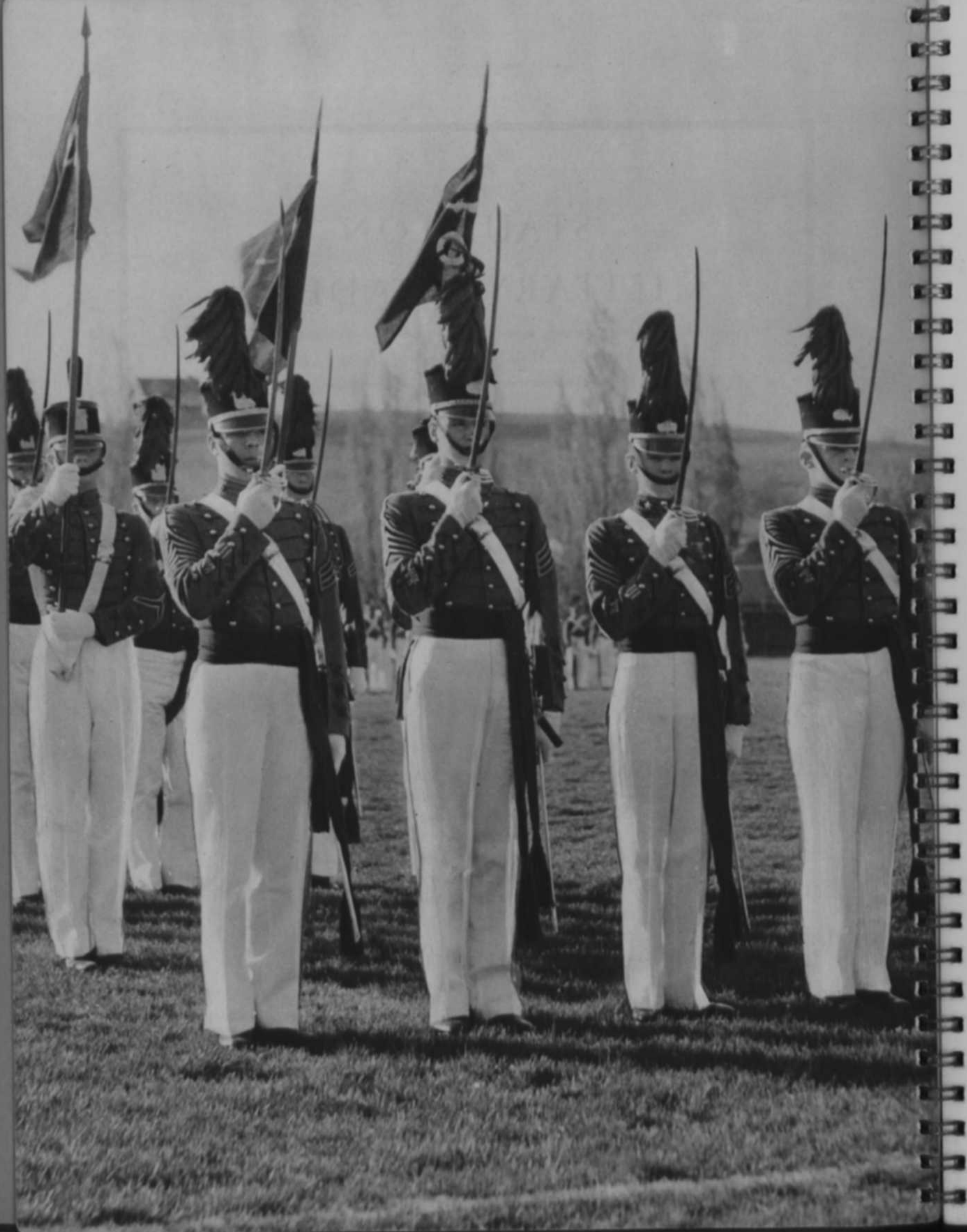


STAUNTON

MILITARY ACADEMY





STAUNTON MILITARY ACADEMY

One of America's Most Distinguished Military Academies



Charter Member of the Association of Military Colleges and Schools
Member Private Schools Association of the Central States
Chartered and Accredited by the State of Virginia
Government Honor School
Fully Accredited Member Southern Association of
Colleges and Secondary Schools
of the United States

—
STAUNTON : VIRGINIA



COLONEL EMORY J. MIDDOUR, A.B.
Princeton University; Graduate Work, University of Pennsylvania
SUPERINTENDENT

A PERSONAL WORD TO PARENTS

Your interest in Staunton Military Academy prompts this personal message. Preparatory School education is not only a preparation for something in the future, but a vital part of life itself. Because it falls within a boy's most impressionable years, this period is a most important one. For this reason we have a greater opportunity and a more profound responsibility than does the college. Staunton's ideal location and modern, sanitary equipment are important, but the men with whom your son

lives and works are far greater factors. Your boy may forget the lessons of the Staunton class-room; but if he remembers his teachers as men who helped and inspired him when he was disheartened, who were sympathetic and encouraging when the task seemed hard, who stirred him to do greater things when success did not seem possible, then—and only then—has this been a great school for your boy.

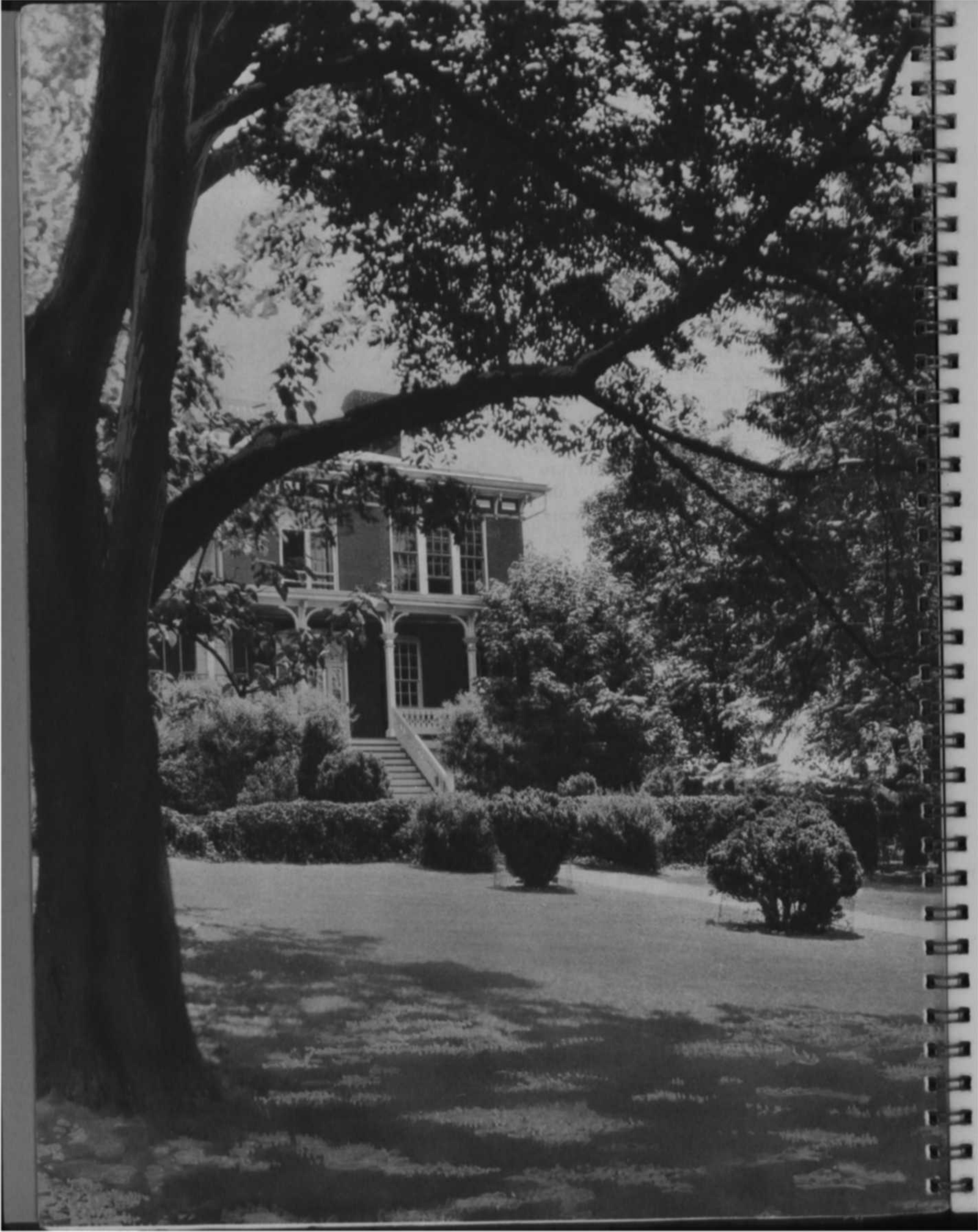
May I extend to you a very cordial invitation to visit us in the beautiful Shenandoah Valley of Virginia. Meet the men of this school; make your personal investigation of the many opportunities awaiting your son; see the school at work and at play; learn what the military training is doing to promote neatness, order, promptness, obedience, duty, truth, and honor—all of which contribute so fundamentally to success in any field of work.

If your son enters this school, we at once become partners in an important service to one whose success you more truly desire than your own. A conscientious school man has one of the greatest of all tasks: he takes the hand of your boy as he leaves home, in many cases for the first time, and leads him forward in the course of his life and work. In your trust in us to guide your boy lies a great opportunity and a superb challenge. It places upon us a responsibility to render a great service. May the high challenge and task be ours, and may we serve your boy well in his work and life, today and tomorrow.



POINTS OF SUPERIORITY

1. Magnificent location in historic Shenandoah Valley, center of the Cavalier culture in Virginia. Unrivalled health record.
2. Modern facilities and equipment throughout. New fire-proof buildings; magnificent indoor swimming pool; machine shop and studio.
3. Fully accredited. Nationally recognized. Sound, modern, educational program.
4. Highest scholastic standards. Outstanding scholarship records consistently maintained by graduates in colleges. Careful guidance and training.
5. Prepares for entrance to all colleges and universities, and to Annapolis and West Point. College Entrance Board examinations given at Academy.
6. Carefully chosen faculty of experienced educators and coaches.
7. Perfect co-ordination of scholastic curricula and military training, with freedom for full expression of individual initiative.
8. Comprehensive athletic and social program for every cadet.
9. Junior School in separate building with special staff, school mother, separate library, studio, and shops.
10. Inclusive tuition rate, revised to meet current economic trends, eliminates all "extras," providing the best in education and training for modern youth, and maintaining the traditionally high Staunton standard.



HISTORY AND LOCATION

Staunton Military Academy was founded in 1860 by William H. Kable, a captain in the Confederate Army. Holding the office of Principal for more than half a century, he was succeeded in 1912 by his son, Colonel William G. Kable. Under Colonel Kable's leadership the Academy grew rapidly, becoming one of the largest and best known schools in the country. In 1920 Colonel Thomas H. Russell, head of the Academic Department for many years, became Superintendent. His administration ended with his death in 1933.

The town of Staunton is an educational center located in the beautiful Shenandoah Valley, in the midst of a famous scenic area and many historic shrines. Mary Baldwin College for Women and Stuart Hall for Girls are also located here. The University of Virginia, Washington & Lee University, Virginia Military Institute, are all within easy driving distance.

Staunton is easily reached by motor over the Lee Memorial Highway from the north or south, and over U. S. No. 250 from the east or west. The Academy occupies the crest of one of Staunton's many hills, with an elevation of 1,650 feet above sea level. This environment has contributed to the cherished traditions of the Academy for more than three-quarters of a century, and has left everlasting impressions upon Staunton graduates.



CAPTAIN WILLIAM H. KABLE, A.M. 1837-1912
Founder and First Principal, Staunton Military Academy



CONFERENCE METHOD IN RECITATIONS

CHARACTER AND PURPOSE

The purpose of Staunton Military Academy is to prepare young men through education not only for college, but for the great end and real business of living. Adapted to conditions of modern life, the aim of the Academy is so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

Staunton believes in a type of education which makes its graduates resourceful, self-reliant, and independent. While offering the necessary intellectual and moral discipline, it is motivated by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that students differ markedly from one another, the Academy makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Staunton is dedicated to sound scholarship. It endeavors to stimulate in its students a worthwhile curiosity about things of the mind, and to induce them to desire an education. It expects them to acquire useful knowledge while developing discriminating judgment and independence of thought. Through varied work in literature, music, and the arts, creative as well as appreciative, Staunton tries to cultivate the imagination of its students.



ADVANCEMENT IS BASED ON MERIT

No matter from how wealthy a home a Staunton cadet may come, he must win his way in the Academy on merit alone. His status in the corps depends upon his academic standing, the spirit with which he enters school activities, and his fairness and good comradeship among his fellow cadets. The relationship between students and instructors is one of mutual confidence and friendly co-operation. Through their intimate contacts with other cadets and association with the faculty, Staunton students acquire social poise and confidence. Through the military training they develop self-reliance and efficiency. Through participation in the school's extra-curricular activities they develop initiative and the power of leadership.

From its earliest days Staunton has had as its primary aim the development of character. Today, as for more than three-quarters of a century, it continues to promote the ideals of personal integrity and unselfish service, which give point and direction to its whole educational policy.

STAUNTON PRESTIGE

Over and above that which is acquired from prescribed textbooks, there is much of vital value that accrues from attending a school that is nationally known. To begin with, national recognition and nation-wide patronage must be the offspring of meritorious service and successful achievement. The broadening, liberalizing, and cultural influences that redound from membership in an organization where no one section and no one set of ideas can predominate are forceful factors in the development of character and vision, and in the nurture of that sympathetic

RETREAT





understanding and appreciation of the other fellow that will always characterize the well-rounded, well-educated gentleman. New England and the Old South, the Northwest and the Cotton States, the Middle West, the two Seaboards and the Border States along the Great Lakes, all meet and mingle at Staunton, and in mutual faith and gentlemanly fellowship they live and work together. When a boy registers at Staunton, he is at once admitted to a great brotherhood of over ten thousand sons, hailing from every part of America and from twenty-seven foreign countries. In future years, when he is asked where he "prepped," and he answers Staunton, he will not have to explain where it is or what it is, as attendance at Staunton will identify him anywhere.

HIGH SCHOOL VS. PRIVATE SCHOOL

The fact that there are private schools in America specializing in preparing boys for college is not a reflection upon the public high school system, as some people think.

Considering the burden they must carry and the scope of their operations, the high schools of our country are doing a marvelous work. They are practically helpless to prevent congestion, as all their territory must be served, and political consideration will not permit any selection of the elements of their student personnel. Often the highest type of school principal is hampered by circumstances and influences entirely beyond his control.

We believe there are in our country to-day many high school principals and superintendents who are undecorated and unrecognized educational heroes. We honor the public schools of America as the very bulwark of our republic. But there is also a field for the private schools, and one where they have served and are serving with a freedom and efficiency that has earned for them an honorable and distinguished record in our educational history.

ADVANTAGES OF A MILITARY BOARDING SCHOOL

First.—The cadet 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 of lessons, a teacher is *always present* to render assistance and encourage boys to study.

Third.—He is taught the duty of prompt and cheerful obedience to those in authority, *without questioning that authority.*

Fourth.—As he is taught to obey, so he learns to command and to study character, that his influence and efficiency may be increased, and his capabilities in leadership developed.

Fifth.—He is unconsciously taught by his surroundings and daily and hourly contact with his fellows, those things which make men *successful in the world* into which he must soon be thrown.

Sixth.—Habits of self-reliance, self-restraint, and independence of thought and action fit him gradually for the larger and more varied duties of citizenship and business. He gets the *habit.*



ADVANTAGES AS EXPRESSED BY A PARENT

"If I had a dozen boys I would send them all to one of the best military schools; my reason being that, taking them by and large, I consider them superior to all other schools for secondary education. The teaching of a real military school has for one of its primary features the thing most neglected in the average American home. *This is obedience.* In addition to excellent academic teaching, the best military schools teach, to an eminent degree, the following essentials: Courtesy, Promptness, Alertness, and Self-Reliance—that is, the ability of the boy to stand on his own legs, do his own thinking, and, if necessary, take his own punishment in a manly, straightforward, and self-contained manner."

ADVANTAGES OF CONSTANT INDIVIDUAL ATTENTION

A boy's education is more than a matter of four or five hours in a classroom and a little home study. It goes on throughout the entire day, and takes in every phase of the student's life. His academic education involves a personal presentation of the basic facts of knowledge, given in such a way that he may thoroughly understand and retain them. Crowded public schools can seldom give the amount of personal attention necessary to develop the best possibilities of each pupil. His character development is not a matter of a few words or a passing example; it involves continuous action and conduct. It is rarely possible for a parent to exert a continuous influence or to oversee thoroughly his son's contacts and sources of knowledge and conduct.

Staunton training is not a luxury. It is a definite contribution to your son's welfare and progress. It will more than justify any sacrifice you may have to make.

LOOKING TOWARD THE ALLEGHENIES FROM THE PLAZA







BUILDINGS AND EQUIPMENT

Staunton's beautiful buildings are grouped around a court known as the Upper Plaza. Here formations and inspections are held. As a background for these buildings lie the athletic fields, parade grounds, tennis courts, lawns with trees and shrubbery, and playing fields on gently rolling hills. The barracks are of concrete and steel fireproof construction, with modern plumbing, heating, and lighting. They are large, comfortable, and equipped with all conveniences.

THE ADMINISTRATION BUILDING contains the offices of the Superintendent, Headmaster, and Treasurer, and is the oldest building in the Academy. It was originally the old Kable mansion, and during the early days was used for classes and dormitories.

SOUTH BARRACKS, built in strictly West Point, quadrangular style, contains thirteen classrooms, one hundred twelve bedrooms, and three large study halls.

NORTH BARRACKS, built and equipped like South Barracks, contains the largest gymnasium, an armory, post office, game room, library, military science department, classrooms, physics laboratory, fifty-three cadet bedrooms, and an interior quadrangle.

THE MESS HALL is located on the ground floor and is large enough to seat five hundred cadets. Six boys sit at a table, presided over by a faculty member or a cadet officer. Careful attention is given to the deportment of cadets at table. Boys are likely to be forgetful of proprieties

MAIL TIME AT NORTH BARRACKS

SOUTH BARRACKS





STAUNTON MILITARY ACADEMY

when removed from the restraining influence of the family circle. To avoid this, they are required to observe the same care in dress and behavior as would be demanded by the most careful parents. Favorable comments by visitors on the gentlemanly deportment of the boys constitute the best evidence of the results of methods pursued.

KABLE HALL, built exclusively of steel, concrete, and stone, contains the Swimming Pool, fifty-four bedrooms, and three suites for instructors. It was erected in 1932 and dedicated to the memory of William Hartman Kable, founder of the Academy, and of his son, William Gibbs Kable, who succeeded him. The ground floor contains the swimming pool, which is located within an open court of the building. The top of the swimming pool has a sky-light facing south. Above the halls and locker rooms surrounding the pool the three stories of the building contain quarters for one hundred eight cadets with an instructor's suite on each floor and a modern rifle range on the top floor.

MEMORIAL HALL was erected in 1925 and dedicated to the memory and honor of the soldier Sons of Staunton who were in service during the World War. It is a modern structure, three stories high, built of concrete block and steel. On the first floor are three large rooms, for gymnasium, sports, and other recreational purposes. The second floor has twelve classrooms. The third floor is occupied entirely by an auditorium with a seating capacity of five hundred, where plays, debates, musical programs, and similar activities take place.

THE JUNIOR SCHOOL is a separate unit occupying a two-story building at some distance to the west of the other buildings. It is equipped with rooms for forty boys, and in addition bathrooms, study hall, recreation room, library, and living rooms, so that all activities of the Junior School can be carried on there.

THE INDUSTRIAL BUILDING is a two-story concrete-block building situated in the rear of Kable Hall. The entire upper floor is occupied by the Industrial Design groups, and is equipped with facilities for mechanical drawing, sculpturing, wood carving, metal working, painting, and designing. The lower floor is a wood-working and machine shop used by both the Industrial Design and Science courses. The machinery in this shop includes planer, circular saw, band saw, wood-working lathe, metal-working lathe, drill

NORTH ENTRANCE TO CAMPUS



press, forge and anvil, steam engine, electric motors, and generators. For experimental purposes and practical applications in the study of Power, the shop is equipped with one Wright Whirlwind Motor, one six-cylinder overhead valve motor, one four-cylinder overhead valve motor, all machine shop facilities for constructing simple electric motors, and other experimental equipment necessary for the Science classes.

SWIMMING POOL. The swimming pool, located in Kable Hall, is one of the finest in the country. Not only the pool itself, but also the floor and walls of the entire room are tile. The pool is equipped with the very latest and best purification system; above are a series of skylights admitting sunlight. There are shower rooms, drying rooms, ample lockers, and a gallery for spectators at swimming contests. The dimensions of the pool itself are 75 by 25 feet with a graduated depth from four and a half to nine feet. The water is heated to a uniform temperature. A continuous action of exhaust fans maintains proper ventilation. One of the requirements for graduation is the knowledge of how to swim.

ROOM ARRANGEMENT. Every room has an outside window. The buildings are so constructed as to permit an abundance of light, sunshine, the circulation of fresh air at all times. The rooms are comfortable. Each is equipped for two cadets, contains two single beds, two bureaus, two study tables, chairs, and wardrobes.

Instructors and cadets occupy the same buildings. Each floor is under the supervision of an instructor, who is accessible to the cadets under his immediate care. The instructors are upon the grounds of the Academy day and night and associate with the cadets, seeking to stimulate them both by precept and example to right conduct and thought. There is at all times a friendly and intimate relation between instructors and cadets.

DINING HALL AND KITCHEN. Wholesome, well-prepared food served in an appetizing manner is one of the essentials of a good school. Our kitchen is equipped in a modern way and staffed



WEST BARRACKS



STAUNTON MILITARY ACADEMY

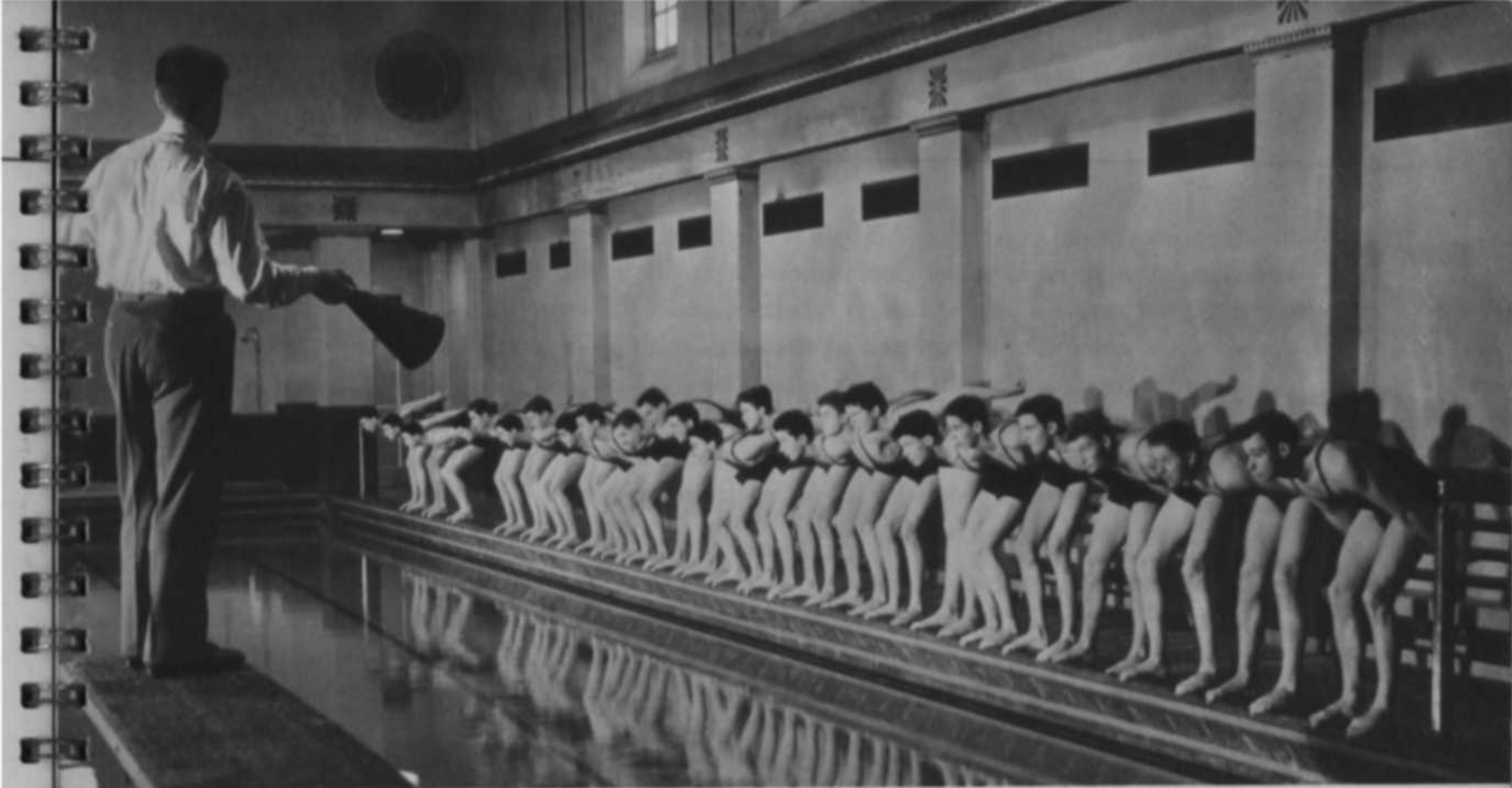
by men with years of experience. All food is purchased with great care that quality may be obtained and is prepared in proper combinations to provide a balanced diet. The food is served in our large and attractive dining hall. Our bakery, under the supervision of trained and experienced men, enables us to prepare and serve choice breads, rolls, pastries, and a large variety of desserts. Our meats are bought in large quantities and kept in a modern refrigeration plant, which also enables us to keep in storage an ample supply of choice fresh vegetables. We invite all of our patrons to inspect this part of our equipment, for we believe it is most essential in the happiness and success of a good school. We are glad to have our visiting patrons as guests in the school dining hall.

CLASSROOMS. In general, classrooms are located on the first floor of barracks and are so distributed as to require the minimum time for changing classes. All are equipped with individual desks and chairs, and are so arranged as to afford a maximum efficiency of ventilation, as well as natural and artificial light. The study halls, which are used for assemblies, are similarly arranged. The laboratories are thoroughly equipped for individual experimental work.

LIBRARY. The Library, located in the North Barracks, contains several thousand volumes—from the latest encyclopedias, scientific works, modern and classical literature, to lighter fiction, current magazines, and daily newspapers. The reading room is equipped with comfortable chairs and ample light. In addition to this, many of the departments have their own special libraries. The Library is under the supervision of a librarian, who keeps all records and advises the cadets in regard to the most satisfactory use of the library facilities.

A CORNER OF THE LIBRARY





STAUNTON'S MODERN POOL

LABORATORIES. Our laboratories far surpass those of the average school of this type in respect to equipment and, therefore, student opportunity. We know that some of our boys will enter scientific fields for their life work, but we also know that many will not. Consequently, we feel that we must supply such material as will help prepare the student not only to continue scientific work at institutions of higher learning but also to give him clearer conception of the physical, chemical, and biological laws and principles which will control his everyday life regardless of whether or not he becomes a scientist.

GYMNASIUMS. The Academy has two large gymnasiums. In addition, there are three large recreation rooms and a gymnasium for smaller boys. One of these rooms contains eight pool and billiard tables. These buildings are open to all cadets for recreation and exercise.

INFIRMARY. The Infirmary is completely isolated from the rest of the school. It provides quarters for nurses, one of whom is constantly on duty, reception room, examining room, dispensary, dining room, thirty rooms for patients, and quarantine wards for contagious diseases, with a diet kitchen and special bathing facilities and toilets. There is seldom a serious case of illness; but whether a student is seriously ill or only slightly indisposed, our patrons can have every assurance that our Infirmary is equipped to give the very best care and attention.

If a cadet reports at "sick call" and is found to be running a temperature, he is put in the Infirmary for treatment and observation as a precautionary measure. Do not be alarmed if your son writes that he is "in the Infirmary." It may be only a trivial ailment, but Staunton wants to be sure. It is easier to prevent than to heal. Be assured that you will be promptly notified by the Academy in case of serious illness.



TERRACE IN FRONT OF MEMORIAL BUILDING

SECTION OF THE BLEACHERS OVERLOOKING ATHLETIC FIELD





THE POST OFFICE. The Academy has its own post office, Kable Station, Staunton, Virginia, located on the first floor of North Barracks. This office has every facility of a city station, including registry, money order, and insurance. There are six hundred lock boxes available to the cadets at a small charge fixed by the Post Office Department.

CANTEEN. It is not necessary for the cadet to leave the school grounds to purchase the little luxuries occasionally desired. In the Canteen cold drinks, ice cream, cakes, and candies can be bought at prices prevailing in Staunton stores. All profits from the Canteen are devoted to student activities.

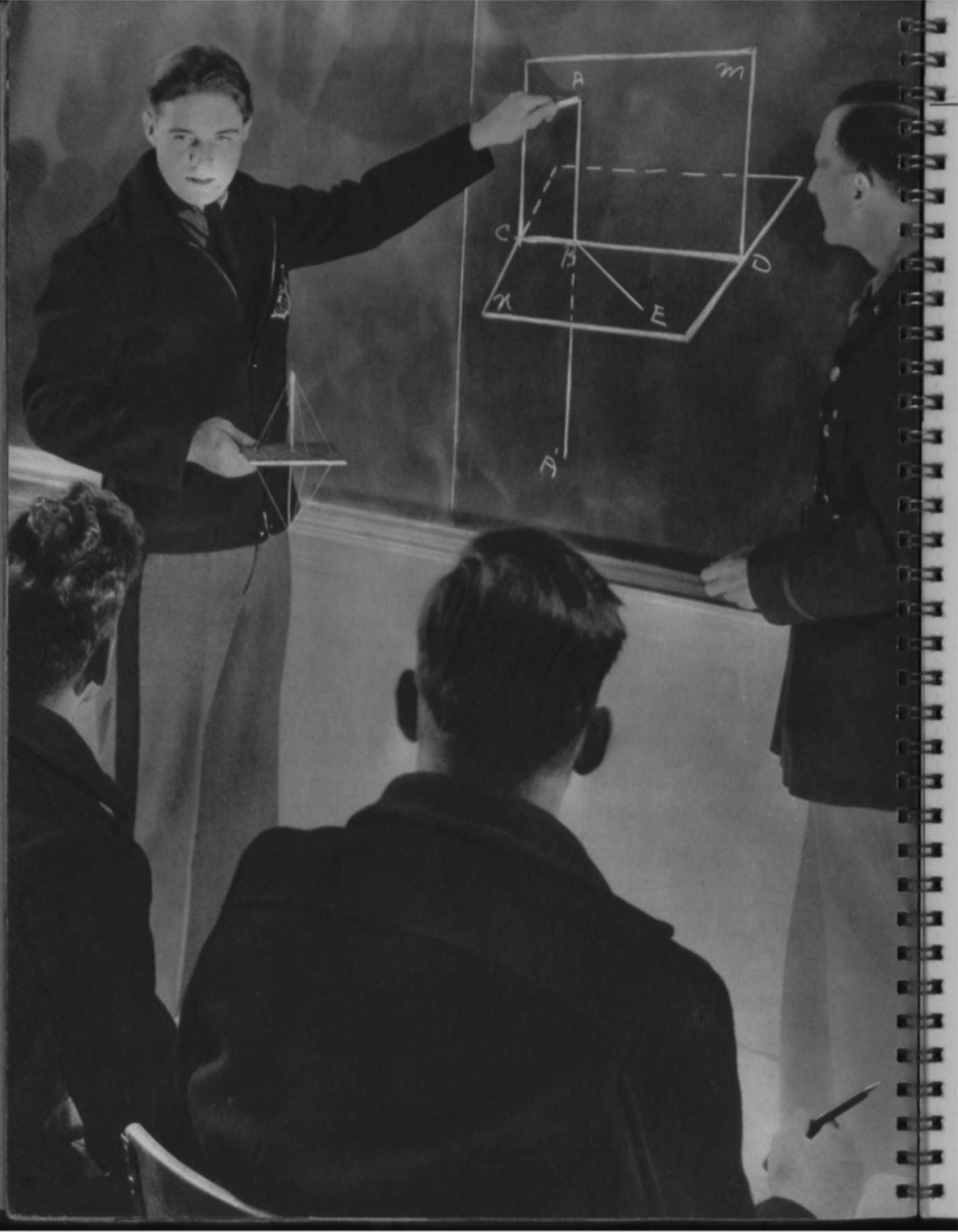
SUPPLY ROOM. From the supply room are distributed all uniform equipment, books, and stationery necessary while the cadet is in school. This room is accessible at all times when the boy is free from other duties.

BATHROOMS, SHOWERS, AND LAVATORIES. The entire plant has been fitted with the best porcelain fixtures available. The many shower rooms, lavatories, toilets, etc., are inspected daily and kept in sanitary and orderly condition. The Academy would like to emphasize the importance of this feature of management and equipment.

After the session ends in June, every room in every building is made as clean and sanitary as when the buildings were erected. Floors are restained; ceilings, woodwork, and iron beds are repainted; and furniture, including classroom equipment, is revarnished. Every mattress is sterilized under high steam pressure at this time, and again while the cadets are on their Christmas furlough.

DEDICATION OF KABLE HALL







ACADEMIC DEPARTMENT

ORGANIZATION

Staunton is divided into a Junior School and a Senior School. Boys who have completed the fourth grade of Public School or its equivalent will be admitted to the Junior School, which is composed of the 5th, 6th, 7th, and 8th grades. The Senior School is for students of high school age, and covers the 9th, 10th, 11th, and 12th grades. Every effort is made to avoid a too formal procedure in classroom. A course of study is selected suitable to the student's needs, rather than one requiring him to follow a preconceived idea of class arrangement.

FACULTY

The instructors are men of thorough training and wide experience in their profession. They are selected because of their ability to understand and sympathize with boys and to provide the firm guidance which youth requires. Students at Staunton find at all times a spirit of friendly co-operation on the part of teachers in solving not only academic difficulties, but also personal problems. The spirit of the school is built on a mutual respect of instructor and student, both working in a challenging adventure in learning.

PREPARATION FOR COLLEGE

Staunton offers in its Academic Courses thorough instruction in college preparatory subjects, enabling those completing the course to enter any university, college, or Government School. The success of Staunton graduates at practically every institution of higher learning in America, including West Point and Annapolis, gives assurance of the character of this preparation. Nearly four hundred boys prepared at Staunton are now doing successful work at one hundred twenty-eight colleges or universities. Staunton has sent many graduates successfully to Harvard, Yale, Princeton, Pennsylvania, Dartmouth, Virginia, Lehigh, Michigan, Massachusetts Institute of Technology, and other leading colleges. A fair proportion of these have graduated with honors, some winning the coveted Phi Beta Kappa Key and the Rhodes Scholarship.

Yearly hundreds of young men fail in freshman work at colleges. Often they themselves do not understand why. This should be of real concern to parents with sons who are prospective college students. That out of every three students entering college only one graduates is a challenge not only to educators, but to parents as well. The most conspicuous reason for this is insufficient preparation. Under the prevailing certificate system it is not difficult for a school to secure college entrance for its graduates. It is a far different matter to place them in college equipped to stay. A school should not be judged by the number of its graduates who enter college, but by the proportion who are able to carry higher work successfully. Prospective patrons should realize that there is a price below which no school can be conducted efficiently. The attraction of low charges and cut prices is very strong, but sooner or later the boy himself will have to pay the real bill, when he finds himself badly handicapped by poor preparation.



STAUNTON MILITARY ACADEMY

On the other hand, there are certain boys who wish to enter careers immediately after leaving school. Since these boys do not intend to enter college, they are given a liberal course especially designed to prepare them for their work in the world. Parents should be ready to recognize the fact that certain boys are better fitted for a practical than for a scholastic career. Staunton endeavors to discover what a student's special aptitudes are and how he can best be prepared to make the most of them. It appreciates the co-operation of the parents in helping to select the career best suited to each boy.

Staunton is an official examination centre for the College Entrance Examination Board. Any student desiring to take the tests may do so with the approval of the Headmaster. The student who has passed them may be admitted to any college in the country. Staunton is also a member of the Secondary Education Board, an association of the best private elementary and secondary schools. For purposes of classification and guidance the school conducts the subjective examinations of this Board. The objective tests of the Educational Records Bureau are given to supplement the teacher's opinions of capacities, achievements, and tendencies and to assist in vocational guidance. This Bureau maintains in its New York office a permanent record file of each boy's test results, to which he may refer when applying for admission to college or for a position in business. The results of all examinations are kept with the boy's record at Staunton.

The Association of Colleges and Secondary Schools of the Southern States sets certain minimum standards of equipment and instruction as a requirement for placement on its accredited list. Staunton has long been accredited by this Association. The school is also accredited by the State of Virginia and is a member of the Private School Association of the Central States, and a charter member of the Association of Military Colleges and Schools of the United States.

GLIMPSE ACROSS THE CAMPUS





MODERN EQUIPMENT ADDS ZEST TO LABORATORY WORKS

COURSES OF STUDY AND REQUIREMENTS FOR GRADUATION

Three Courses of Study are offered by the Academy: the Classical, the Scientific, both College Preparatory, and the Liberal Course, not College Preparatory. Sixteen units are required for graduation in all courses. Electives are selected to meet the demands of the college, technical school, or university for which a cadet is preparing.

THE CLASSICAL COURSE offers preparation for the highest type of college, university, West Point or Annapolis, and for the examinations of the College Entrance Examination Board. The Academy joins many Directors of Admissions in believing that in addition to four years of English, the well-prepared candidate should offer four years of preparation in one other subject. Staunton recommends four years of Mathematics, four years of Latin, or four years of Languages, two of one and two of another.

Requirements for graduation in the Classical Course:

- 4 Units of English
- *4 Units of Mathematics
- 3 Units of one Language, or 2 Units each of two Languages
- 1 Unit of Science (Chemistry, Physics, or Biology)
- 1 Unit of History
- 2 or 3 Electives

Total: 16 Units

*Note: If four units of Latin or a combination of four years of Languages are offered, only three units of Mathematics are required in the Classical Course.



THE SCIENTIFIC COURSE meets the requirements of many colleges and technical schools. This course places less emphasis on Foreign Languages, but requires more preparation in Mathematics and Science. The Course also meets the requirements for entrance to West Point or Annapolis, and prepares boys to take examinations of the College Entrance Examination Board.

Requirements for graduation in the Scientific Course:

- 4 Units of English
- 4 Units of Mathematics
- 2 Units of a Foreign Language
- 1 Unit of Science (Chemistry or Physics)
- 1 Unit of History
- 4 Electives

Total: 16 Units

Note: Electives in both the Classical and Scientific Courses are taken from Mathematics, History, Science, Languages, and Art. Staunton Military Academy strongly recommends four years' preparation in Mathematics because practically all colleges require Mathematics in the Freshman year as further preparation for all college work.

THE LIBERAL COURSE does not prepare for entrance to colleges, but is designed rather to meet the needs of students whose abilities lie in fields other than those for which strictly academic work would prepare them. Most traditional secondary schools recognize in students only that ability which is required for a strictly academic course. Staunton, contrary to this traditional attitude, is following sound and progressive educational practice by providing educational opportunity, through its Liberal Course, for whatever ability a boy may possess. This course is cultural in its broadest sense. It also aids the boy in discovering and developing his abilities. It aims at an optimum social adjustment for every individual by helping him find that place in life which he can successfully fill. Some will complete their formal education with graduation from this course, while others may continue in art, music, business, semi-technical, or vocational schools.

The Liberal Course is an entirely separate four year course planned to meet definite needs and produce definite results. Since it is first a cultural course, four years of English, at least three years of Social Studies, one year of Mathematics, one of Science, and one year each of Art and Music Appreciation are required of all students for graduation. Since this course is planned also to aid boys in discovering their abilities and interests, the remaining five of the sixteen units required for graduation may be chosen from the fields of Art, Music, Science, General Shop, Business, and Study of Occupations. These elective courses are so constructed as to be of worthwhile value to the boy even though he should not choose further intensive study in the fields which they represent. They are also designed to give sufficient insight into their respective fields so that a boy will be able to make an intelligent choice of his life work.



In order that boys may obtain the benefits which this course is designed to give, those transferring to it from other schools or from courses at Staunton, must meet a minimum requirement of two years' study in this course.

THE POST GRADUATE COURSE is planned for boys who have completed the required units for entrance to college, but who, on account of age or the type of preparation they have had in the high school, see the necessity of taking an extra year of preparation before attempting the work of the better college. Many parents realize the importance of sending a boy to college more mature than the average and with better preparation. A post graduate course in a well-organized school helps to bridge the large gap between high school and college, and greatly reduces the possibility of failure in college, and enables the well-prepared boy to get far more from his college course.

Each year a number of Staunton graduates take this course. Some take advanced work, while others review the courses necessary to take the competitive examinations for Annapolis or the regular West Point examinations. This extra year in preparation for Annapolis and West Point is desirable, for the work of a cadet's Senior year often does not correspond with the requirements for the two service schools. Post graduate students have the opportunity to take advanced English and advanced Mathematics (College Algebra and Analytic Geometry). Two other advanced subjects may be selected in the field of Languages, Science, or History.

GHR
COMPLETE REFERENCE LIBRARY SUPPLEMENTS TEXT BOOKS





CURRICULUM

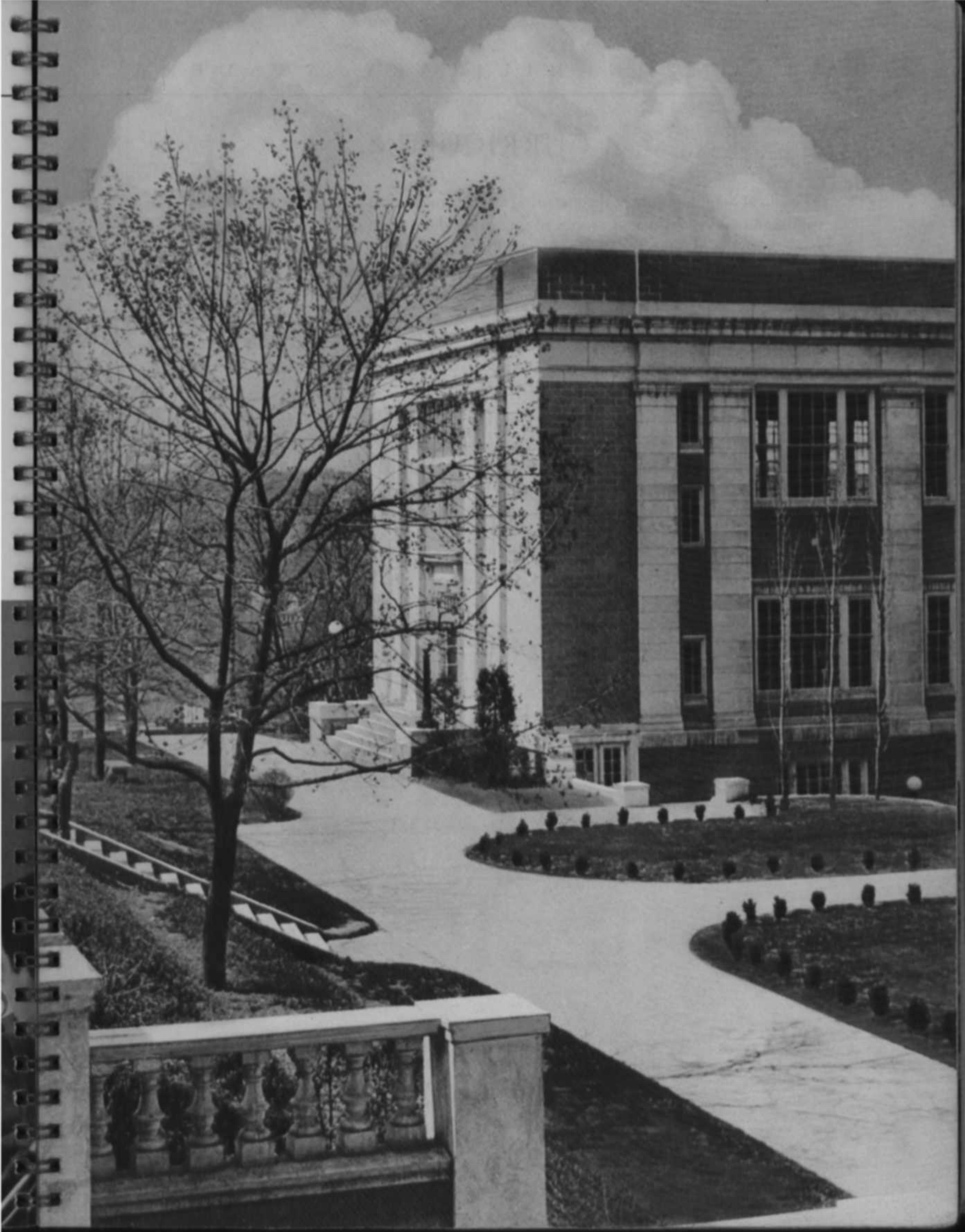
The aim at Staunton is more than securing a sufficient number of credits to enter college. It is a continuous and co-ordinated process of increasing the student's understanding of some of the more difficult and complex social problems of the present day. The motive force of the academic work is the pupil's interest in what he is doing, and every effort is made to arouse this. The curriculum at Staunton is based upon the relation of studies to modern life. The student is encouraged to feel that everything he studies has a definite value for him. Since classes are small, each student's education develops along lines appropriate to his individual aptitudes and capacities. All the work is arranged and carried out so as to cover fully all the requirements for admission to college or university.

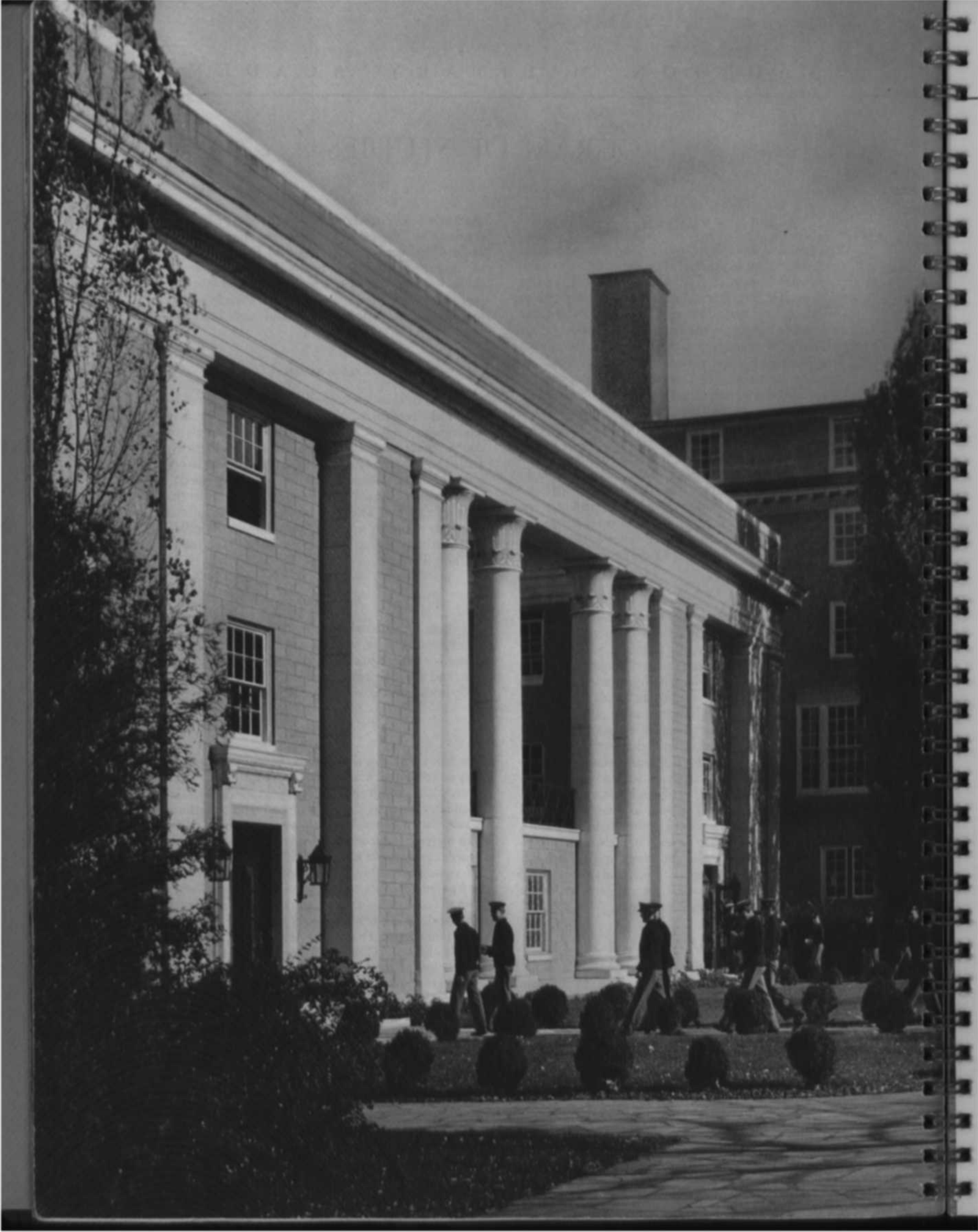
In the intimate life of the Academy, instructor and student are companions in working out the projects that evolve from the various courses. The objectives and fundamentals are never lost sight of in this process, and the requisite amount of drill and testing has its place. Every effort is made to show the student the relation of each phase of his work to the rest and to present it in the most attractive manner possible. The school hours are full of varied activity which stimulate and enrich his intellectual life.

BIOLOGY STUDENTS USE STANDARD EQUIPMENT

MEMORIAL HALL









PROGRAM OF STUDIES

ENGLISH

The course in English has two principal aims: first, to teach the student to express his thoughts with clearness, force, and fluency, to read with intelligence, and to think with accuracy; and, second, to introduce him to the best in literature of the past and present. Composition and literature are the bases of the course; a large amount of written work is required throughout each year, progressing from the study of paragraph construction in the lower grades to the writing of long essays in the graduating year. The study of grammar, which is begun in the Junior School and continued to the course for seniors, is followed only in so far as it may aid the boy in expressing himself and in understanding the thoughts of others. The instructors encourage the reading of books which stimulate thought and enlarge vision, the essential aim being to foster appreciation and acquaintance in a wide field of literature. The library facilities at Staunton are excellent and are available to the students at all times to aid them in forming the habit of enjoying good books.

SOCIAL STUDIES

The subjects of History, Civil Government, and Geography, since each is closely related to material from the others, are taken together to form the Social Studies. Through them the student learns to understand something of the world in which he lives and is helped to discover what part he would like to play in it. The course in Social Studies has three main purposes: first, to develop intelligent citizenship, by which is meant an understanding of the social heritage of the past and the vital contributions of other countries and people to the civilization we now enjoy, in such a way as to encourage the student to contribute his share to the advancement of mankind; second, to give an historical background for the student's approach to Literature, Music, and Art; third, to develop in the student a critical attitude towards what he reads and present-day events. Current events reports, mock trials, debates, and visits to places of historical interest are important means of making this work more vital.

FRENCH

The purpose of studying a foreign language is to improve expression in speech and to give an intimate understanding of the life and thoughts of other peoples. The study of French at Staunton is begun in the Eighth Grade. If the student shows an aptitude for the language, he is encouraged to continue it until

graduation. The methods by which French is taught are first, the daily use of French in the classroom as far as possible; second, conversation in French based on the manners, customs, and activities of everyday life; third, frequent dictation and resums, and free composition; fourth, correspondence with French students of approximately the same age, and some dramatization.

GERMAN

The value of German in scientific and cultural fields is so widely recognized that it is advisable for many students to study it. German, however, is an elective course. Since most of our students begin French or Latin in the Ninth Grade, it is not deemed wise to offer a third foreign language early in the course, especially since a student should master one language rather than dabble in several. The courses in German are sufficient to enable a student to qualify for admission to college. The methods of teaching are similar to those used in teaching French.

SPANISH

For those students who desire it for commercial purposes or otherwise, courses are offered in Spanish. These are limited to the last three years before graduation, and are sufficient to enable the student to qualify in Spanish for admission to college.

LATIN

The study of Latin is begun in the Ninth Grade and may be continued until college entrance. Where previous work in French and English suggests that a student would not profit by the study of Latin, he is permitted to substitute another. The purpose of the study of Latin is to increase the student's sense of language structure in order to improve his facility in English, to improve his vocabulary through a knowledge of derivations, and to broaden his culture through an acquaintance with the civilization and literature of an ancient people. The work of the first two years consists of building a solid foundation. That of the last three years consists mainly of Caesar, Cicero, and Vergil. The grammatical foundation of the language is systematically covered each year to develop an intelligent understanding of the subject matter. Generous use is made of reference books, supplementary texts, and maps, in addition to other activities tending to make Latin a vital and living subject.



APPLIED MECHANICS

MATHEMATICS

In the study of Mathematics, the student acquires habits of accuracy and clear, logical thinking. The courses are taught in such a way that he may understand scientific articles of a popular nature in newspapers and magazines, and solve problems of a practical nature in as many life situations as possible. In the Junior School, the fundamental processes of Arithmetic are studied, and certain phases of elementary Algebra and Geometry are introduced as preparation for more advanced courses. In the Senior School the work is of more specialized nature. Courses are offered in two years of Algebra, one year of Plane Geometry, and a half year each of Solid Geometry and Plane Trigonometry. The requirements of the new Alpha Beta and Gamma Examinations of the College Board are adequately covered. In the solution of original problems the student experiences valuable practice in reasoning.

A CHEMISTRY LABORATORY



SCIENCE

The boy who does not like the field of science is an exception rather than a rule. At the bottom of this interest is his natural curiosity to "see" for himself why things behave as they do. We use this innate and wholesome attitude of youth as a starting point from which to help him set sail on a highly interesting and profitable journey, which we hope will continue to beckon him forward as long as he lives.

Boys in school today must carry on life's work in an increasingly complex world, largely a result of the facts and theories uncovered and developed by scientific research. Whether we like it or not, we face such a world. If the outcome is to be for the ultimate good of mankind, it will not be accomplished by those who are *ignorant* of the trend, but by those who are *informed* and who make wise and humanitarian use of their knowledge.

To help a boy prepare for this kind of world we offer an opportunity for an expanding growth in the field of science. In the first year of the Senior School he may study a formal course in General Science; in the second year, Biology; and either Chemistry or Physics (or both) in the third or fourth years (or both) as he may elect. General Science is a survey course including the simpler concepts of Biology, Astronomy, Meteorology, Physics, and Chemistry. By many interesting and practical experimental demonstrations he is led into acquaintance with well established scientific principles. He is encouraged to consider carefully the significance of the experimental results and to formulate his ideas on a basis of well authenticated facts.



MECHANICAL DRAWING

Biology deals with *living* matter. By use of his own personal laboratory experiments and powers of observation we want to help a boy reach a proper understanding of life in its manifold phases. As far as it is practical, his "laboratory" includes *all out of doors*. Field trips are used extensively.

No boy is allowed to take either Physics or Chemistry until he has completed two full years of accredited High School work. These two courses include an intimate experimental exploration into the phenomena of the physical world. Every opportunity is used to demonstrate and discuss the practical everyday illustrations of "Science at Work." We use as much *theory* as is necessary to enable the boy, completing these courses, to understand the language spoken by educated people with whom he will desire to associate, and against whom he must compete for his share of success in the social and business world.

We are not satisfied when our graduates get into college—we want to help them stay there.

It is our aim that each boy shall develop a certain discriminating judgment which will enable him to choose between TRUTH and FALSEHOOD as he meets the two at each turn of the road. We want to help him avoid prejudiced opinions, and grow into the habit of ascertaining the facts in a case before he decides on its merits.

Should a boy not wish to go to college, but prefer to

develop his mechanical skill or talent for drawing, our fully equipped shop for Applied Science and our course in Mechanical Drawing will offer just the opportunity he needs.

Believing that good tools stimulate a boy's pride in his work, and arouse his ambition to do work worthy of excellent tools, we have equipped our laboratories with the latest and best apparatus and appliances. Hyvac pump, Westphal balance, projection machines for *visual* education, analytical balances, automatic water distillation unit, micro-projection, milk testing machine, elaborate anatomical charts and models, highly sensitive electrical apparatus are in daily use. *When you visit Staunton, ask to see our laboratories.*

INSTRUCTION ON WIND INSTRUMENTS





STAUNTON MILITARY ACADEMY

THE FINE ARTS

It is hoped that no student who has spent four years, or less, at Staunton will leave unaware of the arts. Rather it is desired that he be graduated with a sincere interest in them, which will serve to fill with deeper satisfaction the leisure hours of his life. It is made possible here for every student, no matter how gifted he may or may not be, to know what he sees, why he sees it, and why it is worth seeing. It is our aim to awaken a true interest in the arts among the whole student body.

In the Art Courses two basic ideals are kept in mind: first, the development of a genuine appreciation for art; second, the study of courses that will insure a foundation both mentally and technically for corrective training and for future advanced work. The Woodbury method of expression is used from the Junior School through the Senior School. To supplement the course, the library is constantly adding new art books and periodicals, and always has some current prints on display.

It is mental vagueness that brings failure. Through directed observation much mental confusion is eliminated in intelligibly expressing a thought and in telling a graphic story successfully. An outlet is furnished for expression of some vague inner drive in the personality. Development of muscular and mental coordination is sought—the mind guiding the hand. For the backward student who needs to develop more wholesome attitudes and good citizenship, the course is used as a center for expansion and growth. The fear of failure measured from any but a personal standard destroys what education has pledged itself to mean—a personal initiative and responsibility.

Staunton does not attempt to teach art for professional training alone, but seeks to show that the results of visual training, drawing and painting, may be used as a hobby. We feel the average student can, to some degree, learn to paint and draw, to know why one painting is good, another bad, or a third indifferent. An artistic sense is not a thing by itself, but the superior development of a common quality.

The background of the gifted student is built up through years of observation and careful training in the fundamentals. After we accomplish this purpose, we can have admiration for skillful technique. We give the student the means by which he can be critical of his accomplishments and check his powers of observation.

The department seeks to permeate all of the student life in which the fine arts might naturally participate. Such activities as dramatics, dances, the school paper, the yearbook, the dance club, and the photography club are assisted.

The physical equipment of the studio is excellent. The interior design of the building harmonizes with the purpose of the course. The entrance hall and office are furnished informally. The latter serves particularly well as conference room and departmental library. Here is kept an exceptionally fine collection of prints.

With a well equipped building as a center, and with teachers trained in their profession, it is felt that Staunton cadets have superior opportunities for esthetic development—a vital part of a well-balanced educational program. (For further information regarding the work of this department, please write for special supplement to this catalogue.)

ART APPRECIATION



CLAY MODELING





A SPECIAL HELP CLASS

SUPPLEMENTARY ACADEMIC INFORMATION

COLLEGE CERTIFICATION

A boy who has attained our college certification grade of 80% in all subjects has earned the right to be certified to the college of his choice. If he has not attained the certification grade, the question as to whether or not he will be certified to a designated college must be decided by the Headmaster.

Very few colleges care to admit a boy who has consistently made minimum grades during his preparatory work. The following quotations indicate the general attitude of colleges and universities:

Dartmouth College: "If a candidate is to be admitted, his scholastic record and the recommendation given to him by his school principal must show that he is possessed of an educational background sufficiently rich and broad in range to indicate definite intellectual capacity and ability to do justice to the academic work of the college."

Lafayette College: "Under ordinary circumstances examinations will not necessarily be required of an applicant for admission who, during the last two years of his secondary school course, ranks in the upper two-fifths of his class."

Lehigh University: "The college, in its selective procedure, takes account of a number of factors, including

the subjects covered in high or preparatory school, his rank in his class, the extent to which he has made the certifying grade of the school or, in the case of schools which set no certifying grade, the extent to which he has made grades *distinctly* higher than the mere passing grade,

University of Virginia: "The applicant who ranked in the lowest quarter of his class or who failed on more than two subjects in secondary school will not be admitted unless he presents positive evidence that he is likely to succeed in college in spite of his secondary school record."

As practically all college catalogues in the country carry similar statements, it will be seen that scholarship is a prime factor in securing admission to college by certificate.

REPORTS AND EXAMINATIONS

Examinations are held at the conclusion of each quarterly period. Reports of these examinations are sent to the parents. Other reports are sent out every two weeks.

SPECIAL HELP CLASSES

Special help classes are held four afternoons per week, and on Saturday morning. Boys failing in any of their subjects are required to attend these special classes.



OUR TUTORIAL SYSTEM

We would call attention to our system of teaching: We divide our cadets into the *smallest practicable classes*. This has many advantages to the individual boy and is *distinctly at variance* with the custom obtaining in most schools, whether public or private. This system enables the teacher to give his *entire time to a very few boys*, hold their attention, arouse their interest, correct their individual faults and thus bring them *rapidly forward*. This cannot be done, with the same satisfactory results, by any teacher who is forced to handle a large class and teach three or four different subjects, since individual attention cannot be bestowed upon each boy, nor a high standard of instruction given in each subject.

Parents cannot too highly appreciate this feature of a school, as *it is of the most vital importance in the rapid advancement of their sons*.

This has been one of the Academy's leading features for many years, and the number of boys we have trained and fitted for the universities amply attests its value. We have voluntary scholarships from many of the leading universities both North and South, based solely upon the records our boys have made when sent to these institutions.

COUNSELLORS

Each boy is assigned to a teacher who acts as his counsellor throughout the year. This counsellor assumes special charge of the boy as long as he remains in school, making periodical reports to the Headmaster similar to those listed under Case Studies, but going into the subject more fully.

STUDY HALLS

Since all boys do not get their work with the same aptitude and ease, night study halls are maintained. These study halls are carefully supervised at all times by teachers. We want to use every method of encouraging a boy to do good work; therefore, we do not think of our study hall plan as a method of punishment. We desire a boy to feel that our study halls furnish an additional opportunity for good scholastic work. When a boy has been in study hall for a number of weeks, we are willing to give him a chance to study again in his room if he feels he can do better work there. Study hall is a means to an end in producing good scholastic work. We want it to serve the boy in a way that will enable him to do satisfactory work and make his year successful.

COLLEGE BOARD EXAMINATION CENTER

The academy, for a number of years, has been designated by the College Entrance Examination Board as

an examination center. These examinations are held during the third week in June. An intensive tutoring period for those who are planning to take the examinations is conducted at the academy between the close of the regular session and the beginning of the examinations. There is no charge for this coaching or for room, but those who remain will be expected to pay for their meals.

THE SERVICE SCHOOLS

The Academy is on the accredited list at both West Point and Annapolis, and our recommended graduates are eligible for either of these institutions by taking only the few substantiating (mental) and the physical examinations, provided they have secured their nominations for cadetships. Arrangements should be made, if possible, to secure their cadetship the year following graduation from preparatory school, for it is very difficult to prepare a boy for the West Point examinations and preparatory school graduation at the same time. The suggested arrangement will allow most of the succeeding year for preparation.

WEST POINT

By an act of Congress there are set aside forty cadetships at West Point to be apportioned among the honor graduates of the Honor Schools of the United States. The Honor Schools are selected annually as the result of an inspection made by the General Staff. (It should be carefully noted that the term Honor School is purely a military one and does not concern itself with academic excellence, which forms no part of the inspection). Staunton has, for many years, been designated as an Honor School; and, during that time, no one of her appointees has failed academically. These appointments are made by the Superintendent in consultation with the Headmaster and the Professor of Military Science and Tactics and are given to those cadets who, in the opinion of these officials, are the best qualified morally, physically, and mentally.

ANNAPOLIS

A recent act of Congress enables the superintendent of each honor school to nominate three honor graduates of his school to participate in a special competitive examination for an appointment to the United States Naval Academy at Annapolis. The Secretary of the Navy is authorized to make not more than twenty appointments as a result of this examination. The competitive examination will be the regular mental examination for entrance into the United States Naval Academy; and the twenty candidates passing the examination with the highest marks will, if physically qualified, be appointed.



MILITARY DEPARTMENT

The Military Department is so organized and conducted as not to interfere with the Academic in any way; rather it supports the Academic. The discipline is so woven into the fabric of the School as to aid in the promotion of the cadet's highest interests and in the advancement of order and study. This department of the Academy has been in existence for more than fifty years, in which time it has been molded into its present efficiency.

The corps of cadets is organized into an infantry battalion of a band and three rifle companies, including medical, quartermaster, and ordinance detachments. The battalion is administered through the appointment of cadet officers and non-commissioned officers, such appointments being based largely upon general all-round excellence in military service, theory and practice, and in academic work and deportment.

The actual military instruction is prescribed in a program common to all essentially military schools and issued by the War Department. This program, stated in general terms, sets forth the main training objectives and is elastic enough for military instruction schedules to be formulated in accordance with the needs of the particular school. The military equipment utilized in this instruction is comparatively modern and is furnished by the War Department.

MILITARY INSTRUCTION

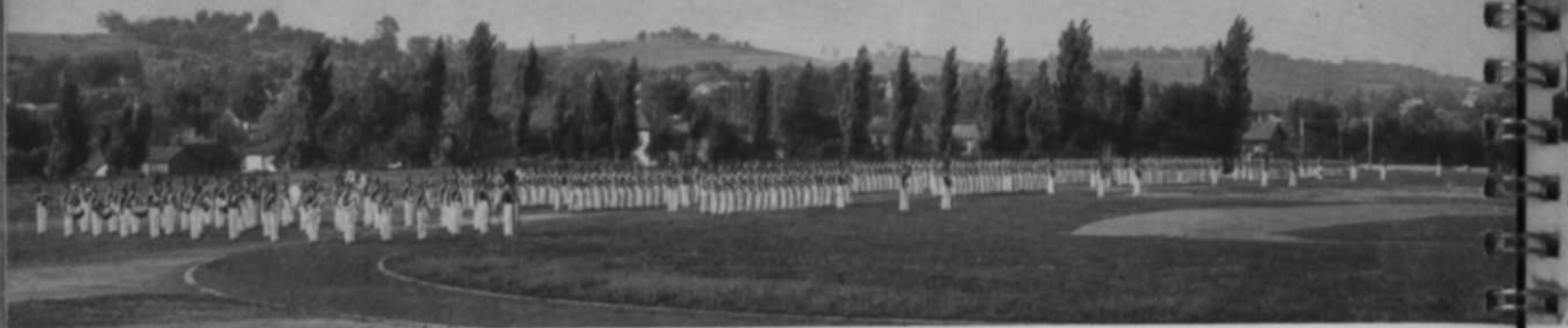
Military instruction is both practical and theoretical. It is practical and continuous in that all students are required to wear the uniforms at all times, to go to and from all duties at the call of the bugle, and to be governed in their daily life by the principles of military discipline.

The practical instruction comprises, in drills and ceremonies, the Infantry Drill Regulations to include the School of the Battalion; in close and extended order, the use of arms in aiming and pointing drills, and target practice; tactical problems in the field, attack and defense, marching and camping, and guard duty both in post and in the field.

Theoretical work includes studies and recitations in the drill and field service regulations, in the manual of guard duty, and in the theory of minor tactics, practical application of which is worked out in the field. Examinations are held and gradings made in these studies as in others.

Military instruction and discipline teach young men responsibility, respect for self and for those in authority; they learn to obey orders from lawful authority without discussion, and, when in authority themselves, to give their orders and see that they are executed; an erect and athletic carriage and a personal neatness are required.

Military training is of the greatest benefit to young men starting in life as employees in any line of business; and, if the misfortune of war falls upon their country, they have the basic training by which they can put to effective use their time and talents which patriotism would demand.



BATTALION ON THE PARADE GROUNDS

STAUNTON AN HONOR SCHOOL

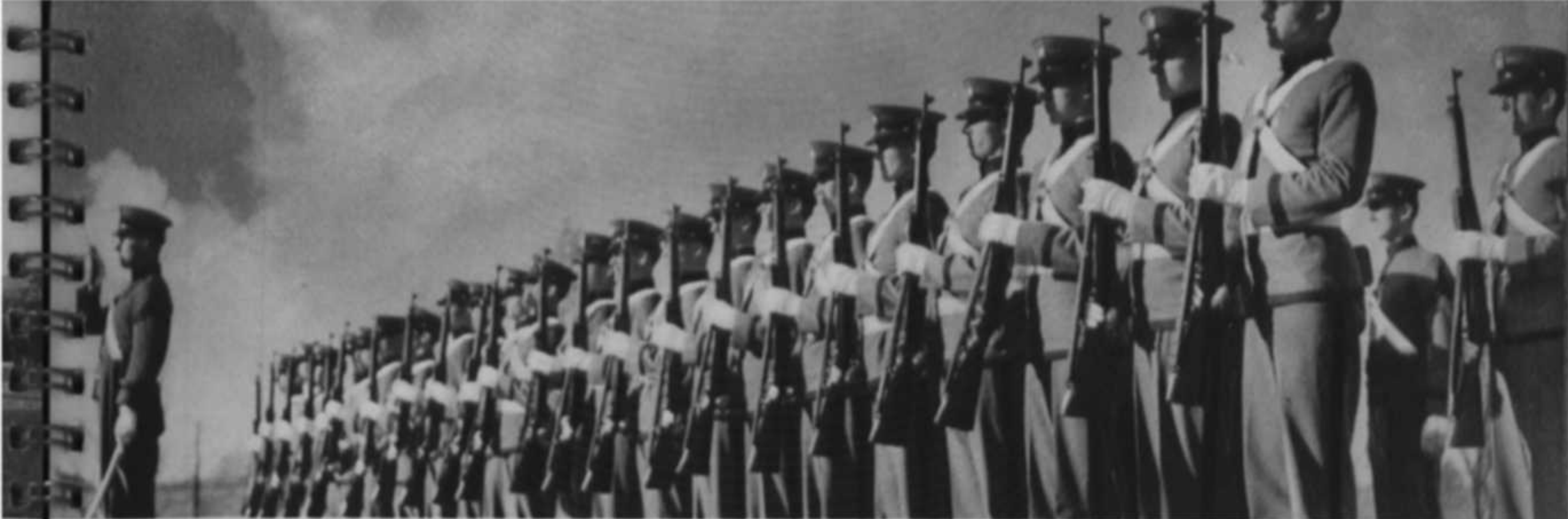
Staunton Military Academy was the first school in the South to be rated by the War Department as one of the Honor Schools of the United States, and for several years it was the only one.

However, we would call attention to the fact that the term "Honor School," as used by the War Department in its classification and rating, is a misnomer in so far as it has no academic significance whatever, but pertains purely to military and disciplinary training. The term used should be that of "Honor Junior Unit." Inspection boards from the General Staff, who make the "Honor School" selections, take no cognizance of school work as such, but only of the military aptitude, training, and efficiency of the students as an organized unit of the R. O. T. C. This is not intended as a criticism of the War Department, as their inspections are restricted by orders to a very definite and specified purpose.

We are proud of being an "Honor School," but we are prouder of the honorable record now being made by our graduates who are this year doing successful work at many of the best universities and colleges of America.

CORPS OF CADETS ON THE PLAZA





PRESENT ARMS

FEDERAL RECOGNITION OF THE ACADEMY

In January, 1917, the War Department issued orders constituting Staunton Military Academy a unit in the Reserve Officers' Training Corps, and allowed us a detail from the Army of three commissioned officers and four non-commissioned officers. We would call the attention of patrons to the fact that, in the future, boys taking the course as prescribed would be given full recognition should national exigencies ever make a military service law necessary.

Completion of the full course (including camp instruction) as required by the Department will qualify a cadet for a Reserve Commission in the Army. No normal man desires to go to war; but in the event of a future war the young men of the country will, as heretofore, do the fighting, and it is far better to be qualified for the commissioned personnel than to be drafted into service as a private.

After the satisfactory completion of the course prescribed by the War Department, the acceptance of a reserve commission is entirely optional on the part of the cadet.

CADET BAND





ESSENTIALLY MILITARY

Staunton Military Academy believes that whatever is to be done should be done well, or not attempted. Therefore, it is not semi-military, but essentially military. To be semi-military is to be semi-disciplinary. A semi-military system not only permits a spirit of slovenliness and inefficiency but encourages it, and this reacts harmfully on every school objective. Conversely, excellence in one sphere of operations begets and inspires excellence in another. An intelligent observer of a school of each type will find these facts self-evident. We have no "half-way" features, either academic or military, in any department of our school.

The Military Department and the Academic Department never conflict, but the former is the constant aid and support of the latter. While circumscribing and restricting the boy who neglects his duties to his studies, the Military Department, at the same time, makes conspicuous the good student and the boy of gentlemanly deportment by distinctions and privileges that are generously awarded him. The most commendable element of a disciplinary system that is genuinely and sanely military lies in the fact that it can and does effectively recognize, and is the constant friend of, the gentlemanly and the dutiful. The semi-system is impotent, because void and without form, and its highest honors or recognitions will fail to elicit the respect of the boys or arouse their ambitions and aspirations. To work for rewards they know are a sham does not inspire them to succeed at any of their duties. They are annoyed and disgusted with the penalties of a semi-system, and its honors are repulsive to them. The normal boy is quick to detect the difference between the genuine and the imitation.

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 self-restraint.

Third. It develops neatness of dress and appearance, and gives a boy the upright bearing and manly appearance of a gentleman. It makes a boy self-reliant and imposes responsibilities, and thus develops individuality and conscious power, bringing out the individual traits and strong points of one's character.

Fourth. The attention which a uniform naturally attracts cultivates in the wearer a regard for gentlemanly deportment and appeals to his pride, so that he is led to careful habits of conduct, knowing that others' eyes are upon him. It also imposes neatness, cleanliness, and proper regard for personal appearance.

Fifth. Daily drills and exercises, while they develop and strengthen the muscular system, produce correct, manly carriage, and graceful movements. They also have a great bearing upon the mental qualities, quickening and strengthening them.



Sixth. Our daily exercises, under trained instructors, are a blending of the setting-up exercises of tactics and the physical culture system so widely advertised in our leading magazines together with deep-breathing exercises, all of which have been most carefully selected and proved of the highest benefit to our cadet corps. The results of past years have been most gratifying and flattering, and we have received many words of hearty endorsement from pleased patrons. *No boy is allowed to shirk these exercises and drills.*

THE STAUNTON CADET BAND

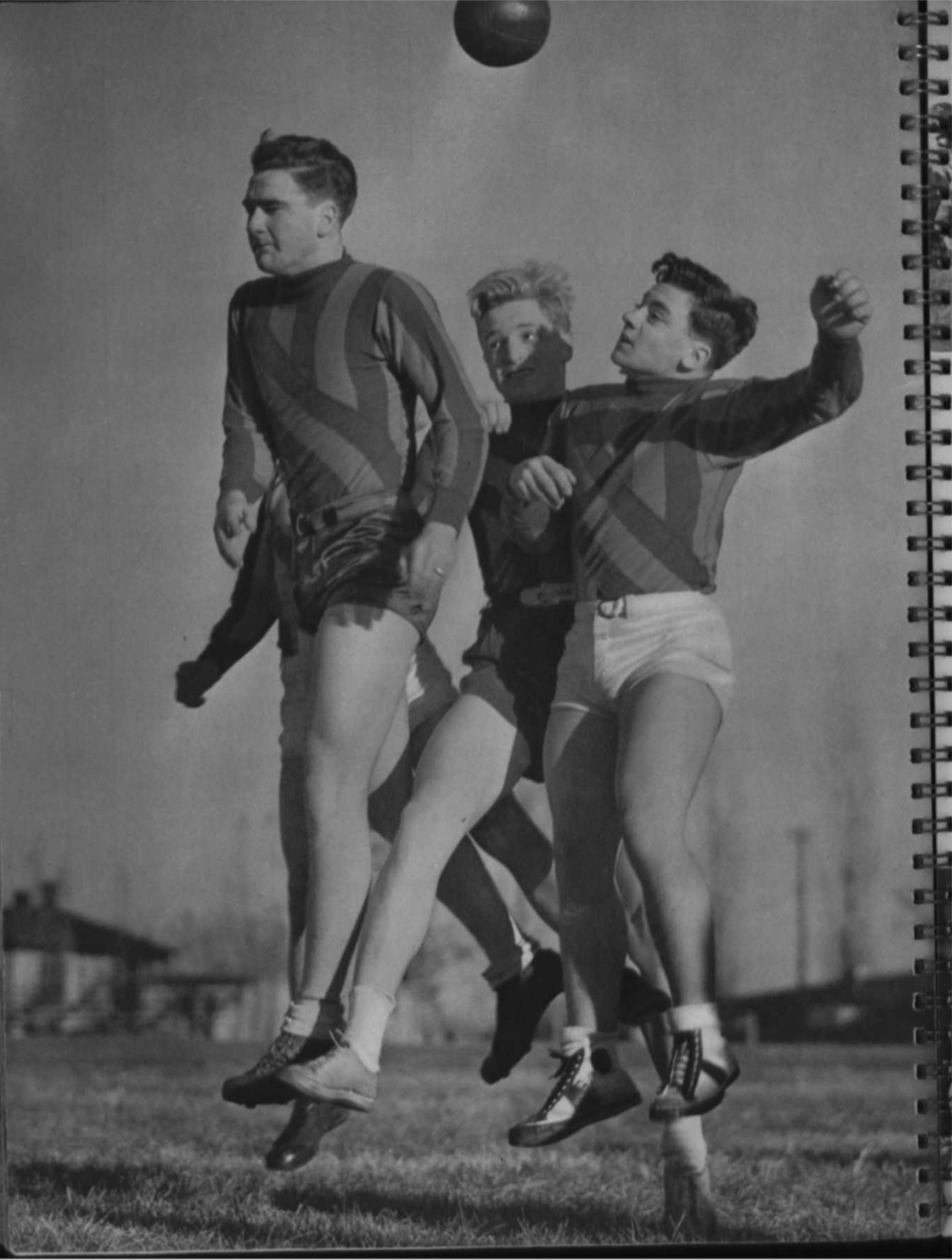
The Cadet Band is organized as a company, functioning both as a musical organization and as an infantry unit. It is an important unit in the cadet life, taking part in all military activities. For six years the Staunton Military Band has been winner of the first prize at the Shenandoah Apple Blossom Festival, and has been awarded many other prizes in competition with other preparatory school bands. No previous knowledge of music is requisite for membership, but some musical talent and appreciation of music is necessary. Those who require musical instruction in order to play in the Academy band are taught as members of the band. For this instruction there is a charge of \$10.00 monthly for lessons, payable to the Academy. Our Band Director is a regular member of the faculty with a salary paid by the school. To those who do not require instruction, there is no charge for playing in the band, but membership is limited. Although instruments are furnished by the Academy, candidates for the band are advised to bring their own instruments.

PRIVATE MUSIC LESSONS

Lessons in piano, violin, and all instruments in the band are taught in a regular five-period per week schedule. Two periods per week are used for instruction, and three periods for supervised practice. For this private instruction there is a charge of \$75.00 per half school year. This private, individual instruction, carried forward on the regular five-period per week schedule, should not be confused with the type of instruction a cadet receives as a member of the band.

FIREARMS

Rifles are assigned by numbers to the cadets. They must be returned in good condition at the close of the session. No deposit is required, but if a rifle should be lost, it is charged to the cadet responsible at a value of \$30.00. If any part of the rifle is broken or lost, the cadet must pay for repairs or replacement at actual cost. These rifles are Government property.





SEVEN FEET OFF THE GROUND

VARSITY FOOTBALL PRACTICE

SPORTS AND ATHLETICS

Sports and athletics occupy an important role at Staunton. While participation is not compulsory, some form of daily exercise is. Almost every boy, however, chooses some form of physical activity. The Staunton schedule includes Football, Basketball, Baseball, Tennis, Golf, Boxing, Swimming, and Track. All sports are under the supervision of competent coaches, with whom the welfare of the boy, the enjoyment of the game, and a fine sense of sportsmanship in victory or defeat are the only considerations.

It is a matter of pride that Staunton has several championship teams each year in Virginia All-State and in South Atlantic Preparatory School Meets. Many nationally known athletic stars have received their early training at Staunton. Intra-mural athletics provide a chance for every boy, regardless of size and age.

Boys interested in golf will be glad to know that we are only a few minutes from the Stonewall Jackson golf course, one of the finest 18-hole courses in Virginia. Cadets play on this course at a green fee of only \$3.00 per month.

ACTION—ON THE COURT



IN THE RING





GYMNASIUMS, RECREATIONAL ROOMS

The Academy has two splendidly equipped and commodious gymnasiums. The larger is 145 by 65 feet, with 27-foot ceiling; the smaller, 121 by 55 feet, with 20-foot ceiling. In addition, there are three large recreational rooms, and a minor gymnasium for the smaller boys. During winter months, rainy days, etc., these buildings are open to the sports and exercises of all cadets, and, whenever off duty, permission to these playgrounds is never refused them.

Just as we have small classes for academic work, so in recreational and physical training our plant is constructed in separate units so as to permit more special instruction and supervision through small and separated groups, while the largest gymnasium is ample for the entire student body to use for special occasions and exercises, inter-school games, etc. We have on our staff an Athletic Director and Head Coach, Assistant Coaches, boxing, tennis, track, and swimming instructors. Our staff and facilities in grounds, buildings, and equipment are ample to permit every boy in school to receive training in some form of athletics, sports, and games. There are three football fields, two baseball diamonds, a running track, and twelve tennis courts. If a boy cannot make the "Varsity" in his favorite branch, there is always some other team he CAN make, and there are coaches and trainers to help him realize the best that is in him.

PLAN OF ATHLETIC PROGRAM

The administration at Staunton has always realized that sound mental development progresses most rapidly in a sound body and that the lesson learned in practicing the principles of fair play taught in sports are all a necessary part in the molding of a boy's character. Today, with its two equipped gymnasiums, its three large athletic fields, its first-grade uniform equipment and apparatus, and its highly specialized coaching staff, Staunton is excellently prepared to inspire and guide wisely the wholesome enthusiasm of the normal American boy for sports.

Realizing further that every boy must be given the benefit of physical training to insure the success of such a policy for the whole student body, a comprehensive system of intra-mural athletics is now in operation, in addition to varsity sports for interscholastic competition. This system blends easily with the keen rivalry naturally existing among the various military companies within the school. The director of physical education has happily devised inter-company schedules during the appropriate seasons, which serve to enhance this friendly rivalry.

Furthermore, these company sports serve as developers and "feeders" of good material to the varsity teams, although a cadet may at any time by his own volition place himself on a varsity squad. "Cutting" or eliminating unlikely material from the varsity squad is never practiced; any candidate may remain on the varsity squad throughout the season if he so desires.

The Staunton athletic policy is that the sport is for the boy, and furthermore that the sport must be for every boy placed in the school's care.



ACTIVITIES

Inasmuch as Staunton believes that the purpose of education is to fit a boy for his place in life, it encourages all interests and hobbies which have an educational significance. Many activities offer students a rich field for developing special capacities and talents. Much of this interest is fostered through clubs and organizations which are directed by the students themselves under faculty supervision.

SOCIAL LIFE

Social Life at Staunton is encouraged by the Cotillion Club, which arranges dances. The Blue Knights, the Academy Orchestra, often plays at the informal dances. Instruction in dancing is available with qualified instructors twice a week.

Students interested in literary activities find opportunity for expression in the Woodrow Wilson Literary Society, the Debating Club which holds debates within the Academy and with other schools, and the Public Speaking Club, composed of those who are interested in developing their ability to speak in public. Under the leadership of the Black Friars plays are presented from time to time.

SOCIAL ADVANTAGES

Mien and manner have much to do with our influence, success, and reputation in life, and it is for this reason that great pains are taken that our boys may be instructed in the correct social forms and usages. Besides constant admonitions to individual boys, little heart-to-heart talks are given from time to time by the masters. One feature which aids our boys to polish the rough angles of their bearing, conversation, and general deportment is the dancing lessons. These are rendered both pleasant and profitable by the presence of a number of young ladies and girls, who are invited by our dancing teachers, and contribute greatly to the advancement of the classes. These classes are held twice a week, during recreation hours, and are never allowed to interfere with the more serious duties of the Academy.

OUR DANCES

Informal dances, not to exceed one each month, are held under the supervision of the Dance Committee. Formal hops are held at Thanksgiving, Washington's Birthday, Easter, and during Finals. All dances are carefully chaperoned. Certain forms of modern dances are strictly forbidden, and those forms that are approved must be danced with due regard for good taste and that dignity and bearing which should ever characterize people of gentle breeding. Under no



"KABLEGRAM" STAFF



A POPULAR INDOOR SPORT



A RIDING GROUP



ON THE FAIRWAY

"STRICTLY FORMAL"

THE "BLUE KNIGHTS"





circumstances are couples allowed to leave the ballroom during intermission. No cadet may bring a girl to any dance unless her name is on the eligible list, which is established under the personal supervision of a specially appointed committee of school authorities.

The Academy's cooperation with Mary Baldwin College, one of the South's good colleges for women, and Stuart Hall, one of the older Episcopal schools for girls, makes possible a higher type of entertainment course, and adds greatly to the social events. By uniting with these schools Staunton cadets enjoy high-type entertainments not provided by the average private school. The presence of the girls from these schools here under careful chaperoning by their own teachers makes the social life more delightful without the additional expense necessary when girls attend a school's social functions and come from distant parts of the country.

PUBLICATIONS

The bi-weekly paper, the *Kablegram*, is written, edited, and managed by the students. The *Shrapnel*, published each year by the Senior Class under the guidance of a faculty adviser, offers additional practice in writing.

HOBBIES

Hobbies are encouraged through various clubs sponsored by the Academy, among which are the Stamp, Chess, Bird, Radio, French, and German Clubs. The Outing Club arranges walking, camping, and sightseeing trips. Excursions are organized to places of scenic and historic interest around Staunton. Horseback riding is possible at a very reasonable charge. Hiking and fishing are popular diversions for which ample opportunity is offered in the hills and streams. Permission can be obtained for these sports during free hours in the proper seasons. Shotguns for hunting must be left in the armory and used with permission under proper regulation and faculty supervision. Staunton possesses one of the best indoor rifle ranges, and the Rifle Club is very popular. A game room, equipped with eight billiard and pool tables, is open to boys during recreation periods.

HORSEMANSHIP

Staunton cadets have abundant opportunity for riding. The beautiful mountain trails provide a most interesting locale for this regal sport. Horsemanship is taught by a member of the Academy faculty whose experience in the care and management of horses is of considerable value to the cadet who loves to ride.



ADMISSION REQUIREMENTS

No special examination is required for admission, as examinations do not always indicate just what a boy knows or what he is doing. We believe educational courtesy demands that we recognize certified work from other institutions. Cadets are, however, on probation during the first semester and may be re-classified at any time during that period at the discretion of the Headmaster.

Classifications are more satisfactorily made if an official record of previous scholastic work is mailed to the Headmaster when application is accepted. In the cases of boys who are anticipating graduation it is imperative that this record be presented in proper form, well before the beginning of the session. While boys may be accepted for their senior year only and may earn the diploma of the school in that time, the Academy reserves the right to demand evidence of well-rounded scholarship before recommending for college.

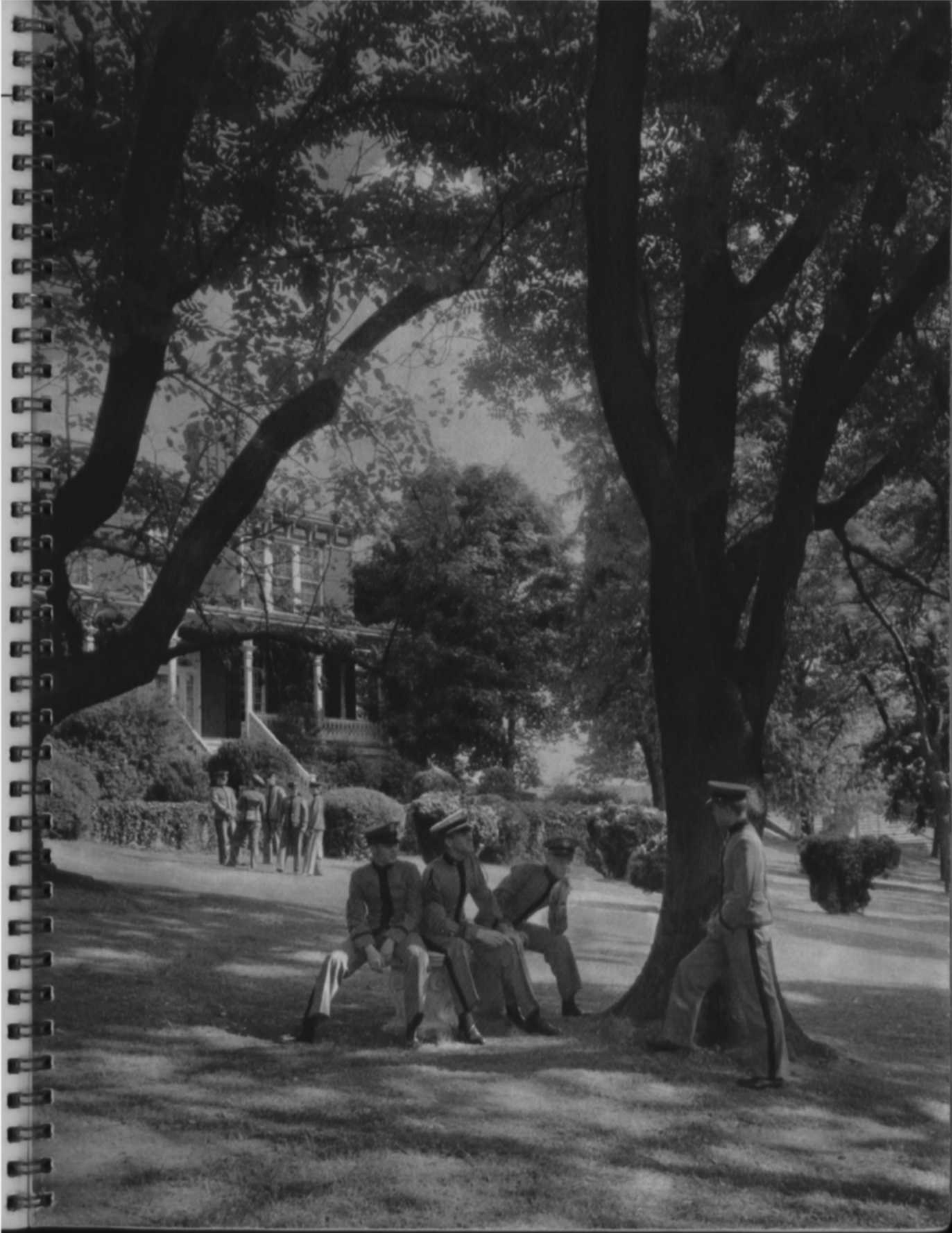
Boys may be admitted at any time and at any age between ten and twenty. The younger boys enter the Junior School in the work of the fifth, sixth, seventh, or eighth grades. We take only forty boys under fourteen years of age, the capacity of our Junior School. All good schools desire to have their boys a number of years. Boys return to their old school from year to year with an added feeling of responsibility for the school's good work and leadership. We believe this plan offers added advantages for boys.

EARLY ENROLLMENT DESIRABLE

Early enrollment is desirable for a number of reasons. It is helpful to a boy to know that he is identified with a certain school and that his plans are made to enter that school in the future. Opportunity is provided for a personal visit to the school, and there is time for correspondence definitely outlining a boy's schedule and work. By becoming personally acquainted with the school by either a visit or correspondence, a boy feels more at home when he enters in the fall, and the transition from home to school is made easier for him. While rooms are assigned to companies, the school gives preference in room assignments to early enrollments.

PERSONAL EQUIPMENT

When a boy enters Staunton, there is included in the total tuition charge a complete uniform equipment. If your boy will bring the equipment listed in the catalogue, it is not necessary for him to have any additional clothing besides the suit and overcoat he may wear to the school and the other personal items necessary to make any short trip away from home. A Staunton boy is in uniform within twenty-four hours after he arrives at the school.





THE LIFE OF OUR BOYS

The life of the boys at Staunton is uniformly active and regular in work, in physical exercises, and in recreation. The normal boy who has been well bred will be happy in the consciousness that he is living a busy and well-balanced life and is accomplishing results that are real and worth while. He will be quick to appreciate that while the military discipline is rigid in its exactions for the efficient performance of duty, it is also generous in its reward for meritorious work and gentlemanly deportment.

A CADET'S FIRST HOURS AT STAUNTON

Going away to school for the first time is a great experience in the life of any boy. It marks one of the turning points in his life. At Staunton we recognize the importance of this period, and we plan to welcome a boy with a schedule full of events. It is our aim to keep a boy busy from the very minute he arrives on the campus. He reports immediately to the Administration Buildings, is officially enrolled in the school, has his schedule of work arranged, meets the Superintendent and other members of the organization, is measured and fitted for his uniforms, supplied at least a fatigue uniform, and finds himself on his way to his room to meet his teacher with whom he will live and associate in the barracks, and his roommate with whom it is hoped he will form a happy and very congenial friendship.

All of this happens within a very short time after a boy arrives at Staunton. An hour or two later he will find himself with other boys at work in some of the preliminary military activities. On the evening of his first day he will receive a schedule of his school work starting the next day. This entire plan fills a boy's first hours at Staunton with activities of interest to him and is arranged in such a way that he will find himself entering enthusiastically into the activities of his new school experience. A busy boy is a happy boy. This entire program is merely a part of Staunton's aim to make each boy's life a busy one filled with happiness and success.



SOME OF THE TENNIS COURTS

ALL IN A DAY OF A STAUNTON CADET

Of course you will wish to know what your son is doing all day as a Staunton Cadet. The Schedule listed below is for a regular school day, every moment of which is accounted for except the recreational period between the end of drill and retreat. Even this period is full—the library, the shooting gallery, the game room, the tennis courts (dirt and concrete), the swimming pool, the golf course and football, basketball and baseball in season.

The schedule is varied for Saturday morning, when classes are omitted and a general inspection of arms and barracks is held, and on Sunday morning, when the boys attend the church of their choice in town or have service on the hill.

Leave is granted to those who have earned the privilege on Friday night, Saturday afternoon, and Sunday afternoon.

DAILY SCHEDULE

Reveille	6:45	Extra Help Period . . .	3:30
Calisthenics	6:55	Sick Call	4:55
Breakfast	7:20	Recreation	4:15 to 6:00
Fatigue Call	7:50	Retreat	6:00
Inspection	8:00	Evening Meal	6:15
School	8:15 to 1:20	Call to Quarters . . .	7:10
Dinner	1:30	Tattoo	9:40
Drill	2:15 to 3:15	Taps	10:00



STANDARDS OF CONDUCT

T O N E

The standards and tone of the Academy are high. Since its founding the Academy has been conducted upon the *highest moral and religious plane under the same system of management*. There is a cadet Y. M.C.A. organization under supervision of the Faculty Advisor.

S Y S T E M

The aim of the Academy authorities is, by forbearance and gentleness, to develop cultured, Christian gentlemen; but no boy who is found to exert an undesirable influence in the Academy, who derives no good himself, and whose example is pernicious, will be retained.

In the government of the Academy it is aimed to teach the cadets to be frank and manly, and to encourage such deportment on the part of each cadet as will justify his receiving the largest degree of liberty consistent with proper regulations and discipline. At the same time, the Military Department of the Academy secures a close supervision of health, habits, deportment, and manners. The system is firm and strict without being harsh or severe.

Every second month a report of each cadet's standing in deportment, attendance, and scholarship is sent to his parents or guardian. These reports are in addition to the bi-monthly reports.

We aim by continued correspondence and frank and unreserved letters to parents concerning their boys to let them know just what their sons are doing at the Academy, and earnestly ask the aid of parents through their correspondence with their sons to assist us in stimulating the boys' ambition and arousing their pride and enthusiasm in and for their work. We have in the past received great help through the kind co-operation of parents.

M O R A L A N D R E L I G I O U S I N S T R U C T I O N

The Academy is strictly non-sectarian; therefore, no special recognition or emphasis is given to any particular religious faith, all faiths receiving exactly the same consideration. We believe in religion for everyone, but we also believe in religious freedom, feeling in our hearts that one man's faith is just as sacred to him as another man of different faith could possibly claim for his own. Staunton has many churches including two Episcopal, three Presbyterian, one Roman Catholic, one Lutheran, three Methodist, one Jewish Temple, one Baptist, one United Brethren, and one Brethren. Staunton cadets are welcomed at all of these churches. Most of the leading religious faiths are represented among our Staff, and a large number of our teachers take an active part in church work, with an especial interest in those cadets of their own faith. We try to take your place in looking after your boy, spiritually as well as academically.



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

Each cadet should bring with him a copy of the Bible, and if a member of the Episcopal Church, a prayer book and hymnal.

On Sundays, all cadets must attend church services in Staunton.

Our regulations require that a boy attend the church of that faith in which he has been reared, and no change is permitted except with parental approval.

If a cadet is not a member of any church, he must choose a church for affiliation, and the same obtains for any faith for which there should not be a church in Staunton, as there is no exemption from attendance upon divine services on Sabbath morning.

THE HONOR COMMITTEE

The personnel of the Honor Committee is elected by the old cadets and the faculty. It is composed of cadets who, by their loyalty, co-operation, friendliness, fairness, and ability to live happily and helpfully with both faculty and fellow cadets, have proved themselves worthy. In matters of honor among the cadets the recommendation of this committee is usually accepted, but the Superintendent of the Academy reserves the right to review any case before final action is taken. The Honor Committee also functions as the Committee on Student Activities, thus constituting what might be termed the Supreme Court of the Cadet Corps. To this Court any cadet has the right of appeal whenever he feels he is not getting a "square deal."

THE HONOR SOCIETY

The Honor Society is purely a voluntary organization. It differs from the Honor System in that it may or may not include all members of the cadet corps. Application for membership in the Honor Society must come from the individual cadet without either pressure or invitation from anyone. New cadets entering the Academy and coming from former schools where an honor system was not used have an opportunity to see and appreciate the plan of the Honor Society. Boys may enter the Honor Society by making a personal application to the Honor Committee. Upon admission to the Society they voluntarily sign a pledge binding themselves to honor in all phases of the Academy's life. Members of the Honor Society may take their examinations under the honor system. When examinations are taken under the honor system, the instructor giving the examination may leave the room at times, since his presence is only for the purpose of such consultation as may be necessary. The Honor Society aims to develop responsibility. Its success will always be due to the enthusiastic support of the cadet corps. The Honor Society is explained to all new cadets entering the school. The Superintendent and Faculty use every opportunity to illustrate how the Honor Society plays a vital part in the life of the school and in the personal happiness and manly development of each boy.



THE HONOR COMMITTEE

AT EASE





RULES AND REGULATIONS

1. **LIMITS.** The Academy grounds are sufficient for recreation and amusement, and beyond these limits cadets may not go without express permission. This rule is rigidly enforced. No night visiting is allowed.

2. **ROOM EQUIPMENT.** When a cadet is assigned his room, he is held responsible for the room's equipment furnished by the school.

3. **ROOM KEYS.** A deposit of fifty cents must be made with the Commandant of Cadets by each boy when he is issued a key to his room. Upon return of key at close of session this deposit will be refunded.

4. **RIFLES.** Rifles are assigned by numbers and are charged to the cadets, with which they are credited on their return in good condition at the close of the session. No firearms other than those assigned are allowed. The possessor of any firearms other than assigned will be severely punished.

5. **GAMES OF CHANCE.** No cards, dice, or other games of chance whatsoever are permitted. Their use is a gross breach of discipline, and is dealt with accordingly.

6. **DRINKING.** No compromise whatever is made with liquor. Any cadet found with liquor in his room, or on his person, or detected in having used the same, however moderately, will be instantly dismissed and his parents notified of the cause, and under no condition will any excuse or extenuating circumstances be considered.

7. **DISOBEDIENCE.** Direct disobedience, i.e., willful defiance of authority, will not be condoned.

AN INFORMAL MEETING WITH THE SUPERINTENDENT





8. NIGHT LIMITS. Any cadet absenting himself from the limits of the Academy grounds after evening parade (6 o'clock), without express permission, is liable to dismissal.

9. SMOKING. Any cadet detected smoking on or off the grounds of the Academy will be severely punished. Any student over sixteen who obtains from his parents or guardian written permission to smoke may do so in his room.

10. DUTY OF ORDERLY. The Orderly of each room is held responsible for its cleanliness, for orderly conduct in same, and condition generally. The Orderly is changed every Saturday.

11. HAZING. The humiliating and unsoldierly custom of hazing is not tolerated. Every cadet knows that a breach of the regulations in this respect means summary dismissal.

12. AUTOMOBILES AND MOTORCYCLES. Under no circumstances is a student while a cadet at the Academy allowed to have an automobile or motorcycle in his possession, or at his service.

13. UNDESIRABLE. Any cadet showing a pronounced disposition to be troublesome or unruly, or habitually idle, in spite of admonitions and punishments, or who is obviously receiving no good from the instruction of the Academy, will be dismissed as undesirable.

14. ABSENCE DURING CONFINEMENT. Any cadet while "confined" to the limits of the Academy grounds, if found or known to have been absent, is liable to dismissal.

15. DISMISSAL. If for reasons satisfactory to the authorities of the institution, the presence of any boy in school is deemed undesirable, he will not be allowed to enter, or, if already entered, he will be required to withdraw.

16. BILLS. No money will be furnished the boy 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 account will not, in any case, be included in our regular charges. Parents in this way are enabled to know the amount of expenditures of their sons, and we urge that they assist us in restricting the amount allowed to a reasonable limit. No bills are made on account of the boy, except in unavoidable cases.

17. ROOMS AFTER COMMENCEMENT. Rooms are required to be vacated on the day after the close of the session. This is necessary that repairs, etc., may go forward. Boys remaining for the College Board tutoring period are placed on one floor of the barracks and remain in the school under the rules and supervision of the regular session. No charge is made for rooms or for tutoring, but boys must pay for boarding during this period.

18. FURLOUNDS. Dates of all Furloughs together with the Opening and Closing Dates of each Term of the School Year are definitely stated in the Calendar of the Catalogue. Exceptions cannot be made without being unfair to other boys who may ask the same permission and who must be refused if the closing of the term is to be orderly and in the best interest of the school's work. We want to be fair to all boys and the work of the school. Parents and boys are asked to cooperate and not to ask for exceptions.



REMARKS

The Superintendent has made school work with boys his life's work. Educated in one of the Pennsylvania State Teachers' Colleges, Princeton University, and the University of Pennsylvania, together with twenty years of experience with boys of preparatory school age, he feels qualified to serve your boy well.

Our tuition charges are as low as possible for the proper maintenance of a good school. We spend our income for excellent, sanitary equipment; abundant, wholesome food in the school dining hall; and well-trained, experienced teachers. No effort is made to compete with cheap schools.

Our dining hall is one of our chief concerns. We aim to keep it spotlessly clean and attractive at all times and to serve well-balanced, wholesome food. We have an experienced Commissary to look after this department.

The School Physician attends daily sick call to examine those who ask to be excused from duty on account of sickness, and his decision is final, the cadet being required to abide by the decision without question. Our physician has had many years' experience, and has been eminently successful.

Do not have any fear that your boy could be sick and you know nothing of it. Should he ever be really ill, we would notify you immediately by wire or telephone.

Do not forget that the doctor is available at any time, day or night. In our own private infirmary, maintained solely for our boys, a trained nurse is constantly on duty.

In case of sickness cadets are removed to the infirmary away from the noise and disturbance and given careful nursing and the best medical attention. We invite and encourage boys to report immediately to the infirmary if they are not feeling perfectly normal. We want to keep boys well and take every precaution to protect the health of the entire group. Your son's tuition charges include the services of our physician and school nurses. In the event of serious illness necessitating the employment of an extra trained nurse or the services of an extra doctor, parents will understand that these extra services necessitate extra expense.



UNIFORMS FOR SERVICE AND DRESS

HONORS AND AWARDS

KABLE LEGION OF HONOR

This Order was established, and so named, in honor of the founder of the Staunton Military Academy, Captain William Hartman Kable. It represents the highest honor bestowed by the Academy, and is awarded to the graduating cadet whose record is most conspicuous for good conduct, academic excellence, integrity of character, gentlemanly bearing, leadership, unselfishness, and continuous loyalty to the highest standards of duty and exemplary cadet life. This award may be made to more than one cadet, but not exceeding four in any one year. The award is always made at commencement, and no cadet is eligible unless he has been at least two years at the Academy and is a member of the graduating class. Alumni awards may also be made. The medal is the seal of the Academy in solid gold, bearing, in addition to the school motto, the words "KABLE LEGION OF HONOR."

A SECTION OF THE ARMORY





EXAMINATIONS, MEDALS

Examinations, chiefly written, are held quarterly and are designed to test the pupil's progress and attainments; monthly tests are likewise held. Reports are mailed to patrons every second week after the first month of the term.

Announcement is publicly made at the closing exercises of the School of those who have obtained the required standard in tests and examinations. In cases of special merit, gold medals are awarded.

THE ACADEMIC DECORATION

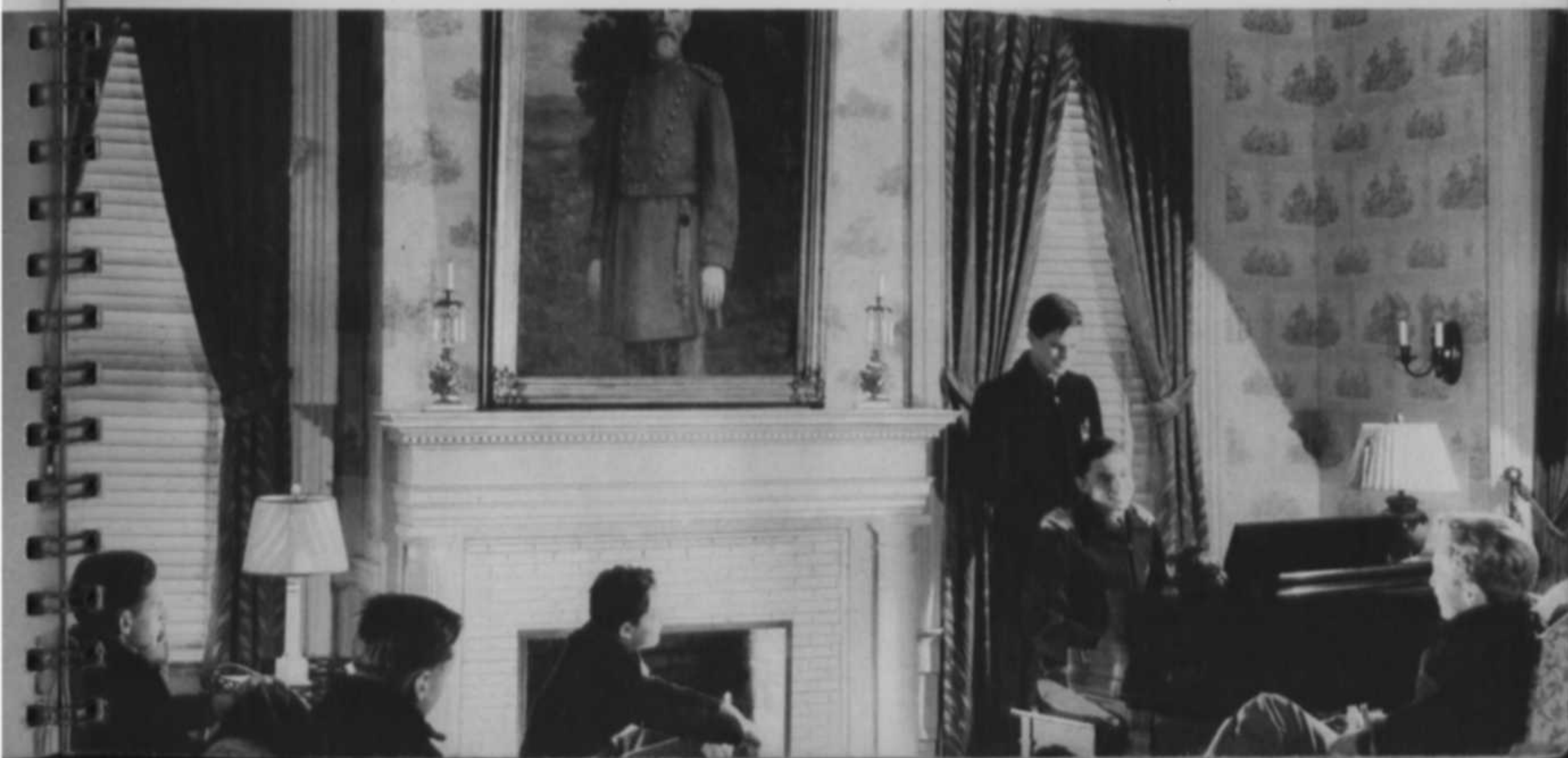
As an incentive to successful scholarship a bar, known as the Academic Decoration, is awarded at stated intervals. It consists of a small metal bar covered with ribbon in the school colors, Blue and Gold. It is worn on the left breast.

The Order of the Third Class consists of the metal bar, covered with solid blue ribbon, and is awarded to cadets making an average of 70% (with no failing marks) in their subjects in the quarter in which the award is made. The Order of the Second Class consists of the bar covered with ribbon in the school colors equally divided and is awarded to cadets making an average of 80%, with no mark less than 70%. The Order of the First Class consists of the bar covered with ribbon also in the school colors but having a broad blue band in the center flanked by two narrow gold bands, and is awarded to cadets making an average of 90%, with no mark less than 80%. The Highest Order consists of the bar described as that of the Order of the First Class but, in addition, has superimposed thereon a gold star, and is awarded to the cadet making the highest average in the corps.

PRIZES

In addition to the above, book prizes are awarded at commencement to cadets who excel in individual subjects.

BOYS ENJOY A SOCIAL HOUR





THE JUNIOR SCHOOL DEPARTMENT

FOREWORD

The very nature of the Junior School boy (age 10 to 14) demands that his education, social life, and character development receive a consideration which is entirely different from that of the Senior School student. He has not yet learned to study with any degree of independence, he needs careful guidance in every detail of his social activity, his interests are peculiar to boys of his age, and his size requires that he associate with boys of his own age, in order to obtain the greatest benefits from his social, play, and extra-curricular activities.

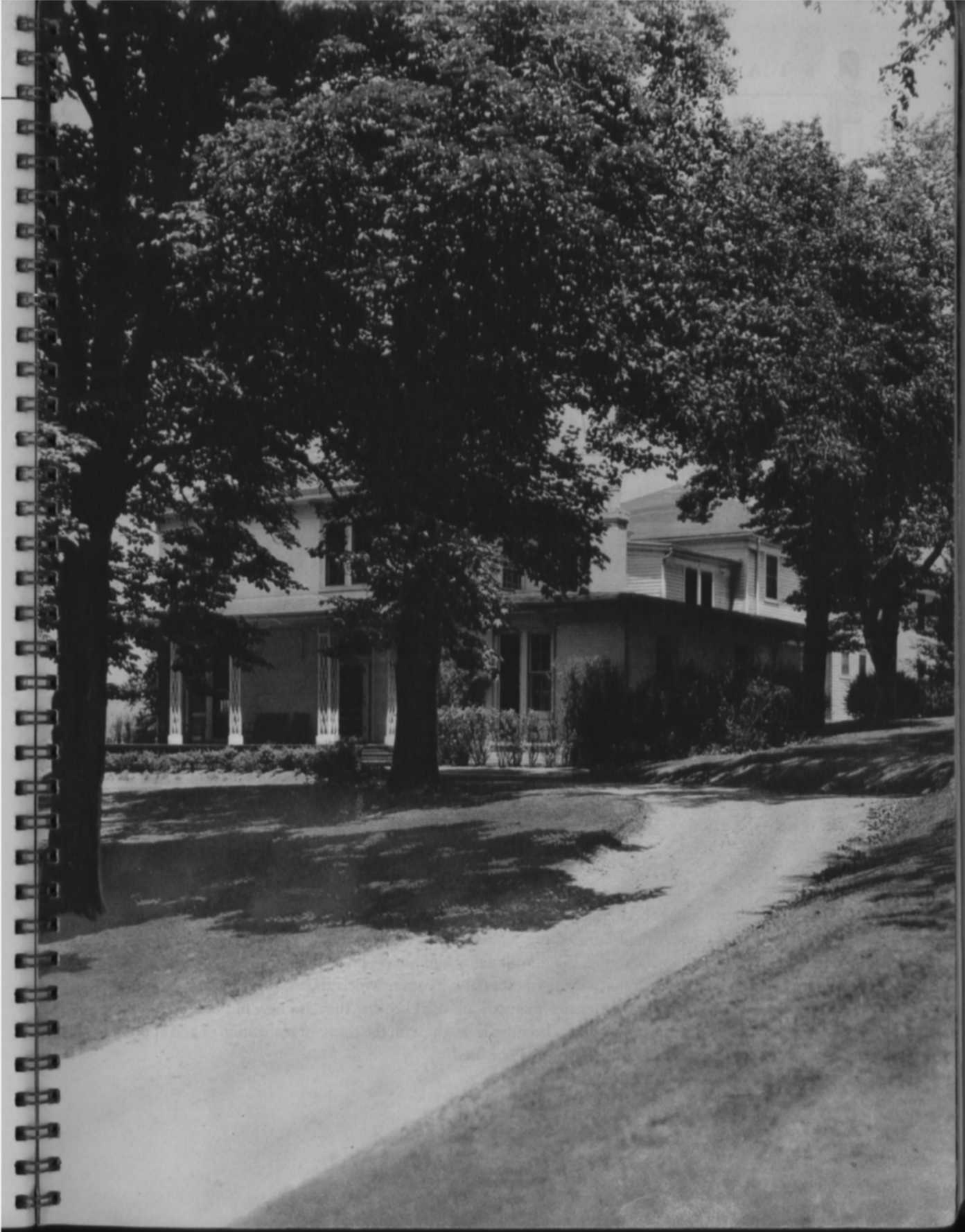
In order that the Junior boy may be in the environment best adapted to his own needs, Staunton has organized a separate Junior School, supervised by special masters who are experienced in training boys of this age. It is the policy of the school to humanize as much as possible the life of the younger boys by creating for them a pleasant home-like atmosphere. They are provided with spacious parlors and play rooms. The School Mother lives with them in the Junior School Building, doing for them those things which their mothers would do. Each day brings to them the proper amount of study, play, and relaxation, properly planned and supervised.

CHARACTER AND PURPOSE

The purpose of the Junior School must of necessity be to give a knowledge of those fundamental tool subjects—reading, writing, and arithmetic—by which the individual may acquire and pass on to the next generation our social heritage. In addition to the mastery of these more fundamental subjects the school also gives as thorough an understanding of the contemporary world as the maturity of the boys permits. Since this is the period immediately preceding entrance into a secondary school, particular attention is given to preparation for this phase of the student's educational experience.

ORGANIZATION

Our Junior School has been organized with these objectives in mind. It is thoroughly modern in subject matter and methods of teaching without being experimental. It attempts to give to the student the benefits which modern educational research have produced, while at the same time preserving for him those portions of traditional education which time has proved to be indispensable. Neither subject-matter nor methods are used because they are new but because their worth has been demonstrated. Subject-matter is taught with the constant realization of and application to the life situations in which it will be used.





INSTRUCTORS

The instructors are men of excellent training and experience in their profession. They are selected because of their ability to understand boys of this age and to provide the sympathetic guidance which they need. The spirit of the school is built upon the mutual friendship and respect between teacher and student, who are working together in the challenging adventure of learning.

HOME LIFE OF THE JUNIOR AT STAUNTON

Because of the immaturity of the boys the Junior School, insofar as a school can, assumes the same duties and responsibilities for them which exist in their own homes. Supervision is complete in every aspect of their school life. Whether the boy is in the classroom, on the playground, or at the local theatre, he is constantly in the company of an instructor whom he comes to regard as not only a teacher but also a friend and companion. Any illness or accident is promptly treated at the School Infirmary, and if it appears at all serious the parents are notified immediately.

The home of the Junior School is entirely separated from the Senior School Barracks and is in every sense a real home. The School Mother, whose duties differ little from those of the actual mother, lives with the boys. Her room is open to them at all times of the day and night. She is general counsellor and adviser in all of their minor troubles. She encourages cleanliness, neatness, politeness, promptness, and obedience.

The daily program of the Junior boys is so arranged that each may have part of his evenings free. Periods of supervised study during the regular school session, plus a short additional study period during the evening, provide ample time for study under the most favorable conditions. The remainder of the evening may then be spent at playing games in the game room or in the parlors, in visiting or reading, or in pursuing hobbies and club activities in the Junior School Building.



WHERE WORK IS PLAY



"HERE'S A GOOD NUMBER"

THE EDUCATIONAL PROGRAM

CURRICULUM

Throughout the Junior School the following subjects are taken each year by every boy unless a study of his particular case indicates the need of a different program:

ENGLISH

ART

SPELLING

MATHEMATICS

SCIENCE

MANUAL ARTS

GEOGRAPHY

HISTORY

MUSIC

Those who evidence satisfactory progress will be permitted to elect a foreign language in the Eighth Grade.

It is the policy of the School to test thoroughly in the elementary school subjects every boy who enters the Junior School and upon the basis of these tests to place him in that educational program which is best suited to his needs and in which he will be able to do successful work.

THE WORLD AT THEIR FINGERTIPS





E N G L I S H

English is taught to meet two objectives: first, to enable the student to speak and write clearly and correctly; second, to enable the student to read with comprehension, speed, and appreciation. The emphasis in grammar is placed upon that which is necessary and useful to the student. It is taught in every class as well as in the regular English course by constantly requiring students to express themselves in grammatically correct form. Special attention is also given to the mechanics of reading, and as the need arises special classes are formed to correct any reading difficulties. Since a boy's literary taste is formed at an early age, every effort is made to see that he is constantly exposed to good reading material, and every opportunity is utilized for giving him permanent interests in the more desirable types of reading.

S O C I A L S T U D I E S

The object of the Social Studies—history and geography—is to develop in the students to as great an extent as possible an understanding of our contemporary civilization and to give them those ideals and attitudes which will eventually enable them to assume the duties of useful citizenship. The survey course in World History and the more intensive course in American History are taught to the end that they may understand more fully the evolution of our civilization and that, more specifically, they may acquire some realization of the problems and responsibilities which Americans face today. Geography contributes to these objectives in that it gives some understanding of the lives, work, and desires, not only of the people of our own nation, but also of all the nations with whom our modern world has brought us into such close contact.

S C I E N C E

Science is taught primarily to give the student an elementary understanding of the ordinary and more obvious aspects of the physical world, and to give him some realization of the extent to which science has modified our present-day life. It also serves as an introduction to the general field of scientific study which he may pursue as he continues his education. Not only will it make his transition to high school work much easier, but it may awaken in him life-long interests.

M A T H E M A T I C S

The mathematics of the Junior School is designed to develop in the student a mastery of the fundamental arithmetic processes, to teach their definite applications in everyday activities, and to give some understanding of the social significance and value of mathematics. A general introduction to secondary school mathematics is also given in order that the Junior may enter the secondary school with that feeling of confidence which some knowledge of the work of that school will give him.



SPELLING

Spelling is taught in every grade of the Junior School, and the students are held to definite standards of correct spelling in every class which they enter.

MUSIC

Art and Music are required of all students and give that foundation of information necessary for a broad cultural education. In these courses interests are aroused which may be a constant source of pleasure throughout the boy's life.

MANUAL ARTS

It is probably true that no boy should go through life without some knowledge of the use of tools. In the Manual Arts every boy is taught elementary information about the more commonplace tools. He is given the opportunity to use them in making anything within his ability. All are not given the same course, but each boy is permitted to work on any project that interests him. Through these each boy grows in knowledge and skill in the way best adapted to him.

TEACHING METHOD

Teaching method is the medium by which the instructor brings together the student and the subject-matter. Because of its vital position it has been given careful attention at Staunton. In the strict sense of the word groups cannot be taught nor can groups learn. It is individuals who are taught and who learn. Consequently every teaching method is selected solely upon the basis of its usefulness to individuals who are being taught. The result is that the teacher must study the pupils. He must know what each one needs and what is the best method of meeting that need. Every class period must be a challenging experience to every boy. To accomplish this end, classes are kept small. The old question and answer type of recitation is not used. Instead we use informal class discussion in which the students match wits with their class-mates in the solution of their problems. Debates, individualized drill, directed individual work, and supervised study have been found very effective. Individual or small group tutorial work is given when necessary. Since the instructors live in the building with the boys, there is a freedom of companionship between them which results in many personal contacts and much opportunity for individual help.

The Junior School recognizes the fact that much of importance is learned outside of the regular classroom activities. Many of the students are interested in things of real educational value which cannot be taught in organized classes or learned from textbooks. Because of this, numerous clubs are formed by the boys to realize their individual needs and desires. Illustrative of these are the Stamp and Coin Club, the Camera Club, the Rifle Team, and the Dramatic Clubs. Camping trips, visits to historical and scenic points, field trips in science and the social studies are educational and are received enthusiastically by the boys.



"SEE HOW EASY IT IS?"

CO-ORDINATION OF THE JUNIOR AND SENIOR SCHOOLS

It is an acknowledged fact that the transition from elementary to secondary school is one of the most difficult of a boy's career. The Junior School program has been arranged with full consciousness of this. Its course of study has been carefully planned to facilitate the change to the Senior School. An introduction to General Mathematics in the Senior School is given in the Eighth Grade. Latin is elective. In all subject matter fields the work of the Eighth Grade is arranged in such a manner as to enable the student to begin his first year in the Senior School without any radical changes. Music and Art in the Junior School are taught by Senior School teachers, and the work often necessitates visits to the shops and laboratories of the Senior School.

STUDY ROOM





MANUFACTURING SMILES FROM VITAMINS

KEEPING A HOME FIRE BURNING FOR THE JUNIORS





JUNIOR SCHOOL ACTIVITIES

MILITARY TRAINING

While the Junior boys are not old enough to become members of the R. O. T. C. unit of the Senior School, they are not overlooked in military training. They are organized into a Junior Company with both Junior and Senior School officers in command, and participate in all the military activities of the school.

ATHLETICS

During their free time the Junior boys are not left to their own devices. A wide range of supervised sports is open to them. They may take up individual sports such as tennis, swimming, or riding; or they may join a team to play baseball, basketball, or football. In addition to these, hikes and camping trips are conducted for all the Juniors. While the Juniors play all the games that the older boys play, they compete with boys of their own size, and some of the sports which demand it are modified so as to be more adaptable to boys of this age.

HOBBIES

Every boy is encouraged to have a hobby, each to his own taste. Whether in the field of arts and crafts, music, science, or collecting, a boy is in no wise restricted in choosing the way he would like to employ his leisure hours profitably.

READY FOR THE SENIOR SCHOOL

When a boy finishes the Junior School, he is ready to fit into the Senior School. A breaking-in period is unnecessary for him. He finds studying easy. He is acquainted with the Senior School work because of visits to its laboratories and shops. The Senior School teachers have also been his teachers to some extent, and he has made many friends among the older boys through participation in activities which are open to boys from both schools. He may be trusted to accept responsibilities. He knows how to take his place in the community of older boys.

ADMISSION REQUIREMENTS

Boys who have completed the work of the fourth grade, or its equivalent, will be admitted to the Junior School. The approximate age of entrance is ten years. All boys entering the school for the first time will be thoroughly tested in the work of the elementary school at the beginning of the year. Classification of the students will be made largely on the basis of these test results. A report from the last school attended is required.



ANNUAL EXPENSES

The first year's expenses are \$1,110.00. This total charge includes \$850.00 for tuition, room, board, heat, light, and laundry; a \$200.00 deposit for uniforms and equipment; \$20.00 for athletic and entertainment fee; \$15.00 for the services of resident physician and nurses; a \$25.00 deposit for books and stationery.

List of uniforms and equipment included in above deposit, much of which, because of its quality, should last for two or more years:

2 fatigue uniforms	2 waist belts and plates	1 pair woolen gloves
1 dress uniform	2 white cap covers	3 pairs duck trousers
1 overcoat	1 rubber cap cover	2 black ties
1 raincoat	1 stamp set	1 S. M. A. belt
2 caps	4 gray shirts	1 coverall
1 regulation jacket	6 pairs of white gloves	
1 shako	2 cross belts and plates	

The uniforms and equipment for the Junior School are the same as for the Senior School.

REMITTANCES

FIRST YEAR EXPENSES: Amount due ten days before the opening of the session, \$667.50; amount due on or before January 10, \$442.50. The application fee of \$25 is applied to the first payment.

SUCCEEDING YEAR EXPENSES: The succeeding year's expenses are \$1,010.00. Amount due ten days before the opening of session, \$567.50; amount due on or before January 10th, \$442.50. A deposit of \$100.00 instead of \$200.00 is made to cover such uniform equipment as it may be necessary for the boy to draw. Any unused portions of the uniform and book deposits are credited back to your general account at the end of the school year.

SPECIAL FEES: An extra charge is necessary for such courses as Science and Art, because of the extra expense of maintenance and materials. In no case does this cost exceed \$25.00 per year per course. Music can be taken under private teachers, for which a charge is made. Dancing (set of 15 lessons), \$10.00; sight-seeing trips, at cost; horseback riding may be provided by arrangement with private stable.

Checks should be sent by mail direct to the Academy and not given to cadets to deliver. The business arrangements are between the patrons and the school, and cadets should not be used as agents. Make checks payable to Staunton Military Academy.



STAUNTON MILITARY ACADEMY

Application Blank is to be found in the back of Catalogue, attached by perforated edge to the body of the book. This should be accompanied by a \$25.00 check for Registration Fee, which will be credited on your first payment.

Rooms are assigned in the order in which boys are enrolled.

REFUNDS

No deduction will be made for delay in entrance, for withdrawal, for dismissal, or for absence unless caused by protracted sickness; in the last case, one-half the regular charges for the period of such absence will be remitted.

INCIDENTAL ACCOUNT

The amount of legitimate expense at the school is covered in the charges listed above. Any outlay of money beyond this depends upon the habits of the pupil and the indulgence of the parent. No merchandise orders will be furnished the cadet unless a deposit is made with the school treasurer. When this is exhausted, an itemized statement will be furnished the parent of its disposition, and the deposit must be renewed before any further orders can be issued. This Incidental Account will not in any case be included in the Academy's regular charges. From your deposit for Incidental Account, your son may draw a merchandise order slip for such expenditures as hair cuts, shoe repairs, toilet supplies, and other necessary articles. He cannot draw cash, but only merchandise orders, good at Staunton stores. The average patron deposits from \$15 to \$20 for his son's needs. This is not a school expense, but would be needed even if the boy were at home. The deposit is wholly optional.

SPENDING MONEY

The Academy urges you to assist in restricting the amount of your boy's spending money within reasonable limits. The Academy will accept a deposit and act as your agent if you desire. No

BOYS' ROOM IN BARRACKS





bills are made by the Academy on account of the pupil, except in very special and unavoidable cases. Parents are requested to make all deposits for personal allowance with the school treasurer, indicating the amount the boy is to have each week. Our boys received from \$1.00 to \$2.00 as a weekly allowance. It is suggested that the amount be determined by the type of work the boy does in the school from week to week.

CLEANING AND PRESSING

Cadets must keep their uniforms clean, pressed, and in good order. For this purpose a cadet may join the Cleaning and Pressing Club, owned and maintained by a local company, which offers the most convenient and economical way to keep his uniforms in order. Membership entitles him to unlimited cleaning, pressing, and minor repairing of uniforms by the largest cleaning establishment in Staunton. The membership fee is \$30.00, payable half in September and half in January.

LAUNDRY

The Academy maintains its own efficient and modernly equipped plant where the cadet's laundry is taken care of at no extra charge.

HOLIDAYS

Christmas furlough covers a period varying from fifteen to twenty days. The Spring furlough extends over a period of ten days. One day only is granted for Armistice Day, Thanksgiving, and Washington's Birthday. Cadets who do not go home during the Christmas holidays or the Spring furlough are charged at the rate of \$2.50 a day for board and lodging. They are not under military discipline during these periods. Patrons should not ask for furloughs at any time during the year, as they will not be granted except in case of serious illness or a circumstance equally imperative. Please do not ask us to make an exception for your case. Other boys will want the same and have an equally good reason. This regulation is in the best interest of your son and the work of the school.

THE DINING HALL





MISCELLANEOUS

WHAT YOUR SON SHOULD BRING WITH HIM

To answer numerous inquiries in regard to articles to be brought with cadets, the following are suggested.

All articles of clothing should be marked with owner's full name. Laundry bags should be of strong material with a strong string in each bag. Pillow cases must not be used as laundry bags.

- | | |
|---|--|
| 2 pairs pajamas | 6 sheets for single bed (at least 90 inches long) |
| 1 bath robe | 4 pillow cases |
| 4 suits underwear | 1 pillow, medium size |
| 5 shirts, with or without collars (white—
should not be expensive) | 2 laundry bags (white or some fast color), 36 inches
long by 24 inches wide |
| 6 pairs of black socks | 1 clothes brush |
| 10 pocket handkerchiefs | 1 tooth brush and paste |
| 6 bath towels | 1 hair brush and comb |
| 6 napkins (should not be expensive) | supply of soap |
| 1 small floor rug to go by side of bed | 1 pair rubbers |
| 1 pair blankets for single bed | 1 pair black shoes, high or low, as desired (no tan
shoes allowed) |
| 1 comfort (not too delicate color) for single bed | |

UNIFORMS

The Academy being strictly military, no other clothes than military may be worn. The uniform outfit, which every cadet is required to have, consists of two fatigue or service uniforms, one full dress uniform, one overcoat, two caps, four gray shirts, four pairs of duck trousers, and minor accessories listed on Page 69 of this catalogue.

Immediately after a cadet registers at the Academy, he reports to the Quartermaster's department, where he is fitted with service trousers, blouse, cap, and gray shirts. Tailors are on duty for this fitting and for taking measurements for the remaining garments of the uniform equipment.

The cost of uniforms should not be considered a school expense, since your boy would have to have winter clothing even if he stayed at home.

We have been much complimented upon the handsome appearance of these uniforms, which are strictly tailor-made, fit perfectly, and outwear any civilian clothes upon the market, thus being in the long run more economical. We use the same grade cloth, style, etc., as used at West Point, and from the same mills.



A BOY'S PREPARATION FOR LIFE

Every parent, every boy, knows today the value of a sound education. In an unstable world what a man has may suddenly be taken away; but what he *is* remains. A training that helps to make a person economically independent is of value, but so also is a training that builds resources within the individual not measured by dollars and cents. Staunton Military Academy is unique in the emphasis it places on a *well-rounded* education. It is deemed not enough at Staunton merely to teach a boy academic subjects, nor to prepare him for business, nor to build a strong body with well coordinated muscles. All of these are important, and each has its proper place in the Staunton plan. But of equal importance is the development of appreciation, sympathy, service, and good sportsmanship — all vital factors that underlie real human happiness and success in life.

HIGH STANDARDS BRING ACHIEVEMENT

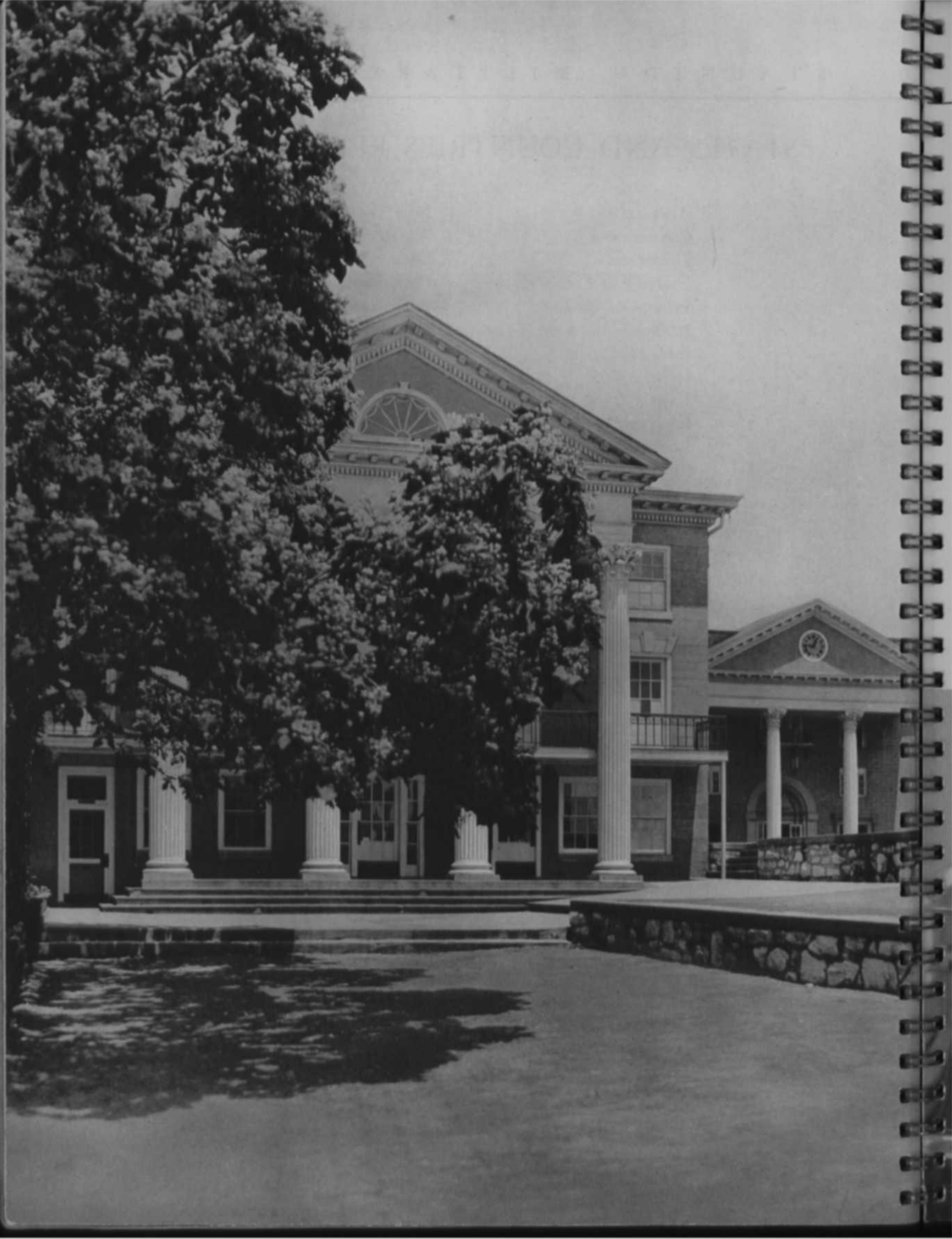
No better example of Staunton's standards can be cited than the records of West Point where each of the honor military schools is privileged from time to time to appoint a candidate. The relative standing of Staunton's appointees in the third and fourth year classes in 1936-37 was second and first respectively among all the honor schools. Staunton's emphasis on high academic achievement has resulted in a high percentage of college success. In a recent study covering boys who entered college from southern preparatory schools and were graduated successfully during the past ten years, Staunton stood third among all secondary schools, and first among the military schools of the region. Staunton takes pride in such achievement.

PARENTS GIVE THEIR VERDICT

More than a year ago Staunton Military Academy was invited, along with one hundred and ninety-nine other representative schools from every state in the Union, to participate in the study of secondary school standards. This was an attempt on the part of all standardizing agencies to find some better way of evaluating a school than is accomplished by the present mechanistic standards. The committee, working under the direction of Dr. Walter C. Eells of Washington, D. C., examined these schools in more than a score of ways, closing the investigation of each school by a confidential questionnaire sent to the parents of the seniors in each school. Officers and cadets of Staunton are proud of the fact that the parents' report put the Academy among the first twelve of the two hundred schools.

SEEING IS THE BEST TEST

Before deciding a matter so important as the selection of a school, it is wisest to make a thorough investigation of all that any school has to offer! Staunton authorities believe that parents owe it to their boys to make a most careful investigation of any school they are considering. Certainly a personal visit to a school is the far wiser method of selection. In this day of easy motor travel, a visit to Staunton Military Academy can be pleasantly combined with a weekend trip to one of Virginia's historic shrines, to one of the nation's great health resorts, or a tour of the Shenandoah National Park over the new Skyline Drive. The Academy is readily accessible from any point in the Valley, and comfortable hotel accommodations are always awaiting the visitor. Staunton extends to parents and boys a cordial invitation to visit the School.





STATES AND COUNTRIES REPRESENTED

ALABAMA	NEW YORK
CONNECTICUT	NORTH CAROLINA
DELAWARE	OHIO
DISTRICT OF COLUMBIA	OKLAHOMA
FLORIDA	PENNSYLVANIA
ILLINOIS	RHODE ISLAND
INDIANA	TENNESSEE
IOWA	TEXAS
KANSAS	VIRGINIA
KENTUCKY	WASHINGTON
LOUISIANA	WEST VIRGINIA
MAINE	WISCONSIN
MARYLAND	CANADA
MASSACHUSETTS	CANAL ZONE
MICHIGAN	CENTRAL AMERICA
MISSISSIPPI	CUBA
MISSOURI	MEXICO
NEW JERSEY	PORTO RICO
SOUTH AMERICA	

WEST AND NORTH BARRACKS

EXAMINATION ROOM IN THE INFIRMARY





COLLEGE ATTENDANCE

Staunton graduates are now doing successful work at the following colleges, universities, and technical schools.

ALABAMA POLYTECHNIC INSTITUTE	PRINCETON UNIVERSITY
AMHERST	PURDUE UNIVERSITY
ANNAPOLIS	RICE INSTITUTE
BOSTON UNIVERSITY	RUTGERS UNIVERSITY
BROWN UNIVERSITY	ST. LAWRENCE
BUCKNELL UNIVERSITY	STEVENS
CARNEGIE INSTITUTE	SWARTHMORE COLLEGE
THE CITADEL	SYRACUSE UNIVERSITY
COLGATE UNIVERSITY	TEMPLE UNIVERSITY
COLORADO SCHOOL OF MINES	TULANE UNIVERSITY
COLUMBIA UNIVERSITY	UNIVERSITY OF ALABAMA
CORNELL UNIVERSITY	UNIVERSITY OF CALIFORNIA
DARTMOUTH COLLEGE	UNIVERSITY OF CHICAGO
DREXEL INSTITUTE	UNIVERSITY OF GEORGIA
DUKE UNIVERSITY	UNIVERSITY OF ILLINOIS
GEORGETOWN UNIVERSITY	UNIVERSITY OF INDIANA
GEORGE WASHINGTON UNIVERSITY	UNIVERSITY OF MARYLAND
GEORGIA SCHOOL OF TECHNOLOGY	UNIVERSITY OF MICHIGAN
HAMILTON INSTITUTE	UNIVERSITY OF NORTH CAROLINA
HARVARD UNIVERSITY	UNIVERSITY OF NOTRE DAME
HAVERFORD	UNIVERSITY OF PENNSYLVANIA
HOLY CROSS COLLEGE	UNIVERSITY OF PORTO RICO
JOHNS HOPKINS UNIVERSITY	UNIVERSITY OF SOU. CALIFORNIA
LAFAYETTE	UNIVERSITY OF VIRGINIA
LEHIGH UNIVERSITY	UNIVERSITY OF WEST VIRGINIA
LELAND STANFORD UNIVERSITY	VIRGINIA MILITARY INSTITUTE
MASSACHUSETTS INST. OF TECHNOLOGY	VIRGINIA POLYTECHNIC INSTITUTE
NEW YORK UNIVERSITY	WASHINGTON AND JEFFERSON
NORTH CAROLINA STATE COLLEGE	WASHINGTON AND LEE UNIVERSITY
OHIO STATE UNIVERSITY	WESLEYAN UNIVERSITY
OHIO WESLEYAN	WEST POINT
OXFORD UNIVERSITY (ENGLAND)	WILLIAM AND MARY COLLEGE
PENN STATE	WILLIAMS

YALE UNIVERSITY



EXCERPTS FROM TESTIMONIAL LETTERS

(PATRONS, EDUCATORS, FRIENDS, ALUMNI)

"My observation of the Staunton Military Academy has been a close one during a period in which time my two older sons were its pupils for five successive sessions, both graduating, and my youngest for four years, also graduating.

"The firm, yet kindly, discipline which has always characterized its history makes for the development of self-reliance and obedience, while the esprit de corps of the cadet body, fostered and encouraged by the authorities and teachers, has developed a high type of character in the individual cadet. Under these influences, the young men of your school have been taught to be honorable, truthful, courageous, obedient to authority, self-reliant and industrious; and these are qualities perhaps even more desirable to be developed in youth than the knowledge derived from textbooks . . .

"You are doing a great work in education, and I am pleased to commend it to the attention of those who have sons to educate."

Staunton, Va.

HON. A. C. GORDON, *Rector and Chairman of the Board of Visitors of the University of Virginia; Author, Lawyer, and Statesman.*

"Certainly the essence of education is discipline. To give the proper form and direction to character as well as to mind is the important function of a school or university. It is discipline of this sort, both mental and moral, that seems to me to be the pre-eminent characteristic of the Staunton training . . . Obviously, such training is valuable for all times and nations. But it is especially needful today, when the powerful subversive forces at work in the world demand that every effort be exerted to the end that the American tradition be preserved and the results of our progress maintained and amplified."

Oxford, England.

SAMUEL H. BEER, S.M.A., '28,
Rhodes Scholar, Balliol College.

"I have been following the career of the Academy for a great many years and have been very much gratified at the progress it has made . . . I am looking forward to paying the Academy a visit when I return again to the United States."

Singapore, S. S.

WILBUR KEHLINGER, S. M. A., '91,
American Consul General.

"The first opportunity I have, I expect to stop off at Staunton and pay the school a visit. I know it had a decided effect on my life, and I know, too, that it had a valuable influence in moulding the career of several I know who were fortunate enough to have attended S. M. A."

Fort Worth, Texas.

GENERAL JOHN A. HULEN, S. M. A., '90.

"I have not been blessed with a son, but should this event come into my life, I know I would want him to have at least two years at Staunton—possibly to finish his high school work. A sound training in the fundamentals of discipline at this critical age in a young man's life forms one of the principal foundations upon which success is built . . . When I realize the thousands of boys which the older faculty have known personally it is clear why these gentlemen are so remarkably well qualified in helping a boy to 'find himself' and to build ideals in life . . . Staunton offers opportunities to build manhood under ideal conditions rarely to be found elsewhere."

Johnstown, Pa.

CHAS. R. UNDERHILL, JR., S. M. A., '18.

"I want to tell you how much I appreciate Staunton and the almost unbelievable foundation for business that you taught Jack, Jr., in the three years he was at Staunton. When he came to you he did not even know how to study; at the end of three years, you have taught him to study and master each subject, to be self-reliant, and to have an entirely different outlook on life. In other words, you helped him *find himself*. He is associated in business with me and is doing fine. *The money I spent on him at Staunton was one of the best investments I ever made.*"

Lexington, Ky.

J. W. CLARK, SR.



STAUNTON MILITARY ACADEMY

"In my opinion the combination of military training, such as yours, with the other school duties is just the right sort of thing for a boy of high school age. On each of our several trips to Staunton we always remarked that it would be hard to find a better set-up and more manly looking lot of boys anywhere."

Westfield, N. J.

ISAAC O. BUNN.

"We hope to see more of your bright young men next year, as your graduates do excellent work with us."

Ann Arbor, Mich.

W. H. BUTTS, *Assistant Dean,*
University of Michigan.

"My son, Charles, who graduated from Staunton last June, is now a Sophomore at the University of Minnesota and doing exceptionally well. . . . I am enthusiastic about military schools in general and Staunton in particular—you build men physically and mentally—real square-shooting men with characters. The boy is as loyal to Staunton today as the day he graduated, which fact in itself tells the story."

South Bend, Ind.

C. R. ARENSCHIELD.

"The moral influence that a boy gets at your institution, together with the friendship between the boys and their instructors, brings out the best that is in them, and creates a manly character during their formative years. . . . One would not fear for the future manhood of our country if all boys could have the opportunity of spending a few years at an institution such as you have at Staunton Military Academy."

Wilmington, Del.

JOHN C. SINCLAIR.

"As you well know, I have often visited S. M. A. On no one of these several times have I found anything save strict discipline and orderliness in evidence. The personnel of your faculty is most excellent. A finer, more upright, courteous and efficient group of men it has never been my pleasure to meet. My son is now a Senior at Dartmouth and awarded Phi Beta Kappa for superior scholastic accomplishment."

Stuart, Martin County, Fla.

H. F. HAMEL.

"Junior is now a student in the University of California and is doing good work. We feel that the training he received at Staunton Military Academy was of great benefit to him in every particular. We always have a good word for your school and feel that any boy who has had the opportunity of living under your influence and instruction is fortunate indeed."

Santa Cruz, Cal.

WILLETT WARE.

"My son, Horace, has now been attending your institution five months, and I have kept careful watch of his progress there. I feel that I am now in a position to express my opinion of some value regarding the institution and its work. If you care to know what that opinion is, I could not, in fairness to you, say less than this: I am entirely satisfied. In discipline, in instruction, in wholesome influence—in every department—you have met my highest expectations."

Morrisville, Vt.

(JUDGE) GEORGE M. POWERS.

"No act of my more than forty years of successful business career has given me more satisfaction than having placed William under your efficient corps of instructors, who take personal interest in each cadet."

Virginia, Ill.

M. E. PETEFISH.

"I am pleased to take this opportunity to tell you that I *never made a better investment than when I sent Albert to S. M. A.* His two years spent there were a great benefit to him and, I believe, will be later in life. *He and I only regret that he did not begin his studies at your school at least two years earlier.*"

"Your method of instruction and study, together with regular military discipline, develops a boy into a real man."

Wilmington, Del.

ALBERT BEGGS.



"The four weeks that Joel spent with us in Panama we certainly enjoyed, although it was all too short, but his training certainly showed to great advantage both with us and those with whom he came in contact. Every one spoke very highly of the way he carried and conducted himself, and we cannot help but give you credit, praise and thanks for a large portion of same . . . My wife and I went through some twenty catalogues of schools and finally decided on Staunton and we now know and realize that we made no mistake and we feel that our boy in your hands is certainly well taken care of."

Avenida Norte, Panama.

THEO. MCGINNIS.

"Staunton Military Academy provides an excellent preparation for college and for the engineering and R. O. T. C. courses at Purdue University in particular. Its thorough foundation in Mathematics and Physics, its military schedule, in contrast to the less rigorous last years of the average high school, and the sense of responsibility gained during such early years away from home are considered of great value to the average boy."

"Although my son was at Staunton but one year, the equivalent of his last year in high school, a graduate of the Class in June, our only regret is that he did not enter one year earlier and secure two years of your excellent training."

"After the one year's experience, however, and a personal inspection of the Academy, and acquaintance with its officers and curriculum, I wish to congratulate you upon the excellent record being made under your efficient administration of the Staunton Military Academy."

Lafayette, Ind.

C. FRANCIS HARDING,

*Head, School Electrical Engineering,
Purdue University.*

"This is probably a fitting time for me to express to you how very much pleased Mrs. Rose and I are that we sent Stewart, Jr., to your school to prepare for Dartmouth College. We have just heard from Stewart and learn that he has passed all of his mid-year examinations, and in addition to that has done a great deal of work in competition for a place on the school board. We feel that Stewart was exceedingly well trained for college work in your school as well as deriving a great deal of benefit in health and discipline from your military training."

Terre Haute, Ind.

STEWART ROSE.

"I am writing you as a means of expressing to you our appreciation of the training given our boy while at your Academy. Both Mrs. Cherry and myself feel that his college work is being done better and with a better appreciation of what proper education means to a young man than would have been possible if he had not spent this time at Staunton Military Academy."

"We are also appreciative of the living habits which were taught him at your school and feel that the expense covering the period at your institution was the best investment we have ever made for the boy."

Columbus, Ohio.

J. W. CHERRY.

"Our son, Jack, who graduated from S. M. A. in June, is in his first year at college and doing fine work. We wish to take this opportunity of letting you know how much we appreciate all he accomplished in the three years spent at your school. The good solid foundation he got while there is showing up in his work now and, besides, while there, we had no worries concerning him as we knew *he was well looked after mentally, morally, and physically*. He is a strong, manly fellow and I give you much credit for this and shall always be thankful we made so wise a choice in schools."

"We have a grandson coming on and I trust you will have him under your care at some future date."

Bradenton, Fla.

JOHN GLEASON.

EXAMPLES OF A LARGE NUMBER OF COMMENTS ABOUT THE
SCHOOL RECEIVED DURING RECENT YEARS

"I want to tell you how very much pleased we were with Stephen's account of his life at your school. I am sure he will always look back on this year as one of the happiest of his life, for no matter what else may happen, the first year at school away from home stands in a class alone and we are so thankful that we made the choice of S. M. A. It is natural for a boy to be enthusiastic about his school as compared with other 'rivals' but he is so intense about it that we feel it would have been in the nature of a calamity to him if he had been sent elsewhere."

"We are all looking forward to Edmund's return in September at Staunton. I continually feel that we made no mistake whatever in selecting Staunton for our boy and I am only too glad at all times to tell my many friends what a warm spot we have in our hearts for S. M. A."

"I came away from the Academy satisfied that our son had entered an excellent school; the buildings and equipment are splendid and I was more than favorably impressed with the heads of the different departments whom I had the privilege of meeting. You are to be congratulated on having such a fine body of men on your staff. I was also pleased to find that the Superintendent had a genuine human interest in the boys and understood them so thoroughly."

"I am going to take this opportunity to tell you, we are more than pleased with the good things our son writes about the school this year—everything and everybody. He likes the school and says he wants to come back next year."

"I want to take this opportunity to inform you how delighted I am with the progress my son is making. He has done so well up to the present time that I am looking forward to his great success when he has finished his four years at Staunton."

"I cannot close this letter without again complimenting you for the great improvement you have made in George. I feel sure that next year he will be able to carry the load without any trouble in view of the fact. To illustrate I will quote you a sentence from his last letter home. 'I have been here since January 6th and it seems like yesterday.' This really marks a turn in George's life as I am positive that he never before found three months in school that made him think was only one or two days."

"The official Cadet Register for the year here ending last June 30th has just been published, listing among other items the academic standing of the members of the corps for that period. The listings therein gave us our first opportunity to know our exact rating for the whole past year. It may be gratifying to you to know that due largely, I believe, to Staunton preparation, my rating in a class that entered at the strength of 570 members was No. 36. I have no doubt that the courses I took and the methods of study I learned at Staunton were instrumental in my being able to compete successfully with the great percentage of men here with college or high specialized preparatory school training. I am continually appreciative of everything that Staunton did for me."

"I appreciate more than I can tell you your confidential report. If we could get a little more of this kind of thing from preparatory schools, our task would be easier than it is and we could do more for the men than we do. That the Staunton Military Academy gives this kind of service is good news. I shall keep it in mind when I am asked where a good military academy can be found."

"I want you to know how much we still feel indebted to Staunton for the success that now seems so promising for my nephew. It is hard for me to realize that it has been seven years since we were so proud to see him graduate from Staunton. We do not get down your way as we once did but hope to make a trip this fall because Virginia became very close to us through our association with the Academy, and we, too, love it."

"We fully realize that Richard has improved enormously and has adjusted the situation in a very satisfactory way. I do not believe he could have done so well anywhere else. We are delighted with his progress."

"I cannot express my satisfaction at the way Wilbur's teachers brought him up to a high standard of work, especially in mathematics and history."



"Everything we had hoped that the school might do for Fort, it has done beyond our expectations. He carries himself much better than we had expected; he has improved in his ability to meet people; he speaks much more easily and better than he did before he went there; and he has acquired an additional intellectual interest which he did not have before he went to Staunton."

"The return of my son to his home in Kansas City for the holidays brought to us the realization that our investment in my son's behalf at Staunton Military Academy has been the outstanding investment of my life, for I know of no accomplishment reflecting as it does so complete a change as has this last year brought to my son, for he returned to us a boy who really knows how to study, and whose physical fitness was at its best. I cannot speak too highly of the thoughtful and considerate, yet businesslike, preparation that surrounds the care of students at Staunton."

"When a fine school with a fine faculty and a fine staff meets a willing boy, the results are generally pleasing. Mrs. Moats and I are happy to have had the privilege of sending our boy to your school and we are so pleased that he has measured up in a way to your fine traditions. Words are inadequate to express our grateful appreciation for all the fine things you have done for our boy."

"I was most favorably impressed with everything I saw at Staunton. You have a point of view and a program which I am certain functions splendidly in fitting the lads under your charge for the battle of life. I was impressed with Clifford's reaction to the school. He was in splendid physical trim and it seemed to me that in a few short weeks much had been accomplished in giving him improved habits of study and a well-balanced viewpoint. He certainly seems to be giving his best to the whole program and any organization that can do that for a boy is doing all that one could expect."

"Mrs. Summers and I are very much pleased with the general progress Tom is making. You and your associates are doing far more for him than we could do at home, and he is healthier than he has been for years. It is evident that military training coupled with Staunton's wonderful climate is excellent for any growing boy."

"Your school has done more for John than it is possible for me to express in a few short paragraphs. He is naturally not of an athletic disposition and has grown so very rapidly that I don't know what he would have turned into without the military discipline and training that Staunton has given him. In fact, he was very dilatory about his studies when he went to the high school. He seemed to take no particular interest in his work, and it is a source of gratification to know that he has done so well with his studies at Staunton."

"John and James feel very proud to attend Staunton and I know that the training they are receiving will make better men of them. We noticed a great change for the better, especially in John, while they were home for Christmas, and having my boys in your care certainly makes me feel that I am doing my duty towards them and really giving them the advantages of a fine education."

"Let me express myself on the improvement the past school year has made in James. I feel that the difference in his attitude toward other boys has been worth the whole price of tuition, and I know that his education is many steps ahead of a similar period in high school. I had hoped for some improvement in him but the change has been far beyond my expectations. My criticisms of your system are few and these are of minor nature, but my approval is boundless and Mrs. Jewett joins me in this wholeheartedly. Nothing is needed to complete our entire satisfaction with Staunton."

"We feel that Joal's stay at Staunton has been very beneficial not only academically, but from the standpoint of health and ready response to discipline."

"It is a miracle to see the improvement in George. I don't see how you did it in three short months. He is so happy and loves the school. Everything is perfect."

"No one ever appreciated the background received at Staunton as I did when Harry entered Purdue on Saturday. The years he spent with you really fitted him to do the work at Purdue a great deal better than would have been the case had he attempted to enter after attending high school only. If there is ever anything I can do to promote your school, do not hesitate to call upon me."



STAUNTON MILITARY ACADEMY

"Both Mrs. Robertson and I thoroughly enjoyed our short visit to Staunton, and were well pleased with the school. We were quite proud of the spirit and interest displayed by our son. Even though he has been there a short time, it was very noticeable that the life and environment are having a splendid influence upon him."

"When I realized that it was very important for me to send George away from home to school, I was greatly concerned with the problem of selecting the right type of school for him, and with every care and caution I placed him at Staunton, a decision I have not regretted. If I judge correctly, you have a group of excellent people operating the Junior School and I appreciate most highly the influence they have had over my son."

"Mrs. Grunden and I were very pleased with our visit as we found John in excellent condition and spirits. We are satisfied that he is endeavoring to improve his marks and quite sure that he will do much better than his present reports indicate. Do not mind saying to you that we both think Staunton is the place for our boy and it gives us pleasure too, to learn how anxious he was for re-enrollment for another term. I think it would be impossible to induce John to go to any other school."

"Terrill arrived home safely yesterday morning looking splendidly and to my mind much improved in every respect. I can not tell you how much I am indebted to Staunton Military Academy and its corps of fine teachers for the benefits enjoyed by my three sons and my nephew. Would that I could send a dozen boys of my acquaintance there to share its advantages. My boys and I appreciate and value Staunton beyond all other schools."

"Schuyler had two such happy and contented years at Staunton. During all that time we heard not one word of criticism. What more could be said of any school?"

TO PROSPECTIVE PATRONS

The Academy will be very glad to give the names and addresses of the writers of the above unsolicited testimonials. As this catalogue goes to press, we should like to close this section with a testimonial just received from Mr. A. W. Moats, assistant superintendent of a large school.

"I am enclosing a copy of the 'Fayette Collegian' showing the scholastic standing of the various honor students of the Fayette Undergraduate Center of the Pennsylvania State College for the first semester. You will note that Anthony W. Moats, Jr., who graduated from your school last June, leads the list with an average of 2.80, only .2 of a point below a perfect score.

"I am writing this letter to congratulate the Staunton Military Academy, its teachers, and officers on the superior training given to all cadets enrolled in your school.

"Having been in school work myself for the past twenty-seven years as a teacher, principal, supervisor, and superintendent, I can say without reservation that you have one of the finest schools, judged by any standards, in the United States."

Staunton Military Academy is grateful for these comments from our own patrons, but in all fairness we should like to say that a great deal of the credit goes to the fine group of boys mentioned in these letters. The school does not claim success with every boy. We do say that Staunton Military Academy has been unusually successful with boys who have responded and given us the opportunity to help them in high grade scholastic work, to develop a sound body in a normal, healthful atmosphere filled with interests to growing boys, and to strengthen them in the personality and character of Christian manhood.



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CALENDAR

1939

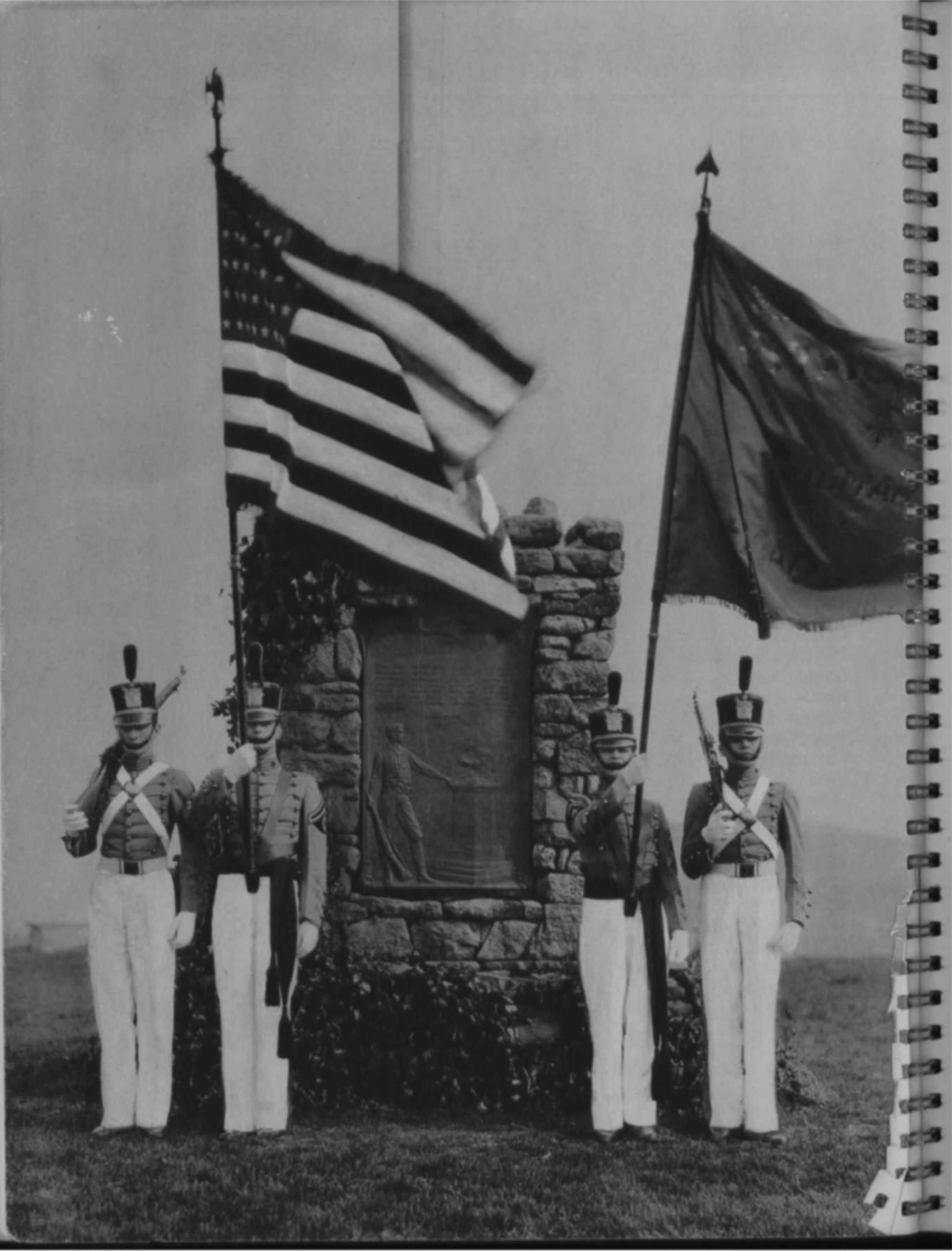
September 13	School Opens
September 15	Scholastic Aptitude Tests
November 11	Armistice Day
November 30	Thanksgiving Day
December 20	Christmas Furlough Begins

1940

January 8	Christmas Furlough Ends
February 1, 2, 3	First Semester Examinations
February 22	Washington's Birthday
March 22 to April 1	Spring Furlough
May 29, 30, 31	Second Semester Examinations
June 2, 3, 4	Commencement
June 5 to 14	College Board Tutoring Period
June 15 to 21	College Board Examinations
September 18	School Opens
September 20	Scholastic Aptitude Tests
November 11	Armistice Day
November 28	Thanksgiving Day
December 20	Christmas Furlough Begins

1941

January 8	Christmas Furlough Ends
January 30, 31, February 1	First Semester Examinations
February 22	Washington's Birthday
March 21 to April 1	Spring Furlough
May 28, 29, 30	Second Semester Examinations
June 1, 2, 3	Commencement
June 4 to 13	College Board Tutoring Period
June 14 to 20	College Board Examinations
September 17	School Opens
September 19	Scholastic Aptitude Tests
November 11	Armistice Day
November 27	Thanksgiving Day
December 19	Christmas Furlough Begins





INDEX

	PAGE		PAGE
Academic Department	23	Junior School	60, 85
Academic Information,		Laundry	71
Supplementary	35	Library	18
Activities	45, 68	Limits and Leaves	51, 55
Administration	83	Military Department	37
Admission Requirements	48, 68	Military Discipline	40
Annapolis	36	Military Staff	85
Athletics and Sports	43, 68	Organization	23, 60
Band	41	Parents' Comments	13, 80
Board of Directors	83	Personal Equipment	48
Buildings and Equipment	15	Personal Word to Parents	6
Calendar	87	Post Graduate Course	27
Character and Purpose	10	Post Office	21
College Attendance	76	Preparation for College	23
College Certification	35	Prestige	11
College Board Examination Center	36	Program of Studies	31
Comments by Patrons	80	Prospective Patrons	82
Counsellors	36	Recreation	43
Courses of Study	25, 31, 63	Refunds	70
Curriculum	28	Religion	52
Directors, Board of	83	Remarks	57
Examinations	35, 53, 59	Remittances	69
Executive Staff	86	Reports	35
Faculty	84, 85	Room Arrangement	17
Federal Recognition	39	Rules and Regulations	55
Fees and Terms	69	Service Schools	36
Food	17	Social Life	45
Graduation, Requirements for	25	Spending Money	70
Gymnasiums	19, 22, 44	Standards of Conduct	52
Health	57	States and Countries Represented	75
Help Classes	35	Study Halls	36
History and Location	9	Swimming Pool	17, 19
Hobbies	47, 68	Testimonial Letters	77
Holidays	71	Tuition	69
Honor School	38	Tutorial System	36
Honor Society	53	Uniforms	72
Honors and Awards	58	West Point	36
Individual Attention	13	What Your Boy Should Bring	72
Infirmery	19		

