



Ernest L. Kendall, B. S., Principal

THE CAPITOL PAGE SCHOOL

Continued

The first graduating class in 1932 was composed of two boys but the number has increased with each passing year; this year's senior class consisting of fourteen boys. The graduates of Capitol Page School scatter to the four corners of the United States to further their education, as shown by the following list of well-known colleges and universities in which they have enrolled to subsequently graduate (many with high honors): University of Alabama, American University, Carnegie Tech, The Citadel, Clemson College, Dartmouth College, Duke University, University of Florida, Georgetown University, George Washington University, Haverford College, University of Kentucky, University of Rochester, Temple University, University of Tennessee, University of Texas, University of Virginia, United States Military Academy, United States Naval Academy, Virginia Military Institute, and others.

The success of the School is due largely to the continuous sincere interest of its friends in Congress. With the cooperation of these men and other friends on "The Hill," the boys learn to budget their hours in such a manner as to render efficient service to the Government and, at the same time, through the opportunities offered by the Capitol Page School, to further their educational aspirations to the end that they may take their places with the progressive and valuable citizens of our great Nation.

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The Capitol Page School, as an approved educational institution was organized in December 1931, under the direction of the present principal, Mr. Ernest L. Kendall. The actual origin of the first school held in the Capitol is unknown to the present administration. It appears, however, from unofficial sources, that at various times through the years prior to 1931 different teachers had conducted private classes either in rooms in the Capitol or in other locations. There are now six class rooms, a combination office, library and study hall, and a balcony. The school faculty includes the principal, eight teachers, and a secretary. The student body, with an average enrollment of 95, is composed of the Pages of the Senate, the House of Representatives, and the Supreme Court, and boys of school age who are employed in various capacities on Capitol Hill.

Under the Reorganization Bill of 1946, Section 243, the District of Columbia Board of Education was made responsible for the education of the Pages, through authority vested in the Secretary of the Senate and the Clerk of the House. The operation of the School as an official subsidiary of the public school system of the District began with the convening of the Eightieth Congress on January 2, 1947. However, school hours and class schedules remain unchanged, with the first class period starting at 6:30 a. m. There are six periods of 45 minutes each, with the final gong sounding at 11 o'clock, although many of the boys, because of their work schedules, find it necessary to leave their classes at 9:25 a. m. The District Board of Education gave recognition to the Capitol Page School as an accredited high school shortly after its organization by Mr. Kendall, and has always supervised its courses of study. This year, there are a few 8th grade boys enrolled but, in accordance with the new regulations, hereafter no boy below the 9th grade is to be appointed for Page service. The School offers well-planned four-year high school courses and, by the proper budgeting of time and with diligent application, many of the students are consistently on the Honor Roll, an achievement of which to be really proud.

Supervised athletic exercises are held regularly in the well-equipped House gymnasium. In addition, the boys participate in the usual outdoor sports, deriving much enjoyment and physical good from their membership in the School baseball, basketball, and football teams. During the year, conducted tours to interesting places in and around Washington are provided, in addition to dinners, parties, hay rides and picnics.

The students come from many States in the Union and represent many types of school, from high schools in large cities to small rural schools. This situation presents the complex problem of arranging each boy's course of study to conform to his work schedule and, at the same time, provide him with the type of education which will permit his re-entrance to his home school or enrollment in college upon the termination of his appointment.