWAY

AND

Iron Mountain Route.

St. Louis to all points in Missouri, Kansas, Nebraska, all Pacific Coast Points, and all resorts of Colorado and the Rocky Mountains, via the "Colorado Short Line." St. Louis to all points in Arkansas and Texas, Little Rock, Hot Springs, Dallas, Ft. Worth, Galveston, San Antonio and City of Mexico.

H. C. TOWNSEND,
Gen. Pass. & Ticket Agent,
St. Louis, Mo.

N. R. WARWICK,
Dist. Pass. Agent,
131 Vine St., Cincinnati, Ohio.