



*STAUNTON*  
*MILITARY ACADEMY*

*Staunton, Virginia*





STAUNTON  
MILITARY ACADEMY

STAUNTON • VIRGINIA



*One of America's Most  
Distinguished Military Academies*

Chartered and Accredited by the State of Virginia • Fully Accredited Member of Southern Association of Colleges  
and Secondary Schools • Government Honor Military School • Designated by Department of the Army as  
Unit of the Reserve Officers Training Corps • Charter Member of the Association of Military Colleges and Schools



HARRISON S. DEY  
Colonel: Staunton Military Academy  
SUPERINTENDENT



## *A Personal Word to Parents*

The problem that faces you in your selection of a preparatory school for your son is one to give you great concern. We on the staff and faculty here at the Staunton Military Academy are also deeply conscious of your problem. We are conscious, too, of our responsibilities to you and to your sons in carrying out the announced purpose of Staunton: to intensify and broaden the capacity of its students and to develop to a high degree their moral, mental, and physical character and stamina. Your son under our care will have constantly the sympathetic, individual attention which is rightly his. Our effort will be to give to each boy entrusted to us a life of finer, fuller understanding and opportunity because he has lived a part of his life here in the atmosphere of the Staunton Military Academy.

While our facilities for the training of mind and body are of the best, while our staff is composed of teachers who are highly qualified by both training and experience, we cannot be satisfied with the fostering of only mental and physical accomplishments. Our higher trust is to instill in the boy a sense of responsibility, encourage in him a respect for the soundest virtues and, through a discipline which is firm, kind, and just, to teach him the art of self-discipline.

It is our pleasure to extend to you a most cordial personal invitation to visit our school, to see the Cadets in the class-rooms, on the athletic grounds and drill fields, to inspect the buildings and equipment, and to counsel with the members of the staff and faculty in whose hands so largely rest the guidance and development of the fine young men of Staunton.



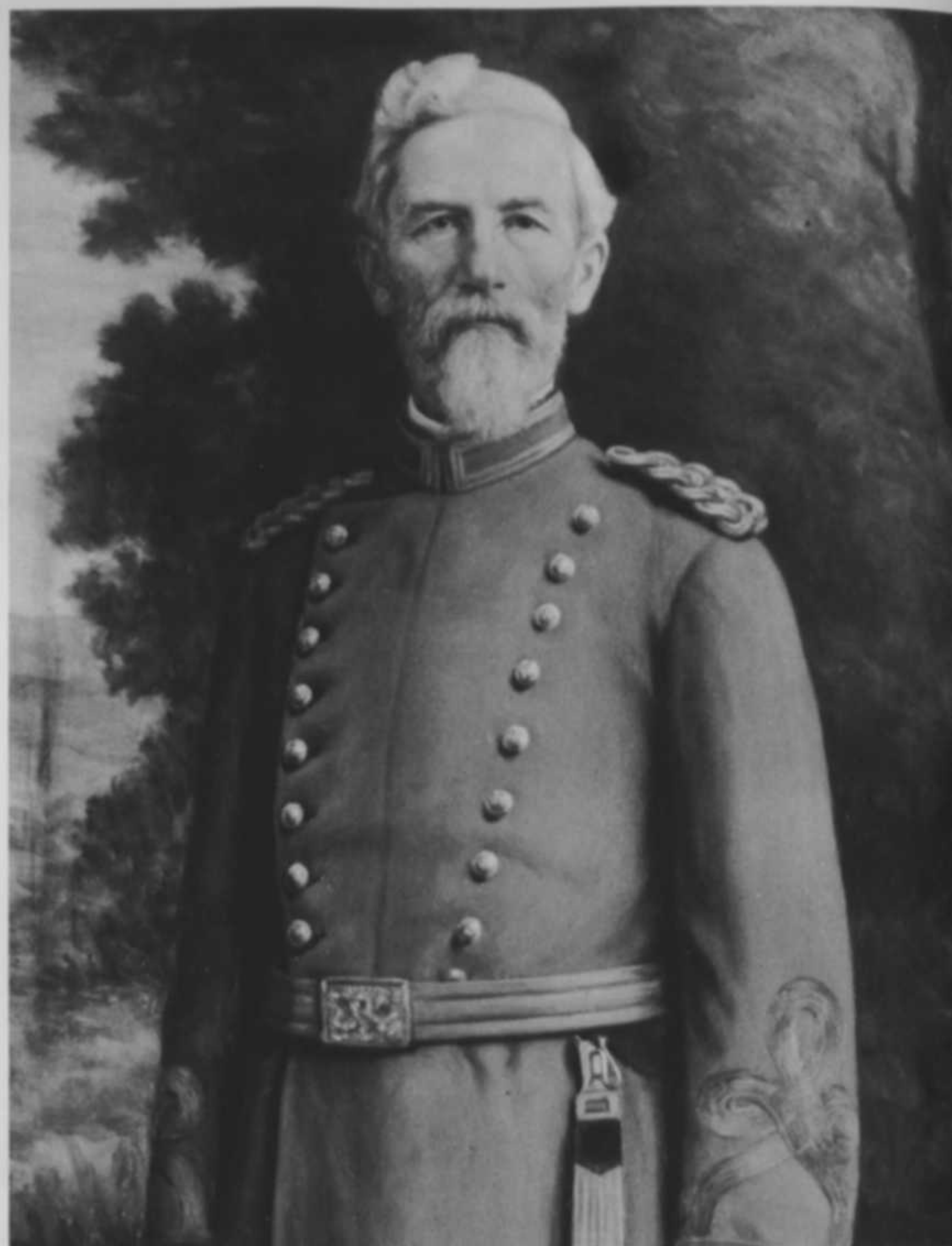


## *Ten Points of Superiority*

1. Fully accredited. Nationally recognized. Sound educational program. Modern methods.
2. Highest scholastic standards. Outstanding scholarship records consistently maintained by graduates in colleges. Careful guidance and training.
3. Prepares for entrance to all colleges and universities, and to Annapolis, West Point, and Coast Guard Academy.
4. Carefully chosen faculty of experienced educators and coaches.
5. Perfect co-ordination of scholastic curricula and military training, with freedom for full expression of individual initiative.
6. Comprehensive athletic and social program for every cadet.
7. Modern facilities and equipment throughout: Up-to-date buildings; beautiful indoor swimming pool; ample gymnasiums and playing fields.
8. Magnificent location in historic Shenandoah Valley, center of the Cavalier culture in Virginia. Unrivalled health record.
9. Junior School in separate building with special staff and school mother.
10. Because of economical operation, the inclusive tuition rate provides the best in education and training for modern youth, and still maintains the traditionally high Staunton standard.



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



Aerial view of main buildings and campus

## HISTORY and LOCATION

Staunton Military Academy was founded in 1860 by William H. Kable, who later served as a captain in the Confederate Army. He was an educator of rare abilities and held the office of Principal for more than half a century. In 1912 he was succeeded by his son Colonel William G. Kable, under whose leadership the Academy grew rapidly and became one of the largest and best known military schools in the country. In 1920 Colonel Thomas H. Russell, head of the Academic Department for many years, became Superintendent. He emphasized academic excellence and college preparation. His administration ended with his death in 1933. The fine traditions of the Academy, in scholastic work, character building, and physical development have been continued by his successors.

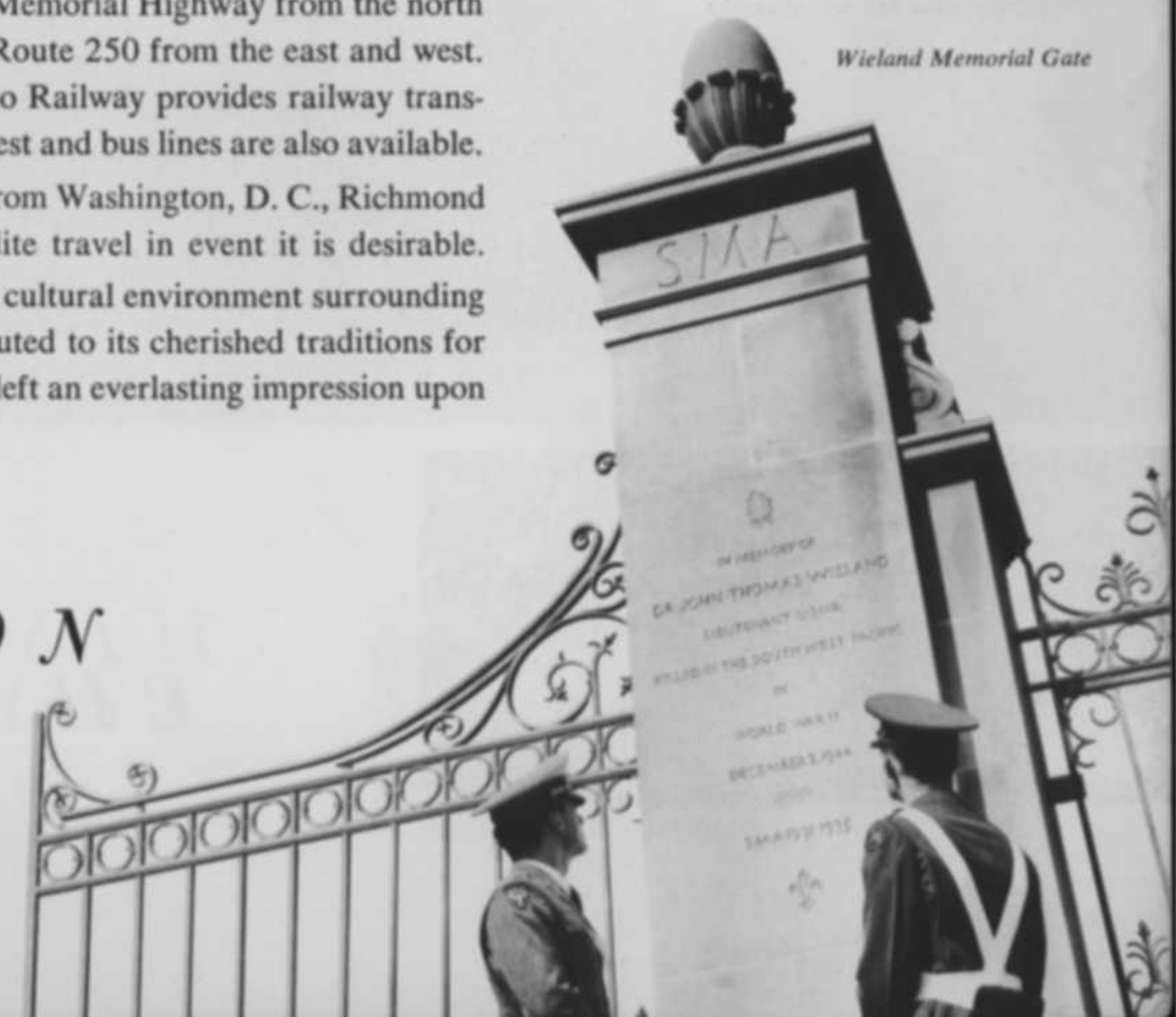
The town of Staunton is an educational center located in the beautiful Shenandoah Valley, in the midst of a famous scenic area with many historic shrines. Mary Baldwin College for Women and Stuart Hall for Girls are also located here. The University of Virginia, Washington and Lee University, and the Virginia Military Institute are all within easy driving distance. The Academy occupies the crest of one of Staunton's many hills with an elevation of 1650 feet above sea level.

Staunton, 150 miles from Washington, is easily reached by automobile over the Lee Memorial Highway from the north or south, and over U. S. Route 250 from the east and west. The Chesapeake and Ohio Railway provides railway transportation both east and west and bus lines are also available.

Plane flights into and from Washington, D. C., Richmond and Roanoke, Va. expedite travel in event it is desirable.

The rich historical and cultural environment surrounding the Academy has contributed to its cherished traditions for almost a century and has left an everlasting impression upon Staunton graduates.

Wieland Memorial Gate







Beautiful trees, shrubs and lawns enhance the academy's traditional atmosphere

## CHARACTER and PURPOSE

The purpose of Staunton Military Academy is to prepare young men through education not only for college, but for the great struggles 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 and a desire for education. It expects them to acquire useful knowledge while developing discriminating judgment and independence of thought. Through varied work in mathematics, languages, literature and music, Staunton tries to cultivate the imagination and appreciation of its students and to develop a systematic approach to life's problems.

### *A Staunton Cadet Is on His Own*

A Staunton cadet 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 cooperation. Through their intimate contacts with other cadets and association with the faculty, Staunton students acquire social poise and confidence. Through military training they develop self-reliance and efficiency. Through participation in the school's extracurricular 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 almost a century, it continues to promote the ideals of personal integrity and unselfish service, which give point and direction to its whole educational policy.





## Public Schools and Private Schools

The fact that there are private schools in America specializing in preparing boys for college is not in any sense a reflection upon the public school system. Each type of school is serving with distinction in its respective field.

The basic purpose of the public school is, of course, to maintain as high a level of public education as is possible with comparatively limited funds and facilities. Considering the burden these public schools must carry and the scope of their operations, their work has been exceptionally well done,

and we honor them as the very bulwark of the republic.

The private school, however, appeals primarily to those youths who, by virtue of their background, capacities or natural ability, are destined to become the nation's leaders in both private and public life. We feel that such boys should be carefully and individually trained to prepare them for advanced education, and that they should start learning at an early age how to think clearly, act decisively, and bear themselves with courage.

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

*Third.*—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

ties in leadership developed.

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

*Fifth.*—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.

## The Vital Value of 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 understanding and appreciation of the other fellow that will always characterize the well-rounded, well-educated gentleman.

Just as there are a half-dozen universities whose names are virtually passwords among those who guide the destiny of our nation and its business, so

are there a limited number of secondary schools nationally and internationally known for the character and ability of their graduates. Staunton is one of the most distinguished of these.

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 into 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. Attendance at Staunton will identify him anywhere.

## A Parent Says

"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."

## Individual Attention Is Constant

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—and will stay with your boy forever.



Kable Hall





## 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. They are large, comfortable and equipped with all modern conveniences.

THE ADMINISTRATION BUILDING is the oldest building in the Academy. It was originally the old Kable mansion.

SOUTH BARRACKS, built in the quadrangular style of West Point, contains classrooms, study hall, and cadet bedrooms.

NORTH BARRACKS, built and equipped like South Barracks, contains a large gymnasium, post office, library, physics laboratory, classrooms; with cadet bedrooms on the upper floors.

KABLE HALL, built exclusively of steel, concrete, and stone, contains cadet bedrooms and living room suites for instructors. The ground floor contains a beautiful swimming pool, which is located beneath a skylight within the court of the building. On the top floor is the rifle range, entirely modern in equipment and lighting.

THE MESS HALL, on the same level as the Plaza, is large enough to seat the entire Corps of Cadets. The boys sit at small tables, each presided over by a faculty member or a cadet officer. Careful attention is given to the deportment of cadets at table.

MEMORIAL HALL was erected in memory and honor of the soldier Sons of Staunton who were in service during World War I. It is a structure of three stories built of concrete block and steel. On the first floor are large rooms for recitations, help classes, boxing, sports, and other recreational purposes; and a commodious cadets' store, complete



with chairs and tables, where cadets may purchase the various requirements of pens, pencils, ink and stationery, and such candies, ice cream, and soft drinks as they may desire. The second floor has 12 light, bright classrooms. The third floor is occupied entirely by an auditorium-gymnasium with a seating capacity of 500. Here basketball games, plays, debates, musical programs, dances, and other activities take place.

THE JUNIOR SCHOOL is a separate unit occupying a two-story building to the west of the main building group. It is equipped with facilities for the Junior School boys and, in addition, has its own study hall, recreation room, library, reception rooms, and living accommodations. Thus all activities of Junior School center around their own building.

WEST HALL is a two story, concrete block building, situated near Kable Hall. The upper floor is used to house visiting athletic teams and the lower floor provides space in which handwork on airplane models, carpentry, and other manual work may be engaged in by cadets.

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 is a series of skylights admitting sunlight.



North Barracks



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 and kept at a constant temperature. A continuous action of exhaust fans maintains proper ventilation.

**BEDROOM ARRANGEMENT.** The buildings are so constructed as to permit an abundance of light, sunshine, and the circulation of fresh air at all times. The rooms are comfortable and all have outside windows. Each is regularly equipped for two cadets, contains two single beds, two bureaus, two clothes presses or bureaus, study tables, chairs, and wardrobes. After the session ends in June, floors are re-stained; ceilings, woodwork, and beds are repainted; and furniture, including classroom equipment is refurbished.

**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 by men with years of experience. So that quality may be obtained, all food is purchased with great care and is prepared in proper combination 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. A large percentage of the school expense goes into the purchase and serving of proper and enjoyable food.

**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 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. It is equipped with comfortable chairs and ample lighting; and is organized and staffed so that it meets the requirements set up for school libraries by the Southern Association of Colleges and Secondary Schools, and contributes to the effective development of the educational philosophy of the School.

Books and other resources are chosen which will supplement and enrich class references, meet the demands for cultural and recreational reading,

and contribute to the development of personal interests. In this phase of the library program, the interest of the younger boy is given special thought and consideration.

A library atmosphere conducive to study is maintained. At the same time, cadets who come to the library for recreational reading have ample freedom and are encouraged to browse, read, and develop desirable leisure habits. The library is under the supervision of a college-educated librarian who is always anxious to help cadets in selecting books to read and in making the most satisfactory use of the library facilities.

**LABORATORIES.** Our laboratories far surpass those of the average school of this type in respect to equipment and, therefore, to 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 not only help prepare the student to continue scientific work at institutions of higher learning but also give him a clearer conception of the physical, chemical, and biological laws and principles which will control his everyday life whether he becomes a scientist or not. Staunton has separate, fully equipped laboratories for Biology, Physics, and Chemistry.

**VISUAL AND MECHANICAL AIDS.** The Academy has purchased a number of slidefilm projectors to be used in the classrooms. These are especially helpful in teaching science, mathematics, and mechanical drawing. Sixteen-millimeter moving picture projectors are used almost constantly by the academic and military departments. Our teachers of French and Spanish have a special phonograph unit which is a great help in teaching conversation. Cadets find that the records aid in pronunciation and in making the study of foreign language real and life-like. The English Department has a phonograph and albums of records of the world's best literature, including many of Shakespeare's plays. In addition to these visual and mechanical aids, the Academy of course has an ample supply of drawing instruments, maps, globes, and scientific apparatus.

**GYMNASIUMS.** The Academy has two large gymnasiums and recreation rooms. These buildings are open to all cadets for exercise and games.

**THE INFIRMARY.** The Infirmary provides quarters for nurses, one of whom is constantly on duty, a reception room, examining room, dispensary, special dining room 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. For serious illness and for any required operation, the excellent facilities of the King's Daughters' Hospital in Staunton are available.

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.

**UNITED STATES POST OFFICE.** The Academy has its own post office, Kable Station, Staunton, Virginia, located on the first floor of North Barracks. The 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 by the Post Office Department.

**CADETS' STORE.** It is not necessary for the cadet to leave the school grounds to purchase the little luxuries occasionally desired. In the Cadets' Store cold drinks, ice cream, cakes, and candies may be bought at prices prevailing in Staunton stores. Stationery, fountain pens, magazines, and such other small articles as a cadet may require are also available.

**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.



Administration Buildings





## ACADEMIC DEPARTMENT



## ACADEMIC DEPARTMENT

Staunton is divided into a Junior School and Senior School. Boys who have completed the fifth grade of public school or its equivalent will be admitted to the Junior School which is composed of the sixth, seventh, and eighth grades. The Senior School is for students of high school age and covers the ninth, tenth, eleventh, and twelfth 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 academic difficulties as well as 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*

College preparation has always been Staunton's first aim and purpose. In its Academic Courses, Staunton offers thorough instruction in college preparatory subjects for entrance to any university, college or Government Academy. 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. Boys prepared at Staunton have consistently done successful work at more than one hundred colleges or universities. Staunton has successfully sent many graduates 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.

At one of the recent yearly examinations conducted for the purpose of selecting, from all of the Honor Schools in the United States, ten boys to be given honor school appointments at the Naval Academy at Annapolis, each of the many schools was authorized to name three candidates. All three





*The Chemistry Laboratory provides many interesting moments*

of Staunton's candidates won appointments and no other school equaled this performance. Our candidates have done successful work at the Academy.

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. The fact that only one out of every three students entering college actually 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 very 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 rather 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 is very strong. But, sooner or later, the boy who finds himself badly handicapped by poor preparation will have to pay the real bill.

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 course best suited to each boy.

Staunton is a charter member of the Association of Military Colleges and Schools of the United States, the Private School Association of the Southern States and the Educational Records Bureau, which has its headquarters in New York City. From time to time the objective tests of the Educational Records Bureau are used at Staunton for purposes of comparison with the leading preparatory schools of the North and East. By this comparison, fairer standards of difficulty are set for each subject and a more uniform method of marking (grading) can be maintained.

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—and has been for many years—by the State Board of Education of Virginia and by the State University.

### *Courses of Study*

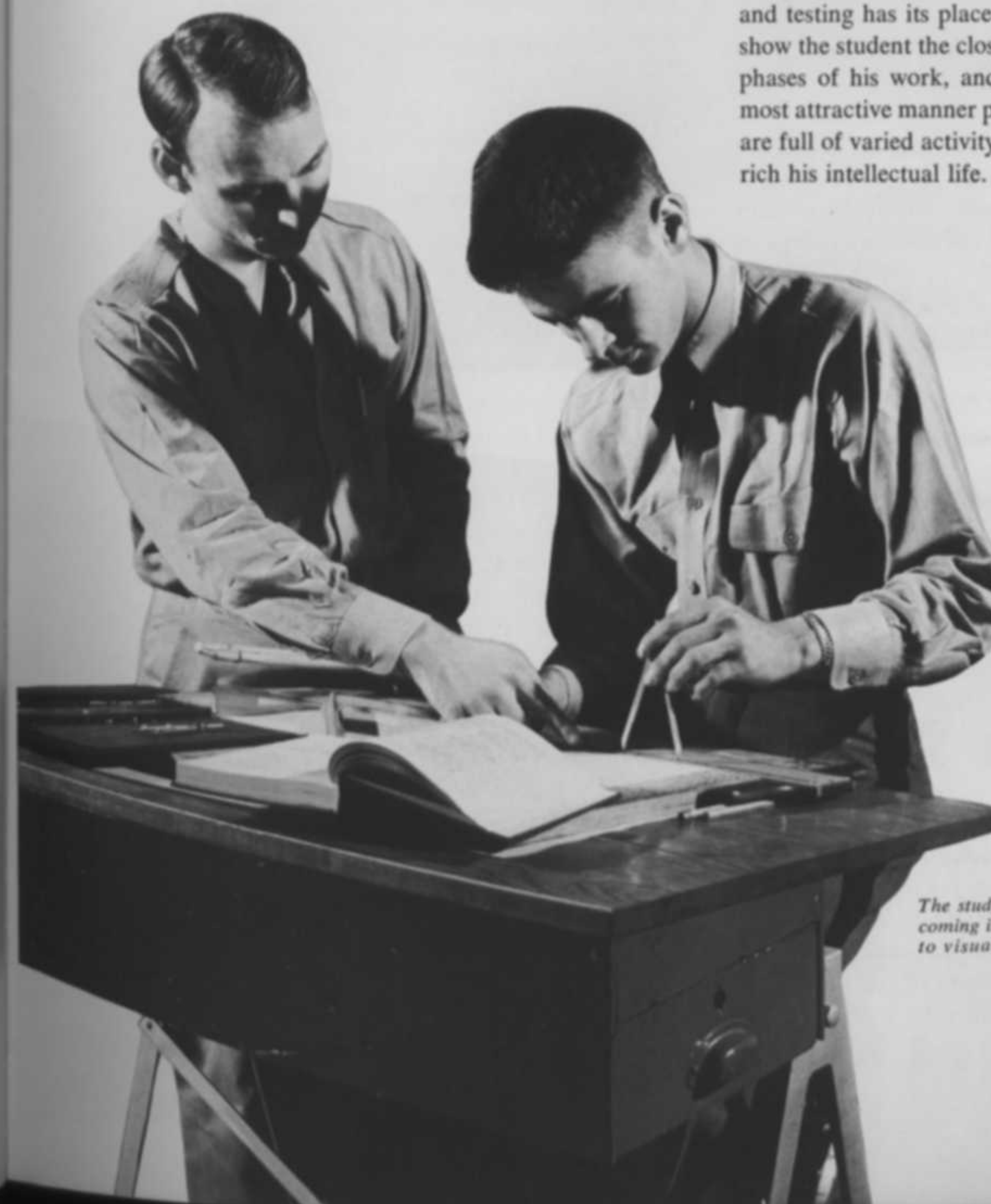
In its academic courses, Staunton offers thorough instruction in college preparatory subjects

for entrance to any university, college, or Government Academy. The Senior School is for students of high school age and covers the ninth, tenth, eleventh, and twelfth grades.

The aim at Staunton is higher than the mere securing of a sufficient number of credits to enter college. The student is expected to attain such proficiency in each subject that, once admitted to college, there will be no doubt as to his ability to stay there. College entrance and re-enrollment year after year are actually on a competitive basis since each college normally has many more applicants for admission than it can possibly accommodate. The motive force of the academic work is the pupil's interest in what he is doing. Here at Staunton every effort is made to arouse this interest.

The student is encouraged to feel that everything he studies has a definite value for him. For the student who is not going to college, a Liberal Course is offered that gives the student a more definite understanding of the complex problems of the present day. Since classes are small, each student's education develops along lines appropriate to his individual aptitudes and capacities. However, with the exception of the Liberal Course, all the work is arranged and carried out so as to cover fully every requirement 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 close relation of the different phases of his work, and to present them in the most attractive manner possible. The school hours are full of varied activity which stimulate and enrich his intellectual life.



*The study of mechanical drawing is becoming increasingly important as an aid to visualizing, planning and creative thinking*





Three courses of study are offered: The CLASSICAL, the SCIENTIFIC, and the LIBERAL. The first two courses are College Preparatory and the third is not. Sixteen units are required for graduation in any course, one unit being the credit received for one year's successful study of one academic subject. Elective subjects 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 or university and for the examinations of the College Entrance Examination Board. For graduation at Staunton, the minimum requirements in this Course are as follows:

- 4 units of English
- 2 units of a selected Foreign Language (Latin, French or Spanish)
- 3 units of Mathematics
- 2 units of History
- 1 unit of Science (Physics, Chemistry or Biology)
- 4 Elective units

THE SCIENTIFIC COURSE meets the requirements for entrance to practically all technical colleges and institutions and for West Point and Annapolis. This Course places less emphasis on Foreign Languages and requires more preparation in Mathematics and Science.

For graduation at Staunton, the minimum requirements in this Course are as follows:

- 4 units of English
- 4 units of Mathematics
- 2 units of a selected Foreign Language (Latin, French or Spanish)
- 1 unit of Science (Physics or Chemistry)
- 1 unit of History
- 4 Elective units

Electives in both the Classical and Scientific Courses are taken from Mathematics, History, Science, Mechanical Drawing, and Languages. Staunton strongly recommends four years preparation in Mathematics since practically all colleges require Mathematics in the Freshman year.

Four subjects, in addition to military science, constitute a full yearly load and only the very best students should attempt to carry more. The Southern Association of Colleges and Secondary Schools, our accrediting agency, states: "Only such students as rank in ability in the upper 25 per cent of the student body may be allowed to take more than four academic subjects."

A single unit of a Foreign Language is not given any credit until the second unit of that Language is completed. Biology, if taken, should be studied in the second year of the four-year course.

The Academy joins many Directors of Admissions in the belief that, in addition to four years of English, the well-prepared candidate should have

*Basic English grammar is constantly stressed*



*Individual laboratory instruction*

four years of preparation in one other subject. Staunton recommends four years of Mathematics or four years of Languages, two of one and two of another.

THE LIBERAL COURSE does not prepare for entrance to college. It is designed to develop cultural interest and to give background and training in practical work and business procedure. Most of the traditional secondary schools recognize in students only that ability which is required for a strictly academic course. Staunton, contrary to this general 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 thorough social adjustment for each 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.

In order that the boys may obtain the benefits which this Liberal Course is designed to give, those transferring to it from other schools or from courses at Staunton must meet a minimum requirement of one year's study in this course before graduation. It is designed primarily to include college preparatory subjects in the 9th and 10th grades and commercial and other subjects in the 11th and 12th grades.





### *The Post Graduate Courses*

College entrance is highly competitive. Most colleges and universities have many more applicants for admission than they can possibly accommodate. This competition continues throughout the four years of college. Staunton's post graduate course is planned for boys who have completed the required units for entrance to college, but who, on account of their youth, or the type of preparation they have had in high school, see the necessity of taking an extra year of preparation before attempting college work. Many parents realize the importance of sending a boy to college who is more mature and better prepared than the average. A post graduate course in a well-organized school helps to bridge the large gap between high school and college, and it greatly reduces the possibility of failure in college, enabling the well-prepared boy to get far more from his college course.

Each year a number of graduates of high schools or other preparatory schools take this course. Some

post graduates take subjects that are new to them, while others review subjects especially needed for college entrance or those necessary for the examinations for West Point or Annapolis. Since entrance examinations for the Service Schools are held very early in the year, it is frequently inadvisable for a student to attempt them in his Senior year as some of his work will not have been completed at that time.

### *Summer Session*

The Academy conducts a Summer Session each year. This session, operated informally, combines a program of academics, recreation, and travel to historical shrines. All facilities of the Academy are utilized and regular staff members maintain customary high standards. Enrollment is limited. For complete information please write direct to the Superintendent or Director of Summer School.



*A view of the campus showing the luxurious landscaping—part of the Academy's traditional beauty*





## Academic Subjects

### 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

This department places the principal emphasis

upon history. It aims to give the student information concerning the course of nations, the customs of people, and the relation of cause and effect in history; all of which is so necessary to prepare for the duties and responsibilities of citizenship. The broad purpose of studying history is to learn how to interpret the events of the past in the light of their modern consequences and development with a view to anticipating the future trends of civilization. Through the Social Studies the student learns also to understand something of the world in which he lives and is helped in discovering what part he would like to play in it. He is helped to develop intelligent citizenship, which involves an understanding of the social heritage of the past and the vital contributions of other countries and peoples to the civilization we now enjoy, in such a way as to encourage the student to contribute his share to the advancement of mankind.

### 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 methods by which French is taught are (1) the daily use of French in the



*The Library provides many pleasant hours*

classroom as far as possible; (2) conversation in French based on the manners, customs, and activities of everyday life; (3) frequent dictation and resums, and free composition.

### SPANISH

For those students who desire it for commercial purposes or otherwise, courses are offered in Spanish. The South American pronunciation is used, but great emphasis is laid upon grammar and written work for the first two years of the language. The study of Spanish is increasing greatly. It is recommended that college preparatory students precede it by two years of Latin. Three years of the

language are offered. Colleges in general do not advise preparatory schools to offer the fourth year of any modern language.

### LATIN

The Study of Latin begins in the Ninth Grade. Two years of Latin are especially recommended. 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 year consists





of building a solid foundation. That of the second year consists mainly of Caesar and the Latin poets. 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.

#### MATHEMATICS

Mathematics at Staunton is taught not only to promote the habits of accuracy and logical thinking by the pupil, but also to give him the mathematics most needed as a foundation if he continues his study of it or related subjects in college. Each course is integrated with that which follows, and in each subject constant reference is made to facts already acquired. The four years, therefore, constitute a constant review of mathematical principles. Numerous letters from graduates attest to the soundness of this objective. The requirements of the College Board Examinations are adequately covered.

The following courses are offered: First Year Algebra (to Quadratics); Second Year Algebra (Quadratics and Beyond); Plane Geometry; Solid Geometry; Plane Trigonometry and Logarithms. In addition to these courses, all of which are required of graduates in the Scientific Course, Advanced Algebra is offered to those cadets preparing for Engineering Colleges, who, in the opinion of the Headmaster, will benefit. It includes a review of the fundamental topics of Algebra, Theory of

Higher Equations, Permutations, Combinations, Probability, Analytical Geometry of the Straight Line and the Circle, and an introduction to Differential Calculus and Related Rates.

#### 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 as 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 rather 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 Physiography; in the second year, Biology; and either Chemistry or Physics (or both) in the third or



fourth years (or both) as he may elect. Physiography is a survey course including the simpler concepts of world geography and geology, and of Astronomy and Meteorology. By many interesting and practical experimental demonstrations the cadet is led into acquaintance with the well established basic principles of world formations, development and movement.

#### BIOLOGY

Biology deals with *living* matter. By the 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*.

No boy is allowed to take either Physics or Chemistry until he has completed two full years of accredited High School work. These two subjects 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 the 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 to avoid prejudiced opinions and to grow into the habit of ascertaining the facts in a case before he decides on its merits.

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.*

#### MECHANICAL DRAWING

With an exceptionally well-equipped Drawing Department and with instructors chosen for their special professional skill, Staunton offers its students interested in the mechanical arts two years of Mechanical Drawing.

More and more in this day of specialization, a basic knowledge of Mechanical Drafting is being held a vital part of a well-balanced educational program both for preparation for college and for business. It teaches the student to visualize and to create. It trains him to do work of such a character and in such a way as to develop in him an engineer's habit of analysis and planning, a process that induces a systematic approach to the solution of problems of all types.

The fundamentals of Mechanical Drawing are more than covered in the 36-week period of the first year course. For this first year, the instruction is designed to develop a working knowledge of the principles of orthographic drawing and perspective, through instrumental and freehand exercises,





an understanding of the theory of dimensioning, skill in the handling of drawing instruments, proficiency in lettering, practice in pencil and ink tracing, and original layouts on tracing paper. At the same time, an attempt is made to cultivate accuracy of observation and a sense of neatness in execution as well as a knowledge of spatial relationship.

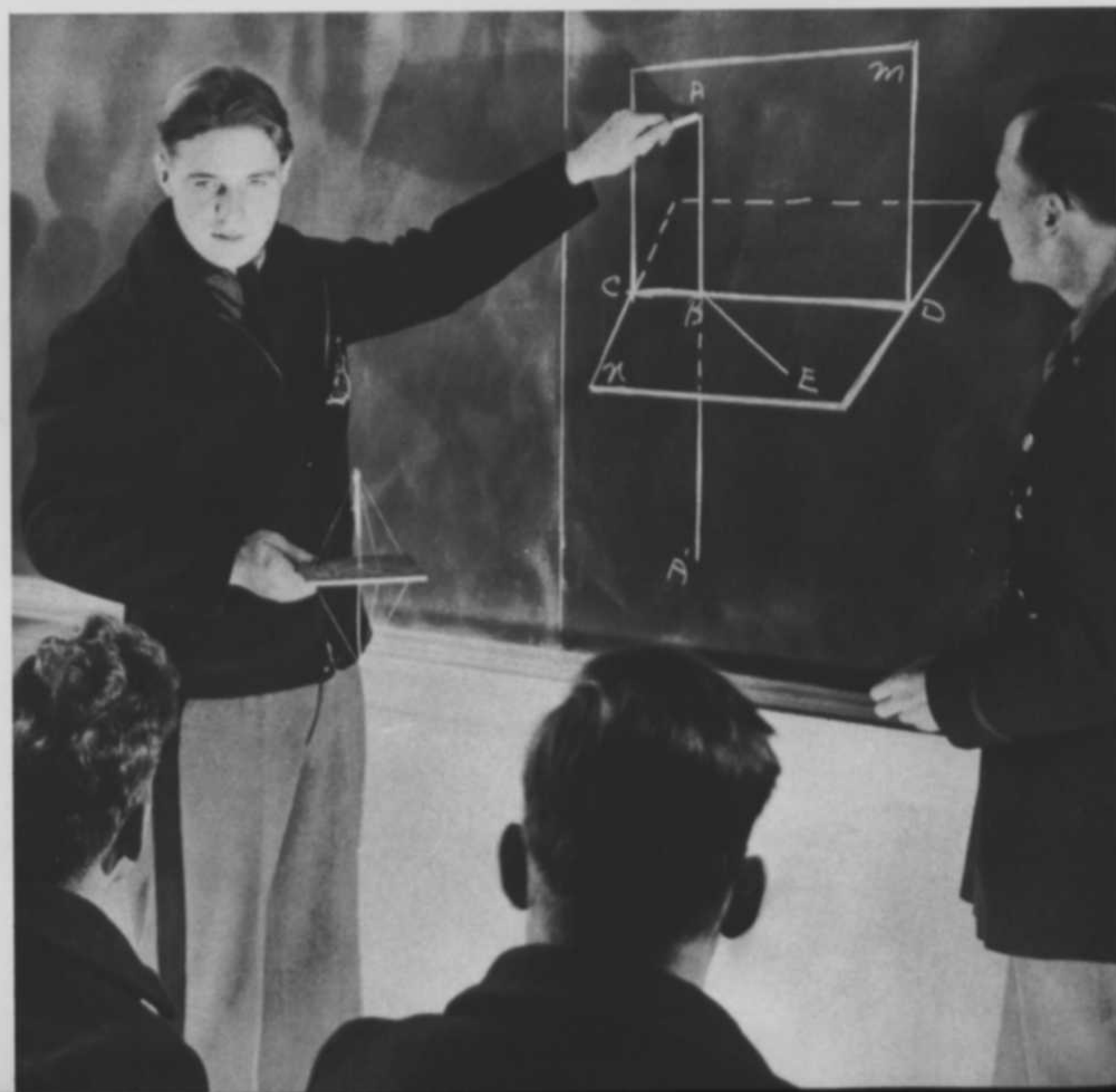
The second year of Mechanical Drawing has for its objective the theory and practice of the modern drafting room of an industrial establishment. The course is intended to augment and apply principles taught in the first year of Mechanical Drawing. This end is achieved by making sketches of the components of machines and other structures, detail and assembly drawings, sections and graphs, and by the application of drafting room practice to the reading and rendering of working drawings.

To the mechanically inclined student, the course offers a medium of expression and a graphic language extensively used in the field of engineering and industry. From the drafting board will come the predicted wonders of the future.

## SUMMARY

The Academic Subjects at Staunton, then, are designed to accomplish the following results, which are generally considered the basic aims of a well-rounded educational program:

1. To teach students how to express themselves clearly and forcefully in their native language.
2. To develop an appreciation for the best that has been thought and written in the past.
3. To make clear the historical relation of cause and effect, as a basis for interpreting the present and judging the future.
4. To promote better understanding of the languages, customs and temperaments of foreign peoples.
5. To instill habits of orderly study, logical thinking and uncompromising accuracy through work in both Latin and Mathematics.
6. To encourage the questioning, fact-finding attitude of the scientist.
7. To foster the ability to visualize clearly and to express visual ideas accurately.



Commencement Exercises at Kable Hall

## Supplementary Academic Information

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. A few colleges and universities do not use the certificate method of admission, and a few use it only partially. An increasing number of institutions of higher education are requiring entrance examinations of all applicants for admission, but Staunton's certificate is so far as we know accepted wherever any certificate is accepted. When entrance examinations are required, the College Entrance Examination Board's examinations are usually specified. These may be taken at Staunton.

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:* "Evidence of superior intellectual capacity is of primary importance. After

such evidence is established, positive qualities of character and personality, range of interests and capable performance in outside activities operate as factors in selection."

*Lafayette College:* "A Student who ranks in the upper two-fifths of his class upon graduation from an accredited secondary school may be admitted without further examination. In case there is doubt concerning the scholastic aptitude of any applicant, the college may insist that the applicant give further evidence of his ability by taking College Entrance Board examinations."

*Vanderbilt University:* "Maintenance of high standards demands careful selection of entrants. Enrollment in every division of the University is consequently restricted, and admission is on an individual basis. An applicant for admission must satisfy the Committee on Admissions that he is competent to pursue a course of study successfully at Vanderbilt University. This competence depends first on ability to do intellectual work and secondly on personal qualities."

*Massachusetts Institute of Technology:* "En-



trance examinations may be waived for students entering directly from secondary schools if the graduate is in the highest fifth of the class and if the school has qualified for this privilege by sending to the Institute a number of graduates whose records at the Institute have been satisfactory."

*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 the prime factor in securing admission to college.

#### REPORTS AND EXAMINATIONS

Examinations, chiefly written, are held quarterly and are designed to test the pupil's progress and attainment. These examinations are combined with a student's daily marks to obtain a quarterly mark. An average of the quarterly marks is the mark for the course. Reports that show daily marks only are also sent to patrons once or twice during each quarter, but these are not permanently recorded in the office of the Headmaster.

#### SPECIAL HELP CLASSES

Special help classes are held four afternoons a week. Boys who are failing in any of their subjects or are not mastering their day-to-day work are required to attend these special classes. The classes are small and the instructor is able to explain fully the individual difficulties and requirements of each boy—it is the tutorial system applied to a very small group and presided over by the instructor who has the same boys in his morning classes.

#### OUR TUTORIAL SYSTEM

We should like to 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 prevailing in most public schools. This system enables the teacher to give his *entire time to a very few boys*, to hold their attention, arouse their interest, correct their individual faults and thus to bring them *rapidly forward*. This cannot be as satisfactorily accomplished by a teacher who is forced to handle a large class, teaching them

three or four different subjects. Under such conditions it is difficult to bestow individual attention upon each boy and to give a high standard of instruction in each subject.

Parents cannot too highly value this feature of Staunton's educational system, as *it is of the most vital importance in the carefully guided advancement of their sons*.

This has been one of the Academy's leading features for many years. The number of boys we have trained and fitted for the universities amply attests its value. The help classes are an integral part of our tutorial system. We do everything in our power to help and encourage each cadet to succeed in his academic work. If a cadet fails any academic work at Staunton, it is not through any failure on the school's part to help and encourage him.

*There are no crowded classrooms at Staunton.*

#### COUNSELLORS

Each group of boys is assigned to a teacher who acts as counsellor throughout the year. The counsellor assumes special charge of this group of boys, guides them in their personal and academic problems, and is prepared to make reports to the Superintendent, Commandant, or Headmaster whenever it appears to be desirable.

The Superintendent and the Commandant of Cadets are always available to assist in handling the more serious problems which, from time to time, may enter the lives of our young cadets.

#### STUDY HALLS

Since all boys do not do their work with the same aptitude and ease, night and day study halls are maintained. These study halls are carefully supervised at all times. 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 in his room again 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.



## Staunton's Reading and Study Improvement Program

#### THE KEY TO SUCCESSFUL STUDYING!

For more than twelve years the Staunton Faculty has collaborated closely with the Nation's best known pioneers in the field of study development. This experience has proved that an intelligent approach to a boy's study problems is the key to providing him with the habit of thinking correctly, clearly, and quickly.

We at Staunton believe we have found and made practical just such a system. And, in line

with our school's long tradition, we have made this study training available to students needing such training at no extra cost.

The results we have obtained, sometimes with the most radical cases, convince us that it is the best system available at present and the one most likely to succeed in the majority of cases.

#### READING IMPROVEMENT

Sometimes inaptly described as "Remedial Reading", this scientific process gives a boy complete



poise and facility in reading for profit and pleasure. This in turn improves his grasp of all other instructions. He learns the process of inductive reasoning and creative thinking, thereby assuring him of future self-confidence based on his ability to study and to reason with complete rationality.

#### THE STAUNTON METHOD

Beginning with the boys in our Junior School, every Staunton cadet has the privilege of taking tests which determine his degree of need for reading improvement. These widely approved tests indicate immediately each boy's ability to think and to absorb the material he studies. The results of these tests are then studied by Staunton's Headmaster in consultation with the McGuffey Reading Clinic of the University of Virginia.

Dr. Ullin W. Leavell, Director of the Clinic, is one of the foremost authorities in the field of constructive study methods. His Study Clinic at the University has pioneered many improvements now in use throughout the nation.

From the test results of our entire student corps are selected the comparatively small number of boys most in need of reading improvement. Before the next step is undertaken, the parents of boys most in need are consulted, and upon authorization, the cadet is given thorough personalized testing in the University's clinic. For this complete examination and the correct study outline training course, a nominal fee of \$15 is charged by the University. This charge is made only for students who are given the University Clinic test, which we

anticipate will not be necessary for more than a small percentage of the Student Body.

#### BOYS LIKE READING AND STUDY IMPROVEMENT PROGRAM

It opens a whole new world of intellectual adventure to them. They like the feeling of conscious assurance it gives them, the new pleasure in exploring the writings of the classics. And they appreciate the way it speeds up their study and makes schoolwork a pleasure instead of a task.

#### A CAPABLE INSTRUCTOR

At Staunton, the improvement of reading and study habits is in charge of a fully qualified specialist. With the aid of the latest scientifically correct instruments—the *Tachistoscope*, *Reading Rate Controller*, *Eye-Hand Coordinator*, films, and film strips—the student is helped to progress rapidly, reasonably, and reliably toward dominion over his study problems. There is also group instruction in all study halls, to improve study habits.

#### NOW, YOUR BOY CAN HAVE THIS STAUNTON SPECIALTY

Reading and study improvement are available to every Staunton Cadet, from early Junior School grades upwards; and special small classes are formed for those seriously in need. It is an annual revision which progressively helps each boy to obtain the very maximum from his school years.

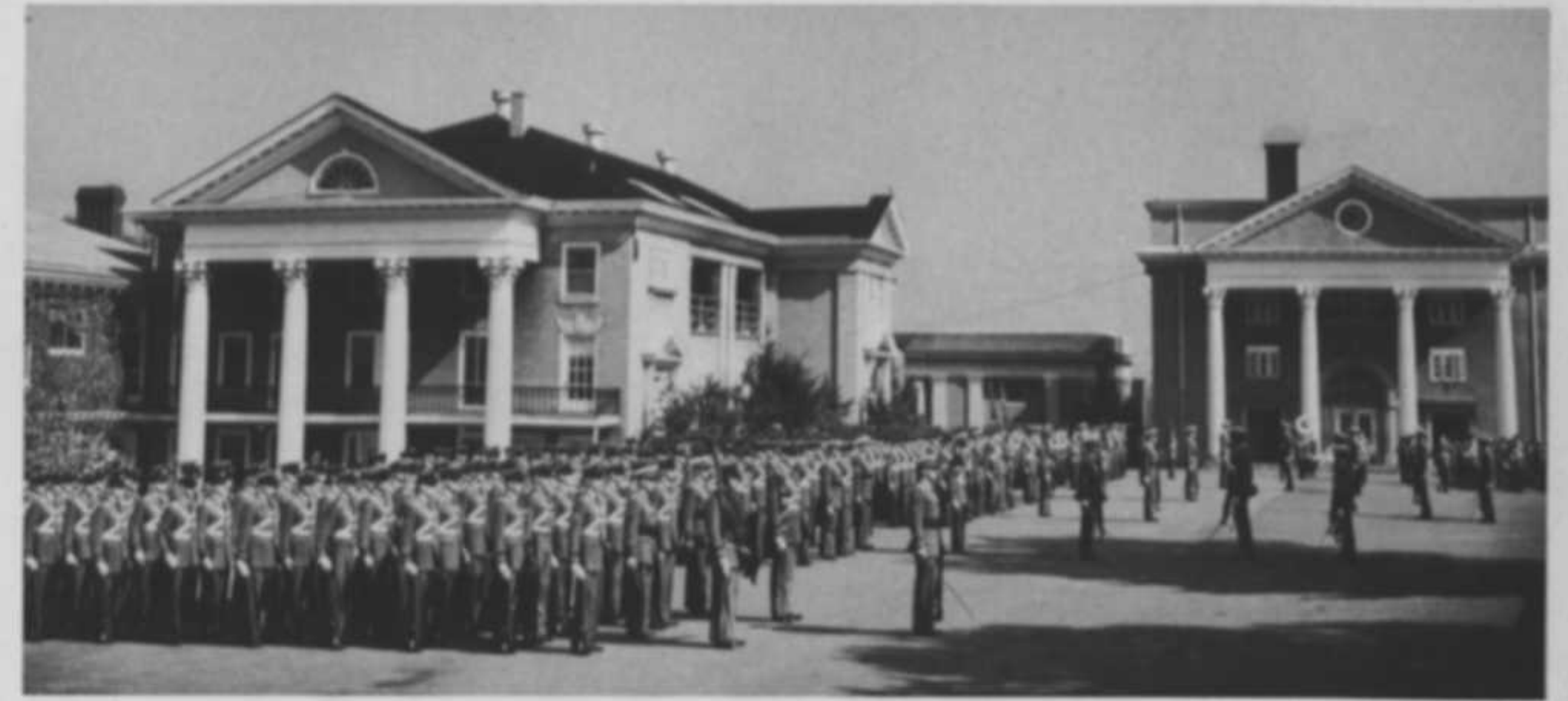
The Staunton method adapts the training to each age group and to each individual boy's development. The earlier a boy starts with this method, the sooner he reaps the full benefits of this training.



## MILITARY DEPARTMENT







## MILITARY DEPARTMENT

The Military Department is entirely separate from the Academic Department but serves with it in complete harmony and cooperation. It supports the Academic which is *always* the primary objective. It is conducted in such a way as not to interfere with academic routine or progress. 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 regiment of a band and two battalions of three rifle companies. It includes medical, quartermaster, and ordnance detachments. The regiment 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.

### *Military Instruction*

The actual military instruction is prescribed in a program common to all essentially military schools and issued by the Department of the Army in Washington. 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 Staunton. The military equipment utilized in this instruction is that currently used by the Army and is furnished by the government.

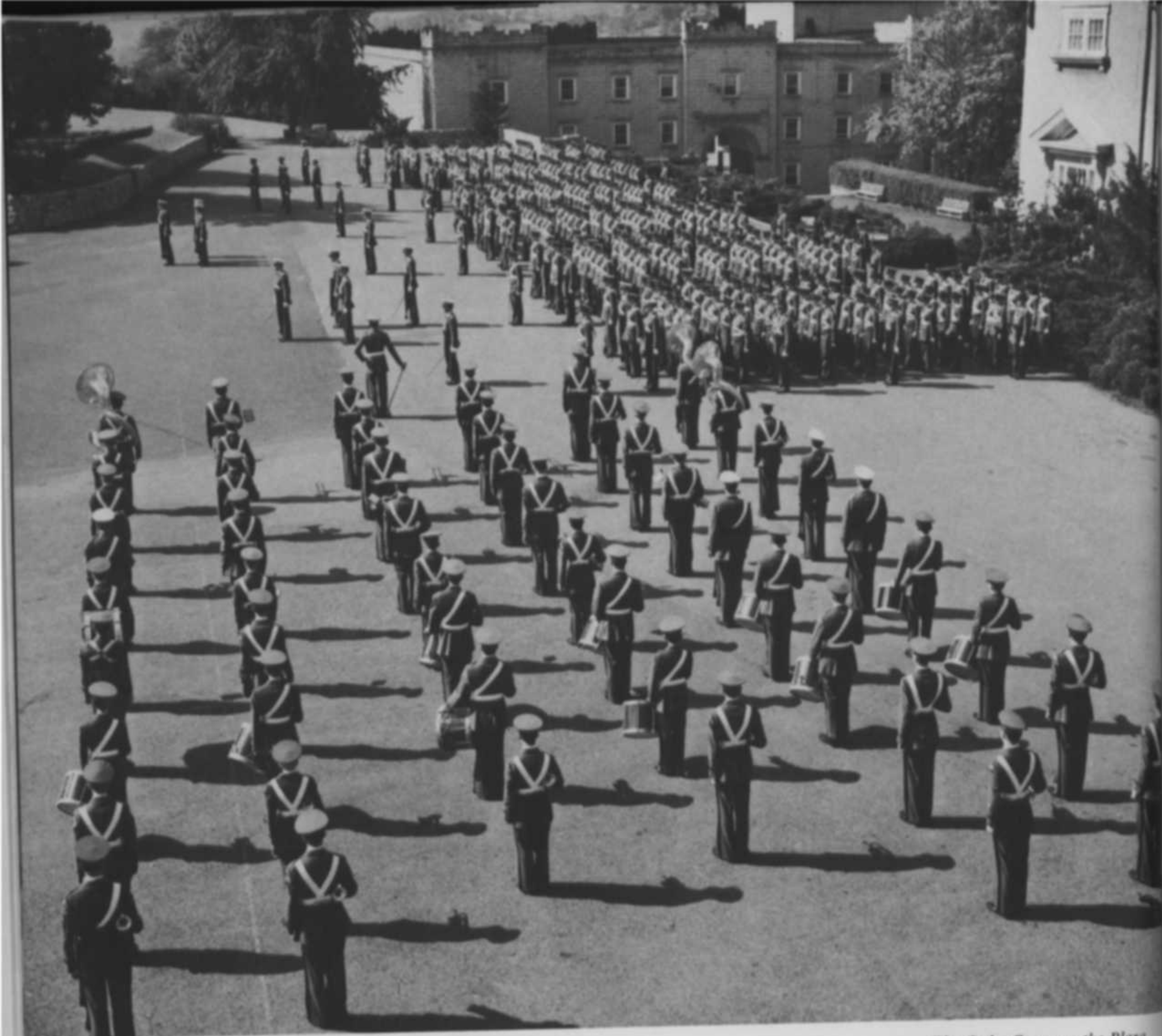
Military instruction is both practical and theoretical. It is practical and continuous in that all students are required to wear the uniforms at all times, to go to and from all duties at the call of the bugle, and to be governed in their daily life by the principles of military discipline.

The practical instruction comprises, in drills and ceremonies, the Infantry drill in close and extended order as prescribed by the Department of the Army; the use and technique of the various infantry arms; target practice, technical problems in the field, attack and defense, and marching; and guard duty both in post and in the field.

Theoretical work includes studies and recitations in the drill regulations, in the manual of guard duty, and in the theory of minor tactics, hygiene and first-aid, 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





*The Cadet Corps on the Plaza*

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 executives or employees in any line of endeavor. A direct approach to a business problem, a willingness to respond wholeheartedly to instructions, and a quick response to the wishes of a superior are the corollaries in business life to a military training. And if the misfortunes of war fall upon our country and

our young men are called for military service, then the lad who has had military training in an essentially military school at once steps to the fore: he has the "know how"—he is accustomed to the routine of army life, knows how to stand, to march, to take commands and give them, is accustomed to living and eating with groups of young men, and in every way is prepared to step easily and fearlessly into the regime of army training. It is a natural step. Staunton prepares her boys to put to effective use the time and talents which patriotism demands. Yet this same training gives them a unique advantage in competitive civilian life.

### *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 should call attention to the fact that the term "Honor School," as used by the Department of the Army in its classification and rating, has no academic significance, but pertains purely to military and disciplinary training. Inspection boards from the Department of the Army which make the "Honor School" selections, take no cognizance of scholastic work as such, but only of the military aptitude, training and efficiency of the students as an organized unit of the Reserve Officers Training Corps. The honor school rating thus pertains to the *military* efficiency of the R. O. T. C. unit; the high *academic* rating being recognized by our accreditation with the Southern Association of Colleges and Secondary Schools and by other means.

### *Federal Recognition*

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. Since that year, the Army has maintained a staff at Staunton to conduct and supervise the training of our cadets in accordance with the requirements and regulations governing the federal operation of the Training Corps for Reserve Officers. This plan has insured that the members of the Staunton Corps of Cadets have followed the



*Learning the use of modern weapons*

prescribed course and have gained full recognition under the federal laws.

America abhors war; but if we must go into battle, let us be prepared and qualified for the test. It is the *young* man who goes to war. While fitting him well for the pursuits of peace, Staunton also develops the leadership, the stamina, the determination, the "know-how" of stepping into the military service with assurance and confidence. Our training prepares for easy adjustment into a military unit and for early recognition of previous military training.

This Academy in its many years of operation has always stressed the excellence of academic instruction and has pointed out the opportunity of combining a part of a youth's preparatory school years with military training. The passage of the recent Selective Service Law by Congress gives renewed emphasis to the desirability of combining these two types of instruction. We feel that here at Staunton the academic and the military go hand in hand in carefully preparing a boy for College and for his future. The adequacy of our military training is evidenced by the fact that in each of the last twenty-five consecutive years the Army has rated this Academy in the highest category.

Because of his excellent R.O.T.C. training here, the Staunton graduate with a good record will be in a preferred position, when he enters College, to be selected for the senior course of the Reserve Officers Training Corps. In this way he earns the



*Staunton's marksmen have won national honors*





*Dress Parade*

right to continue in college and R.O.T.C. work without interruption and, upon his successful graduation and completion of the R. O. T. C. course, is eligible to receive his commission in the Officers Reserve Corps. Thereafter, if and when called for active duty, he would serve as a commissioned officer.

### *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. 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 weakness of a semi-system is apparent. Being void and without form, 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

with the penalties of a semi-system, and its honors are not attractive 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. Thus it 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. Knowing that others' eyes are upon him, he is led to careful habits of conduct. 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 grace of movement. They also have a great bearing upon the mental qualities, quickening and strengthening them.



*A practical knowledge of military weapons and tactics is part of the training of every Staunton Cadet*

*Sixth.* Our daily exercises, under trained instructors, blend the conditioning exercises of the Army 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 omit 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 organization in our cadet life, taking part in all military activities. On several occasions 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 special instruction there is a charge of \$10.00 for a series of 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 special instruction, there is no charge for playing in the band or for the band instruction which is given. Membership, however, is limited. Although instruments are furnished by the Academy, candidates for the band are advised to bring their own.

### *Flying*

The Academy sponsors a controlled course in flying, as prescribed by the Civil Aeronautics Administration, of a minimum of thirty-eight hours divided into two stages. Stage A requires a minimum of eight hours dual instruction on completion of which the student flyer is given a student license by the Civil Aeronautics Administration. On completion of Stage A, the student flyer is then ready to proceed to Stage B which is a minimum of thirty hours of solo instruction, including cross-country flying and navigation. During these thirty



*Link Trainer*

hours of solo flight he will be given numerous check flights by his instructor so that his progress may be supervised and controlled.

On completion of Stage B the student flyer is given a private pilot's license which allows him to fly cross-country carrying passengers.

Flying instruction is conducted at the local airport under instructors certified by the Civil Aeronautics Administration. The additional payment for this instruction is set by the airport authorities. All equipment and facilities are periodically inspected by government representatives and must be kept up to their standards to maintain the rating of an approved flying school.

Cadets taking the flying course must have the written consent of their parents or guardian.



*With parents' approval,  
Cadets study flying under  
Government-Certified Instruction*



## *The Service Schools*

Staunton is on the accredited list at West Point, Annapolis, and the Coast Guard Academy. Provided they have secured their nominations for cadetships, our recommended graduates are eligible for any of these three institutions by taking only the required physical and the simpler "validating" or "substantiating" examinations. Details in regard to entrance requirements and examinations are contained in pamphlets published by the Department of the Army and the Department of the Navy in Washington. Arrangements should be made, if practicable, to secure their cadetship the year following graduation from preparatory school, for it is very difficult to prepare a boy for the West Point examination and preparatory school graduation at the same time. The suggested arrangement will allow most of the succeeding year for additional preparation.

### **WEST POINT**

By an act of Congress there are set aside forty cadetships at West Point to be appointed 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 Department of the Army. It should be 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 been designated as an Honor School for many

years. During that time no one of her appointees has failed academically. Individual opportunity for these appointments is made by the Superintendent in consultation with the Headmaster and the Professor of Military Science and Tactics; and is given to those cadets who, in the opinion of these officials, have the best qualifications.

### **ANNAPOLIS**

An 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. Candidates passing the examination with the highest marks will, if physically qualified, be appointed. At a recent examination, all three of Staunton's cadets won their appointments.

### **COAST GUARD**

The Coast Guard Academy, located at New London, Connecticut, is maintained by the Government for the practical and theoretical training of young men to enable them to enter upon the duties of ensign in the Coast Guard. Appointments are made through competitive examinations.





THOMAS D. HOWIE  
April 12, 1908—July 17, 1944

Teacher, Coach, Alumni Sec., S. M. A. Commander 2nd Battn. 116th Infy. Twenty-ninth Division, U. S. Army During the Liberation of Normandy. His Challenge to His Troops Was, "I'll See You in St. Lo." After he Fell, They Entered the City and placed his flag-draped Coffin In the Ruins of Ste. Croix Church Wherefore in his Nation's History He is "The Major of St. Lo"  
Dead in France, Deathless in Fame.



## 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 athletic activity. 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 our teams are almost invariably strong and, in fact, must be to com-

pete in the Virginia, South Atlantic, and Eastern preparatory school circles, to say nothing of the college freshmen teams which also form a part of our opposition.

### *Gymnasiums*

The Academy has two large gymnasiums. The larger is 145 by 65 feet and the smaller, 121 by 55 feet. In addition, they are suitably equipped for boxing and other sports, with gymnastic ap-





*On the practice tee at Ingleside Country Club*

pliances provided. An outdoor gymnasium with parallel bars, ladders, and other equipment is available for use during the many lovely days of the year, and is utilized also in corrective posture and special building-up exercises.



*Intramural boxing*

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. 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, tennis, track, rifle, golf, 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, for there are coaches and trainers to help him realize the best that is in him.

### *Plan of Athletic Program*

The program is organized into interscholastic, intramural, physical education, and recreational departments.

### *Interscholastic*

Varied and representative interscholastic schedules are arranged in Football, Basketball, Baseball, Tennis, Golf, Swimming, Track, and Rifle Marksmanship with school and college freshmen teams in Virginia and other states.

### *Intramural*

Our intramural program includes all sports in season. It is so organized as to develop sports activity by every boy and to intensify sports interest



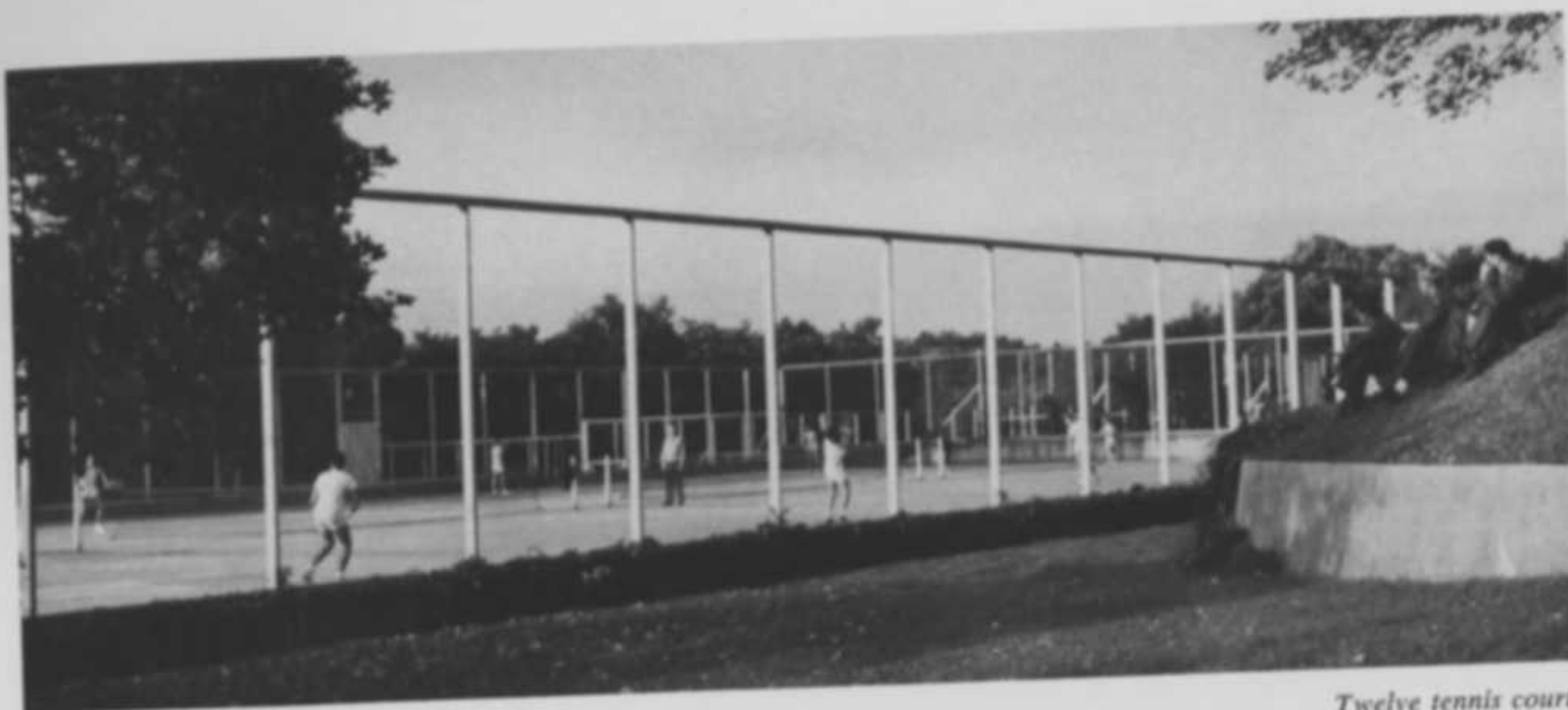
*Action under the basket*

in every field. It also emphasizes and increases the natural rivalry between the military units within the Corps of Cadets. Inter-Company schedules enhance the value of the comprehensive system of "Sports for All," and insure the participation of

*The modern 75-foot swimming pool*







Twelve tennis courts

a large percentage of our boys in the various athletic games. Sports included in the program are touch football, basketball, soft ball, tennis, swimming and track.

These Company competitions also serve as constant developers of material for our varsity teams.

### *Physical Education*

Instruction in physical education is given both by the athletic and military departments. Corrective measures for faulty posture, for improving personal hygiene, and for attaining proficiency in Red Cross life saving courses are basic principles of this instruction.

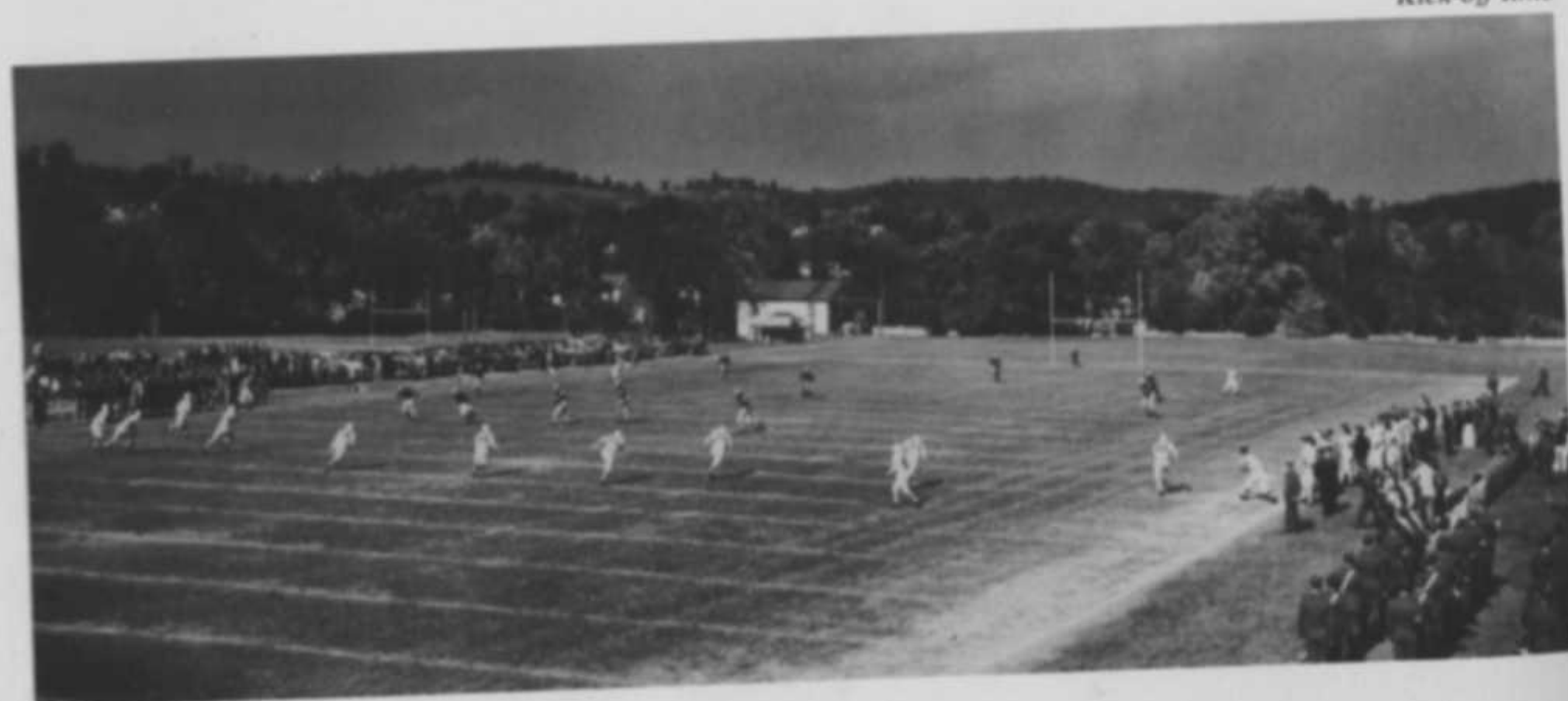
### *Recreational*

Swimming instruction is a regular part of the recreational program.

Golfing is provided on the course of the nearby Ingleside Country Club, which is one of the finest 18-hole golf courses in Virginia. Members of the Academy's golf team play without charge; other cadets pay a nominal greens fee.

The school maintains twelve excellent tennis courts. In addition to casual play, company matches and tournaments are conducted.

Staunton cadets have opportunity for riding when horses are made available for moderate cost by a local riding stable.



Kick-off time



## 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 cadet dances which are arranged and managed by the Cotillion Club. The Blue Knights, the cadet orchestra, often play at informal dances at the Academy and at social functions given by the ed-

ucational institutions and churches of the city of Staunton and in which our cadets participate.

Cadets who are so inclined may call upon the young ladies of Mary Baldwin College and Stuart Hall, which are within walking distance. These young ladies are much interested in the Sunday dress parades of the cadets, and an inspiring group is always present to witness the military evolutions.

### *Social Advantages*

Since poise and manners have much to do with our influence, success, and reputation in life, great pains are taken to instruct our boys 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.



Sponsors' Parade





Formal ceremony at the dedication of Wieland Memorial Gate

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 who 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 Com-

mittee. 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 the good taste, dignity and bearing which should ever characterize people of genteel breeding.

The Academy's co-operation with Mary Baldwin College, one of the South's outstanding colleges for women, and Stuart Hall, one of the older Episcopal schools for girls, adds greatly to our social events. By uniting with these schools Staunton cadets enjoy entertainments not provided by the average private school. The presence here of the girls from these schools under the care-

ful chaperoning of their own teachers makes the social life more delightful, eliminating the additional expense which is necessary when girls attending a school's social functions come from distant parts of the country.

### *Cadet Publications*

The bi-weekly paper, the *Kablegram*, is written, edited and managed by cadets. The *Shrapnel* is the yearbook and is published by the Senior Class under the guidance of a faculty advisor. Both enterprises offer most valuable experience in the art of writing, in the preparation of manuscript, and in the practical work of publication.

### *Hobbies*

Hobbies are encouraged through various clubs sponsored by the Academy. Excursions are organized to places of scenic and historic interest around Staunton. 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.

Inasmuch as Staunton recognizes the educational as well as the recreational value of a worthwhile avocation, students are assisted in selecting and pursuing such hobbies by instructors who have similar interests.

Colorful graduation dance



The "Blue Knights"

### *Private Music Lessons*

Lessons in piano, violin and in all of the 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 government property and 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 the value fixed by the United States government.

Staunton possesses a superior indoor rifle range. Our rifle teams are coached by an expert and have been consistently successful in winning Army and National Marksmanship honors over a long period of years. Staunton has several times won the Hearst Championship National R.O.T.C. Rifle Match Trophy.

No shotguns, sporting rifles, or other firearms are allowed to be brought to the Academy, except when prior permission has been granted at the request of a cadet's parent.



## ADMISSION REQUIREMENTS

No special examination is required for admission, as examinations do not always indicate knowledge or capabilities. We believe educational courtesy demands that we recognize certified work from other institutions. However, cadets are 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. Boys may be admitted to the Academy at the beginning of the first or second semester, and at any age between eleven and nineteen.

New boys entering the Junior School are scholastically classified on the basis of previous learning and apparent capabilities. They are grouped into appropriate classes for pursuing sixth, seventh, and eighth grade work. The capacity of our Junior School is strictly limited and special individual attention is given by masters and house mother to these young boys.

It is a well accepted maxim that "A good school and its boys are too soon parted." The longer the student is under the influence of expert teaching and right character building, the more surely will fine ingredients be moulded into his personality; and the ties between the boy and his school will be solidified as he returns each year eager and ambitious to become a leader in his class.

### *Early Enrollment Desirable*

Early enrollment is desirable for a number of reasons. It instills the boy with a healthy feeling

of self-identification and anticipation. Both parent and son are provided with sufficient time for the making of plans and necessary preparations. Ample time is permitted for correspondence outlining and defining the boys' schedule and work. An opportunity is also provided for a visit to the school, and in view of this personal acquaintance and the preliminary correspondence, the boy will be made to feel more at home upon his arrival in the fall. The transition from home to school is thus made easier for him.

### *Personal Equipment*

When your boy enters Staunton he is furnished with complete uniform and equipment. It will not be necessary for him to have any additional clothing besides the suit and overcoat he wears to school except the other personal items necessary for the trip. A Staunton boy is in uniform within twenty-four hours after his arrival.

### *The School Doctor*

The School Doctor attends daily sick call to examine cadets who are indisposed or who have slight injuries. Serious cases report to the Infirmary at any time, day or night. Our physician has had many years of experience and is eminently qualified. Do not have any fear that your boy will be sick without your knowing it. Should he ever be really ill, the doctor will notify you immediately by wire or telephone. Do not forget that the doctor is available at any time. In our own private Infirmary, maintained solely for our boys, trained



*The School Doctor sees the Cadets*

nurses are constantly on duty. In case of sickness, cadets are admitted to the Infirmary and given careful nursing and the best medical attention. We encourage boys to report immediately to the Infirmary if they are not feeling perfectly normal. We take every precaution to protect the health of our cadets.

The Academy fee covers payment during the period of a cadet's sickness in our Infirmary. In the event of illness necessitating the employment of extra trained nurses or the services of outside

doctors, parents will understand that these extra services necessitate extra charges. If the illness of a cadet is sufficiently serious to necessitate his removal to a hospital in the city of Staunton or elsewhere, such hospital charges including fees for physicians, nurses, etc., are of course not included in our charges for medical service.

It is requested and earnestly recommended that all boys be given a thorough physical examination, especially as regards the teeth and eyes, before leaving home to enter the Academy.





*A popular spot during free time*



*Daily calisthenics are supervised by trained instructors*

## THE LIFE OF OUR BOYS

The life of the boys at Staunton is uniformly active and regular in work, in physical exercise and in recreation. The cadet's time is completely mapped out and he leads an active, happy life that gives him a feeling of satisfaction and accomplishment. He will be quick to appreciate that while the military discipline is rigid in its exaction for the efficient performance of duty, it is also generous in its reward for meritorious work and gentlemanly deportment. The natural energy of the boys is not curbed, but is channeled into proper directions for healthful mental, moral and physical development. So skillful is the leadership that graduates often recall their Staunton days with great pleasure.

### *A Cadet's First Hours*

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, and is measured and fitted for his uniforms. He is issued such articles as do not require special tailoring and soon finds himself on his way to his room to meet the teacher with whom he will be associated in the barracks, and the roommate with whom it is hoped he will form a happy and 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 preliminaries of military training. Our entire schedule is planned to fill 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 environment of his new school. A busy boy is a happy boy. The entire program is merely a part of Staunton's aim to make each boy's life a busy one filled with happiness and success.



*Excellent food, well served, keeps health and spirits at a high level*





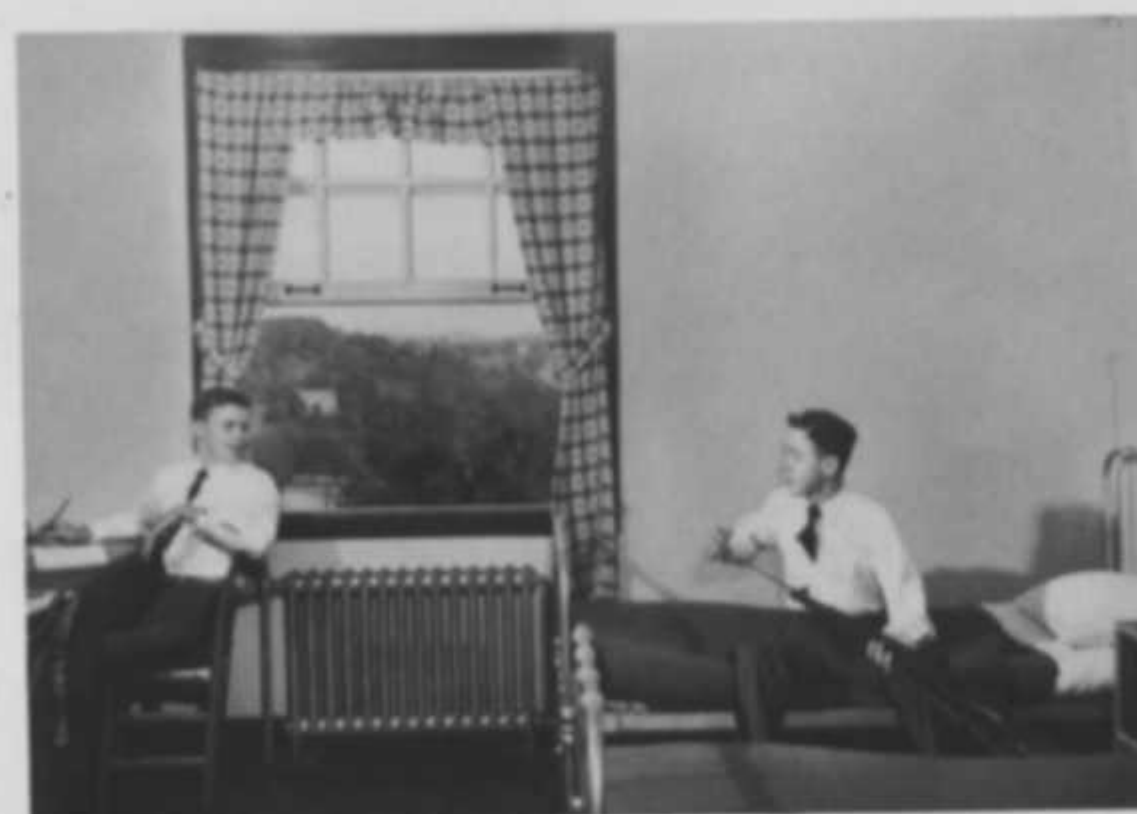
# ALL IN A DAY OF A STAUNTON CADET

## DAILY SCHEDULE

Reveille .....	6:45
Calisthenics .....	6:50
Breakfast .....	7:20
Fatigue Call .....	7:55
Inspection .....	8:00
School .....	8:15 to 1:20
Intermission .....	10:40
Dinner .....	1:30
Drill .....	2:20 to 3:20
Extra Help Period.....	3:45 to 5:45
Sick Call .....	5:00
Recreation, Etc. ....	3:30 to 6:10
Retreat .....	6:15
Evening Meal .....	6:30
Call to Quarters.....	7:15
Tattoo .....	9:40
Taps .....	10:00



*Daily inspection instills habits of personal neatness, down to the last detail. Absolute cleanliness and tidiness are insisted upon*



*There is plenty of time for relaxation in rooms and at meals. A free exchange of viewpoints helps develop understanding*



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

The schedule is varied for Saturday morning. Usually detailed inspection of barracks and accouterments is held; also, military instruction is given in classrooms, on the parade ground, or in

the extensive "extended order" area used for this purpose. On Sunday morning 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 Wednesday, Saturday, and Sunday afternoons, and on Friday night.

While the schedule is so arranged as to provide the maximum amount of constructive activity during each day, the cadet is not so rushed that he does not have time to himself for correspondence, reading or the pursuit of his hobbies. The schedule simply helps to organize his time efficiently.



*The Cadet Store, where soft drinks, confections, stationery and other items may be purchased at reasonable cost, and without leaving the campus.*



## STANDARDS OF CONDUCT

*The standards and tone of the Academy are high. Since its founding, the Academy has been conducted upon the highest moral and religious plane. There is a cadet Y.M.C.A. organization under supervision of the Faculty Advisor and a cadet Honor System that demands rigid compliance with the Honor Code.*

### *System*

The aim of the Academy authorities is to develop, by forbearance and understanding, cultured Christian gentlemen. No boy who is found to exert an undesirable influence in the Academy, or who derives no good himself or sets a pernicious example, 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 regulation and discipline. At the same time, the Academy secures a close supervision of health, habits, deportment, and manners. The system is firm and strict without being harsh or severe.

By frank correspondence with parents concerning their boys, we endeavor to let them know just what their sons are doing at the Academy. Also we 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 always received great help through the kind co-operation of parents.

### *Religious Instruction*

The Academy is strictly non-sectarian. All cadets are required to attend Sunday church services, but no special emphasis is given to any particular religious faith. All faiths receive exactly the same consideration. We believe in religion for everyone, but we also believe in religious freedom. We feel in our hearts that one man's faith is just as sacred to him as that of another man. Staunton has many churches including two Episcopal, three Presbyterian, one Roman Catholic, one Lutheran,

*Every Cadet attends a church of his choice on Sunday*





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.

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.

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, or if there is not a church of his faith in Staunton, he must choose some church for affiliation, for there is no exception from attending divine services on Sunday.

## CADET REGULATIONS

1. **LIMITS.** The Academy grounds are sufficient for recreation and amusement. Cadets may not go beyond these limits without special permission. This rule is rigidly enforced.

2. **ROOM EQUIPMENT.** When a cadet is assigned his room, he is held responsible for the room's equipment which is 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. The deposit will be refunded upon the return of this key at close of the session.

4. **RIFLES.** An Army rifle is assigned by number to each cadet, who then becomes responsible for it. Rifles must be returned in good condition at the close of the session. No firearms other than those assigned are allowed in the possession of cadets, and may not be brought to the Academy except by permission in each case.

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

6. **NIGHT LIMITS.** Any cadet absenting himself from the limits of the Academy grounds after retreat (6:15 p.m.), without express permission, is liable to dismissal.

7. **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.

8. **DUTY OF ORDERLY.** The Orderly of each room is held responsible for its cleanliness, for

orderly conduct in it, and for its condition generally. The orderly is changed every Saturday.

9. **HAZING.** The humiliating and unsoldierly custom of hazing is not tolerated. Every cadet knows that a breach of this regulation is a dismissal offense.

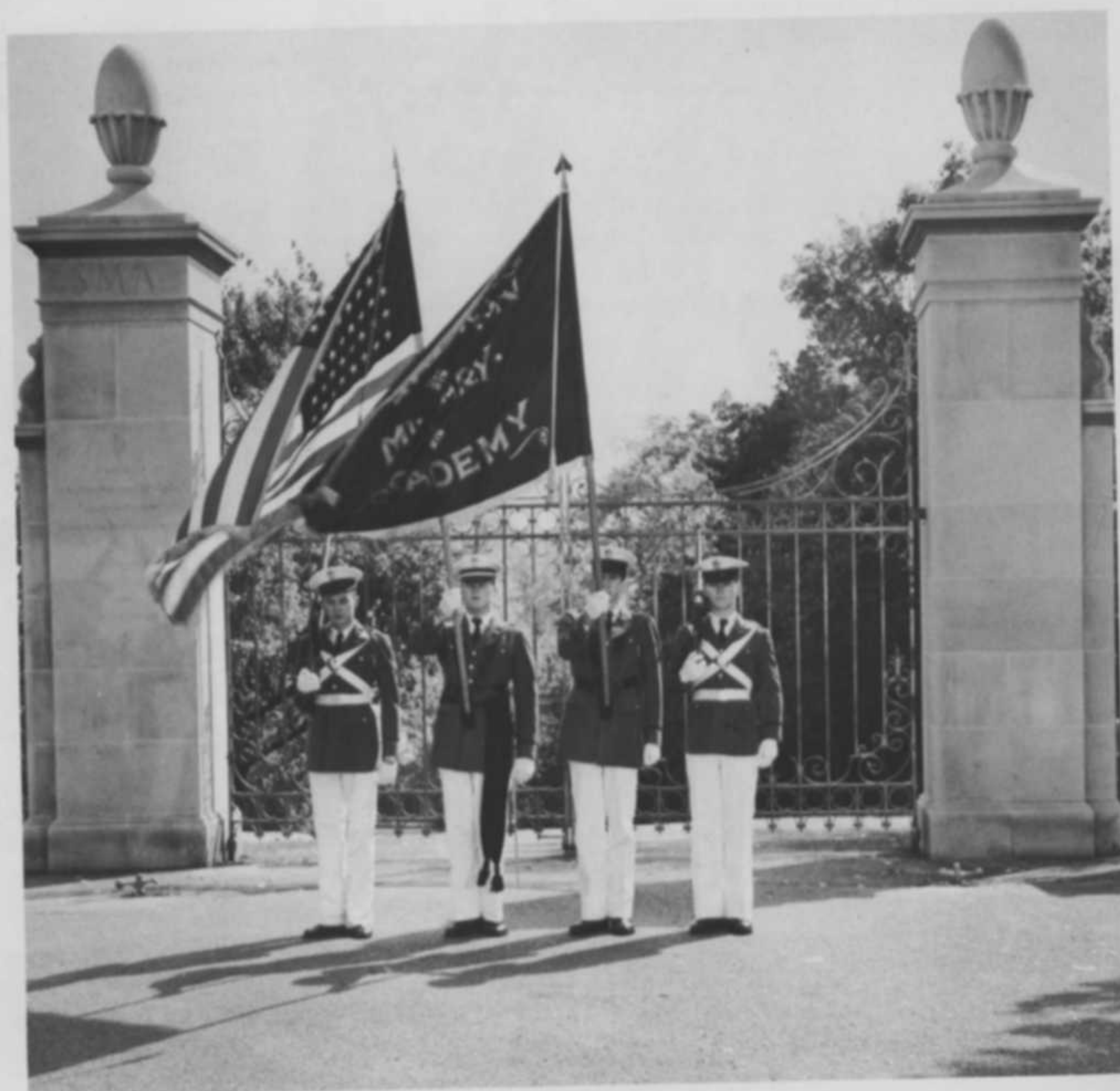
10. **AUTOMOBILES AND MOTORCYCLES.** Under no circumstances is a student allowed to have an automobile or motorcycle in his possession or at his service while he is a cadet at the Academy. Cadets are forbidden to ride on or in motor driven vehicles, except as permitted by the Academy Regulations.

11. **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. If he is already entered, he will be required to withdraw.

12. **UNDESIRABLE.** Any cadet showing a pronounced disposition to be troublesome or unruly, or who is 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.

13. **ABSENCE DURING RESTRICTION.** Any cadet who is found or known to be absent while "restricted" to the limits of the Academy grounds by published orders is liable to dismissal.

14. **FURLOUNDS.** Dates of all furloughs, together with the Opening and Closing Dates of the School Year are announced to parents and cadets. All students are required to comply with the school schedule.







*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 the Academy for at least two years and is a member of the graduating class. The award may also be given to distinguished Alumni. The medal is the seal of the Academy in solid gold, bearing, in addition to the school motto, the words "KABLE LEGION OF HONOR."

## HONORS and AWARDS

### *Medals and Prizes*

As an incentive to superior scholarship, gold medals are awarded at Commencement to cadets who have attained outstanding marks in certain courses. These awards are made for excellence in English, Mathematics, Science, Foreign Languages, and Military Science. Medals are also awarded to the best drilled recruit, the best drilled cadet, and the cadet with the best deportment record.

A very special award in history is presented each year by Captain and Mrs. R. W. Wuest, whose son was an instructor in the History Department and died while on this duty. The award is a sterling silver bowl, suitably inscribed and giving the name of the winning cadet.

### *Regular Academic Honors*

Cadets who attain academic distinction are awarded a place on the Superintendent's List or on the Headmaster's List. Those who average 90% or above are placed on the Superintendent's List and those who average 85 to 89.9 are placed on the Headmaster's List. These lists are published quarterly in acknowledgment of the splendid academic work done by those attaining the distinction and as an incentive to good scholarship on the part of the entire corps.



## JUNIOR SCHOOL







## JUNIOR SCHOOL

The very nature of the Junior School boy 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, that he may obtain the greatest benefits from his social life, play, and extra-curricular activities, he is associated with boys of his own age.

It is often easier and more desirable for a boy to enter his boarding school during his later elementary school years than after he has reached high school age. This earlier entrance prepares him properly for the more difficult school work ahead. He has learned how to study, how to work with other boys, how to manage his own affairs—and while in our Junior School he has the intimate guidance and supervision of our house mother and instructors who actually become the boy's foster parents while he is away from his own fireside.

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. The school Principal and his wife make their home in the building, and their living room is always open to the young Cadets. Spacious rooms are available for games and play and the boys are encouraged to participate. The School Mother lives with the boys in the Junior School building, doing for them those things which their own mothers would do. Each day brings to them the proper amount of study, play, and relaxation — planned, organized, and supervised.

A continuing association with boys his own age under specially trained instructors forms early habits of cooperation and self-restraint which often are formed only with difficulty in later years. Staunton has found that the younger the cadet is upon admission (above the minimum age), the greater are his chances of receiving maximum benefit from what Staunton is equipped to give.

*The Junior School has a separate building*



## Character and Objectives

The purpose of the Junior School is of necessity to give a knowledge of fundamental subjects; but more broadly it is to develop a well-rounded personality, able to appreciate and enjoy worthwhile activities. The habits of childhood determine adult life. Not only is much attention given to the furthering of the basic skills—"reading, writing, and arithmetic"—but much consideration is given to systematic working and careful thought developing. The boy of this age is very curious and the School seeks to use that faculty to develop a method of thinking, a pattern of problem solving. All the aspects of child development are the concern of the Junior School; and as this is the period immediately preceding his entrance into the secondary school years, thorough preparation for this advanced work is given particular attention.

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. Subject-matter and methods are used not 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 have 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. It has also been found true that, at this impressionable age, the students' natural admiration for and emulation of military officers greatly facilitates the work of the instructors.

## Home Life

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 or on the playground, he is constantly in the company of an instructor whom he comes to regard not only as a teacher but also as 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 an 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 day free. Periods of supervised study, during both the day and the evening, provide ample time for learning his lessons under the most favorable conditions. Time is available for playing on the playground or in the game room, in visiting or reading, or in pursuing the hobbies and club activities of the Junior School.



*Small classes permit individual attention*

## THE EDUCATIONAL PROGRAM

### Curriculum

Throughout the Junior School the following subjects are taken each year, unless a study of a boy's particular case indicates the need of a different program:

ENGLISH	SCIENCE
MATHEMATICS	HISTORY
GEOGRAPHY	SPELLING
MUSIC	

Those who give evidence of satisfactory progress will be permitted to attend certain upper school classes in addition to their work in the Eighth Grade.

It is the policy of the Academy to test thoroughly

in the elementary subjects every boy who enters the Junior School. Upon the basis of these tests he is placed in that educational grade which is best suited to his needs and in which he will be able to do successful work.

### English

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 assist in overcoming 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.

### *Social Studies*

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 students may understand more fully the evolution of our civilization, and, more specifically, 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.

### *Science*

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. The scientific approach to the solving of *all problems* is given much consideration and should prove of great value to the student in any field of endeavor. Not only will it make his transition to Senior School work much easier, but it may awaken in him life-long interests.

### *Mathematics*

The mathematics of the Junior School is designed to develop in the student a mastery of the fundamental processes of arithmetic, 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*

Music is introduced to give a foundation of musical information and arouse interests which may be a constant source of pleasure throughout a boy's life.

### *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 and small group tutorial work is given as 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 the greatest 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 activities and clubs are formed by the boys to realize their individual needs: illustrative of these are the Stamp and Coin Club, the Camera Club, the Model Club, and the Athletic Teams. Visits to historical and scenic points, field trips in science and the social studies are educational and are received enthusiastically by the boys.







*A conversational interlude*

### *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 in a young boy's career. Our Junior School program has been arranged with full consciousness of this condition. The curricular and extra-curricular activities have been carefully planned to facilitate the boy's advancement to the Senior School without any unexpected change.

When a boy finishes the Junior School, he is ready to fit into the Senior School. The breaking-in period is unnecessary. He has learned methods of study and is ready to accept the responsibilities of a progressing education. He has visited upper school areas, classrooms, and laboratories. Many

of the instructors of the Senior School have helped supervise his studies or his activities, and he has made many friends among the older boys. He knows how to take his place in the community of the upper school.

He is familiar not only with its requirements, but also with its opportunities. He looks forward to the privilege of being a senior cadet, ready to accept the regulations and vie for the rewards. There is none of the strangeness which might at first upset a sensitive boy. He sees the Senior School nearby as a rewarding new step in his career, and he enters it with confidence and a full appreciation of its advantages.

*Mid-morning snack*





## 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, they wear the same uniforms as the older boys, and they participate in all the military activities of the school.

### *Athletics*

During their free times the Junior boys are not left entirely to their own devices. A wide range of supervised sports is open to them. They are required to participate in Intramurals and may take up individual sports such as tennis, swimming, or riding; or they may join other teams to play baseball, basketball or football. In addition to these, hikes and all-day picnics are conducted for 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 made adaptable to boys of this age.

### *Hobbies*

Every boy is encouraged to have a hobby, each to his own taste. Whether it be 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.

### *Admission Requirements*

Boys who are ready for the sixth, seventh, or eighth grades will be admitted to the Junior School. 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.



## REMARKS

### *Objectives Attained*

Today every parent and every boy knows the value of sound education. In an unstable world, that which a man *has* may suddenly be taken away; 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 which cannot be measured by dollars and cents. Staunton Military Academy is unique in the emphasis it places on a *well-rounded education*. At Staunton, it is deemed not sufficient merely to teach a boy academic subjects, to prepare him for business, and to build a strong body with well-coordinated muscles. 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.

### *Parents Give Their Verdict*

A few years ago Staunton Military Academy was invited, along with one hundred and ninety-nine other representative schools, to participate in the study of secondary school standards. This was an attempt on the part of all standardizing agencies

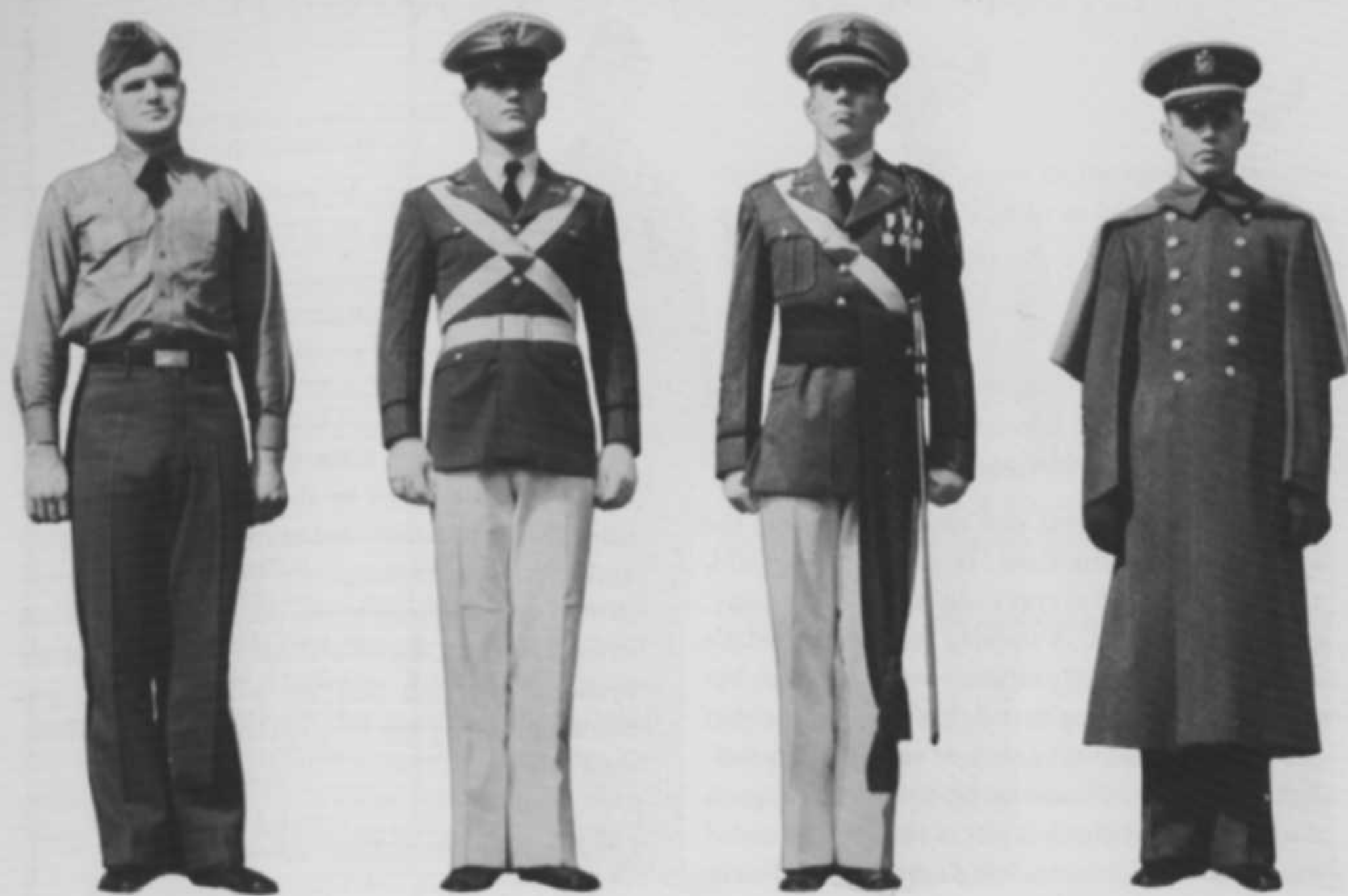
to find some better ways of evaluating a school than is accomplished by the present mechanistic standards. The committee examined these schools and closed the investigation by sending a confidential questionnaire to the parents of the seniors in each school. Officers and cadets of Staunton are proud of the fact that the parents' report put Staunton among the first twelve of the two hundred schools.

### *Seeing is the Best Test*

Before deciding a matter of such importance as the selection of a school, it is wisest to make a thorough investigation of all that any school has to offer. Certainly a personal visit to a school is the most satisfactory method of selection. A visit to Staunton Military Academy can be pleasantly combined with a week-end trip to one of Virginia's historic shrines, to one of the nation's great health resorts, or with a tour of the Shenandoah National Park over the beautiful Skyline Drive. The Academy is readily accessible from any point in the Valley. Comfortable hotel accommodations are always awaiting the visitor. Staunton extends to parents and boys a cordial invitation to visit the School.

The enclosed supplement is a part of this catalogue. It contains an application blank, school calendar, information regarding the conditions of admission, and a statement of tuition and other charges.





## 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 the articles and accessories listed on the next page.

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 grey 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 were to stay at home.

We have been much complimented upon the handsome appearance of these uniforms. They are strictly tailor-made, fit perfectly and will outwear any civilian clothes upon the market, and are in the long run more economical. We use the same grade and style of cloth as West Point uses, and get it from the same mills.

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.



### ARTICLES AND EQUIPMENT OF UNIFORM:

- |   |   |
|---|---|
| 1 Overcoat                                      | 1 Rain cap cover                                  |
| 1 Army type blouse                              | 2 White cap covers                                |
| 2 Army type jackets<br>(Junior School Cadets 1) | 6 Pairs white gloves                              |
| 1 Sweater Jacket                                | 2 Pairs wool gloves                               |
| 3 Pairs dress trousers                          | 1 Sweat shirt                                     |
| 4 Pairs white duck trousers                     | 1 Pair sweat pants                                |
| 1 Garrison cap                                  | 1 Belt with SMA buckle                            |
| 1 Overseas cap                                  | 1 Pair tennis shoes                               |
| 7 Gray shirts                                   | 2 Sets insignia<br>(cross rifles and SMA letters) |
| 2 Black ties                                    | 1 Stamp set                                       |
| 1 Rain coat                                     | 1 Breast plate and                                |
| 1 Waist plate with webbing                      |   |

### WHAT YOUR SON SHOULD BRING WITH HIM

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

- 3 pairs pajamas
- 1 bath robe
- 1 pair bedroom slippers
- 6 suits underwear
- 6 shirts, white—with attached or detachable collars
- 12 pairs of black socks
- 10 pocket handkerchiefs
- 6 bath towels
- 6 napkins (should not be expensive)
- 1 small floor rug to go by side of bed
- 1 pair blankets for single bed
- 1 comfort (not too delicate color) or extra blanket for single bed
- 6 sheets for single bed (at least 90 inches long)
- 4 pillow cases
- 1 pillow, medium size
- 2 laundry bags (white or some fast color), 36 inches long by 24 inches wide
- 1 clothes brush
- 1 tooth brush and paste
- 1 hair brush and comb
- supply of soap
- 1 pair rubbers
- 2 pairs black shoes, high or low, as desired (no tan shoes allowed)



### *Colleges Recently Attended by Staunton Graduates*

ALABAMA POLYTECHNIC INSTITUTE  
AMHERST  
ANNAPOLIS  
BETHANY COLLEGE  
BOWDOIN COLLEGE  
BROWN UNIVERSITY  
BUCKNELL UNIVERSITY  
CANAL ZONE JUNIOR COLLEGE  
CARNEGIE INSTITUTE  
THE CITADEL  
CASE INSTITUTE OF TECHNOLOGY  
COLGATE UNIVERSITY  
COLUMBIA UNIVERSITY  
CORNELL UNIVERSITY  
DARTMOUTH COLLEGE  
DAVIDSON COLLEGE  
DRAKE UNIVERSITY  
DREXEL INSTITUTE  
DUKE UNIVERSITY  
EMORY UNIVERSITY  
FRANKLIN AND MARSHALL COLLEGE  
GEORGETOWN UNIVERSITY  
GEORGE WASHINGTON UNIVERSITY  
GEORGIA SCHOOL OF TECHNOLOGY  
GETTYSBURG COLLEGE  
HAMILTON COLLEGE  
HAMPDEN-SIDNEY COLLEGE  
HARVARD UNIVERSITY  
JOHNS HOPKINS UNIVERSITY  
LAFAYETTE COLLEGE  
LEHIGH UNIVERSITY  
MARSHALL COLLEGE  
MASSACHUSETTS INST. OF TECHNOLOGY  
MICHIGAN STATE COLLEGE  
MISSOURI SCHOOL OF MINES  
NEW YORK UNIVERSITY  
NORTHWESTERN UNIVERSITY  
NORTH CAROLINA STATE COLLEGE  
OHIO STATE UNIVERSITY  
OHIO UNIVERSITY  
OHIO WESLEYAN UNIVERSITY  
PENN STATE COLLEGE  
PRINCETON UNIVERSITY  
PURDUE UNIVERSITY  
RENSSELAER POLYTECHNIC INSTITUTE  
ROLLINS COLLEGE

RUTGERS UNIVERSITY  
ST. LAWRENCE  
SYRACUSE UNIVERSITY  
TEXAS TECH. COLLEGE  
TULANE UNIVERSITY  
VANDERBILT UNIVERSITY  
UNIVERSITY OF ARKANSAS  
UNIVERSITY OF CALIFORNIA  
UNIVERSITY OF CHICAGO  
UNIVERSITY OF COLORADO  
UNIVERSITY OF FLORIDA  
UNIVERSITY OF GEORGIA  
UNIVERSITY OF KENTUCKY  
UNIVERSITY OF LOUISVILLE  
UNIVERSITY OF MAINE  
UNIVERSITY OF MARYLAND  
UNIVERSITY OF MIAMI  
UNIVERSITY OF MICHIGAN  
UNIVERSITY OF MISSOURI  
UNIVERSITY OF MONTANA  
UNIVERSITY OF NORTH CAROLINA  
UNIVERSITY OF NOTRE DAME  
UNIVERSITY OF OKLAHOMA  
UNIVERSITY OF OREGON  
UNIVERSITY OF PENNSYLVANIA  
UNIVERSITY OF PITTSBURGH  
UNIVERSITY OF PUERTO RICO  
UNIVERSITY OF RICHMOND  
UNIVERSITY OF TENNESSEE  
UNIVERSITY OF TEXAS  
UNIVERSITY OF VIRGINIA  
UNIVERSITY OF WEST VIRGINIA  
UNIVERSITY OF WYOMING  
VILLANOVA  
VIRGINIA MILITARY INSTITUTE  
VIRGINIA POLYTECHNIC INSTITUTE  
WAKE FOREST COLLEGE  
WASHINGTON AND JEFFERSON  
WASHINGTON AND LEE UNIVERSITY  
WEST POINT  
WESTERN RESERVE UNIVERSITY  
WHARTON SCHOOL OF FINANCE  
WILLIAM AND MARY COLLEGE  
WILLIAMS COLLEGE  
WITTENBURG COLLEGE

### *States and Countries Represented*

ALABAMA  
ARKANSAS  
CALIFORNIA  
COLORADO  
CONNECTICUT  
DELAWARE  
DISTRICT OF COLUMBIA  
FLORIDA  
GEORGIA  
INDIANA  
KENTUCKY  
LOUISIANA  
MAINE  
MARYLAND  
MASSACHUSETTS

MICHIGAN  
MISSISSIPPI  
MISSOURI  
MONTANA  
NEW HAMPSHIRE  
NEW JERSEY  
NEW MEXICO  
NEW YORK  
NORTH CAROLINA  
OHIO  
OKLAHOMA  
PENNSYLVANIA  
SOUTH CAROLINA  
SOUTH DAKOTA

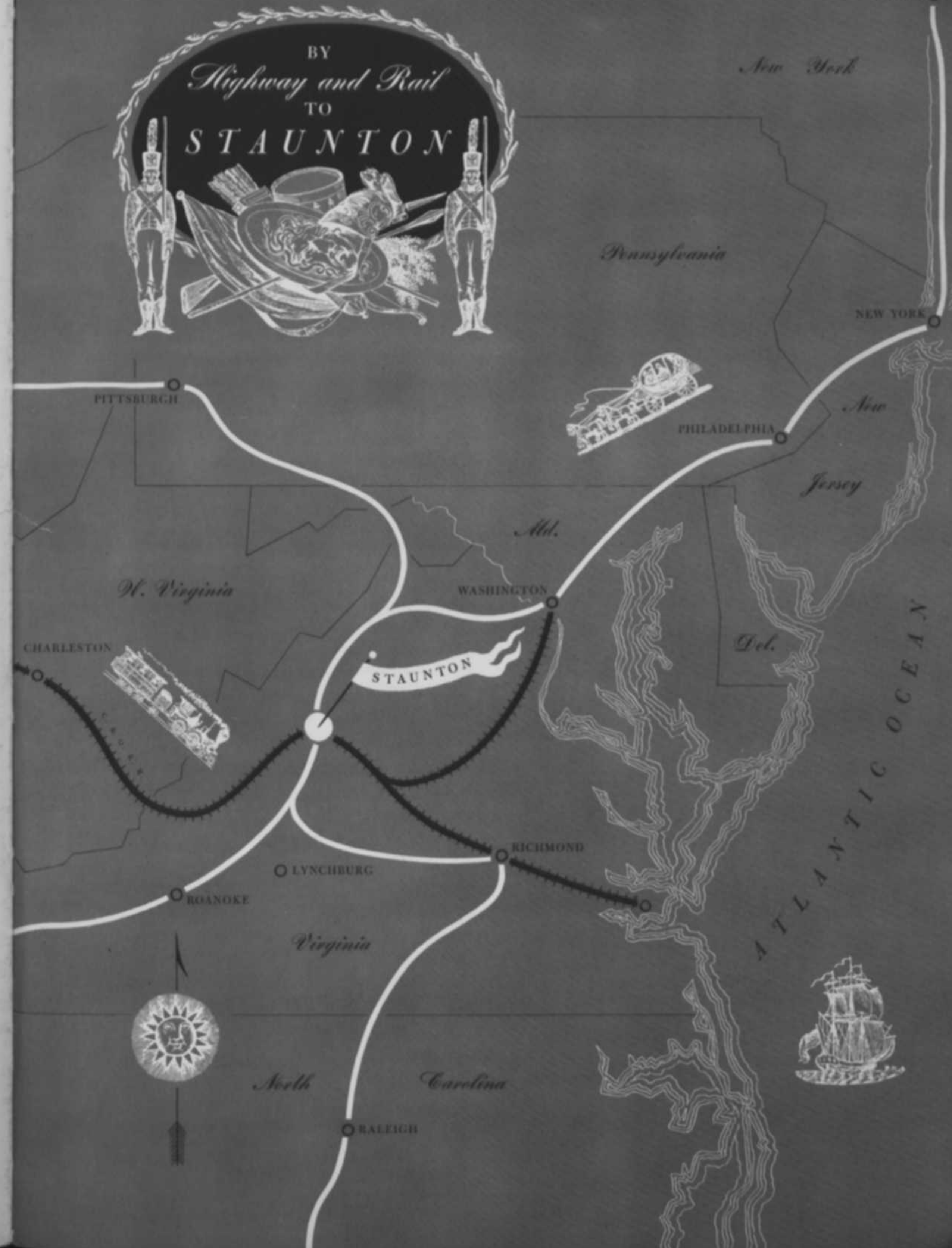
TENNESSEE  
TEXAS  
UTAH  
VERMONT  
VIRGINIA  
WASHINGTON  
WEST VIRGINIA  
ALASKA  
COSTA RICA  
CUBA  
EGYPT  
HONDURAS  
MEXICO  
PANAMA  
VENEZUELA

*The Staunton Military Academy receives many comments praising the facilities and personnel of the Academy. But in all fairness we must say that great credit goes to the fine group of boys who attend Staunton. The school does not claim success with every boy. We do say, however, that Staunton has been unusually successful with students who have responded to our encouragement and who have given us the opportunity to help them to attain high grade scholastic work. We have strengthened these boys in personality and in Christian manhood.*



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# CATALOGUE SUPPLEMENT



*STAUNTON*  
*MILITARY ACADEMY*

*Staunton, Virginia*





## CALENDAR

1954 - 1955

September 15 .....	School Opens
November 10, 11, 12 .....	First Quarter Examinations
November 25 .....	Thanksgiving Day
December 17 .....	Christmas Furlough Begins
January 4 .....	Christmas Furlough Ends
January 26, 27, 28 .....	Second Quarter Examinations
February 1 .....	Second Semester Begins
March 23, 24, 25 .....	Third Quarter Examinations
March 25 .....	Spring Vacation Begins
April 5 .....	Spring Vacation Ends
June 1, 2, 3 .....	Fourth Quarter Examinations
June 3, 4, 5 .....	Commencement

1955 - 1956

September 14 .....	School Opens
November 9, 10, 11 .....	First Quarter Examinations
November 24 .....	Thanksgiving Day
December 16 .....	Christmas Furlough Begins
January 3 .....	Christmas Furlough Ends
January 25, 26, 27 .....	Second Quarter Examinations
January 31 .....	Second Semester Begins
March 21, 22, 23 .....	Third Quarter Examinations
March 23 .....	Spring Vacation Begins
April 3 .....	Spring Vacation Ends
May 30, 31, June 1 .....	Fourth Quarter Examinations
June 1, 2, 3 .....	Commencement

## TERMS & CONDITIONS

Our tuition charges are as low as is consistent with the maintenance of a good school, with modern academic and recreational equipment, abundant wholesome food and a well-trained, experienced staff and faculty.

The dining hall is one of our chief concerns as well as one of our principal items of expense. It is kept spotlessly clean and attractive at all times and meals are balanced to meet the needs of an active, growing boy. An experienced kitchen and dining room steward supervises this department.

The school fee for the academic year is \$1,250.00 and includes:

- Academic instruction and special help classes when needed;
- Comfortable room in modern barracks, including heat and light;
- Meals, balanced to meet the needs of an active, growing boy;
- Military instruction, including use of rifle range;
- Instruction in athletics, including use of the tennis courts, gymnasiums, swimming pool and all other athletic facilities. This also includes remedial gymnastics when needed, to correct any minor deficiency;
- Services of Academy Physician and Nurses and care in Academy Infirmary in ordinary ailments;
- Admission to concerts, plays, athletic contests and other school entertainments.

### *Uniforms and Equipment*

Uniforms are hand-tailored from the highest grade of Charlottesville Cadet Gray Cloth, of the same quality and texture as used at West Point, and assure maximum service.

All cadets wear the uniform during their entire residence at the Academy. It replaces the civilian clothing needed if he were to stay at home and should not be considered as exclusively a school expense. Soon after the cadet arrives at the Academy he is sent to the Supply Room where he is fitted with dress 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.



Uniforms are tailored with ample outlets to permit alterations necessitated by normal growth and will last for two or more years. Properly cared for, they should result in a saving of \$200.00 for the second and succeeding years.

A uniform deposit of \$325.00 is required of all new cadets. During the second and succeeding years the deposit for replacement of uniforms and equipment is \$150.00. At the end of the school year any unused part of the deposit is returned to the patron. Normally, a new cadet utilizes the entire amount of this deposit. The amount of money left in the deposit account of old cadets will depend upon the care given by the individual to his uniform and equipment. All uniforms and equipment purchased remain the property of the Cadet.

The following articles are included in the Uniform Deposit and are furnished to a cadet when he first enters; however, it may be necessary because of short supply, price changes, or other difficulties to make substitutions:

### *Uniforms*

- 1 Overcoat
- 2 Army type blouses
- 1 Sweater jacket
- 2 Pairs dress trousers
- 3 Pairs white duck trousers
- 4 Pairs cotton trousers
- 1 Garrison cap
- 1 Overseas cap
- 7 Gray shirts
- 2 Black ties
- 1 Rain coat
- 1 Rain cap cover
- 3 White cap covers
- 6 Pairs white gloves
- 2 Pairs wool gloves
- 1 Sweat shirt
- 1 Pair sweat pants
- 1 Belt with SMA buckle
- 2 Sets insignia (cross rifles and SMA letters)
- 1 Stamp set
- 1 Breast plate and 1 waist plate with webbing

### *Books and Stationery*

Books and stationery are purchased in the Academy Supply Room and remain the property of the cadet upon his departure. A deposit of \$35.00 for the full year is required for this purpose.

### *Laundry*

The Academy operates its own modern, fully-equipped laundry where the cadets' laundry is taken care of at a cost of \$45.00 for the full year. Each cadet is permitted and encouraged to send to the laundry each week seven shirts, seven suits of underwear, seven pairs of socks, seven handkerchiefs, and other articles which he customarily wears.

### *Cleaning, Pressing and Repairing*

The proper maintenance of a boy's clothing is necessary whether he be at school or at home. The Academy has an arrangement with a local firm which permits a cadet to have all of his uniforms dry cleaned and pressed as often as necessary and minor repairs made at a cost of \$36.00 per school year.

### *Cotillion Club*

The Cotillion Club is a cadet organization which normally holds four (4) formal and six (6) informal dances during the school year. Membership, which costs \$15.00 for the year, is optional, and entitles cadets and their guests to attend the complete series. Parents are always welcome at these dances.

### *Laboratory and Special Fees*

A special fee is necessary for such courses as Physics, Chemistry, Biology and Typing, because of the extra expense of maintenance and materials. The cost is \$25.00 per year per course. Music can be taken under private teachers at a cost of \$75.00 per each half term. Dancing (set of fifteen lessons), is \$10.00; Flying instruction, under direct supervision of government licensed instructors, at cost per course of instruction and transportation.



### *Cadet Personal Account*

Each cadet should have a personal account to provide him with pocket money for the purchasing of such necessary items as soap, toothpaste, shoe and brass polish, personal stationery, hair cuts, movies, soft drinks, etc. The amount of this deposit is left to the discretion of the parent and has averaged from \$3.00 to \$4.00 per week depending on the age of the boy and the amount of pocket money he is to have over and above personal expenses mentioned. It is urged that personal funds be deposited with the Treasurer rather than sent directly to the cadet and to state, if desired, a weekly limit which he is to receive.

#### *Summary of Annual Expenses*

	<i>First Year</i>	<i>Second Year</i>
Tuition, room, board and other items described above	\$1,250.00	\$1,250.00
Laundry	45.00	45.00
Deposit for uniforms, equipment	325.00	150.00
Deposit for books, stationery	35.00	35.00
	<u>\$1,655.00</u>	<u>\$1,480.00</u>

#### *Payable as Follows*

First payment due September 1		
One-half tuition, room, board, laundry	648.00	648.00
Deposit for uniforms, equipment	325.00	150.00
Deposit for books, stationery	35.00	35.00
	<u>\$1,008.00</u>	<u>\$ 833.00</u>
Total first payment		
Second payment, due January 10	647.00	647.00
	<u>\$1,655.00</u>	<u>\$1,480.00</u>
Total		

OR, if desired, payments may be made as follows:

September 1	525.00	450.00
November 1	476.00	376.00
February 1	327.00	327.00
April 1	327.00	327.00
	<u>\$1,655.00</u>	<u>\$1,480.00</u>

Registration fee paid will be credited on first payment, and will not be refunded.

Variations in the above terms may be made by special arrangements with the Academy officials.

Optional, but recommended

Cleaning, Pressing and Repairing, per year .....\$36.00  
(This may be divided into two payments of \$18.00 each semester)

### *Special Conditions*

Cadets are accepted upon the condition that they will remain at the Academy until the end of the school year, unless other arrangements are specifically made with the Superintendent covering such cases as mid-year graduates, etc. Since the teaching staff is engaged and other managerial and operational commitments are made by the Academy for the entire year in advance, no refund on tuition, fees or other charges which have been paid or are still due, will be made if a cadet is suspended, dismissed or withdrawn before the close of the school year.

Should a cadet, due to sickness, be absent from the Academy for a continuous period of more than thirty days, his account will be credited at the rate of \$15.00 per week for the period of absence, excluding Christmas and Spring vacation periods.

### *Diplomas and Certificates*

No cadet will be issued a diploma of graduation or certificate of academic credits until all of his indebtedness to the Academy is paid in full.

### *Holidays*

Cadets remaining at the Academy during furloughs or holidays may occupy rooms in barracks. There will be a nominal charge for services and supervision. The dining room is closed during such periods, but meals may be obtained at the cadet's expense in the City of Staunton, within walking distance of the Academy.



## What to Bring

Cadets entering the Staunton Military Academy are required to have the following articles of personal equipment, which are not included in the Uniform Deposit. The articles below should be brought with the cadet or purchased after he arrives at the Academy.

<i>What You Can Buy Here</i>	<i>What to Bring</i>
✓ 6 suits of underwear	✓ 3 suits of pajamas
6 shirts, white with attached collar	✓ 1 bath robe
✓ 12 pairs of black socks	6 napkins (inexpensive)
✓ 10 handkerchiefs	✓ 1 small rug for bedside
✓ 6 bath towels	✓ 2 blankets for single bed
✓ 6 sheets for single bed (at least 90 inches long)	✓ 1 comfort or extra blanket
✓ 4 pillow cases	✓ 1 pillow, medium size
✓ 2 laundry bags	✓ 1 pair swimming trunks
✓ 1 clothes brush	
1 toothbrush and paste	
✓ 1 hair brush, comb and soap	
1 pair black rubbers	
✓ 2 pairs black shoes, high or low as desired. (No tan shoes allowed)	
✓ 1 nail file and brush	
✓ 1 pair bedroom slippers	
1 desk lamp	
1 pair gymnasium shoes	

It is recommended that when black shoes are purchased it be done through the Academy Supply Room.

## TRUSTEES AND BOARD OF DIRECTORS

- \*Judge J. H. May, President .....Staunton, Virginia
- \*George B. Tullidge, Vice-President ..... Staunton, Virginia
- William Gibbs Kable, II, Secretary ..... Staunton, Virginia
- \*Eleanor E. Whitehead ..... Richmond, Virginia
- \*Page M. Kable ..... Staunton, Virginia
- \*Louis H. Miller, Jr. .... Richmond, Virginia
- Helene K. Holland ..... Richmond, Virginia
- Eleanor K. Miller ..... Richmond, Virginia
- Henry S. Holland, III ..... Richmond, Virginia
- \*Trustee

## ADMINISTRATION

- Colonel Harrison S. Dey, B.S. .... Superintendent  
Dartmouth College
- Lieutenant Colonel M. W. McNair, B.S.  
Business Manager and Treasurer  
Virginia Polytechnic Institute
- Colonel J. Worth Pence, A.B., M.A. .... Headmaster  
Roanoke College; Columbia University; University of Chicago;  
University of Virginia
- Lieutenant Colonel Donald M. Sutton, B.S.  
Commandant of Cadets  
Ithaca College; Temple University
- Major Albert E. McCue, B.S. .... Director of Athletics  
University of Georgia
- Captain John E. Wood, B.A. .... Alumni Secretary-Public Relations  
University of Virginia



## MEDICAL STAFF

- Leland C. Brown, M.D. .... Medical Officer  
Medical College of Virginia
- Richard P. Bell, Jr., B.A., M.D., F.A.C.S., Diplomate of  
American Board of Surgery ..... Surgical Consultant  
Dartmouth College; University of Virginia Medical College
- Miss Bess R. Snyder, R.N. .... Head Nurse

## SENIOR SCHOOL FACULTY

### ENGLISH

- Colonel Marshall M. Brice, B.S., M.A. .... Head of Department  
Clemson College; University of Wisconsin; Columbia University;  
University of Virginia
- Lieutenant Colonel Wilfred B. Webb, A.B. .... Instructor  
Washington and Lee University; Virginia Polytechnic Institute
- Lieutenant Theodore V. Theobald, B.A., M.A. .... Instructor  
Hobart College; Columbia University
- Lieutenant Harvey E. Lowder, B.S. .... Instructor  
College William and Mary; Richmond Professional Institute;  
University of Virginia

### MATHEMATICS

- Colonel S. Stewart Pitcher, B.S. .... Head of Department  
The Citadel
- Lieutenant Colonel Reuben E. Moody, A.B. .... Instructor  
Wofford College; University of Virginia
- Lieutenant Colonel William D. Smith, Jr. .... Instructor  
University of Virginia
- Captain William W. Field, Jr., B.A. .... Instructor  
Hampden-Sydney College; University of Virginia
- Lieutenant John C. Cairns, B.S. .... Instructor  
California State Teachers College

- Lieutenant Frank A. Kovacic, B.A. .... Instructor  
Grove City College

### FOREIGN LANGUAGES

- Captain J. Earle Phillips, Jr., B.A. .... Instructor  
University of Virginia
- Captain William W. Field, Jr., B.A. .... Instructor  
Hampden-Sydney College; University of Virginia
- Captain William C. Moon, B.S. .... Instructor  
University of Virginia
- Lieutenant Frank A. Kovacic, B.A. .... Instructor  
Grove City College

### SCIENCE

- Colonel Harold C. James, B.S., M.A. .... Head of Department  
University of South Carolina; Columbia University
- Lieutenant Colonel Warren W. Brown, Ph.B. .... Instructor  
Brown University; Harvard University
- Lieutenant Colonel William K. Dove, B.S., M.A. .... Instructor  
University of Virginia
- Major Edward L. Dodge, B.A. .... Instructor  
University of Virginia

### HISTORY

- Colonel Philip H. Enslow, B.S., U.S. Army Retired  
Head of Department  
United States Military Academy
- Lieutenant Theodore V. Theobald, B.A., M.A. .... Instructor  
Hobart College; Columbia University
- Captain John E. Wood, B.A. .... Instructor  
University of Virginia



## LIBERAL NON-COLLEGE COURSE

Major Franklin J. Lander, B.S.C.  
Supervisor of Liberal and Commercial Department  
Elizabethtown College

Captain Marvin J. Null, B.A. ....Instructor  
University of Richmond

Lieutenant Garland V. Haddock, B.A., M.A., M.Ed.  
Remedial Reading and Study Methods  
University of Richmond; University of Cincinnati

## LIBRARY

Lieutenant Benjamin H. Hoge, B.A. ....Librarian  
Bridgewater College

## BAND

Major Josef Studeny .....Bandmaster  
1st Lieutenant, U. S. Army, Ret'd.

## JUNIOR SCHOOL FACULTY

Major Benjamin L. Taylor, Jr., B.S. ....Principal  
Hampden-Sydney College; University of North Carolina

Mrs. Benjamin L. Taylor, Jr., B.S. ....Housemother  
Longwood College

Lieutenant Paul G. Miller, B.A. ....Instructor  
Washington College

Lieutenant Thomas Johnson, B.A. ....Instructor  
College of William and Mary

Mrs. N. H. Meinhard, B.S. ....Instructor  
Bucknell University

## COACHING STAFF

Major Albert E. McCue ..... Director of Athletics  
Head Football Coach  
University of Georgia

Captain Marvin J. Null .....Coach of Basketball  
Coach of Baseball  
University of Richmond

Major Edward L. Dodge .....Coach of Swimming  
University of Virginia

Major Franklin J. Lander .....Coach of Tennis  
Elizabethtown College

Captain William W. Field, Jr. ....Coach of Track  
Hampden-Sydney College

Captain Frank Weaver .....Coach of Golf  
Infantry, U. S. Army, University of West Virginia

Lieutenant Colonel Ritchie H. Clarke  
Coach of Rifle Marksmanship  
University of Nebraska; Infantry, U. S. Army

Sergeant First Class Morris J. Cook  
Assistant Coach of Rifle Marksmanship  
Infantry, United States Army

## MILITARY STAFF

Assigned by the Department of the Army

Lieutenant Colonel Ritchie H. Clarke  
Professor of Military Science and Tactics  
Infantry, U. S. Army; University of Nebraska

Captain Frank Weaver  
Assistant Professor of Military Science and Tactics  
Infantry, U. S. Army; University of West Virginia



Captain William T. Cound  
Assistant Professor of Military Science and Tactics  
Infantry, U. S. Army; United States Military Academy

Master Sergeant Harold D. Johnson ..... Sergeant Major  
Infantry, U. S. Army

Master Sergeant Fred De Maio  
Assistant Instructor and Tactical Officer  
Infantry, U. S. Army

Master Sergeant Rayna R. Vernon  
Assistant Instructor and Tactical Officer  
Infantry, U. S. Army

Sergeant First Class Morris J. Cook  
Assistant Instructor and Tactical Officer  
Infantry, U. S. Army

Sergeant First Class Cressie B. Johnson  
Assistant Instructor and Tactical Officer  
Infantry, U. S. Army

### *ADMINISTRATIVE STAFF*

Lieutenant Colonel Joseph Taylor ..... Mess Officer  
Miss Evelyn H. Earle ..... Assistant Treasurer  
Mr. John R. Collins ..... Cashier  
Mr. Wallace S. Elliott .. Superintendent of Buildings and Grounds  
Mr. William G. Kable II ..... Procurement Officer  
Mr. P. A. Michael ..... Manager, Supply Department  
Miss Betty Jane Prufer ..... Secretary to the Superintendent  
Mrs. William O. Birch ..... Secretary to the Superintendent  
Miss Laurada Keister ..... Secretary to the Business Manager  
Mrs. Fred D. Thacker ..... Secretary to the Headmaster  
Miss Emily Meeks ..... Secretary to the Commandant