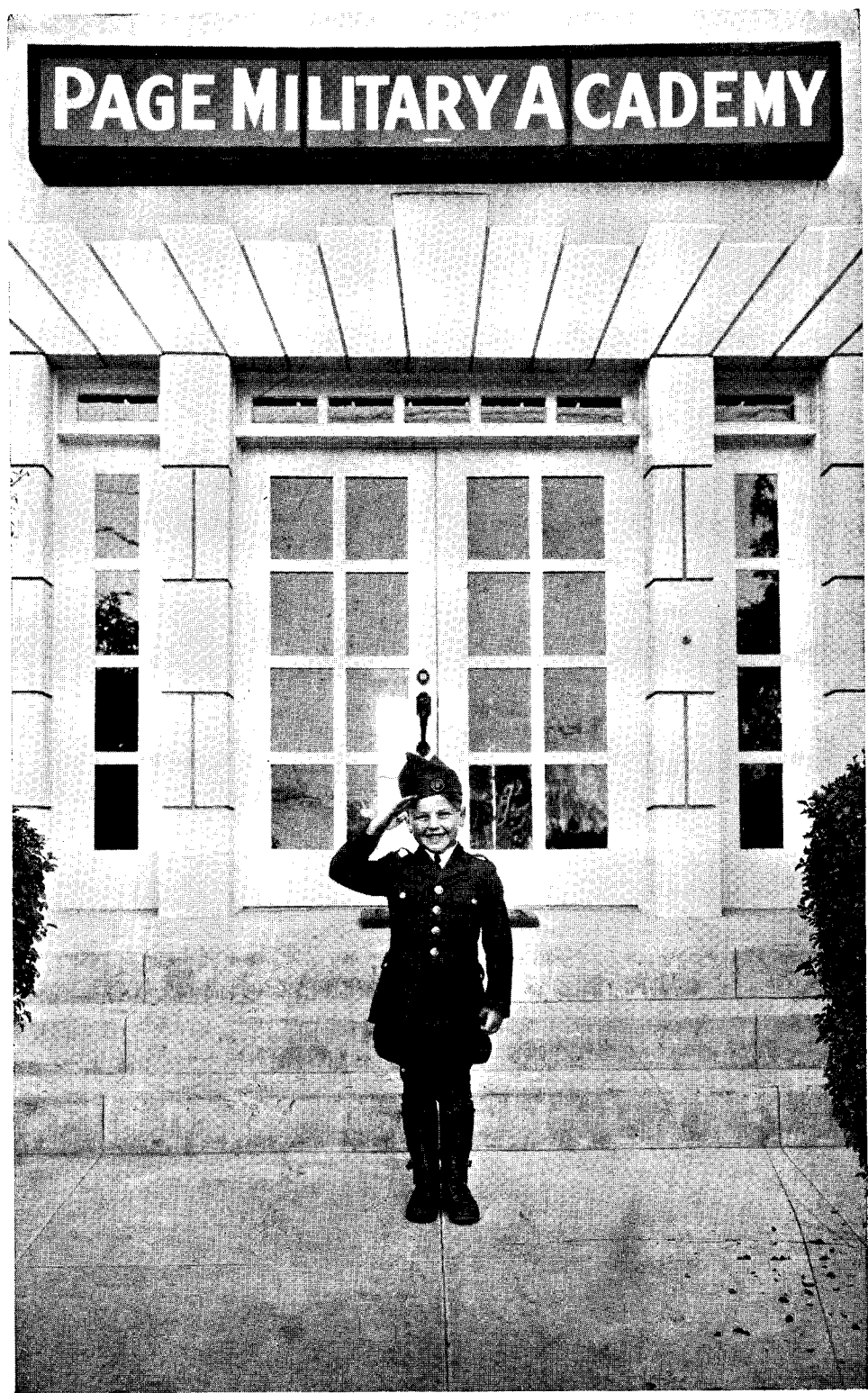


SCHOOLS--LOS ANGELES--MILITARY  
--PAGE MILITARY ACADEMY



*Welcome to the "Big School for Little Boys"*

Calif. VT

# Inspiration Foundation of School —

## Marvelous Growth of Institution Attributed to High Ideals of Major and Mrs. Robert A. Gibbs

MAJOR AND MRS. ROBERT A. GIBBS founded Page Military Academy more than two decades ago. After all these years they are in the active service of their numerous family, and still give their personal attention day after day to the welfare of their youthful charges.

The school is unique in many ways, there being nothing quite like it anywhere in the world. More than twenty years ago when Major and Mrs. Gibbs unfolded to their friends the details of their dream of a military academy for little boys, where the little fellows could have a fair chance free from the menace and the over-lordship of high school cadets, and with every feature adapted to meet the peculiar needs of small children, they were advised against the undertaking. Friends and relatives joined with educators in protesting that the founding of any kind of a school is a hazardous undertaking and that to attempt to organize a new type of institution could not fail to result in disaster.

However, both of them had seen the unfortunate results of having little boys in the same school with older pupils and they felt confident that most parents would prefer a separate school for little boys, and that the only question to be solved would be how to make the primary school as efficient in its line as the high school is in its field.

The beginnings were modest, with six children in a private house, with scanty equipment and not nearly enough income to pay operating expenses. Major and Mrs. Gibbs did most of the work themselves, and the hours were long, but full of inspiration as they saw their young charges develop in mind and body, and noted the constant growth of sturdy character.

The pupils grew in numbers also. There were nineteen at the end of the first year, forty at the end of the second, and eighty at the end of the third. Now there are two hundred and forty boarding pupils housed in wonderful buildings erected especially for them and arranged to meet the peculiar requirements of little boys. In fact, so great have been the achievements of this institution that it is pointed to by educators everywhere as the outstanding success among the private schools of America for the first quarter of the century.

Major and Mrs. Gibbs have received many requests to start similar schools in other places. "I will go with you today," said a man whose business has caused him to visit every school of importance in America, "you may pick

any spot you choose in Connecticut, New Jersey, or Pennsylvania; we will erect suitable buildings for you and fill them with pupils the first year." The peculiar conditions surrounding this man are such that there is no doubt of his ability to do as he agrees, but brick and mortar and stone do not make a school; the finest equipment, while important, is not essential; ideas and ideals alone count, and these cannot be put in force unless those who have them are present and at least direct the undertaking.

Major Gibbs comes from an old New England family. As judges, governors and leaders of armies, his ancestors played an important part in the development of this country. He, himself, was born in New York and had his high school training at Vermont Academy.

He is enthusiastic about athletics and during his high school days travelled all over New England with the baseball team. For his college work he entered Stanford University, where he spent three years, afterward graduating at the University of Southern California.

Among Major Gibbs' achievements are two volumes of stories for boys. These books are illustrated with hundreds of old wood engravings and are unique in many ways.

Perhaps one of the principal reasons for his success with boys is his insistence upon the necessity of great leadership. The busy school man, with a multitude of things to do, is quite

likely to fall back upon the easiest way and drive his young charges, rather than take time to develop in them the ideas and ideals that will cause them to make right decisions for themselves.

With the growth of the school many of the duties he performed personally in other days have been transferred to others. Years ago he was the purchaser of all the supplies; but for more than ten years past a quartermaster has relieved him of this duty. At one time he kept the books, made collections and paid the bills; now an efficient auditor takes these burdens from him. In the early days he was the commandant, conducted the military drill and enforced discipline; these items have been in other hands now for many years. The numerous duties of headmaster formerly took much of his time; but now his assistant attends to much of the detail. Major Gibbs often says that in each of these positions he has a man more capable than himself, but back of their success is his guiding hand. It is team work that counts.



MAJOR ROBERT A. GIBBS

*Founder of Page Military Academy in 1908  
and since that time, Headmaster*

# Mothering Two Hundred Boys ~

Mrs. Gibbs Possesses Unusual Ability in Attending to Details and Keen Insight into Boys' Problems

MOTHERS who have two or three boys to look after, think their hands are full. Even one sturdy youngster is enough to keep some parents busy. Imagine the problem faced by a woman who supervises the destinies of over two hundred little boys in a school like the Page Military Academy. Think what a job it would be if one had merely to supervise the feeding of these little boys. Add to that the problem of seeing that they are properly clothed; that their difficulties with lessons are smoothed out; that not too much friction develops among conflicting characters; and above all, that they do not get sick, and you will have some idea of the kind of problem that Mrs. Gibbs has solved daily and serenely for more than twenty years.

This mother of two hundred little boys has a marvelous memory for details. She can remember the kind of marks each boy is getting in every subject each week; and when she once looks over a boy's outfit, she remembers not only how many articles there are of each kind, but often is able to tell the kind of label the various articles had, and where they were bought.

In this mild climate there is not much use for overcoats, but sometimes the boys bring them. On one occasion such a coat was packed away during the two years the owner remained in the school, and was not readily found when the cadet was leaving. The mother said that she had bought it in Detroit, but when Mrs. Gibbs was called in, she immediately remembered that the coat had not come from Detroit but had been sent out from Bullock's two years before. She went to look for it herself and in a few minutes returned with it. It had the Bullock label still on it, but it was now too small for the boy to wear. This is one illustration of hundreds that might be mentioned that illustrate Mrs. Gibbs' marvelous memory for detail.

Occasionally some theorist objects to military training for young boys, on the ground that it makes them warlike; that it holds up before the boys the idea of bloodshed; that it takes away from the cadet the power of initiative. Many people think that military training ought to do these things, and therefore assume that it does.

In commenting on these objections, Mrs. Gibbs once said, "These boys come to me day after day, year

after year, with their little troubles, with their likes and dislikes, joys and sorrows, with successes and failures, and I get so I love these youngsters as if they were my own sons. I certainly do not want to give them a kind of training that would be detrimental to them, but when I compare these boys with those who have not had military training, I feel that very much of my time would be wasted without the extra advantage which the military training gives.

Military training does not make a boy warlike, but it does make him exact.

"We live in a careless world. An educational journal recently mentioned that among the requisitions made by various school districts for supplies in this county, there were hundreds that did not state the location of the district. When school opens there will be hundreds of hurry-up orders for supplies that cannot be delivered because there was no address on the order. This is but a sample of our careless way of doing everything. Nothing is done exactly right. If the only value of military training was in the development of exactness, it would be worth the time spent upon it. The graduate of a military academy, when he goes out into the world, is always in demand because he is able to take orders and carry them out exactly as told.

"One of our boys who had finished the eighth grade secured a position in a down-

town store. The proprietor reported his delight at the way the boy was doing his work. 'He is always so neat and clean, and attends to business so closely that it is a joy to have him around,' he said, 'and when I give an order he listens carefully, replies intelligently, and carries out the order exactly as he is told.' This is just one report out of many that might be cited to show the value of military training."

Few women have been privileged to know so many little boys intimately, and probably no woman in Los Angeles is so ardently loved and genuinely respected by such an army of youngsters, many of whom, have now grown up and have children of their own. Many a time some mother has reported to Mrs. Gibbs that her young son had confided to her: "You know, mother, that I love you better than anyone else in the world, but Mrs. Gibbs is next."



MRS. DELLA P. GIBBS

*She has been the guide and inspiration  
of hundreds of young boys*





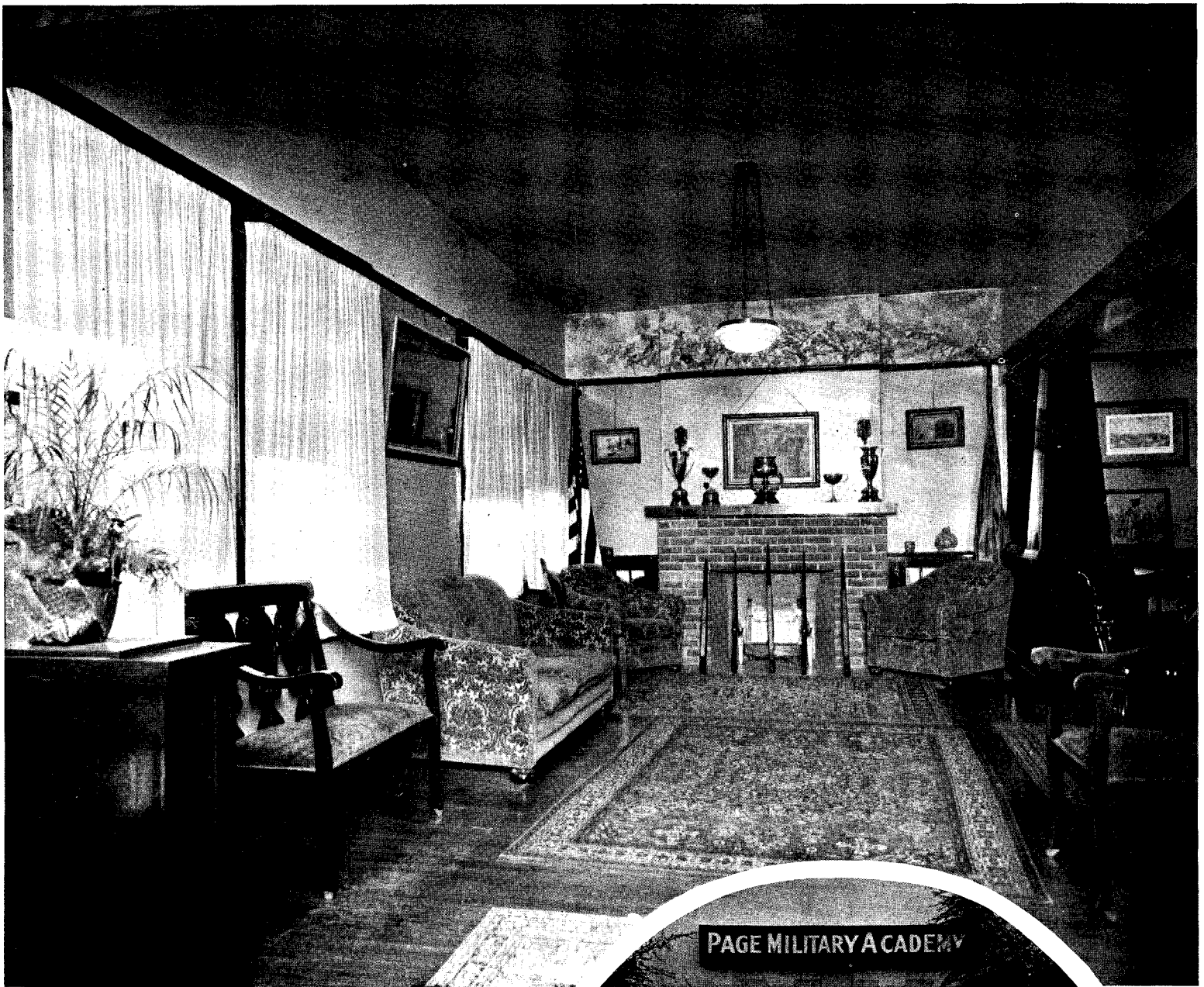
*The Main Buildings Front on Cochran Avenue*

THE MAIN buildings at Page are constructed of hollow tile and covered with plaster. In some of them the floors and roofs are of wood and in others the only wood used is in the doors and window frames, even the interior partitions being fire-proof. The first unit was erected especially for the school in 1915. Other buildings have been added until, including the teachers' cottages, the group

contains twenty-three units, with accommodations for two hundred and forty-four boarding pupils and seventy employees.

In the pioneer days there was not so much as a spear of grass growing in front of the buildings, but trees and shrubs have been set out and have grown until the whole place is embowered in foliage.





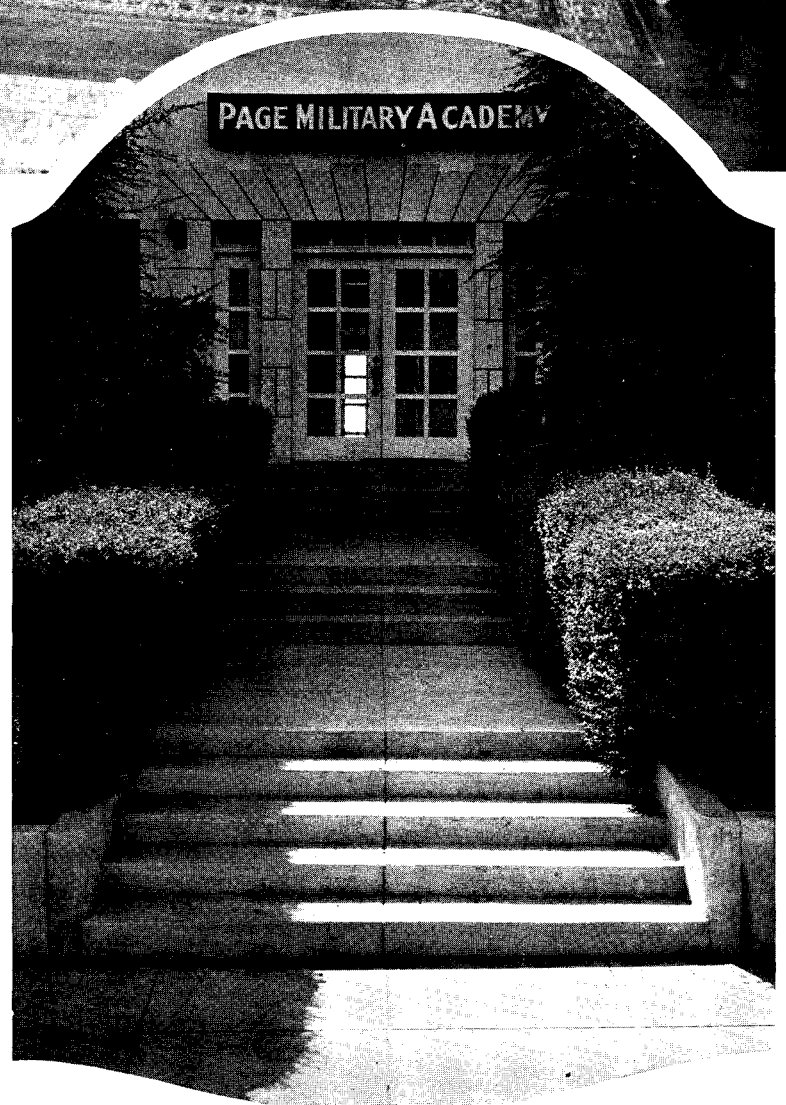
*Above: The Reception Room  
At Right: The Main Entrance*

### *Coming to School*

With what varying emotions have little boys come up these steps and entered the reception room! Sometimes a boy has had an older brother, or a chum, or some close friend, who has told him of the happy days they are spending here, but in other cases the little fellow comes as a total stranger. He wonders where he will sit at the table, who will tuck him into bed at night, how the other fellows will act on the playground, and how he will get along without the close association with the other members of the family upon whom he has learned to rely.

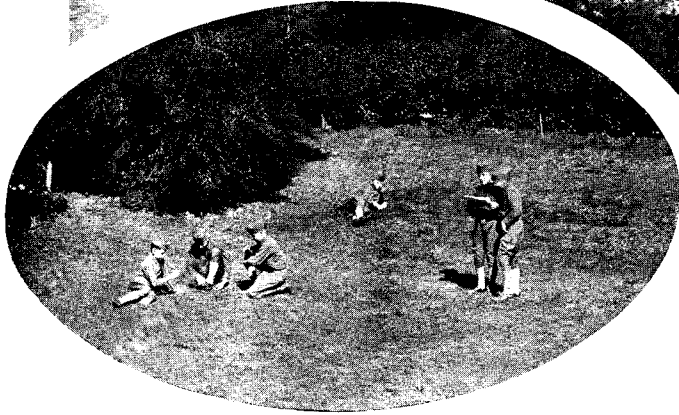
For those who have friends already here the way is easy, and it is almost as simple for those who have to start among strangers, for little boys make friends easily and in a school like Page there are none of the rough associations that sometimes make things difficult for the new boy in school where the cadets are older.

A welcoming hand is always held out by teachers and students and even the most timid boy soon finds himself at home.





*A Corner of One of the Buildings From the Cochran Avenue Side*



### *What Makes a School?*

THE pictures on these two pages speak for themselves, showing glimpses of the grounds and buildings. The most important part of a school, however, cannot be pictured. It consists of the spirit and ideals which animate all the work done, and without which the school would be merely a boarding house for children.

Great leadership is the first requisite for a good school. Boys like to be led, and men and women of strong character can lead them easily; they resent being driven, but can be led to drive themselves against and through all sorts of difficulties.

A boy may be compelled to do his work and get his lessons, but unless he learns to study because he wants to, he will quit when he can. It is because of this fact that the ideal teacher is one who can so inspire the pupil that he will strive of his own free will to acquire all the knowledge possible.

The same principle holds true in matters of discipline. It is self-discipline that is of real value. The boy who is restrained from doing the thing he wants to do looks

forward to the day when he shall be no longer coerced, and when that day comes he inevitably celebrates his freedom by performing the proscribed act.

On the other hand, if his teaching and training have been such as to lead him to abjure the wrong course, whatever it may be, that kind of restraint can never be removed, for it is imposed upon himself by his own will, and the parents have no cause for alarm whatever circumstances may arise, because, having been given the opportunity to choose, the boy has chosen wisely. This kind of training is the very foundation of strong character building.

How often we have wondered at the lack of will power among the sons of strong men! Did you ever sit in the dining car in the presence of a financial or mercantile giant and watch the process by which he injures his son? The boy is not given the slightest choice as to what he shall eat or drink, not even a choice between two dishes. The masterful presence of the father dominates the situation; any protest is overruled; the son eats exactly what the father pleases; and the latter thinks that he is a good disciplinarian. And so he is, but the son will never be capable of making any decisions for himself, and instead of having a will like his father he is certain as a man to be a moral weakling, the prey of any vice that happens to be prevalent in his environment.

Perhaps one reason why the young boy in the boarding school leaves his less fortunate fellows so far behind is that there are more opportunities in his life for intelli-



*A Picturesque Alcove Fronting  
on Cochran Avenue*



gent choice with the accompanying development of character.

One of the best ways to strengthen the will is to do something we dislike to do every day and to do it as early in the day as possible. If someone makes us do it, it does not strengthen our will. We must make ourselves do it. The problem of the intelligent parent or teacher is to get the child to want to make the most of himself, and to lead him constantly to choose wisely for himself.

In a large group where many boys are living together, as in a private boarding school, a multitude of decisions must be made every day, and this is especially true if the school has military features, so that the cadets are constantly assuming responsibility. Positions of responsibility and command invariably go to those capable of making wise choices, or as we usually express it, of making decisions; and the normal boy with his natural desire to be a leader is constantly stimulated to choose the best possible course of action in every case in order to show his fitness to lead.

Many have wondered at the ability of Page Military Academy cadets to assume responsibility, and people who did not know the cadets before they came to Page have often supposed this ability to be a natural inheritance. The parents, however, usually recognize this characteristic as a trait developed by the training and give the school unstinted praise for what it has accomplished.

Many little items are found at Page that make the school unique. Among them is the "self-examination" which the boys in the sixth, seventh and eighth grades give themselves from time to time. The examination consists of answering questions on a printed blank, a different form being used every day for two weeks, and covering such subjects as "gentlemanliness," "initiative," "studious habits," "outdoor play," "honesty," "loyalty," and others. The boy examines himself and writes down the answers keeping the paper himself and showing it to no one. In other words, by an easy method which is not beyond his capabilities, he examines his own character. As no one sees the result of this "self-examination," he could not fool anyone if he were inclined to do so. On the other hand, the tests have a powerful influence upon him and the beneficial results are easily apparent to any observer.

This is only one of the many devices that are peculiar to Page. They are the results of many experiments, of trial and error, of discarding the impractical and retaining the ideas that prove to be of value. Taken together they make a great school.





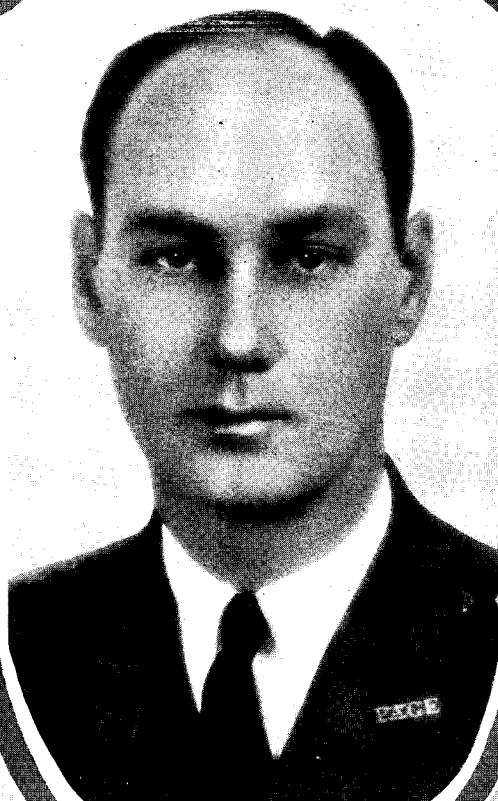
ABOVE—Major W. Sandford Marmaduke, the efficient and popular Assistant Headmaster, began his work at Page in 1921.



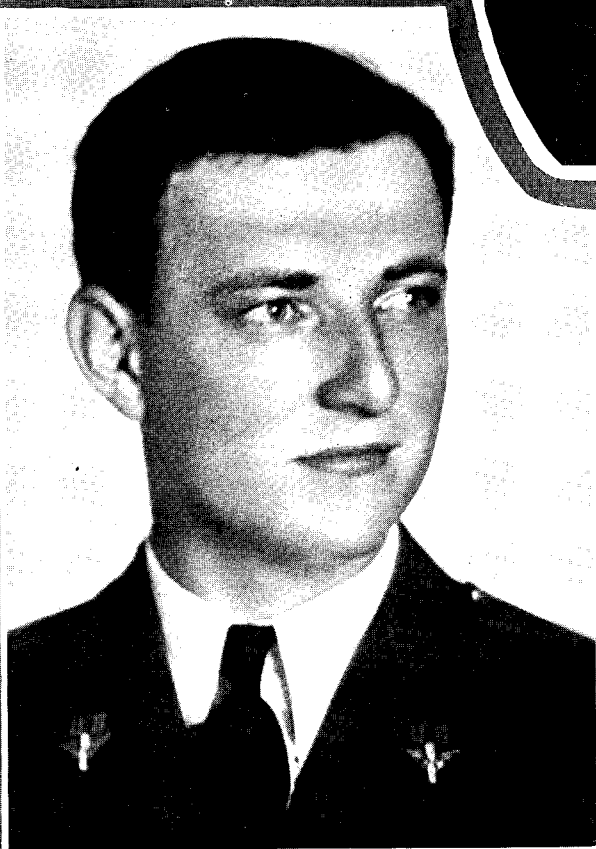
ABOVE—Captain J. Adelbert Fiscus is a graduate of Redlands University. He specializes in Reading and is active in overseeing the physical culture work on the playground.

RIGHT—Captain William E. Scholtz graduated from Page in 1917, from Yale in 1925. He teaches English.

BELOW—Captain Ben. G. Holloway is a graduate of U.C.L.A. He teaches American History and Geography and knows how to make these subjects interesting.



BELOW—Captain John L. Godwin teaches Algebra in the higher grades and gives much of his attention to the physical welfare of the cadets.





ABOVE—Major A. P. Bridgford, the Commandant, has had a successful career instructing the battalion of younger cadets at Morgan Park Military Academy.

RIGHT—Captain Paul J. Hensel, the Quartermaster, has been developing his department at Page since 1921.

BELOW—Captain Charles Ross Douglas, Assistant Quartermaster, who has been at Page since 1923.



ABOVE—Captain M. J. Barker, the Auditor, has been at Page since 1922. During this time the school has grown into a great business enterprise requiring most careful attention to avoid the wastes incident to rapid growth.



BELOW—Captain Edward E. Miller, Director of the Band, has developed an efficient organization that has become famous as an example of what boys can accomplish in music.







ABOVE—Constance Bridgford, graduate of Illinois State Normal University and of Columbia University, teaches in the Third Grade.

RIGHT—Marie E. Biron has taught English most successfully at Page since 1922.

BELOW—Edith C. Gibbs, director of the Glee Club, has developed a choice group of young singers.

ABOVE—Ferne O. Thomas had been principal of the public schools at Imogene, Minn., for six years when she resigned to come to Page to teach geography in the fourth and fifth grades.

BELOW—Alice Condon has made a study of how to teach penmanship. She has had unusual success in teaching the Cadets at Page Military Academy to write.







ABOVE—Natalie Sabarek, who teaches French, is proving herself a very efficient instructor in a subject that is usually difficult for young boys. She formerly taught at the Marlborough School.

BELOW—Edna Duvall has made a most enviable record as head of the piano department at Page since 1925. Her young charges show the results of careful and conscientious teaching.



ABOVE—Annie J. Ross has taught the second grade most acceptably since 1925.

LEFT—Nadine Adams, a graduate of U. C. L. A., and member of Phi Beta, is in charge of the dancing classes.

BELOW—Julia M. Kimbley, a graduate of the Los Angeles State Normal, has been in charge of first grade at Page since 1918 with most excellent results.





THE COLOR GUARD

*Members of the Color Guard are Selected Because of Their Steadiness  
They are Supported by Two Well-drilled Privates*

## Military Features

There is a misconception on the part of many as to the purposes and ideals of a military school. Such a school is like any other, except that it takes advantage of well-known military principles to inculcate ideals of unselfish service, to secure at least a minimum of physical exercise for every boy, to insure plain wholesome living and regular habits and to foster that spirit of sincere devotion to duty that is always associated with the soldier.

The ordinary military academy merely takes advantage of the youth-

ful cadet's natural fondness for military maneuvers, just as the master of a sailing ship takes advantage of the winds to help him on his course. The winds do not blow for the sake of helping the ship, but because they are blowing the master uses them.

The desire for organization and discipline and regulation, and for the display of power that comes with united action is not placed in the cadet for the sake of helping him get his education, but as this desire is there, the wise schoolmaster takes advantage of it to advance the educa-

tion of his young charges more rapidly than could be done in any other way.

## THE ESSENTIALS OF EDUCATION

The military school does not differ in main essentials from the non-military school. The boys are present in either kind of institution to get their lessons and to grow toward manhood under the wise tutelage of men who are interested in the development of character and in having the students grow into the most perfect specimens of manhood possible.

In a military school one notices an absence of slovenly dress, slouchy bearing and careless preparation of lessons. Such defects are not necessary to the non-military school but they are impossible in any good military academy. In fact, the stranger is always impressed with the neatness and manly bearing of young cadets; that the school work is of a high order is shown by the excellent standing of the graduates of the better military schools when compared with those who have not had such training and by the positions of leadership which such graduates assume in later years.

It is not to be denied that there are those who insist that because the cadets in a military school wear uniforms, learn to stand correctly, learn coordination by drilling and handling a rifle, learn to respect authority and learn to respond to any call of duty at a moment's notice, they are surrounded by a pernicious influence, because the men who have fought in wars likewise wore uniforms, marched, saluted their superiors and were subjected to military authority. To such as believe this no argument, however conclusive, can have any weight. It follows just the same that boys who have to make their own beds, polish their own shoes, brush their own clothes and keep both themselves and equipment clean and neat, are cultivating habits that are very much worthwhile.

## TIME SAVED INSTEAD OF WASTED

It is sometimes said that boys in a military school do not have sufficient time for study because so much of their time is wasted on drill. As a matter of fact, they have more time because with everything systematized there is little waste. At Page Military Academy the drill period takes the place of the morning recess and lasts thirty minutes. This time, if not spent in drill, would be used by most of the boys in romping or

lolling around, while others would sit down and get no exercise at all. There are numerous other formations in the course of the day, when the cadets fall in and march to the school room or to their meals, and the rapidity with which they can be moved as a result of their military training makes a saving of time rather than a waste of it.

#### IF WAR SHOULD COME

No class of people is so anxious to avoid war as the group that knows best what war means. Everybody hopes that we shall never again be compelled to resort to arms, but if an emergency arises and armed conflict actually occurs, the boy who has had some military training certainly occupies a position of advantage. Note how eagerly parents rushed their sons to military schools during the last war in the hope that even a perfunctory training might enable them to get above the army rank that corresponds in civil life to the man with a pick and shovel.

#### THE PRIDE OF ACHIEVEMENT

These young cadets are proud of their proficiency in military drill and take great pride in the exactness and precision of their movements. Much deference is paid to the flag and throughout the school an effort is made to teach reverence for the great Americans who have led in the development of our institutions and through whose wise leadership America has become the foremost nation of the world.

#### THE GLAMOUR OF WAR

Nothing takes away the romance of military drill like close contact with it. War still has, unfortunately, a tremendously romantic appeal for the *untrained* youth. Take the romance out of it, and the appeal is gone. That's human nature. That's common sense. If the good people who try to bring about permanent peace by the prohibition of military training were better psychologists, they would realize that their very strictures upon military training add to its attraction for the vigorous, virile youth to whom it is denied. Make it commonplace and you destroy its power to attract.

That is exactly what has happened in Switzerland, for instance, where every male citizen is a trained soldier. That's why there are no jingoes in Switzerland. You never hear your trained soldier shouting for war. He knows too well what war means.



THE BAND HEADS THE PARADE

*With Their Purple and Gold Capes the Band Forms a Colorful Group*

Switzerland, be it noted, where every adult male has had his military training, has gone to war but once in the last hundred and fifty years.

Col. Roy F. Farrand, president of the Association of Military Colleges, recently said:

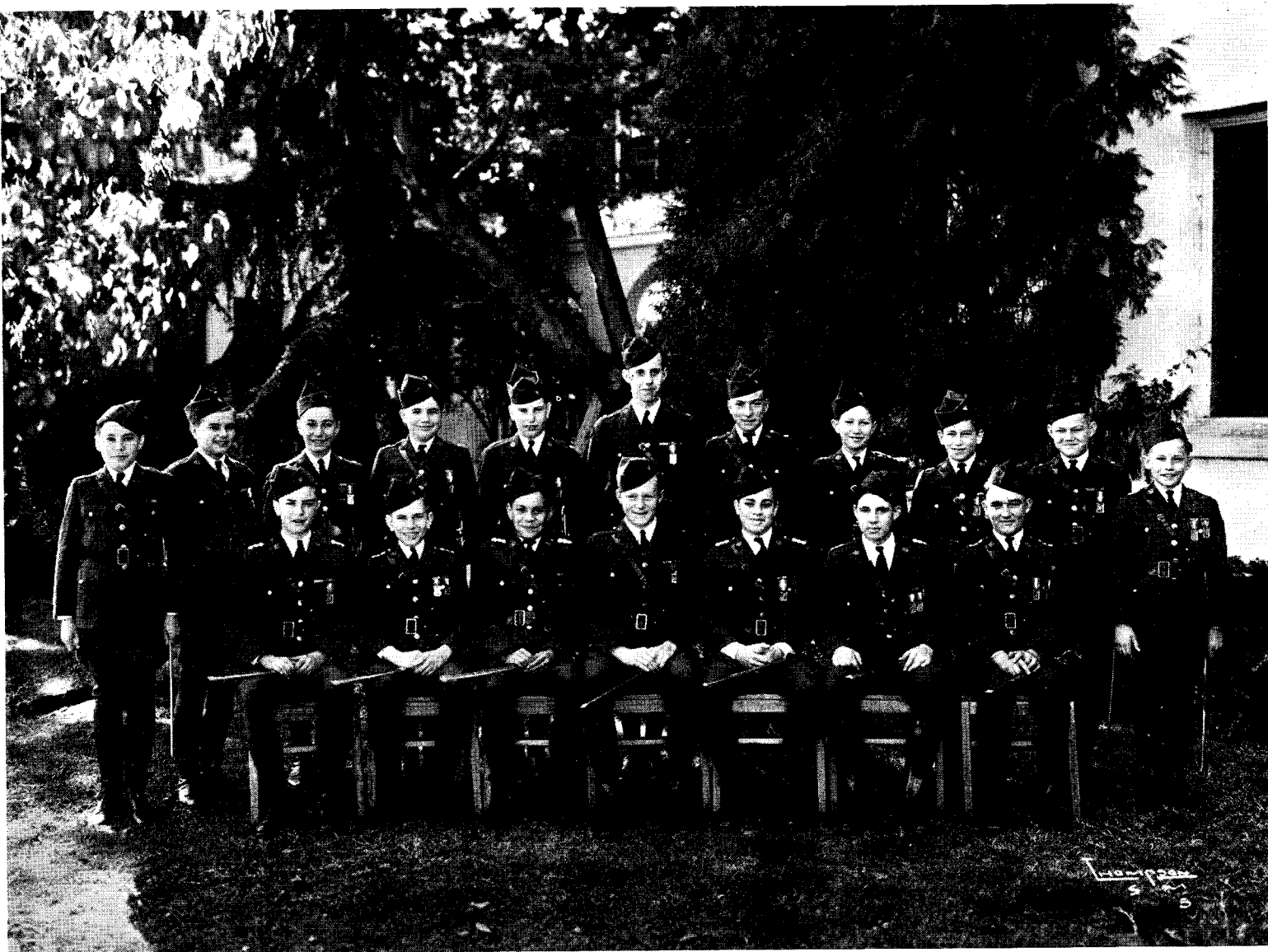
"I would be a firm advocate of military training for American boys, even if I could be assured that there would never be another war so long as the world shall stand, just as I am for example a firm advocate of fencing as an individual exercise. The vogue of the duello passed away more than a hundred years ago yet tens of thousands of young Americans today are studying fencing. The interest in the sport has grown tremendously in the past quarter century. Those who worry lest the military

training of youth will promote war, might as logically worry lest this increasing interest in fencing will lead to a revival of the duel as a means of settling personal disputes.

"The value of fencing is in its by-products. It promotes grace, agility, strength, quickness of the eye and rapid coordination. So also the value of military training is largely in its by-products and the traits of the soldier are an even greater asset to a man in the pursuits of peace, than they are in the activities of war.

The military schools and colleges of this country recognize that fact. They are educating and training boys by methods that they have found to be sound in their own experience. Some of them are now training the third generation of American boys





*The Commissioned Officers*

## *Learning To Lead*

No one questions the adage that "as the twig is bent the tree is inclined," and it follows that young boys who learn the art of leadership will be leaders when they become men.

Military drill is peculiarly adapted as a medium for developing this art, for authority goes with rank, and rank depends solely on ability to command. The military school is the most democratic of institutions. The millionaire's son may be, and often is, in line, while his captain, strutting out in front, is the son of a widow who pays his way only at a considerable sacrifice to personal comfort.

There are two kinds of military schools; those that confine their efforts to building up an efficient fighting machine, and those that are interested in the military features only as aides in developing strength of character,

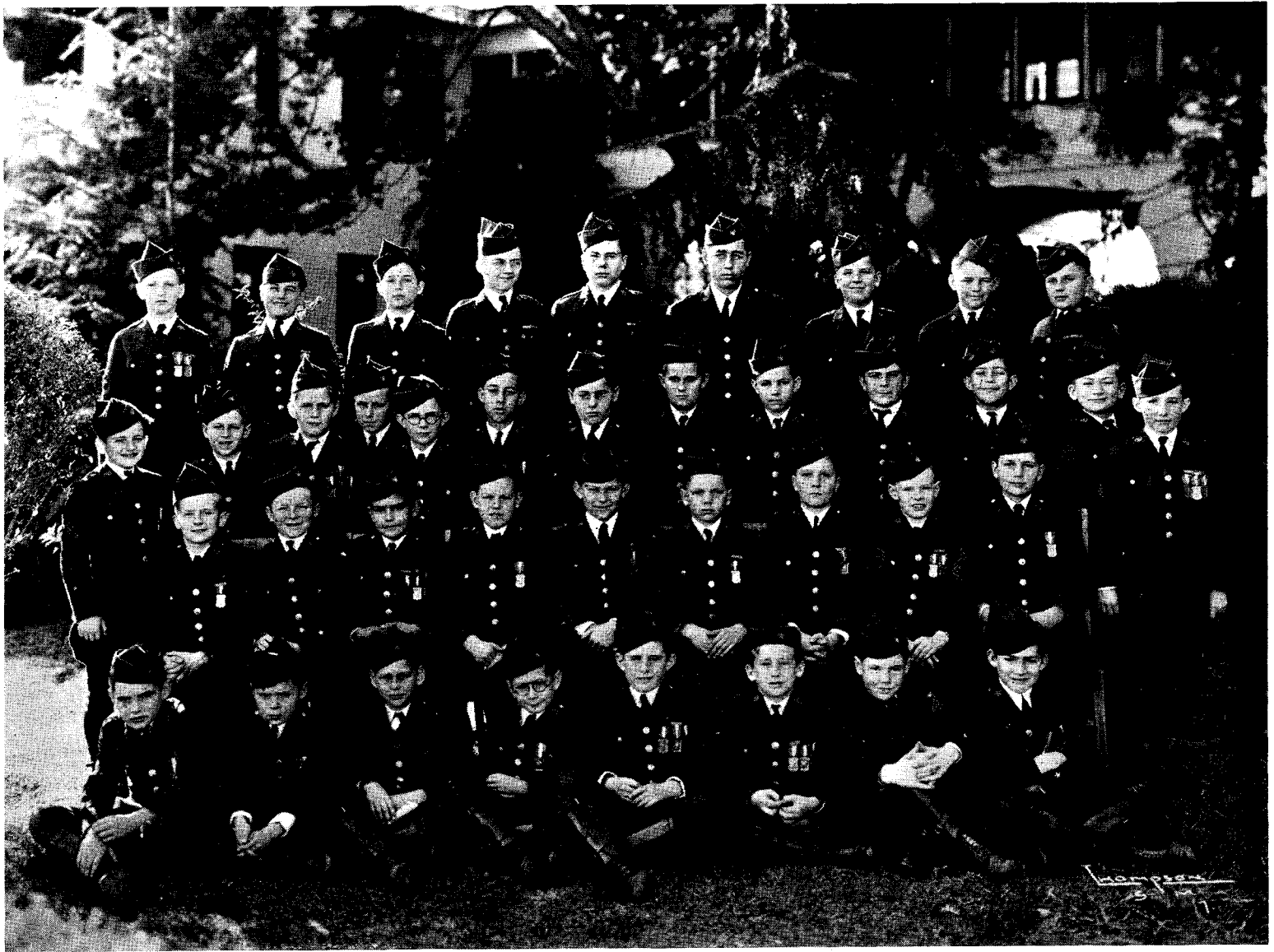
precision in movement, and ability to make decisions wisely and quickly. A powerful driving force is needed for the one kind of school, but great leadership is essential for the other, for boys must be so led, if they are to attain the highest development, that they will put forth their best efforts of their own accord. Driving produces results on the surface, but leadership reaches the sources of action, influencing the will and changing the whole course of life itself.

It is natural for everyone to take the line of least resistance, and in this cake-eating age it is necessary that the tendency toward easy living be avoided. Life is too easy for many boys. Someone is employed to do all the work and all the study, and the boy has only to enjoy himself. But in a good military school life will not be a continuous joy-ride, although the boy will be happier than he has ever been before as soon as he learns the joy of taking responsibility and doing for himself.

The instructor in a military academy has one advantage over the parents in most homes. He has a group to deal with instead of a single child, and because of this is able to stimulate activity along right lines by amazingly simple methods. It is astounding how much can be done to keep a group of boys neat and clean by merely praising the neatest and cleanest from time to time in the presence of the others. No mention has to be made of the untidy. Each individual boy will attempt to so arrange things that he will be the one called out for honorable mention next time.



*"Officers Front and Center"*



*A Group of Non-commissioned Officers*

Page Military Academy with its drill for little boys has long since passed the experimental stage and justifies its existence every day by the results it attains in character building among its pupils. The military feature is only one instrument used in developing the boy but is a valuable one and would be used in all schools for little fellows if the authorities had any conception of what it can accomplish.

Sometimes people are afraid to send their little boys to Page because the school is a comparatively large one. Its size, however, merely indicates that it is successful. We once heard of a parent who said, "I did not send my little boy to a large school because he would not be able to get the personal attention that he would receive in a small school, and at the small school the training was so poor that I took him out." It is like saying, "When I went to Los Angeles I did not put up at the Biltmore because it is a large hotel and I knew I would not receive any service, so I registered at the Podunk House, but there the service was so poor that I cut my trip short and came home." Great schools, like great hotels, become large because of the exceptional service which they render. Life at Page is wholesome and happy, full of joyful endeavor, and abounding in those things that make for intellectual, moral and physical growth.

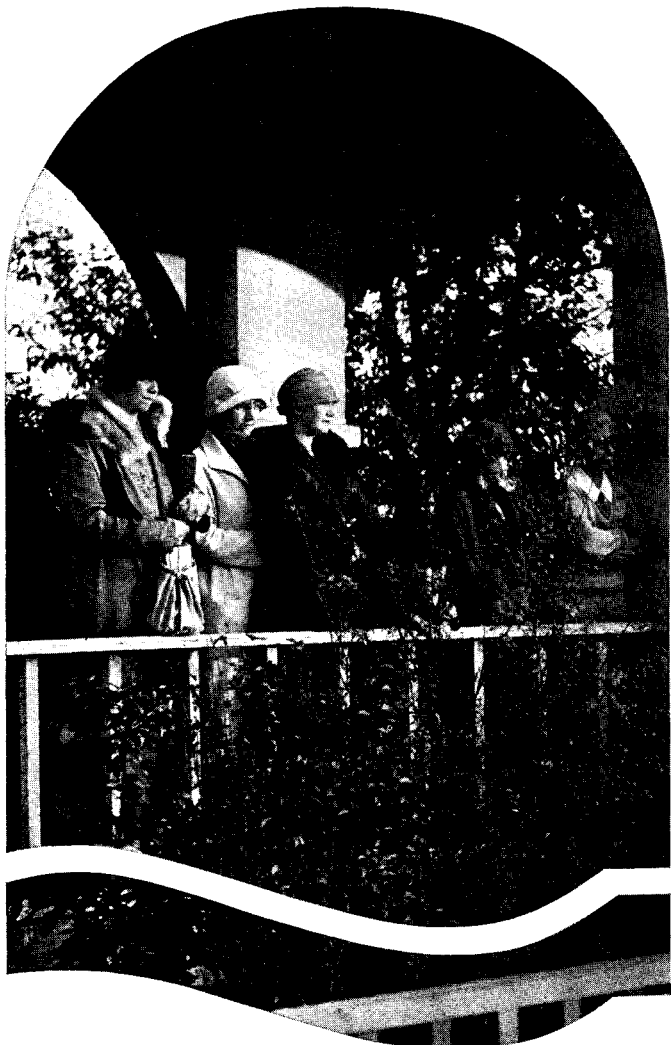
During recent years efforts have been made by educators everywhere to find out what a boy at any age ought to know in regard to his school work and to compare the work of public schools in various parts of Amer-

ica. This has been done by giving standard tests in the better schools of all the leading cities and by this means some very valuable standards were obtained. These tests given at Page show that our work is well up with the best. This is of course due in part to a strong teaching force and use of the most modern methods and in part to the fact that our boys, being in most cases the sons of successful people, have a high average intelligence themselves.

The little boys in "G" Company make a great hit wherever they go. They are so tiny, the privates being only six and seven years old, that no one would think that they could do anything at all, but their drill is really very creditable. One army officer in addressing them said, "I can't award you the cup for being the best company, for some of the companies of older boys can beat you, but for your age you beat the world."



*Company "G"*



*Watching the Drill*

### *Youthful Soldiers*

VISITORS' DAY for parents is any day except Sunday and Friday, the hours being from 1:30 to 3:30. Although the latter is not a visiting day many parents come on Friday to see the dress parade which takes place at 4:30 o'clock, after which those

who have arranged to do so take their sons home for the week-end.

Too frequent visiting is bad for the cadets as it cuts into their play time and gets them out of touch with the organized games. The cadets who make the best record are those who give their undivided attention to school with a minimum of distraction from the outside.

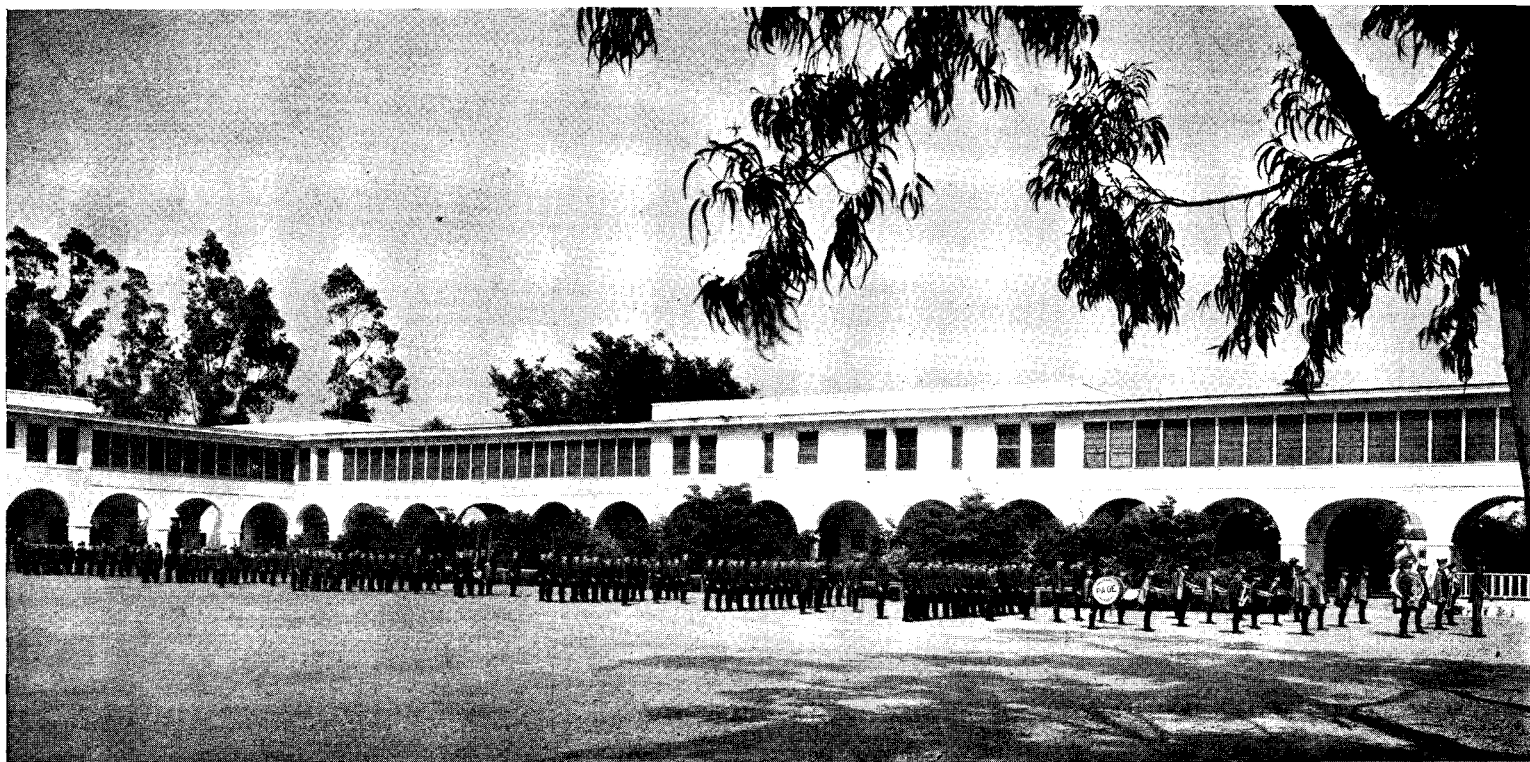
The Friday dress parade has become a well-established custom and on that afternoon the arcades are thronged with visitors to see a sight which cannot be witnessed anywhere else in America—primary and grammar school cadets, under grammar school officers, conducting a parade that would do credit to any high school.

To military men the perfection of the drill is a nine days' wonder. General Richards, of the United States marines, said: "I have been so imbued with the idea that grammar school boys with grammar school officers cannot do these things that I can hardly believe the evidence of my senses as I stand here and watch this drill. I am like the rustic who gazed at the giraffe and muttered, 'There ain't no such animal.' If I had not seen Page Military Academy I feel that I should not have seen California."

As a matter of fact, if there are advantages to be gained from military drill they should be secured in early life. Why wait until a boy has reached high school age before he is taught the value of an erect bearing; why wait until disobedience has become a habit before he is taught to obey promptly; why not teach him at an age when he is most teachable to attend to details, to take care of his body and of his equipment, and to do the multitude of little things that are rarely learned except through military training?

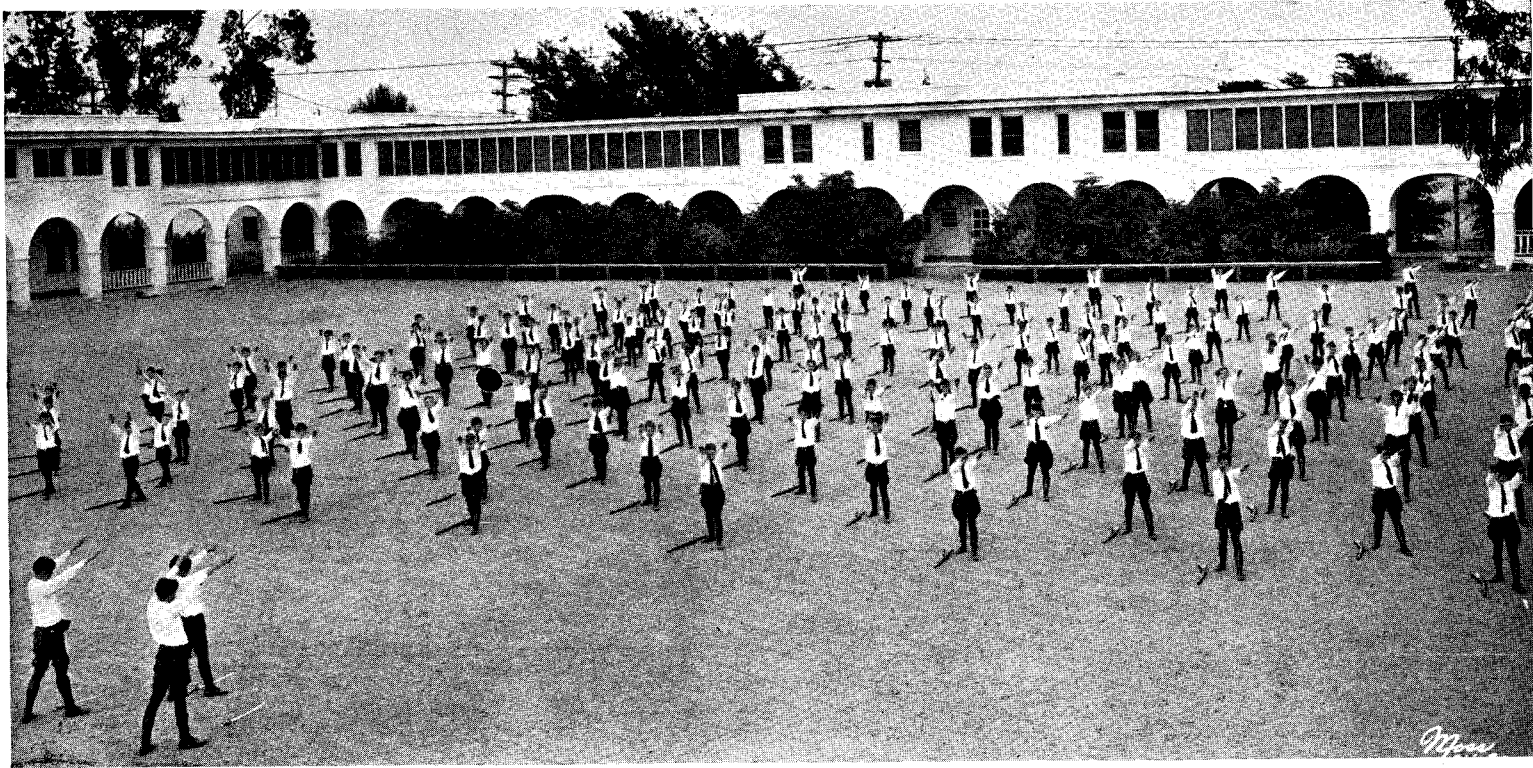
An additional reason for learning to drill while young is that military drill makes its strongest appeal during extreme youth. The boy of ten or twelve is at about the stage of mental development that his adult ancestors had reached centuries ago when every barbarian was a soldier or a slave, and when the pursuit of arms was the most important occupation a free man could have, for upon his skill as a warrior the barbarian staked his life day after day in mortal combat.

The boy of today will speedily outgrow his love of military pomp and parade, but while this love persists it should be utilized. Why wait until the age of military glamour has



*The Battalion in Column of Companies*





*Setting-Up Exercises*

passed and then attempt to force upon unwilling pupils the training that in earlier years would have had an almost inspired appeal?

People often ask why such young boys are placed in boarding school. There are many reasons, the chief one being that this is an age of specialists and many mothers are willing to sacrifice their pleasure in having the boy with them for the benefits that accrue from expert training. Frequently the mother keeps in close touch with the pupil, having him home every week-end, and continuing him in school only because the results warrant the sacrifice.

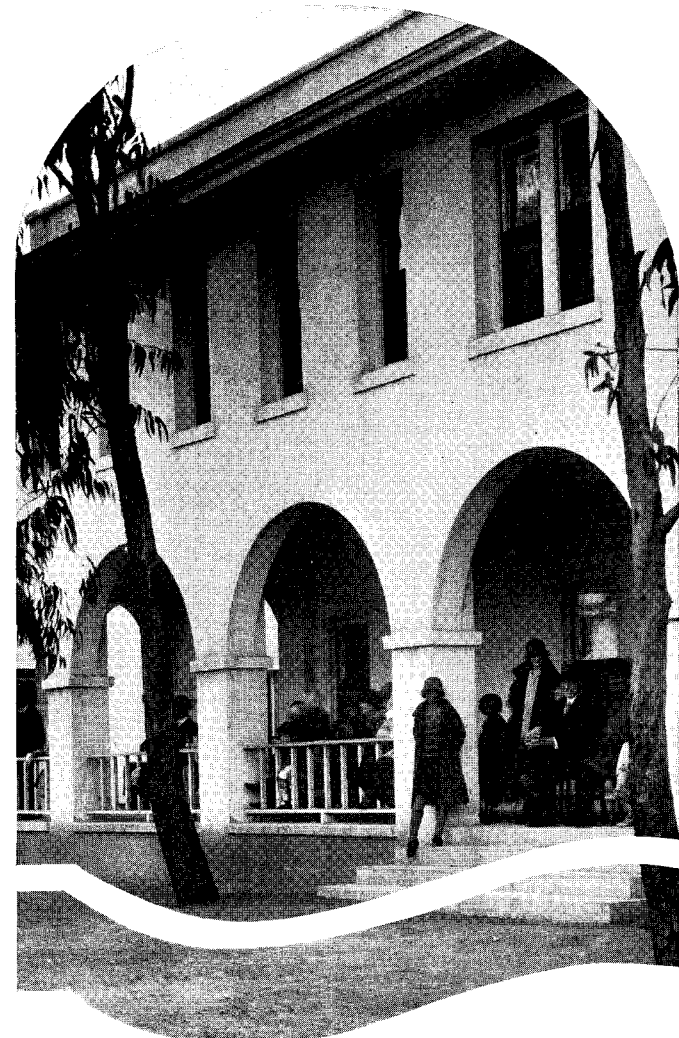
Many mothers come from the East for their health and are physically unable to care for their children. They place them in school and are free to take whatever course of treatment may be necessary. Sometimes the mother is so elated by the discovery that her son is receiving a training superior to anything she had ever dreamed of that the mental reaction becomes a powerful agent in restoring her health. In some cases the mother has gone East when fully recovered, but has left the boy because having seen what could be accomplished with him she could not bring herself to restrict his opportunities. Sometimes the parents bring these boys back and forth and sometimes they travel alone. A boy ten years old who has had two years of training at Page could be sent from Los Angeles to Chicago on an errand with no just cause for anxiety. He would do his errand and return as surely as his father. This statement will not sound extravagant to those who are familiar with what Page boys are doing. One ten-year-old boy went to Australia alone and returned alone on a visit to his parents.

Americans who are in foreign countries for business or pleasure often leave their little sons at Page. Examples are: a Standard Oil man in India, an engineer in Belgian Congo, a secretary to the president of a South American republic, merchants in Japan and the Philippines, and tourists in various countries.

From morning to night the schedule of a Page boy is a busy one. Before breakfast they do their setting up exercises and after breakfast make their beds. Of course the matrons have to help the smallest boys, but even the smallest is anxious to show his capabilities as soon as possible. After inspection there

is a short play period and then to school, the morning sessions being broken by the military drill.

The noon meal comes at 12:30, followed by mail formation, when the letters from home are given out. The afternoon is devoted to organized play under ample supervision except for the boys whose morning work has not been satisfactory.



*Parents and Friends Turn Out to See the Parade*



*The Famous Band*

### *The Musical Organizations*

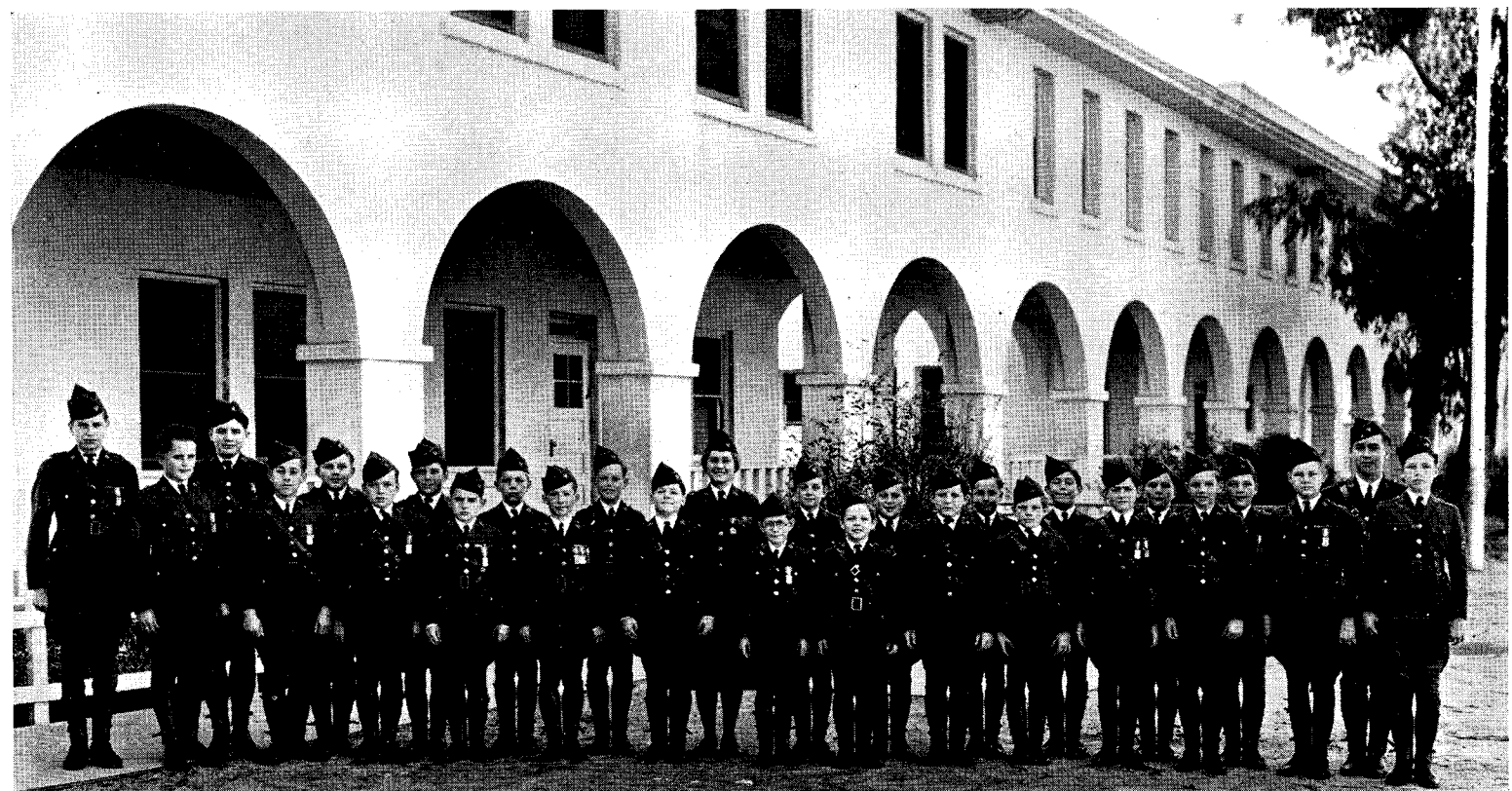
The various musical organizations of Page have attracted much attention for many years. The band was the first to demonstrate what intensive training can accomplish. It is probably true that no one factor has been more potent in developing the many excellent high school bands of Southern California than the example of the Page band.

Years ago, when the average high school band was just another organization, Page shocked them all by winning the cup donated for the best school band in this section. All the other competing bands were from high schools and colleges, and yet the judges were unanimous that

none of them could play so skillfully and so delightfully as Page. This contest marked the dawn of a new day among such organizations, and since that time there has been steady improvement until now the average high school band in Los Angeles is far better than was deemed possible a decade ago.

Many people think that a well-drilled boy choir makes about the finest music in the world. The Page Glee Club is a source of delight to all who share this opinion.

To have an excellent glee club there must be a large group from which to choose, for not more than one in four has a good ear and a pleasing voice, and only a small per cent of those who have these gifts are willing to give the time and effort necessary to attain perfection. Cir-



*The School Has a Remarkable Glee Club*



*Graduating Class of 1934*

cumstances must be such that they can be brought together every day, and there must be capable teaching. In few places can all these elements be combined as at Page.

During recent years both the band and the glee club have been much in demand for entertainments of all sorts. The young cadets enjoy going out to play or sing for their friends and invariably make a great hit wherever they go.

A great many boys learn to play the piano. Miss Duvall, who has had charge of the piano department for a number of years, has a faculty for interesting the boys in their music, which combined with her natural ability to teach has produced excellent results. Some of her pupils at Page have gone on to great heights in their high school and college work, and have made records that have reflected much glory on their teacher. Numerous music rooms enable a considerable group of cadets to practice at the same time, and as all the practice is done

under supervision progress is rapid. Public recitals are held from time to time during the year.

The school has two pipe organs which some of the cadets learn to play. Private lessons are also given on a variety of instruments, notably the violin, on which instrument a number of the pupils are quite efficient.

Nothing delights a boy's heart quite so much as to be in a bugle and drum corps. This corps at Page functions when the flag is hauled down at sunset each night. The various buglers take their tours of duty through the day, sounding the numerous calls from morning till night, and even the smallest cadet learns to recognize the calls and to know what they mean and what is expected of him whenever the calls are sounded.

Occasionally the drill is conducted with the commands given by bugle. This makes a very showy drill and always mystifies the adults who wonder how the little fellows can distinguish such a variety of calls.



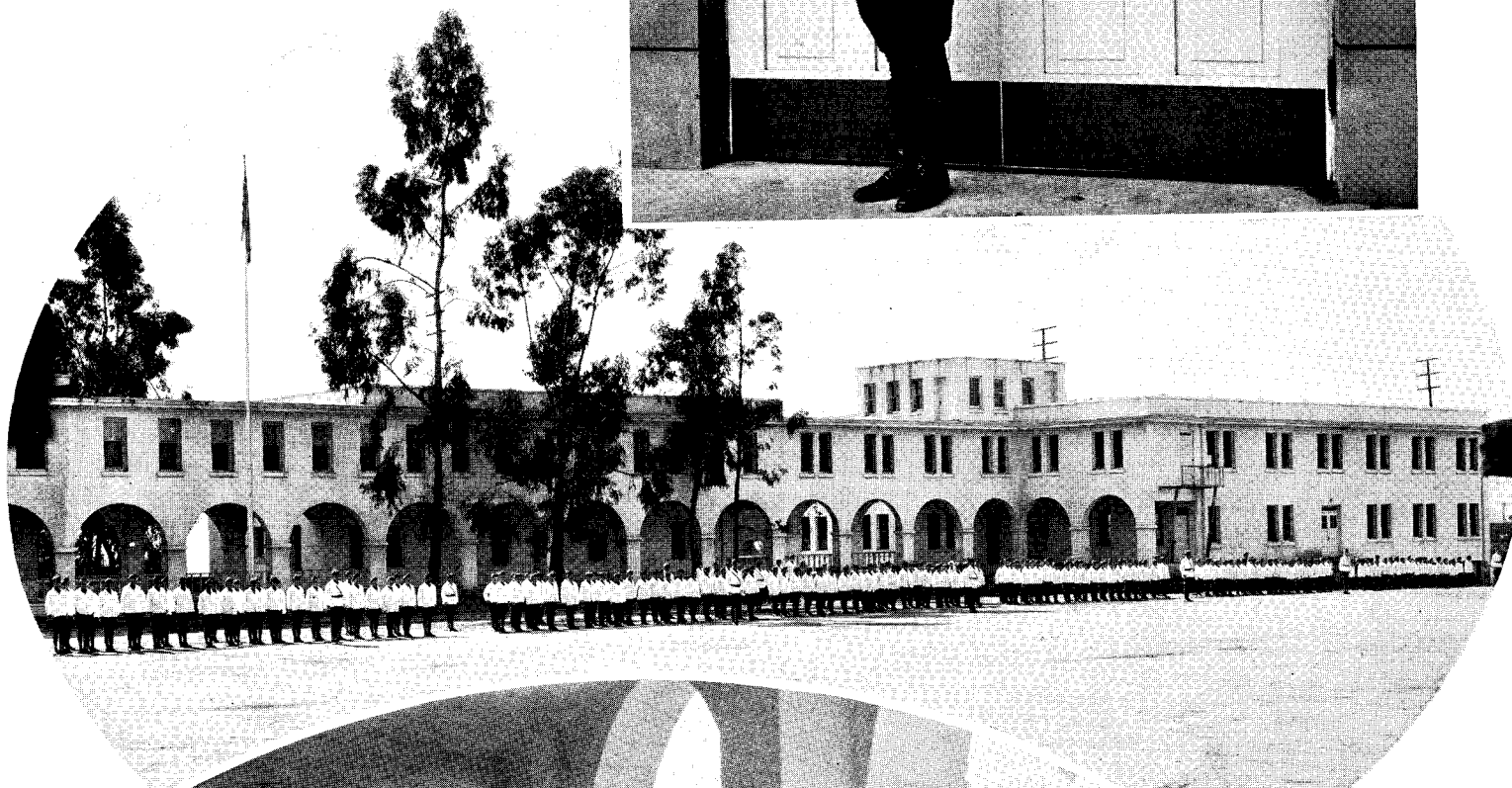
*They Are a Wonderful Group of Little Boys*



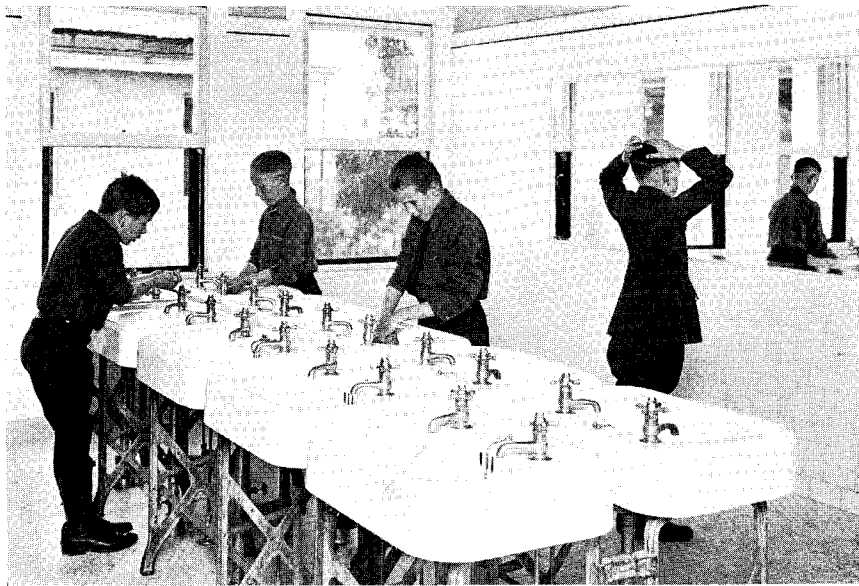
## *The Bugler*

The youthful bugler sounds the vibrant call  
That wakes the sleeping boys in every hall;  
They hurry forth in glee for each new day  
And crowd the hours with study or with play.  
And when the day is done, with equal zest  
He calls them back again for well earned rest.  
Oh, bugler, with thy swelling notes of joy,  
How I would like to be again a boy.

*Below—In Line for Mess*



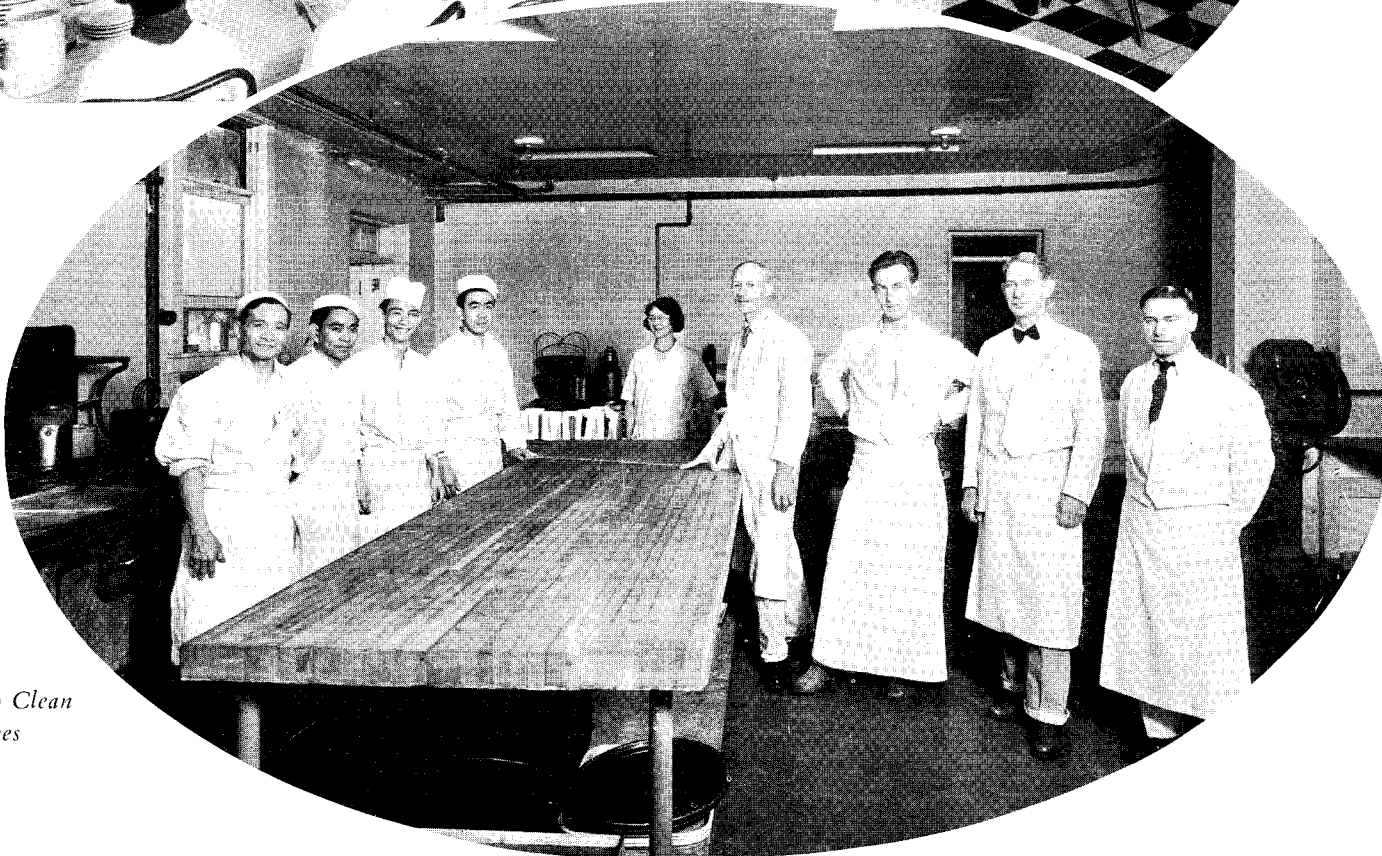
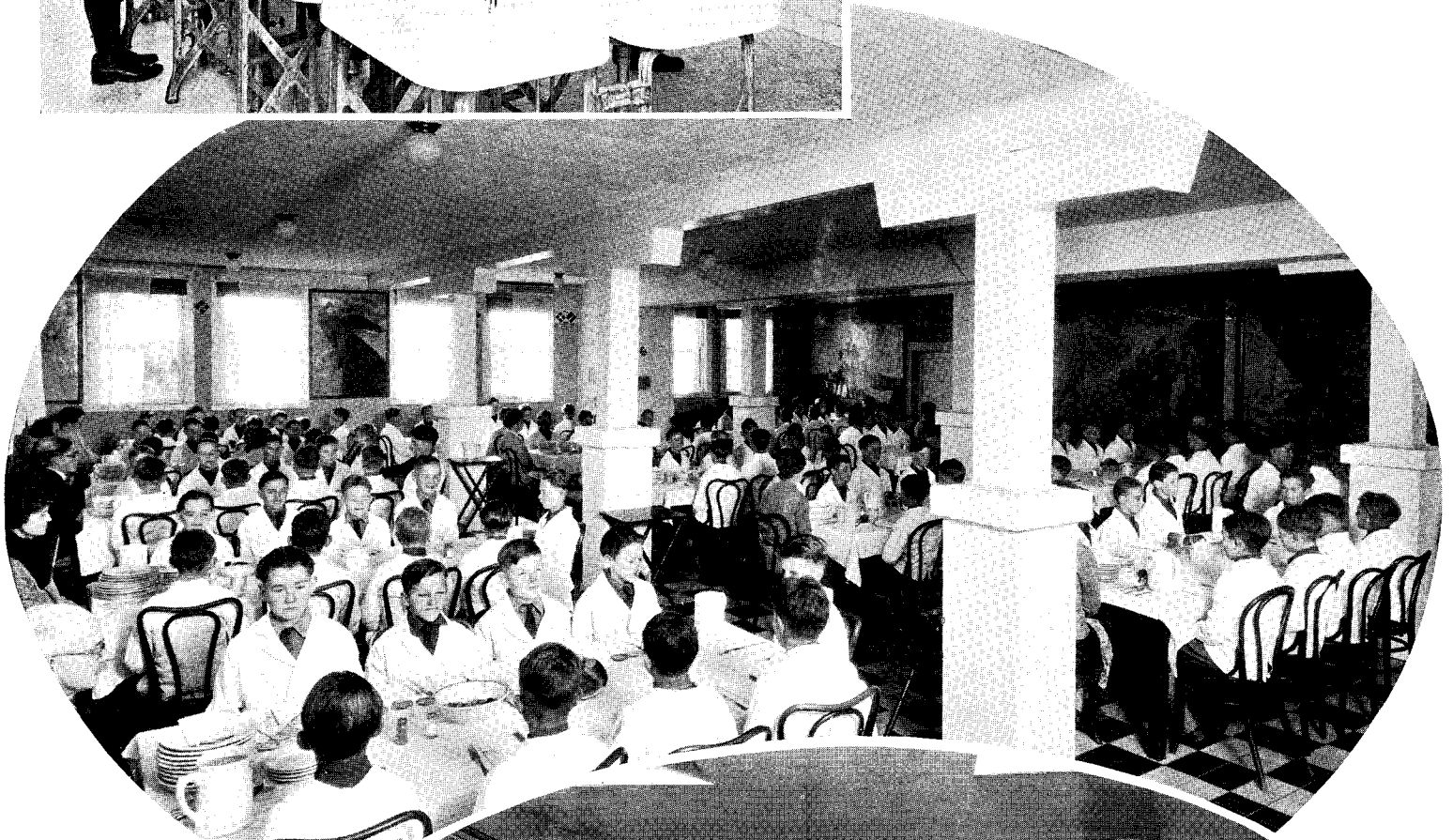
*On the Cool Arcades*



## *One of the Washrooms*

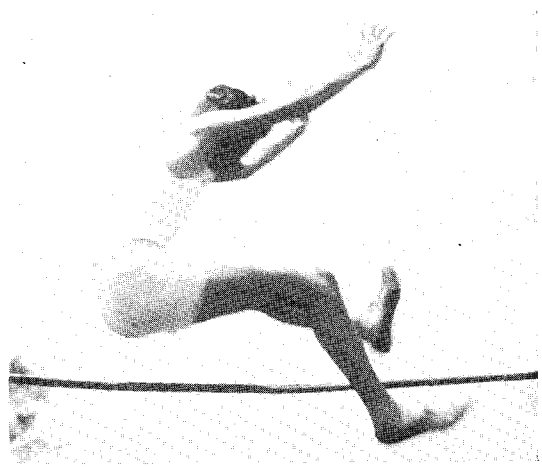
Lavatory equipment is of the most up-to-date pattern. Everything is clean and sanitary. Offensive odors are conspicuous by their absence.

Below—One of the dining rooms. There are two of the same size. Both have floors of tile. The boys wear a white coat while at their meals. Table cloths are changed every day and napkins at least twice daily. A teacher or matron sits at the head of each table and supervises it.

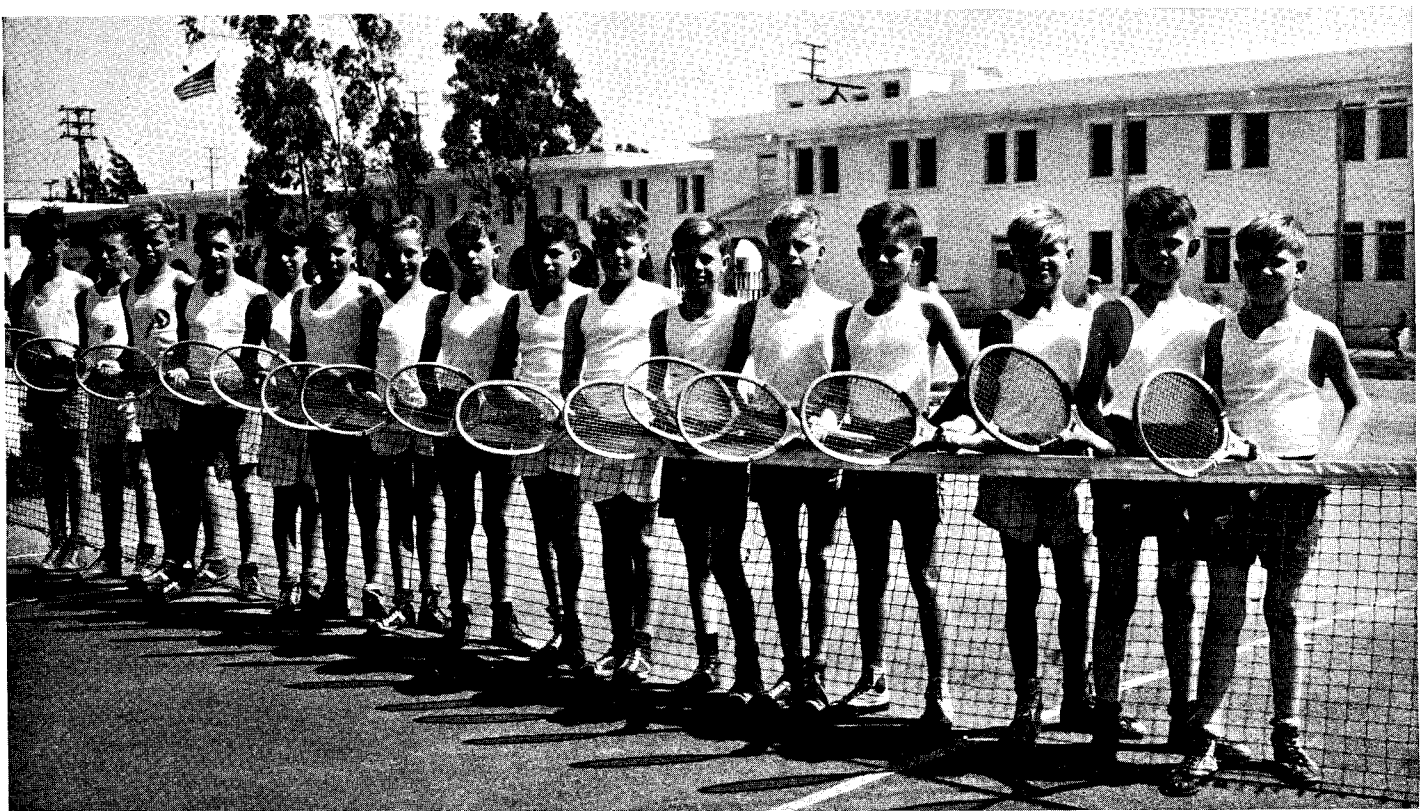
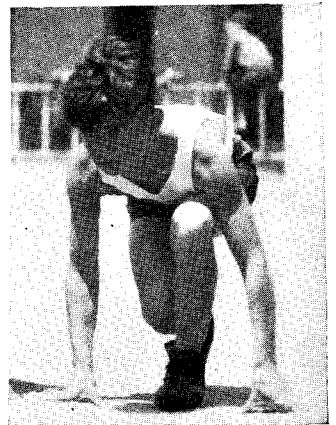
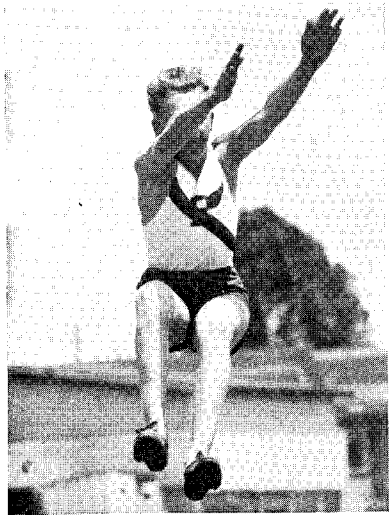


*The Kitchen is so Clean  
it Fairly Shines*



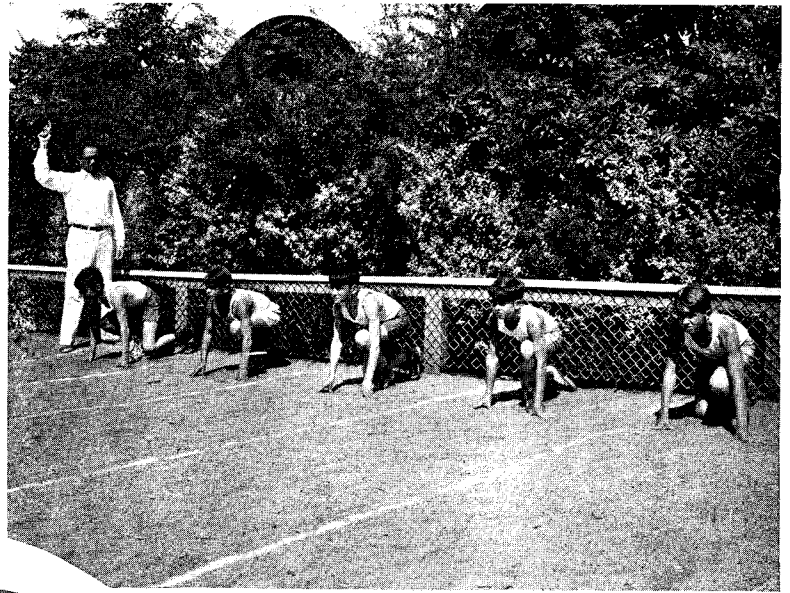


LIFE is a struggle.  
Let us train for  
it, but let the con-  
tests be between  
equals.

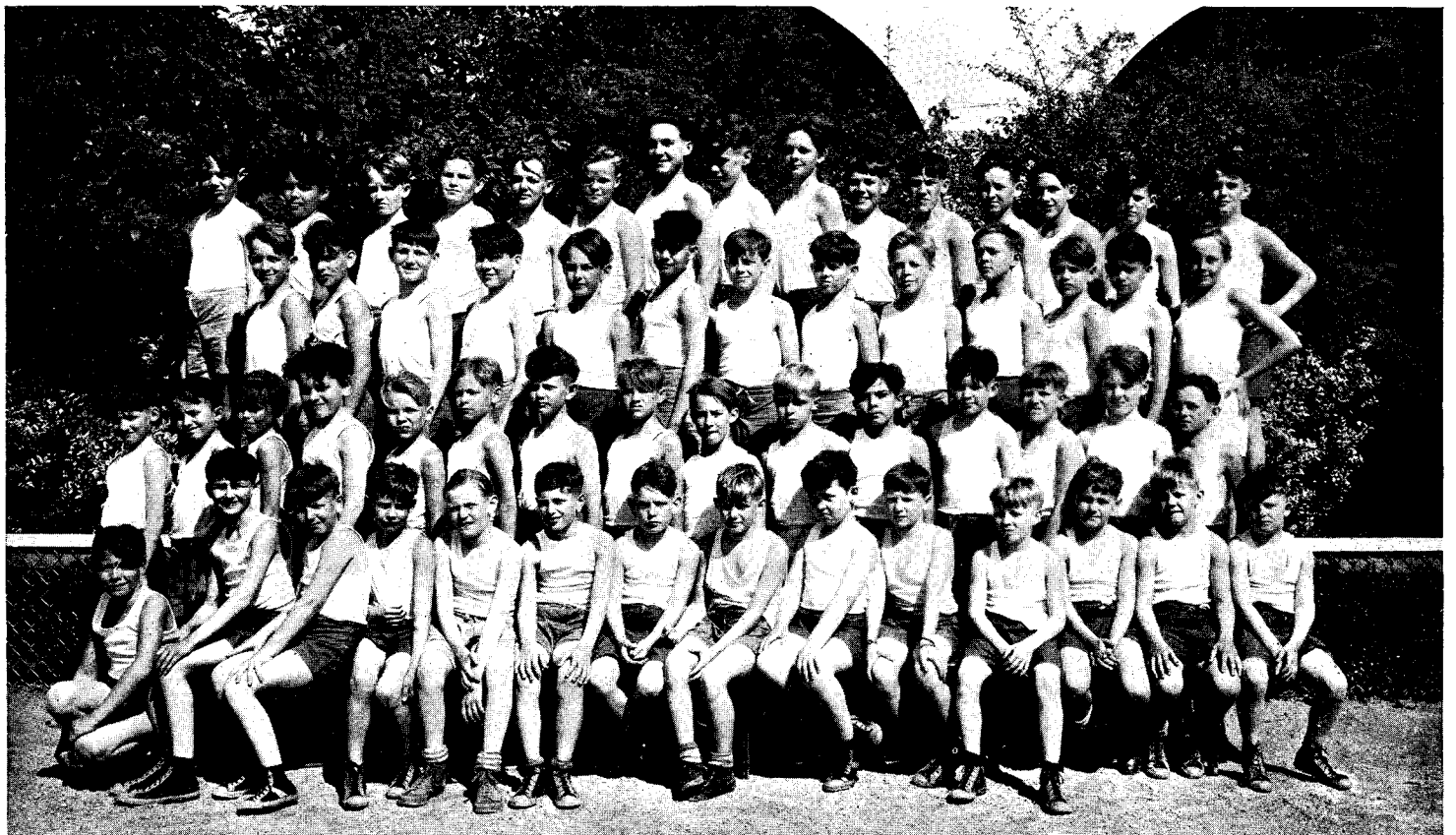


*Leading Tennis Players*

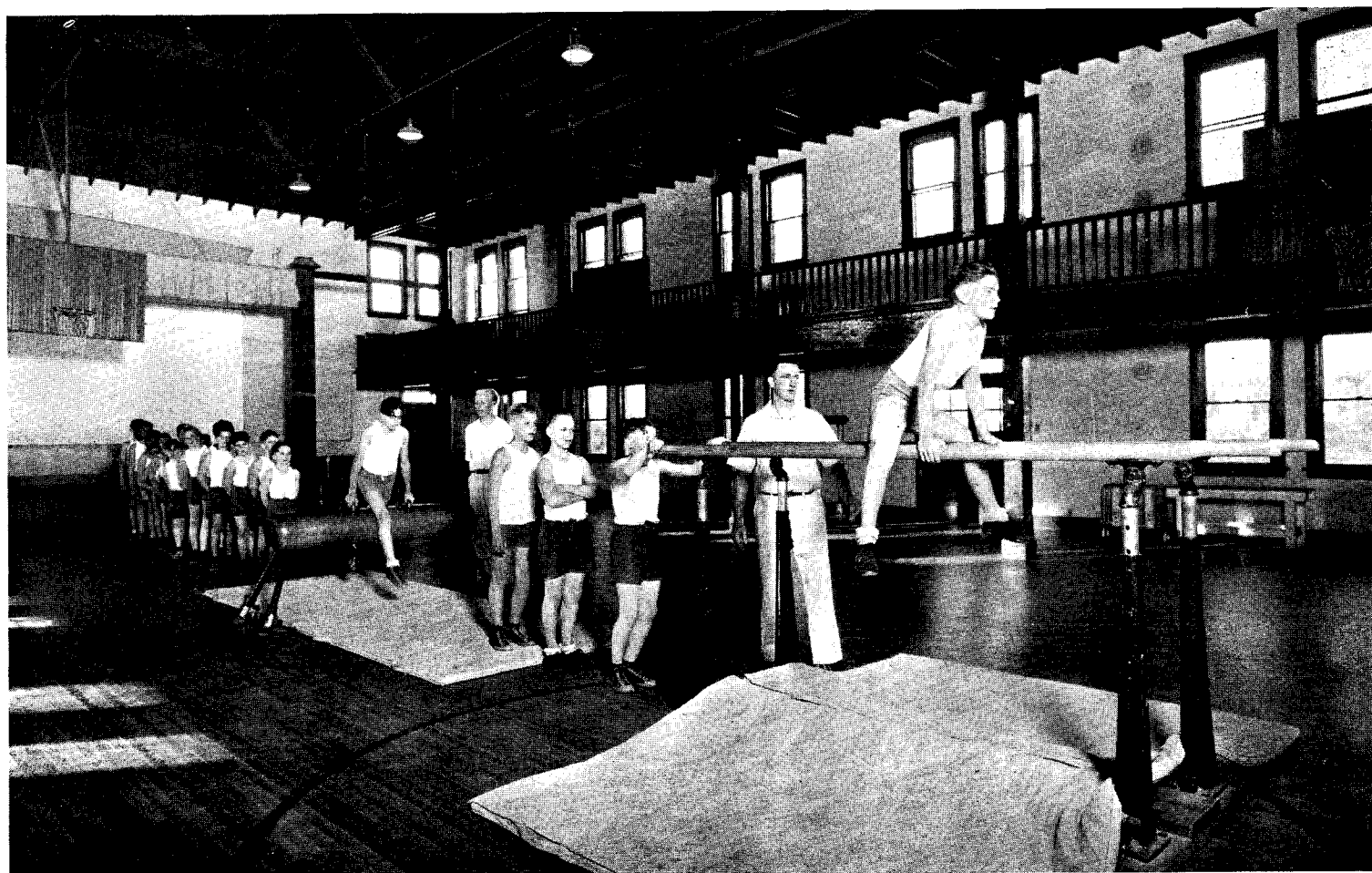




EVERY boy has in him the instinct of battle. Let us guide that instinct in the right direction.



*Point Winners*



WORKING ON HORSE AND PARALLEL BARS

*Physical instructors are usually trained to teach high school boys and it is difficult for them to get the viewpoint of the younger pupils. The men at Page, not being in contact with high school cadets, soon accustom themselves to the class of exercises required.*

THE life and training of a little boy at Page Military Academy is as much different from what it would be in a school where most of the activities center around the high school department, as the ordinary work and training of a high school is different from a university. At Page every school function including education, athletics, food, equipment and hours, conform to the requirements of little boys.

#### TRAINING SUITED TO AGE

Expert training should be adapted to the requirements of little boys, and should not be modified by the influ-

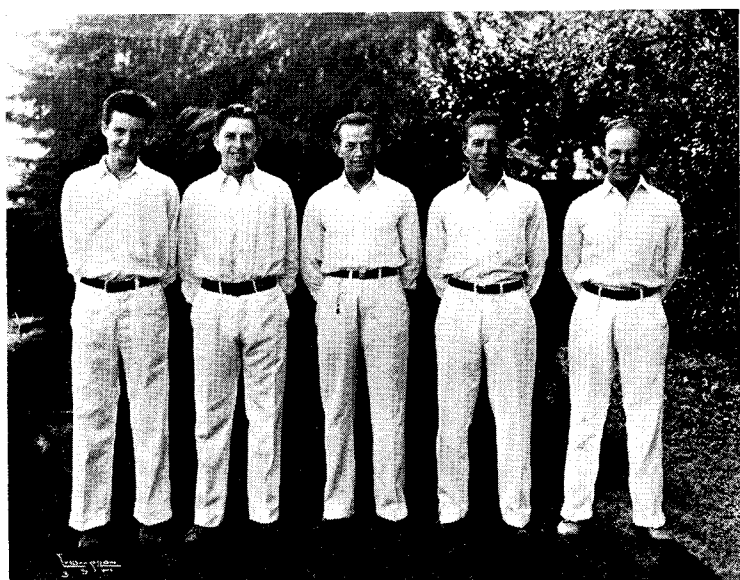
ence of older athletes, as sometimes happens when the instructor is giving most of his time to high school boys. Neither should this expert training be too long delayed if it is to exert its full influence on these young lives. The qualities of hardy manhood should be developed at the same time that the rough edges of youthful savagery are being worn smooth. Inspired leadership directing judicious competition among boys of similar age and position will work wonders in creating strong, active healthy bodies, in securing a proper self-assurance and in storing up energy for the years that are to come.

#### THE QUESTION OF FOOD

A discussion of physical training and welfare would be incomplete without reference to the kind and quality of food served. For a number of years past, medical scientists have been laying much emphasis on the importance of good nutrition. In fact, the question of a proper diet is as important in the conservation of health and in the accomplishment of full, normal and vigorous growth, and in the attainment of bodily and mental vigor, as it is in the treatment of disease.

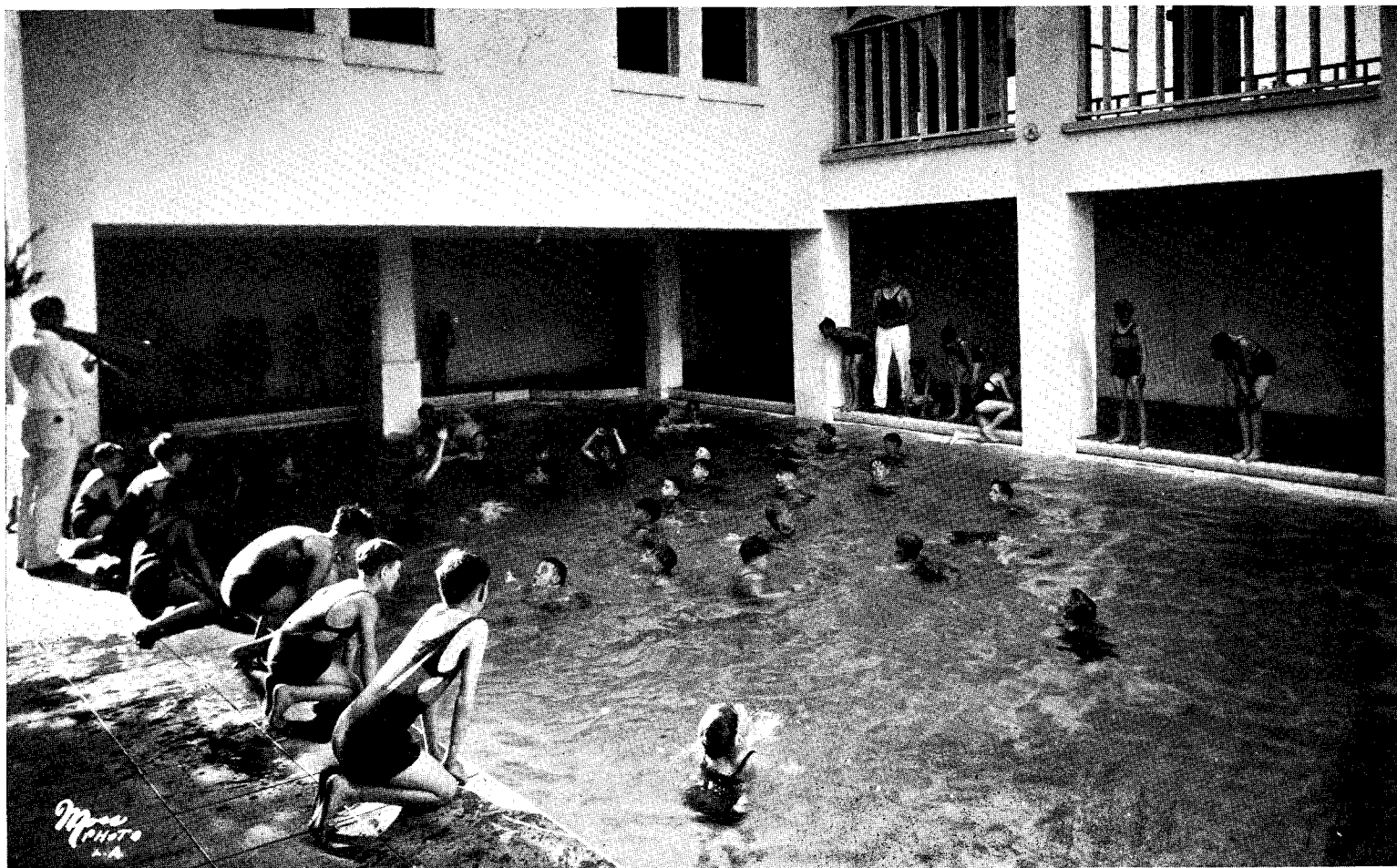
The diet at Page conforms closely to the standards set by scientists. Care is taken that the meals shall include the right amount of proteins, fats, carbohydrates, roughage, vitamins, iodine, iron, calcium and other necessary properties. Not only is the food supply proper in quantity and quality, but it is well prepared.

If the regular diet is not suitable to any particular child, if he is under weight, or sick, or convalescent, that diet which is most suitable to his individual needs is provided and he is fed as often as the condition of his health requires.



THE PHYSICAL TRAINING STAFF

*As one delighted parent wrote in regard to the school, "The physical training is absolutely wonderful."*



FUN IN THE SWIMMING POOL

*All sorts of water contests are held and in every case the competition is between boys of similar size, age, and grade. Boys are taught not only to swim, but to use correct strokes.*

Owing to the fact that the students are all young, a very large quantity of milk is used. We have purchased this from the same dairy ever since 1915 when we moved to our present location. This dairy has repeatedly won first prize for the best quality of milk coming into Los Angeles city. The butter, which is used in generous quantity, is the Blue Ribbon brand put out by the Challenge Creamery Company, and is the same as that used at the Biltmore hotel.

Care is taken that employees in the kitchen and dining room, as well as elsewhere about the school, should be unquestionably free from communicable diseases. The equipment and the management in the kitchen conform to the very strict sanitary regulations of Los Angeles, as applicable to the larger hotels and restaurants. When the city inspections are made the school always comes in for high praise for its excellent sanitary arrangements.

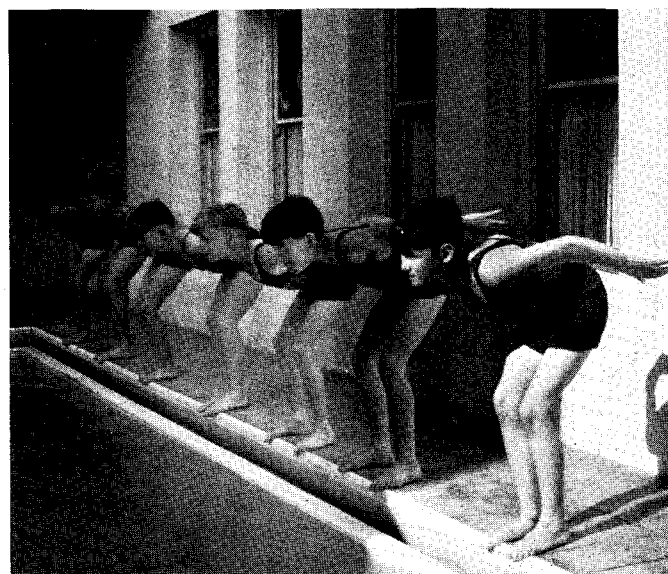
One item which enables us to keep the linen in our dining room always neat and clean is the fact that we have our own laundry. Our tablecloths and napkins are kept as immaculate as in the best regulated home.

#### SWIMMING

Swimming is one of the sports that all boys like, and no kind of play or exercise calls a greater variety of muscles into use. Like everything else at Page, the pool is adapted to the needs of little boys. One end is very shallow, and no part of it is very deep. An arrangement of under-water lights illuminates the pool, making the bottom visible even in the night, and an instructor is always in attendance, not only to look out for the little fellows, but to teach them the correct strokes so that they may become really proficient swimmers.

The pool is lined with tile, not only on the bottom but on the sides as well. A powerful pump is constantly changing the water so that it is as clear as crystal. Like all other pools in the city it is inspected regularly by the Los Angeles health department to make sure that no unsanitary conditions exist.

Following out the usual custom at Page, the swimming pool is not merely a place in which to have some fun, but is the scene of careful instruction as well. Methods of life saving and resuscitation of persons apparently drowned are included in the course.



STARTING A RACE

*It is a tense moment as the young boys line up to prove their ability.*



## A Field Day

Just try to imagine a field day devoted entirely to little boys, where they can compete with others of their own size under careful supervision and after scientific training. To these youngsters these meets are great events, fully as important as any intercollegiate athletic association gathering could possibly be.

It is interesting to see how qualities of leadership develop as the older boys seek to organize the younger ones of the same color into teams that can win points.

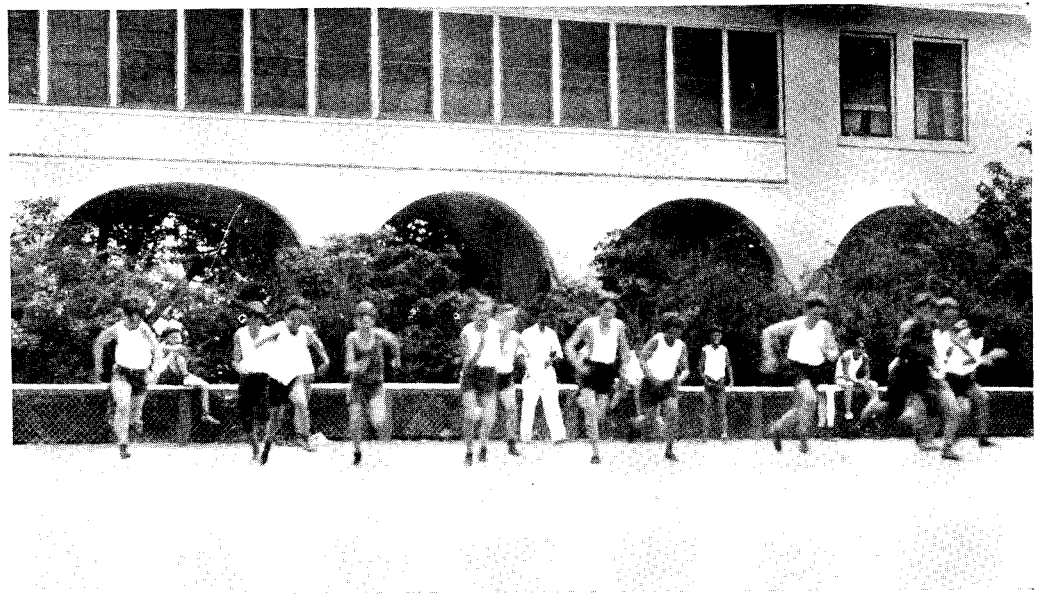


WINNING A RACE

*Because of the extreme youth of the pupils nearly all of their athletic activities are intra-mural*



*A Corner of the Campus*



*Competition is Between Boys of Similar Ages*

From time to time the cadets engage in a field day to determine which of the color groups is superior. The reds, whites, blues and greens present teams in all the events. Points won by the first or second grade contribute as much toward the final victory as those accumulated by the respective groups in the seventh or eighth.

## Football

These cadets are too young for strenuous football, but the more modern "speedball" is adapted to their age. The game is played like the older one with some of the rougher features eliminated. The boys seem to get a great thrill from it.



## The Spanish Play

Every year the Spanish Department puts on a play in Spanish. Some very excellent results have been obtained and the presentation has been always of high quality.

In the picture we see a group of youthful senors and senioritas who formed the cast of a recent play. Even the parts of young ladies were taken by boys at the school, and all of them in a manner that did real credit both to pupils and teacher.

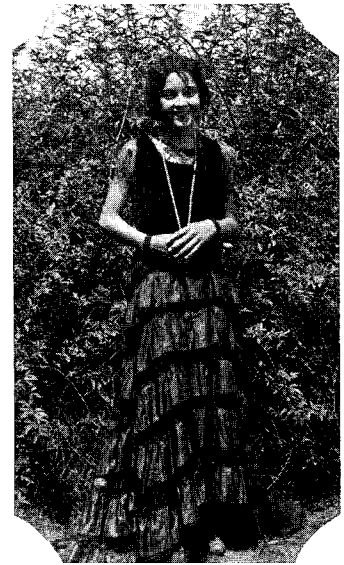


*Youthful Thespians*



*Captain Kidd is With Us Once More*

These are not real terrors of the Spanish Main, as their costumes might imply, but joyous cadets at Page Military Academy as they appeared at the annual masquerade. In the background hover numerous other characters waiting their turn to come into the camera's range.



*Billy Thompson Makes a Most Charming Seniorita*



## Actors?

Yes, indeed, and good actors too as you would agree if you saw them in action. Their performances have been most creditable. At each commencement an English play is given besides the one in Spanish, and all have been uniformly good.



*The Annual Hallowe'en Party*

### *Hallowe'en*

ONE of the most enjoyable social functions is the annual Hallowe'en party, in which the cadets masquerade in fanciful costumes of various sorts. On this evening the gymnasium is appropriately decorated, refreshments are served, games are played, and an orchestra furnishes music for dancing.

For many years this celebration has been held without any of the rough and uncouth acts that sometimes mar such parties. It has become one of the most colorful events of the school year, with teachers and matrons vying with the pupils in attempting to present a variety of unique costumes.







*Learning to Use Their Hands*

### *Manual Training*

The school has a most excellent manual training department, the equipment being such as is suitable for young boys. Here the cadets make many useful articles and numerous toys, particularly boats of various kinds.

The normal boy likes to build things. When he can work under competent supervision, in comfortable quarters, with good tools, and in company with his chosen playmates, the conditions are ideal.

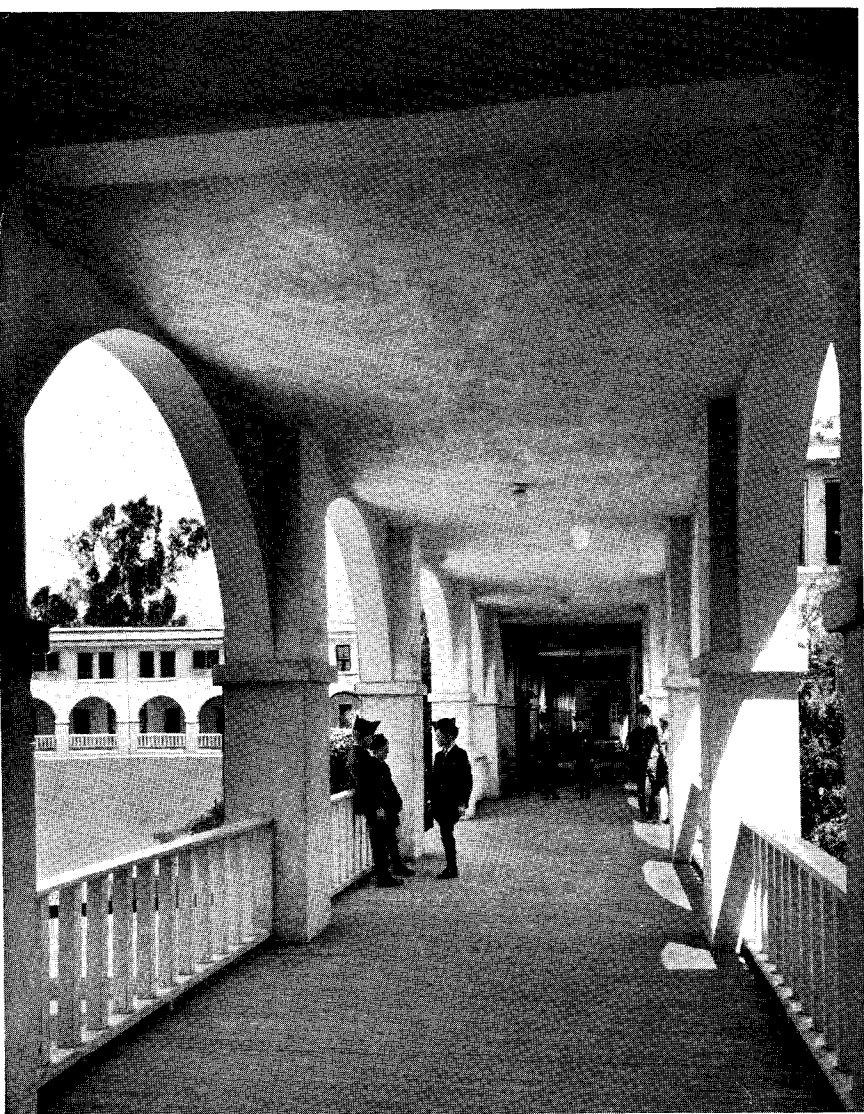
### *Exceptional Equipment*

Whether it is in the gymnasium or on the playground, in the manual training room or playing at railroading, the youngsters at Page have access to equipment which is unusual and they have the best possible instruction in regard to its use.

One of the most unusual bits of apparatus is the railroad, with engine that actually draws a train. This miniature locomotive is a most wonderful toy.



*Fun on the Miniature Railroad*



*On the Cool Arcades*

## *Expenses*

FOR full details in regard to expenses and various other matters not contained in this picture book the school catalog should be consulted. The rate for boarding pupils for the school year is \$800.00.

The uniforms and other required extras come to about another hundred dollars.

The charge for board, room, and tuition covers many items that are often classed as extras, such as books and use of swimming pool, for which no extra charge is made at Page. There is, however, a ten-dollar athletic fee, and an extra charge is made for lessons on the piano, violin, or in the band.

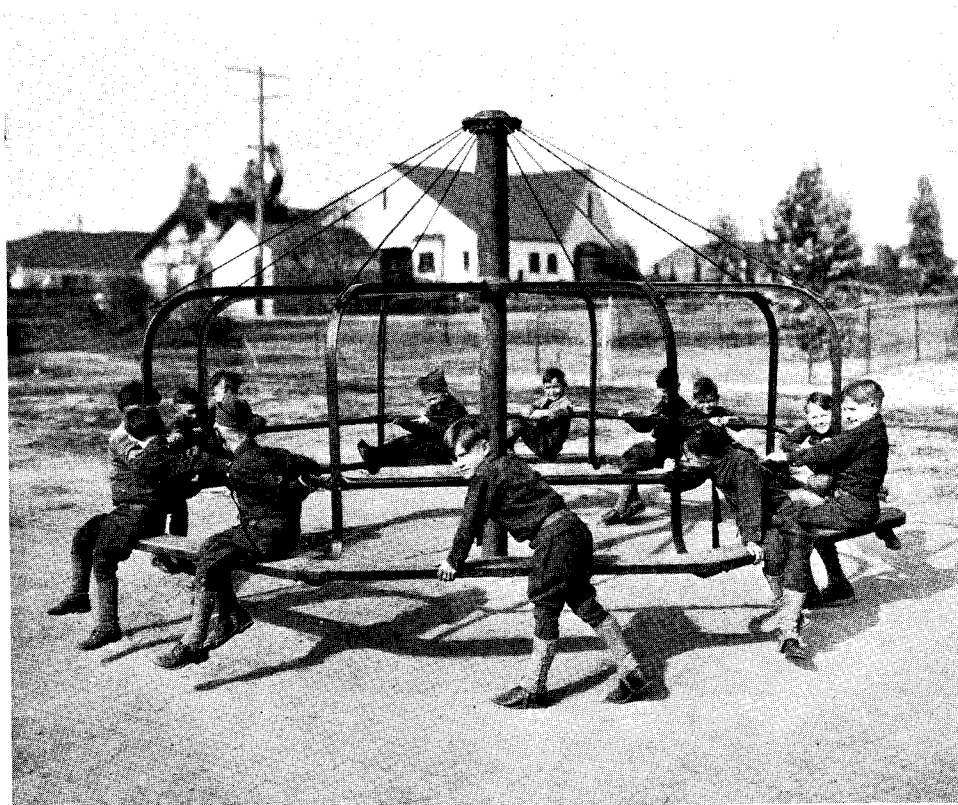
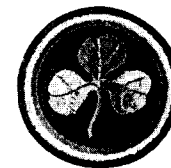
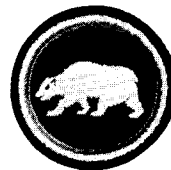
The cadets are not supposed to carry money in their pockets, but to keep a bank account in the school office and to draw against that for such items as car fares, shoe polish, hair cuts, candy, and other small needs. This method enables the school to watch expenditures, and the cancelled vouchers show the parents how the money has been spent.

## *Athletic Divisions*

BOYS ranging from the first to the eighth grades vary so much in size that athletic contests cannot be held between the different grades, or between the military companies which are graded according to the height of the cadets. An artificial division is therefore made, separating the boys into four groups for intramural athletics. There are the "Reds," whose totem is an Indian head; the "Whites," represented by a polar bear; the "Blues," designated by a blue bird; and the "Greens," indicated by a shamrock.

These different groups put forward their teams for the various games and seek to win the school championship in baseball, football, basketball, volleyball, and various track and field sports. A somewhat elaborate system is used to bring cadets together in competition matched against others of similar height, weight, age and grade.

Much friendly rivalry is shown in these contests, in which the youthful athletes learn to give and take like true sportsmen.



*The Merry-Go-Round is a Source of Never-Ending Delight*





*Lowering the Flag*

Few ceremonies are more impressive than the one that takes place late every afternoon at the lowering of the colors. The battalion is drawn up in line at "present arms" and the bugle and drum corps "sounds off." After this ceremony the cadets march to "mess."

On their way to the "mess hall" the battalion marches in "column of companies," the bugle and drum corps furnishing the music. As they approach the entrance the companies break into "column of squads" and so enter the "mess hall."

The martial music is quite inspiring and the

cadets present a stirring picture as they go to their meals. For most of the ceremonies the band is employed, but for this particular one the bugle and drum corps is used.

People sometimes wonder that the cadets are able to march so well when their drill period is so brief; only thirty-five minutes a day. The reason is that the boys are in line frequently during the day for brief ceremonies such as marching to school or to "mess," and these numerous short drills enable them to become proficient without engaging long and tiresome drills.





*“Taps”*