

1900-1901

McPHERSON



McPHERSON, KANS.



VIEWS OF COLLEGE BUILDINGS.

ANNUAL CATALOGUE

OF

# McPherson College

1900 - '01

WITH ANNOUNCEMENTS FOR

1901 - '02.

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McPHERSON, KANSAS  
1901.

## CALENDAR FOR 1901-1902.

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1901	September 10, Tuesday,	1st Term Begins
	“ November 12, “	2nd Term Begins
	“ December 10, “	Bible Institute Begins
	“ “ 21, Saturday	Bible Institute Ends
	“ December 24, to January 1,	Vacation
1902	January 21, Tuesday,	3rd Term Begins
	“ March 25, Tuesday,	4th Term Begins
	“ May 25, Sunday Evening,	Baccalaureate Sermon
	“ 26, Monday,	Field Day
	“ “ 28, Monday Evening, Music and Orator.	Commencement
	“ “ 27, Tuesday Morning,	Normal Commencement
	“ “ 27, Tuesday Afternoon,	Academic Commencement
	“ “ 27, Tuesday Evening.	Collégiate Commencement

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*“The entire object of true education is to make people not merely do right things, but to enjoy right things; not merely industrious, but to love industry; not merely learned, but to love learning; not merely honest, but to hunger and thirst after honesty.”—Ruskin.*

**FACULTY AND INSTRUCTORS FOR 1901-'02.**

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*"I maintain, my friends, that everyone of us should seek out THE BEST TEACHER whom he can find, regardless of expense or anything."*

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C. E. ARNOLD, A. M., PRESIDENT,  
*Pedagogy and Philosophy.*

EDWARD FRANTZ, A. M., VICE PRESIDENT,  
DEAN OF BIBLE SCHOOL.  
*Biblical Languages and Interpretations.*

H. J. HARNLY, A. M., PH. D.,  
*Natural Sciences.*

S. B. FAHNESTOCK, A. B., M. C., SECRETARY,  
SUPERINTENDENT COMMERCIAL DEPARTMENT,  
*Commercial Branches, Gen. History and Drwing.*

F. G. MUIR,  
DIRECTOR OF MUSICAL DEPARTMENT,  
*Piano, Organ, Harmony and Voice Culture.*

S. J. MILLER, A. M.,  
*English and German.*

LENA M. WIEAND,  
(COLUMBIA SCHOOL OF ORATORY)  
*Elocution and Physical Culture.*

LUCETTA JOHNSON,  
*Latin.*

JOHN F. DUERKSEN,  
("Central School" South Russia.)  
*Principal of German Department.*

MARY E. FRANTZ, B. S. D.,  
*English Grammar.*

J. A. GARFIELD SHIRK, A. B.,  
*Mathematics and Chemistry.*

ANITA METZGER, B. S. D.,  
*Elementary Mathematics.*

MCPHERSON COLLEGE.

B. S. HAUGH,  
*Vocal Music.*

MARGARET BISHOP,  
*U. S. History and Civil Government.*

E. H. EBY,  
*Bible History.*

VERNIE BAKER,  
*Orthography.*

EMMA HORNING, MATRON,  
*Director of Model School.*

H. H. FASNACHT,  
*Shorthand.*

E. M. STUDEBAKER,  
*Assistant in Book-keeping and Penmanship.*

HANNAH HOPE,  
*Typewriting and Special Stenographer.*

N. O. CONGER,  
*Typewriting Machine Work.*

P. C. HIEBERT,  
*Director of Gymnasium.*

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**BOARD OF DIRECTORS.**

ELDER EDWARD FRANTZ, President,	McPherson, Kansas
S. B. FAHNBSTOCK, Vice President,	" "
F. A. VANIMAN, Treasurer,	" "
L. H. BUTLER,	" "
H. J. HARDY, Secretary,	" "

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**ADVISORY BOARD.**

ELDER A. H. MILLER,	Darlow, Kansas
ELDER URIAS SMICK,	Holmesville, Nebraska
ELDER MICHAEL KELLER,	Nickerson, Kansas

## General Information.

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### AIMS.

The institution is conducted under the auspices of the Brethren church, but all other denominations are made welcome. Its aim is to provide a thorough, Christian education. This implies such intellectual, moral, and religious training as shall harmoniously develop the entire being. It advocates plainness of dress, simplicity in the habits of life, and discourages caste, thus making it a home for rich and poor alike.

### LOCATION.

The college is located on College Place, a beautiful sight in the eastern part of the city of McPherson, Kansas. This city may be reached by any of the four leading railways of the West: Rock Island, Santa Fe, Missouri Pacific, and Union Pacific. All coming on the Santa Fe or Rock Island Railroad can, by notifying the conductor, stop at College Place within two blocks of the campus.

### BUILDINGS.

Two large substantial buildings furnish ample accommodations. The main building, ninety-four by one hundred and seventeen feet, contains the chapel, recitation rooms, library, and laboratory.

A second building, forty by one hundred feet, is used as a dormitory. The students' rooms are furnished with carpet, spring-bed, table, chairs, and whatever is necessary for convenience and comfort. The college office and reception room are also in this building.

### ADMISSION.

The college is open to all persons of good moral character who may wish to avail themselves of its privileges, and who are sufficiently far advanced to prosecute successfully the studies of the course they may wish to enter.

## McPHERSON COLLEGE.

### **LIBRARY AND READING ROOM.**

A good collection of books, pamphlets, etc., has already been secured to which additions are continually being made. The friends of education are especially solicited to make further contributions. The Reading Room contains various magazines and periodicals, and the reading of good books is encouraged.

### **APPARATUS.**

The college is supplied with apparatus for present purposes and additions will be made as the growth of the institution demands.

### **REPORTS.**

A card giving the standing in each branch pursued and the deportment will be sent to parents or guardians twice each year.

### **LITERARY SOCIETIES.**

The students of the College sustain three literary societies. The Elite Literary Society consists of beginners and of those having had little literary experience. The Irving Memorial Literary Society is composed of the more advanced and more experienced literary workers. The students of the German department sustain a German Society. The literary work prescribed in the Courses of Study, except thesis work, may be done in the literary societies; and it is expected that it will usually be done in this way. But students beyond the first year Academic and first year Normal will be expected to work with the Irving Memorial Literary Society.

All students are encouraged to do literary work, which is regarded of equal importance with class work; and the Faculty will encourage a high order of literary taste.

### **MORAL AND RELIGIOUS INFLUENCES.**

True education aims at the culture of the heart no less than the development of intellectual power. The moral and religious influences surrounding the McPherson College student are of the highest order. Four religious exercises are held each Lord's Day, two preaching services, a Sunday School, and a young peoples' meeting. Each Thursday evening there is a mid-week prayer meeting.

Chapel exercises are held daily, consisting of a devotional service of song, Scripture reading, and prayer, followed by a discussion



of some topic of current interest, or an address on some subject pertaining to the development of true character.

#### GOVERNMENT AND DISCIPLINE.

General good conduct, such as becomes true men and women, is expected of all. Every student is encouraged in the formation of character of the highest type.

Promptness and fidelity in all college duties are insisted on as a necessary discipline and preparation for a successful life.

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### COLLEGIATE AND ACADEMIC DEPARTMENTS.

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#### THE LANGUAGES.

No equivalent for Latin or Greek has yet been found in the curriculum of collegiate instruction. The chief object of a classical course should be culture, which these ancient languages so well afford. In the study of LATIN the reasoning powers are exercised, the judgment is strengthened, and the mind as a whole is trained to concentration of effort.

The study of the GREEK LANGUAGE leads to the highest intellectual development, and is indispensable to those who wish to make a critical study of the New Testament.

GERMAN is required two years in all the courses, during which time the student is enabled not only to read the works of the best authors fluently, but also to speak the language and to become familiar with some of the best German literature.

#### THE ENGLISH LANGUAGE AND ITS LITERATURE.

This department includes, Orthography. Word-Analysis, Grammar; Composition work, in all its phases; the Foundation and Principles of Rhetoric; and a systematic survey of the whole field of English Literature.

Far too few, even among scholars, know how helpful and fascinating it is to analyze and trace the history of words.

Our course in GRAMMAR is unusually thorough and practical. The object in studying Grammar is threefold.—to afford mental discipline, to help in unlocking the meaning of sentences, and to aid in

## MCPHERSON COLLEGE.

acquiring correct use of our language.

The fundamental principles of RHETORIC are studied in the Academic Course, and in the Collegiate Courses, this work is continued more thoroughly.

In the Academic Course, one year is devoted to a general study of the Authors and the LITERATURE OF THE ENGLISH LANGUAGE; while throughout the Collegiate Courses, the study is more particular, minute, critical, and philosophical.

In this study of our best English Literature the aims are:—to guide the student in the choice of books; to train him in true and skillful literary interpretation; to purify and cultivate his literary taste; to make him acquainted with master minds; to put him in possession of the greatest thoughts expressed in the best language; and finally, to enable the student to make the most of his own powers of thought and gifts of expression.

As an aid to this English work, and in connection with it, there is a thorough and systematic course in Composition, Letter-Writing, Punctuation, so arranged as not to interfere with other work.

### MATHEMATICS.

The object of the course in Mathematics is twofold: 1st, to train the mind to habits of logical and independent thought; 2nd, to furnish it with practical knowledge and at the same time give it an increase of power.

ARITHMETIC, both mental and written, is taught as a foundation for the mathematical course, for the requirements of the teacher, and for practical life.

ALGEBRA is intended to enable the student to reason by means of letters. The real subject matter of Algebra, however, is the EQUATION, and the student is occupied chiefly in learning the methods of transforming and reducing it, and of using it as an instrument for investigation in higher mathematics.

GEOMETRY is studied as a branch of practical logic, and abundant exercise is given in the original demonstration of theorems and solution of problems. Two terms are devoted to this study in the Preparatory department.

TRIGONOMETRY is taught with reference to its practical applications to Astronomy, Surveying and Navigation, and abundant practice is given to the student in solving problems, and in actual field work.

The study of General Geometry and Calculus extends throughout the Junior year.

### NATURAL SCIENCE.

There was a time when the Natural Sciences found but a meager place in the College Curriculum. Slowly but surely the courses in Science have been extended and elaborated until to-day they occupy a place second to none. In McPherson College the Natural Sciences are given that prominence which the age demands.

The end of all scientific study should be through Analysis to reach Synthesis. In order that the student may properly analyze, the power of observation must be developed. To this end the work is made practical, the laboratory method being used whenever possible. The student is furnished with materials and apparatus and put to work from the first.

**PHYSICS.** Two courses are offered in Physics. 1st. A Preparatory and Normal course of two terms. Appleton's School Physics is used as a text, supplemented by lectures and experiments. The student is required to master thoroughly the elementary principles of this science. A fee of a dollar per term is charged for the use of apparatus. 2nd. A Collegiate course of one year. Des. Chanel's Elements of Physics is used in connection with lectures and laboratory practice. Fee, \$1.00 per term.

**CHEMISTRY.** Two courses are offered in chemistry. 1st. A course of two terms, open to Academic and Normal students, also to Classical Collegiate students. Remsen's Briefer Course is used as a text. Recitations three times a week. Laboratory work four hours a week. Laboratory fee, \$2.00 plus breakage per term. 2nd. A course of two terms in qualitative analysis, consisting almost entirely of laboratory practice. Open to College students and special students preparing for the study of medicine. Fee, \$3.00 per term and breakage.

**BOTANY.** Two terms, consisting of laboratory practice, lectures, recitations, and analysis and proper mounting of fifty species of plants. The student is required to study not about plants but plants.

**BIOLOGY.** One year, open to Collegiate and fourth year Normal students. Recitations and lectures twice a week. Laboratory practice six hours a week. This course is especially valuable to medical students. Fee, \$1.00 per term.

**PHYSIOLOGY.** Two courses are offered. 1st. Elementary course

open to Academic and sub-Normal students. Martin's Human Body is used as a text, supplemented by dissections, microscopic demonstrations, and lectures, especially on Hygiene, the last five or six weeks being devoted to this subject exclusively. 2nd. Advanced course. Open to Normal and Collegiate students. Martin's Human Body, Advanced Course, is used as a text, supplemented by lectures and laboratory practice four hours a week. Fee, \$1.00 per term.

**PHYSICAL GEOGRAPHY** This is one of the most interesting and profitable courses open to Academic and Normal students.

**ZOOLOGY.** Packard's Briefer Course is used as a text, supplemented by lectures and laboratory practice four hours a week. The object of this course is to give a general idea of the structure and classification of the entire Animal Kingdom. The course is open to Academic and Normal students.

**GEOLOGY** Open to fourth year and Collegiate Normal students. The subject is preceded by a few lessons in Crystallography, Mineralogy and Petrology. Ample facilities are at hand to make the study both interesting and profitable.

**ASTRONOMY.** Open to Normal and Collegiate students. Young's Astronomy is used as a text, supplemented by observations of the principal Constellations and Stars, and making of a star catalogue and star maps.

**PHILOSOPHY.** Construing this term in its broader sense it embraces Logic, Ethics, Psychology, Metaphysics, Christian Theism, Theory of the State, International Law and related studies. An examination of our Collegiate Courses will show that they are especially strong along these lines. The texts used are such as have been produced by recognized leaders in the various lines: Psychology, Dewey, James; The State, Wilson; Metaphysics, Bowne; Christian Theism, Samuel Harris; International Law, Woolsey; Logic, McCash; Sociology, Small and Vincent.

It is the purpose of a Collegiate Course to give the student a proper foundation for his philosophy of life. In order that we may be given a true conception of reality it is necessary to put him into touch with those great thinkers who have thought so much of truth. It is especially the mission of the Christian College to show in its true significance the influence of Christ's teachings in the evolution of modern society. The outcome of such a Collegiate Course is not simply a degree to be attached to one's name, nor yet a state of culture, but a true conception of life and a character in harmony therewith.

**PEDAGOGY.**

Those who complete one of our College Courses, including the Pedagogy here outlined, will receive from the State Board of Education a State Certificate for three years. After having taught successfully two of the three years and having shown a satisfactory interest in the literature of the profession, a Life Diploma will be issued. The only examinations are those given by the College when the studies are taken. Following is an outline of the Pedagogy required:

1. A course of twenty weeks in History of Education.
2. A course of ten weeks in Philosophy of Education.
3. A course of ten weeks in School Law.
4. A course of ten weeks in School Management.
5. A course of ten weeks in Methods of Instruction.

All the above courses to be given by the Professor of Pedagogy.

6 One teachers' course of twenty weeks in some other department of the institution, which must include (a) a broad review of the field in which the course is given; (b) a development of the principles involved in the successful teaching of the subject and its correlates in the secondary schools of the state; (c) a study of the comparative value of authorities and methods and the uses of material aids in teaching; and, if possible, (d) actual practice in teaching for not less than ten weeks.

The above is the work in Pedagogy outlined by the State Board of Education for the approved colleges.

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**NORMAL DEPARTMENT.**


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**OUR AIMS.**

It is the aim of this department to offer every inducement, to afford every opportunity to teachers to thoroughly qualify themselves for the best success in their noble calling—to make teaching not a mercenary business but the noblest profession.

It is our fixed purpose and strongest motive to maintain the highest standard, to afford the rarest advantages, and to inspire such noble and wholesome enthusiasm as shall most certainly and most fully accomplish this aim. We purpose to meet competition, *not by cheapening our goods*, but by superior advantages.

## MCPHERSON COLLEGE.

### SPECIAL INDUCEMENTS.

We are convinced that there is not a school in the state that can honestly offer greater inducements to ambitious, hard-working, dead-in earnest teachers, than McPherson College. For all teachers who have a righteous ambition to do high-grade work, our Normal course is provided.

We are confident that our facilities for instructing, training, and inspiring teachers for the best work and the highest possible attainments in the profession of teaching, are not surpassed in the state and seldom equaled. What school, for instance, has so many courses so well arranged? Where can you find better instruction, more scientific methods, or a stronger faculty? and best of all so much personal attention, or such inspiration?

### GROWTH OF THE DEPARTMENT.

Without doubt this is the growing department of McPherson College. Heretofore we have done very little to advertise or push this department; yet it has grown more rapidly than any other, and in order to meet the demand we must enlarge our work here.

### COURSES AND CREDENTIALS.

THE FIRST THREE YEARS' work has been arranged, as far as possible, parallel with the Academic course, so that whoever has finished an Academic course of equal scope and thoroughness can take up the distinctively professional work and so complete the course the more readily.

THE NORMAL COURSE as here tabulated has been approved by the State Board of Education, and graduates who pass a final examination in the five following branches: History of Education, Philosophy of Education, School Laws, Methods of Teaching, and School Management, receive a certificate valid in any public schools of the state for three years. After teaching successfully at least two years of these three, a Life-Certificate is issued, superseding all other certificates and examinations.

Those taking twenty weeks' practice teaching in the Model School will be granted a Three Years' Certificate by the State Board of Education, without taking under the Board the examinations on the Professional Branches. By taking the examinations within the three years, and having taught successfully during two of the three years, a Life Certificate may be gotten.

THE REQUIREMENTS FOR ADMISSION to this course are the same as those for a second grade county certificate.

DEGREES.—The degree, BACHELOR OF SCIENTIFIC DIDACTICS. (B. S. D.) will be conferred upon all those completing the Normal Course.

#### BRANCHES OF STUDY.

The subjects of study in Normal courses are usually classified as ACADEMIC and PROFESSIONAL. The PROFESSIONAL include Psychology, School Laws, History and Philosophy of Education, Methods and Management, School Supervision, School Hygiene, etc., etc. The Academic subjects include all common school branches, plus as much Language, Literature, History, Science, and Mathematics as is taught in any High School.

These subjects are taught not only with a view of mastering the facts, but with special reference to methods of teaching.

The Professional subjects, first studied, are those most fundamental and essential to every teacher and every school. PSYCHOLOGY is studied with special reference to discovering those fundamental laws of mental activity and growth which are the determinants of all rational methods of teaching, school management, school laws, principles and science of education, and which are the true interpreters of the history of education. Ten weeks are devoted to PSYCHOLOGY APPLIED TO TEACHING.

It is the business of the PHILOSOPHY OF EDUCATION to discover and formulate the essential nature, elements, form, scope, limits, and the relations of the science of education.

The HISTORY OF EDUCATION shows the efforts of all ages and nations to apprehend and carry out these principles announced in the Philosophy.

In METHODS OF TEACHING and in SCHOOL MANAGEMENT we seek to learn the practical application of the knowledge thus gained from Psychology, Philosophy, History, and experience, to untangle the difficulties of the school room.

One term is devoted to KINDERGARTEN and CHILD STUDY.

**ELOCUTION DEPARTMENT.****COURSE IN ELOCUTION.**

The main and highest purpose of this course is to develop the characters of young men and women. Our method of teaching is based upon psychological principles. No mechanical methods are used except in cases of special difficulties. The student is taught to think and feel and to express these thoughts and emotions through his own individuality. The result is breadth of thought, clearness of vision, depth of feeling, naturalness of manner, and strength of personal power.

The work of this course is especially valuable to teachers, ministers, and all public speakers.

**PHYSICAL CULTURE.**

An education that develops the mind at the expense of the body is not true education. True education is the harmonious development of body, mind and soul. It is impossible to reach our highest possibilities without this all-round development. One of the principles of education is that "body affects mind." A healthy mind can dwell only in a healthy body.

The exercises taught are the Emerson System, together with exercises adapted from the Sargeant and Checkley Systems, Marching and Rhythmic exercises.

The careful practice of these exercises will increase the health, develop and beautify the form, and produce grace of movement.

**VOICE CULTURE.**

Nothing is of greater importance to a reader or speaker than a practical knowledge of the proper use and care of the voice. The object is to realize the possibilities of the individual voice—to free the voice and make it the servant of the soul.

**BODILY EXPRESSION.**

The body is the only medium through which we can express the soul. All that one individual can know of another individual is what the body expresses. Some bodies hide the soul; others badly misrepresent it.

In this department of our work we aim to make the face and body



transparent so that the soul may shine through the body. The face may become so transparent that it will mirror every shade of thought or emotion, and every part of the body will assist in expressing it.

#### LITERARY INTERPRETATION.

Literature is the content of the art of vocal expression. It is the work of the student of expression to analyze literature, and to interpret it truly to others. Interpreting the thoughts of others, realizing the author's purpose, and expressing it, awakens the pupil's emotions, broadens his intellect, and cultivates the will.

#### Rates for Special and Private Lessons.

One special class \$5.00 per term in advance; or \$18.00 per year; two classes \$30.00 per year Private lessons \$5.00 per ten lessons, or 75 cents per single lesson.

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### COURSE IN ELOCUTION. (Two Years.)

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#### JUNIOR YEAR.

##### Fall Term.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Anatomy.

##### 1st Winter Term.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Anatomy, Recitals.

##### 2nd Winter Term.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Grammar, Recitals.

##### Spring Term.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Grammar, Recitals.

# THAT BOY OF OURS

WILL SOME DAY, we hope, be a man. He will be one of the many millions to carry on the great work of the world. He will be either a great worker, exerting an influence for good in the community, a medium worker, neither helping nor hindering human progress, or a social and moral deadweight whose existence will be a constant menace to the best interests of society.

In which class will THAT BOY OF OURS take his place?

*In the one for which we fit him.*

We should appreciate the grave responsibility resting upon us in deciding how we shall best qualify him for the work of life that is before him.

A piece of steel, no matter how fine may be its quality and temper, may be shaped into a common, dull spade, or a fine, sharp, scientific instrument; and THAT BOY OF OURS, by means of education, may be made one of the shining lights of life or a dull, plodding tool, with no higher aspirations than to exist and meet an animal existence.

Now let us carefully consider that important question—

What shall we have him taught?



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THE TRANSACTIONS of the business world must be "reduced to writing." The commercial relations of mankind are so extended that a man can meet face to face with but comparatively few with whom he has business dealings. Hence, in a business way, the pen does more talking than the tongue. It is very important, then, that THAT BOY OF OURS should be taught to write neatly, gracefully and legibly. A scrawling, illegible hand is a fruitful source of errors, misunderstanding and law-suits, and a never-ending annoyance to those who are compelled to decipher it.

A bad handwriting is the result of education and habit. If a boy is not helped to form good habits, by means of education, he will be very apt to form bad ones. Then, too, we must consider the fact that there is an easy and a hard way of doing almost anything. It would be very unjust to THAT BOY OF OURS to compel him to do an important part of the work of life in the most irksome way, because in his youth he was not thoroughly instructed how to do it in the easiest way. We can save him and those with whom he will have business relations much trouble by giving him the most thorough instruction attainable in penmanship.

The hand that responds to the dictates of the brain should be educated in order to do its duty well. "The pen is mightier than the sword," and it is well that it is, for it has a mightier work to perform.



That Boy of Ours - What Shall We Have Him Taught?

# Commercial Calculations



SO LONG AS WE OBEY the Scriptural injunction, to "deliver all things by number and weight," and so long as the food we eat, the clothes we wear and the comforts we enjoy depend upon human labor and its interchangeability, just so long will the manipulation of figures in their relation to dollars and cents continue as an important factor in human industry. No matter what avocation we may follow we are compelled to be buyers and sellers, exchanging values for values. THAT BOY OF OURS will be made no exception to that general law. Every day of his life he will have occasion to add, subtract, multiply and divide. The greater his prosperity the more occasion will be presented for the use of figures.

But there are long methods and short methods, difficult ways and easy ways, for arriving at certain results. Much valuable time can be wasted by cumbersome methods, and much time and labor saved by improved methods. THAT BOY OF OURS must be made thoroughly familiar with the principles involved in commercial calculations, and he must be well drilled in their application. To be correct in figures is to possess a qualification that will be a powerful help in the struggle for success in life. To lack this important knowledge is to go through life at the mercy of others, who may, either by design or mistake, miscalculate enough money to pay for the education of an entire family.





ANY A FINANCIAL SHIP has been stranded on the rock of bad Bookkeeping. THAT BOY OF OURS may not have in his nature the qualities that would make him a thorough accountant or a successful business man, but it is very certain that he cannot avoid having business relations with his fellow-men. It is very certain, too, that a thorough knowledge of accounts will be a protection to him in the management of his own business affairs.

So long as human nature is liable to err, so long will it be necessary for accounts to be kept at both ends of the line of a business transaction. Then there is a great mental discipline gained in the study of Bookkeeping, apart from its value as estimated from a commercial standpoint.

Bookkeeping requires exactness to the closest degree, and it leads to the formation of correct habits. It impresses upon the student's mind the importance of transacting business in a business-like way. It sharpens and strengthens the faculties of his mind, and gives him a fund of practical knowledge that will be useful to him in any business he may follow.

That which is of so general an application should be generally taught; hence THAT BOY OF OURS must have a thorough knowledge of Bookkeeping.

If, with this practical knowledge to help him in his journey through life he does not achieve success, the fault will be his—not ours.



That Boy of Ours .. What Shall We Have Him Taught?



**KNOWLEDGE IS POWER.** If the knowledge is utilized; and a knowledge of the minutiae of business affairs is power, because it *must* be utilized. Unless we live as hermits we must exchange values with our fellow-men, and the business must be transacted in such a way that it will stay transacted; and not give occasion for future trouble by its looseness and ambiguity.

No one can afford to be hampered by slipshod business methods and thus run the risk of losing the property he has acquired. He must be thoroughly familiar with all kinds of business paper, such as notes, drafts, bills of exchange, checks, etc., without which the business cannot be safely and correctly transacted.

**THAT BOY OF OURS** should be taught to do what he has to do, *well*.

It is perilous to transact business in such a way as to leave loopholes through which future trouble and misunderstanding may creep.

A business document should be so plain and clear that it can have but one meaning; and those who fully understand the requirements of business realize the importance of absolute correctness in the papers that express the terms and conditions of a business transaction. Carelessness and ignorance fatten the lawyers' purses. We would rather that **THAT BOY OF OURS** should prevent that depletion of his purse by avoiding the conditions that would transfer money from his pocket to that of a lawyer.



That Boy of Ours .. What Skill We Have Him Taught ?



WHAT IS THIS AGE OF SPEED! A wooden flail was once used to thresh the grain. Now the steam thresher does the work of months in a few hours. Messages were sent from one portion of the country to another by mounted couriers. Now the electric current carries the message a thousand miles before the courier could strap the saddle on his horse. The railroad, the telegraph and the telephone have brought people into closer relations, while enlarging the domains of business. Everything that is to be done we try to do with the greatest possible speed. Business men have no time to attend to the details of an extensive business and write letters. They employ stenographers, who take the letters as they are dictated, and then furnish neat, clear and legible transcripts by means of the typewriter.

THAT BOY OF OURS may have a taste for business, and it will be a wonderful help to him if he can commence by taking a position as stenographer. He will thus be in close relations with the business manager, and will gain a clearer insight into the workings of the business than would be possible in any other position.

But even if he never has occasion to utilize his knowledge in this way, the ability to write shorthand and operate a typewriter will be a great convenience to him personally, and he will never regret the time and labor expended in acquiring it. Shorthand and typewriting are two very practical branches of a business education





That Boy of Ours .. What Shall We Have Him Taught?

# BUSINESS Correspondence.



GREAT VOLUME OF THE BUSINESS of the world is conducted by correspondence. We negotiate, buy, sell exchange and make settlements by letter. It requires time; care, tact and skill to construct a business letter that will convey in the clearest and most correct manner what is in the writer's mind. A careless or an ambiguous expression in a letter may disrupt business relations entailing damages that thousands of dollars would scarcely measure. The letter of many meanings is the lawyer's friend, for it is the foundation of many disastrous law-suits.

THAT BOY OF OURS will have transactions with many people whom he will never meet. They will form their estimates of his character, by the letters they receive from him. If he writes or dictates a clear, straight, unambiguous letter it will carry the impression of an honest manly nature. If his letter is carelessly written, equivocating in its tone, inconsiderate or discourteous in its expression and verbose without being clear in its statements, it will help in the formation of an unfavorable rating.

If we spend years of time in educating the tongue to speak correctly, can we not profitably spend a few months in teaching THAT BOY OF OURS to write correctly? Certainly no branch of an education can have a more universal application than Business Correspondence.

Hence, it is indispensable in a course of practical business training





HOW GREAT AN AMOUNT of money is thrown away every year in law-suits which a fair understanding of commercial law would have avoided! It is far easier to steer away from a rock than to repair the damage caused by running against it. It is an old maxim that "ignorance of the law excuses no one." Every person is presumed to know and understand the laws that govern him.

THAT BOY OF OURS should know to a certainty that in every transaction with which he is connected he has the law on his side. "Thrice armed is he who hath his quarrel just."

If he has a thorough knowledge of the requirements of the law he will not often be a sufferer from the penalty of its violation. If he understands fully the requirements of contracts, notes, bills of sale and all the various documents pertaining to the transfer of property, the disagreeable afterclap of law-suits on account of their being incomplete or incorrect will be a rare experience. We want THAT BOY OF OURS

to go through life with a mind unclouded by avoidable troubles. We want him to save and enjoy what he has honestly earned. We want him to have the advantage of the best practical education attainable, because this is a practical world, and to succeed he must be able to perform well the duties he will encounter. If he leads a useful life the chances are that it will be a happy one.



**COMMERCIAL AND SHORTHAND DEPARTMENT.**

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**BOOK-KEEPING.**

In this department the science of accounts is treated in a logical manner. The student is thoroughly drilled in the correct and practical use of all the various books used in business.

Transactions and books are varied in accordance with the business in which the study is engaged. This fully prepares him to enter successfully upon the work of the business department, or to take a position as assistant book-keeper or bill clerk.

**BUSINESS DEPARTMENT.**

The students are themselves obliged to make the transactions, keep the books, and do all the work in the Business Practice.

The methods used in this work are entirely practical, and of the same nature as the duties actually performed by a book-keeper, or business manager in a business house. We furnish the students from \$3000 to \$5000 in College Currency, with which to engage in business.

All the work of the business practice is directed daily by the inspector. The student is supplied with all kinds of commercial blanks, of the same form and style as those used in first class houses.

Among those of the sets designed to illustrate practical book-keeping are: 1st, Retail. This is especially adapted for the use of grocers, shop keepers, etc.

2nd, Retail Coal Business. This illustrates a system of book-keeping especially adapted to the retail coal business, and in most respects, to any business where a Weigh Book is required.

3rd, Produce Commission Business. The books required in a produce commission house, differ, in form and number, from those in a commission business devoted to the handling of manufactured products, where sales are made to jobbing trade.

Then we have the Installment House and State Agencies, Joint Stock Companies, etc.

We teach every form of account from that of a two-column Day book to a sixteen column Exercise book.

**BUSINESS FORMS.**

Students in this institution learn to draw correctly every kind of paper which they have occasion to use in business,

**BANKING.**

FIRST NATIONAL COLLIER BANK.

Our system of banking is the one most generally used by all leading Eastern bankers.

**DIPLOMA.**

Those who complete the prescribed course in a satisfactory manner are awarded an elegant diploma made by our penman.

To be the possessor of a diploma from an Institution of such eminent standing as McPherson College is not only an unquestioned endorsement, but a token of honor which every young lady and gentleman should strive to obtain.

**LETTER WRITING AND BUSINESS CORRESPONDENCE.**

The essential points in a business letter are subject matter, expression and mechanical appearance.

The object of instruction in this branch is to familiarize the student with good English forms of expression and with language peculiar to business transactions.

**COMMERCIAL LAW.**

The young man who is about to engage in business should consider carefully what is necessary to success

Pres. Garfield said: "Men succeed because they deserve success. Their results are worked out; they do not come to hand ready made. Poets may be born; but success is made."

We labor to equip our students thoroughly for the battle of life by spending sufficient time to explain the laws and customs they are certain to face in after years.

**COMMERCIAL ARITHMETIC.**

The first element of a business education is the ability to calculate. The best compendium of commercial arithmetic now before the public is the principal text book we use on the subject. It contains useful hints, showing short methods, quick results, and all manner of calculations involving the use of United States Money, Commission, Brokerage, Discount, Loss and Gain, Percentage, etc.

The latest and best methods of computing interest are used, to prepare the student as an expert calculator.



Good business writing is a very important element in a commercial training. An easy, legible, rapid business hand, always has commercial value. He who possesses a good business handwriting always receives the preference, provided he is equal to his competitors in other respects. About one business man in a dozen writes a passable hand: Very few teachers of our country are competent penmen. Hence the door stands ajar for remunerative employment to those who will make themselves masters of the beautiful art. We impart instruction in the best systems, and guarantee improvement for every faithful effort. Come to McPherson College and make yourself accomplished—a specialist.

This department has all the advantages of experience and skill and is directed by one of the best penmen in the west.

"We have many times during the past few years had occasion to comment favorably upon the pen work of Mr. S. B., Fahnestock, Principal of the Commercial and Penmanship Department of McPherson College, McPherson, Kansas. Mr. Fahnestock is equally clever at script, lettering, and designing, and is an ornament to the penman's profession." *Penman's Art Journal, New York.*

"I entertain a very high regard for you and your work. It is a pleasure to examine such beautiful work as that which falls from your skillful pen. Your taste and touch are alike exquisite."

H. W. FLICKINGER, Phila.

"Your penmanship is fine."

WILLIAMS & ROGERS,  
Rochester, N. Y.

COLUMBUS, OHIO.

"It gives me pleasure to state that I regard Mr. S. B. Fahnestock one of the ablest teachers of penmanship and the commercial branches in the profession. Moreover he is a perfect gentleman in every respect."

C. P. ZANER,  
President Zanerian College.

A B C D E F G  
H I J K L M  
N O P Q R S  
T U V W X Y Z





Every young lady or gentleman desiring to prepare for successful business, should learn shorthand. It will pay, for it will be found useful in many ways, even though only half the speed necessary for verbatim reporting be attained.

One of the principal advantages of pursuing this study in our school is that of connecting it with other studies, when desired. To all those, therefore, who wish to take up other studies, in connection with shorthand, special combination rates are made, as will be seen by reference to terms.

The systems used are the **ELECTIC** and **GREGG**. Many of the systems now used, by reporters are good, but as it is necessary to decide upon some text-book to study, we recommend either the **ELECTIC** or **GREGG** on account of their simplicity, brevity and general advantage over the more complex systems.

**THEY ARE EASY TO WRITE**  
because of their great similarity to longhand writing.

**THEY ARE EASY TO READ.**

We recommend the **GREGG** Shorthand for the up-to-date Business World.

#### **TYPEWRITING.**

As no Stenographer's education is considered complete without a knowledge of typewriting, it is taught in connection with the shorthand, each student being given at least two hours' practice per day.

Students in this department are taught correct fingering, touch and the proper care of the machine.

#### **SHORTHAND IN CONNECTION WITH BOOK-KEEPING.**

The call for assistance in Business and Professional offices is for a combination of Book-keeping and Shorthand. One who under-



stands these two branches will not only secure employment more readily, but will command a better salary.

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## MUSICAL DEPARTMENT.

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This Department is established for the purpose of affording superior advantages for pursuing the study of music in its different branches. It aims to produce intelligent musicians of liberal culture in the various departments of musical activity. The course has been planned with reference to securing that symmetrical development of the musical faculties which is essential in the true musician, whether teacher or virtuoso.

### BRANCHES OF STUDY.

These include Piano-Forte, Guitar, Mandolin, Organ, Voice Culture, Harmony, Literature, History, Analysis, and Chorus Drill.

#### PIANO-FORTE

The objects of Piano study are, (1) To cultivate musical discrimination, (2) To afford an *intelligent* and *true* interpretation of the works of the great composers in all styles and schools.

To accomplish these results, such exercises, *études*, and pieces will be given as will meet the needs of each individual pupil. In the use of exercises and *études* the measure of value will be, not their *quantity*, but their power to correct, improve, and establish the mechanical and mental habits of the pupil.

### COURSES OF STUDY.

**PREPARATORY DEPARTMENT.** Foundation Studies by Landon, Wagner, Urbach, Vols. I. and II. "Graded Course" by Mathews, Vol. I. "School of Touch" by Mason.

**ACADEMIC DEPARTMENT.** Select Studies from LeCouppéy, Schmolli, Lemoine, Vols. III. to VIII. "Graded Course" by Mathews, "Touch and Technic" by Mason.

**COLLEGIATE DEPARTMENT.** Compositions of Chopin, Mendelssohn, Liszt, Schumann and others, Vols. VIII. to X. "Graded Course," by Mason. "Touch and Technic."

#### GUITAR AND MANDOLIN.

This course of study includes technical studies and exercises from the best recognized methods of leading schools. In each grade such solos and pieces are given as will readily develop musical taste, style and expression.

**HARMONY.**

No one is a musician who is not acquainted with the science of Harmony and Musical Form. The purpose of this course is to give the student a thorough knowledge of the rules and laws which govern a composition; in short, how to compose a piece of music.

**ADVANCED CHORUS CLASS.**

The chorus work in this class will include church music by the best classical and modern composers. Oratorio music from Handel, Mendelssohn and others, also standard choruses of the Italian, German and French Opera.

**STUDENTS' REHEARSALS.**

One of the most important advantages of this department is the Monthly Rehearsal, at which students perform such pieces as may be assigned by their teacher, for the purpose of giving them self-control and ease in public appearance.

**CERTIFICATES AND DIPLOMAS.**

Certificates are given to students who have completed the course as specified in the Academic Department, and have passed successful examination. This includes one year's study of Harmony, and Musical History.

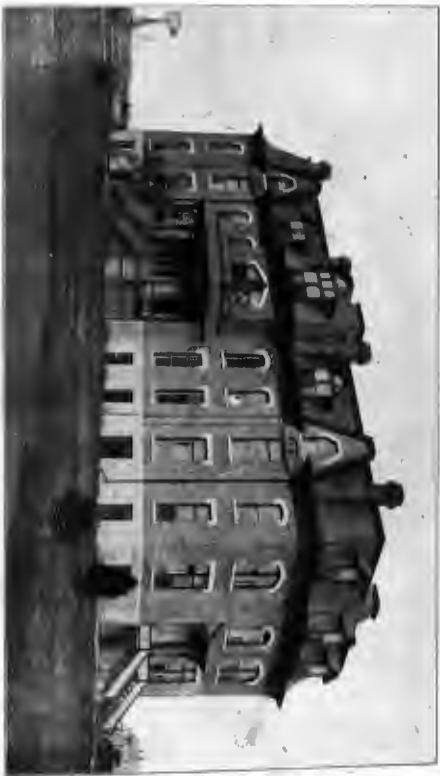
Diplomas are awarded to those who have completed the full Collegiate Course.

Candidates for graduation must pass a satisfactory examination in Piano, Harmony, History, and Musical Analysis.

The time for graduation can not be fixed in advance. This will depend entirely on the previous knowledge and the capacity of the pupil. Proficiency is the criterion and this can be secured only by variable means adapted in each case to the individual. Results that follow from a systematic training, directed with reference to individual necessities, are the only test. Every case must stand upon its own merits, and when the honors of the institution are awarded, it may be assumed with safety that they are deserved.

**TUITION.**

Piano, Organ, Mandolin, Guitar, per term.....	\$10.00
Voice Culture, per term.....	10.00
Harmony (private lessons), per term.....	10.00
Single Lessons.....	.75
Advanced Chorus Class.....	2.00
Rent of Piano, per term.....	\$3.00 to \$5.00



DORMITORY, MCPHERSON COLLEGE.

## THE BIBLE SCHOOL

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It is the purpose of the Bible School to afford the best possible advantages to all who wish to acquire a better knowledge of the Bible. Complete courses are now offered both in the English Bible and in the original languages. These courses are open to all who may wish to pursue them. Since it is evident, however, that the more general education the student has acquired the better prepared he will be for his Bible work, students whose educational advantages have been limited are advised to take a portion of their work in the literary department of the college.

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### COURSES OF INSTRUCTION.

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#### Two Years' English Bible Course.

	FIRST YEAR.	SECOND YEAR.
First Term	O. T. History Life of Christ O. T. Laws and Institutions Church History	Book of Acts and Apostolic Age O. T. Prophecy Apologetics Elective
Second Term	O. T. History Life of Christ O. T. Laws and Institutions Church History	Life and Epistles of Paul O. T. Prophecy Ethics Elective
Third Term	History of N. T. Times Teaching of Jesus O. T. Wisdom Literature Church History	Life and Epistles of Paul O. T. Prophecy Christian Doctrine Elective
Fourth Term	History of English Bible Homiletics and Pastoral Duties The Psalms Church History	General Epistles O. T. Prophecy Christian Doctrine Elective

**Three Years' Course with Greek and Hebrew.**

	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
First Term.	O. T. History Life of Christ Church History Greek Language	Book of Acts and Apostolic Age O. T. Laws & Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Apologetics Elective
Second Term	O. T. History Life of Christ Church History Greek Language	Life & Epistles of Paul O. T. Laws & institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective
Third Term.	History of N. T. Times Teaching of Jesus Church History Greek Language	Life and Epistles of Paul O. T. Wisdom Literature Critical Study in Greek N. T. Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective
Fourth Term	History of English Bible Homiletics and Pastoral Duties Church History Greek Language	General Epistles The Psalms N. T. Textual Criticism Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective

**THE COURSES IN DETAIL.**

**Old Testament History.** This covers the entire ground of events described in the Old Testament from the Creation to the times of Ezra and Nehemiah, about 445 B. C. A firm grasp of the Biblical history is fundamental to all further Bible study.

**Bible Geography.** The omission of this subject from the schedule does not indicate any lack of attention to it. The geography is carefully studied in all the historical courses. Indeed the only proper way to study the Biblical history and geography is to study them together.

**History of New Testament Times.** The political, social, and religious fortunes of the Jewish people from the close of Old Testament history to the destruction of Jerusalem in 70 A. D., with special attention to the Messianic hope of the Jews, and the religious conditions in which Jesus and the Apostles lived and worked. The historical background of the New Testament.

**Life of Christ** A thorough study of the events of the life of Jesus in chronological order. "The transcendent importance of these events is well worth the effort required to fix them firmly in memory.

**Teaching of Jesus.** This might be called the "Inner Life of Christ." It is an examination of the teachings of Jesus as contained

in his discourses and scattered sayings, particularly in the Sermon on the Mount and in the parables

**Book of Acts and Apostolic Age.** An introductory treatment of the book of Acts and a historical study of the Apostolic Age, the period from the ascension of Jesus to the death of the Apostle John about 100 A. D.

**Life and Epistles of Paul.** The work of Paul, in its relation to Christianity, stands next to that of Jesus himself. This course includes a thorough study of the life and labors of the great apostle, and also the historical setting and contents of each of the Pauline epistles

**The General Epistles.** A study of the occasion, purpose, theme, and contents of each of the general epistles of the New Testament.

**Homiletics and Pastoral Duties.** This is designed to furnish practical suggestions and help to ministers in the preparation and delivery of sermons, as well as in the performance of the numerous other duties belonging to this sacred office.

**History of the English Bible.** This is the story of the manuscripts and versions, how the sacred documents were brought together and preserved and at last given to us in the convenient form in which we now have them.

**Old Testament Laws and Institutions.** An introduction to the legal books of the Old Testament, and a classification and systematic study of its laws and institutions.

**Old Testament Wisdom Literature.** This is a name applied to the books of Job, Proverbs, Ecclesiastes, Song of Solomon, and portions of other Old Testament books. The study of these much neglected books is very profitable and especially interesting.

**The Psalms.** This is a study of the origin, growth, and use of the Psalter, and an exegetical study of selected Psalms.

**Old Testament Prophecy.** Next to the most essential historical facts, there is no more important Old Testament subject than this. The work includes a study, in chronological order, of the historical background and contents of the prophetic books, the nature of the prophetic office, the development of prophetic teaching, Messianic prophecy and its relation to New Testament fulfillment.

**Church History.** This is a study of the history of Christianity from the Apostolic Age to the present time. Special attention is

given to the Ante-Nicene and Nicene periods, the Reformation, and the history of the Brethren church.

**Apologetics.** An examination of the evidence for believing that the Bible is a revelation from God, and the Christian religion of divine origin.

**Ethics.** The science of human duty. A study of the principles that underlie moral obligations, and of the nature of those obligations.

**Christian Doctrine.** A systematic study of the fundamental doctrines of the Christian religion

**Exegesis.** This is the thorough critical study of any portion of Scripture. Its object is to discover, not what the passage under consideration might be made to mean, but what the writer actually did mean. The work includes a study of the principles of interpretation, and the application of these principles to select passages in both the Old and New Testaments.

**The Biblical Languages.** Every Bible teacher should desire to read his Bible, if possible, in the languages in which it was written. The added satisfaction and clearness of thought which comes from the ability to do this, is well worth the time and labor involved. Especially is this true in respect to the New Testament, and even in the case of the Old Testament it is desirable to have at least a sufficient knowledge of Hebrew to enable one to use critical commentaries intelligently.

**The Greek New Testament.** After a sufficient knowledge of the language has been gained, the work in the Greek New Testament includes, (1) Translation and Rapid Interpretation; (2) Critical Study of selected portions, (3) Textual Criticism.

**The Hebrew Old Testament.** This work is similar to that in the Greek New Testament, the critical study including also a comparison of the Hebrew text with that of the Septuagint and other ancient versions.

**Elective Studies.** The tabulated courses are intended to indicate, in general, the character and amount of the work embraced in them. It is not expected that the courses of all students will conform exactly to this schedule. The field of Biblical knowledge is so vast that even in a three years' course, selections must be made from a large number of important subjects. Other subjects than those mentioned, of equivalent extent and value, will be offered from time to time. While certain subjects will be regarded as fundamental, reasonable liberty of electing subjects will be granted.

**SUPPLEMENTARY BIBLE WORK.**

A **Special Bible Institute** of two weeks is held each year. See calendar. An interesting program will be provided. Full particulars will be announced in due time.

The **Students' Volunteer Mission Band** conducts weekly classes in the study of missions. Other special classes in Methods of Christian Work, Sunday School Problems, and various subjects are frequently formed. For all this work due credit is given in the Bible courses.

**Local Bible Institutes** are conducted in communities desiring them whenever arrangements can be made to do so.

**GRADUATION.**

A Diploma will be awarded to those students who complete the English Bible course and who have also completed an academic course or its equivalent. Students who complete the three years' course with Greek and Hebrew and present a satisfactory thesis upon some Biblical subject will receive the degree, Bachelor of Sacred Literature.

**EXPENSES.**

Tuition in the Bible School is free. Students who wish to take one or two literary studies in connection with Bible work will be charged a proportionate rate, reckoning four classes as a full program. That is, one literary study with three Bible studies will cost one-fourth regular tuition. Two literary studies with two Bible studies, one-half regular tuition. This is a special concession made to Bible School students only, and no one will be regarded as entitled to its benefits, who does not take at least two classes in the Bible School.

The expense for text books cannot be definitely stated, but as the Bible is the principal text book, this item is small.

For cost of tuition in the literary department, and of board and room, see table of expenses.



MCPHERSON COLLEGE.

**GERMAN DEPARTMENT.**

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In addition to the German which belongs to the Academic and College departments, the College offers a special GERMAN DEPARTMENT, for the benefit of our German speaking patrons. This department embraces German Bible Studies and German Literature.

Prof. J. F. Duerksen, a teacher of thirteen years' experience in German schools, has charge of this department. Prof. Duerksen has attended several schools and is a graduate in the Pedagogic Course of "Central School," at Halbstadt, South Russia.

Those taking German belonging to Prof. J. F. Duerksen's department will be charged tuition per term: \$1 for one branch; \$1.50 for two branches; \$2 for three branches; \$2.50 for four or more branches.

Those taking English besides the German in Prof. Duerksen's department will be charged tuition per term for the English branches: for one branch, one-half regular price, or \$5.25; for two branches, two-thirds regular price, or \$7; those taking more than two English branches besides the German in Prof. Duerksen's department, pay full tuition, \$10.50.

Students who wish to take one or two literary studies in connection with German Bible work will be charged a proportionate rate, reckoning four classes as a full program. That is, one literary study with three Bible studies will cost one fourth regular tuition. Two literary studies with two Bible studies, one half regular tuition.

From the above it will be seen that the tuitions for the German and English departments are kept separate. A student who may wish to take some work in each department should add together the tuitions for the studies he selects from each to determine what his full tuition will be.

We believe it hard to find another school offering such advantages in both English and German as are offered in McPherson College. Our German friends will appreciate the following statement: McPherson College sustains the German language by a special German Department and offers high grade work in other branches, such as will be credited in the State Normal and State University, and every grade earned will be so much toward a State Certificate, which may be gotten upon the completion of our Normal Course.

## EXPENSES.

Tuition, per term in advance.....	\$10 50
Tuition, per week.....	1 20
Tuition, Two Terms in advance.....	20 00
Tuition, Three Terms in advance.....	29 00
Tuition, per Year in advance.....	38 00
Tuition, Single Study, per Week.....	50
Tuition, Stenography alone, per Term in advance.....	7 50
Tuition, Stenography with other Studies, per Term in advance.....	5 00
Tuition, Typewriting, per Term in advance.....	5 00
Beginning Chemistry, per Term.....	2 00
Advanced Chemistry, per Term.....	3 00
Physics, per Term.....	1 00
Advanced Physiology, per Term.....	1 00
Biology, per Term.....	1 00
Board, in advance for the Year.....	64 00
Board, Three Terms.....	49 50
Board, Two Terms.....	33 00
Board, One Term.....	17 00
Board, Less than a Term, per week.....	2 00
Board, Less than a Week, per Meal.....	15
Fuel, Fall or Spring Term.....	1 00
Fuel, Winter Terms, Each.....	4 50
Fuel, per Year, in advance.....	10 00
Fuel, per Week, Fall or Spring.....	15
Fuel, per Week, Winter Terms.....	50
Furnished Rooms, per Week.....	50
Room, per Week, including bedstead, washstand, and chairs.....	25
Board, tuition, furnished room and fuel per year in advance \$120 to \$132.....	
Graduation Fee, College \$5.00, all other departments.....	3 00
Special Examination, Fee.....	1 00
Private Lessons, each, in advance.....	50

All expenses are due and payable one term in advance. Students paying a term or more in advance and having to quit school before the time paid for is expired, will be charged at term rates for whole terms, and at week rates for less than a term. Students whose conduct is such as to require their dismissal, forfeit all claim to money paid by them.

Students from abroad, not boarding themselves, are expected to board in dormitory.

No rebate for students going home Saturdays and remaining till Monday. No reduction for absence for less than two weeks.

Text books and stationery, are kept on sale at the College office.

Students should bring with them any text books they may have.

For further information address, MCPHERSON COLLEGE.

McPherson, Kansas.

Students voluntarily rooming alone two rates for Room Rent.

## COURSES OF INSTRUCTION IN THE Collegiate Department.

This department embraces two courses—the Classical, and the Scientific, each requiring four years of study.

The degree, A. B., will be conferred upon those completing any one of the college courses.

Students from other institutions bringing satisfactory testimonials will receive credit for work done.

### Freshman Year.

	CLASSICAL.	SCIENTIFIC.
First Term	University Algebra Rhetoric De Amicitia Anabasis	University Algebra Rhetoric <del>German</del> <del>Chemistry</del>
Second Term	University Algebra Rhetoric Livy Anabasis	University Algebra Rhetoric German Chemistry
Third Term	Trigonometry Poets of America Livy Homer's Iliad	Trigonometry Poets of America German Advanced Chemistry
Fourth Term	Trigonometry and Surveying Poets of America Horace (Odes) Homer's Iliad Essays and Orations during the year.	Trigonometry and Surveying Poets of America German Lyric Advanced Chemistry

### Sophomore Year.

First Term	Chemistry Victorian Poets German Sight Reading Memorabilia	Advanced Trigonometry Victorian Poets Latin Biology
Second Term	Chemistry Victorian Poets Schiller Plato (Apology)	Advanced Physiology Victorian Poets Latin Biology

## CLASSICAL.

## SCIENTIFIC.

Third Term	English History Zoology German Lyrics Sophocles	English History Geology Latin Biology
Fourth Term	Demosthenes DeCorona German Lyrics French History Zoology	Latin French History Biology Geology

Oration and Theses during the year.

## Junior Year.

First Term	Tacitus Advanced Physiology Psychology History of Education	18th Century Literature (Psychology) History of Education Mechanics
Second Term	Horace (Epistles and Satires) Advanced Physiology Psychology History of Education	Elizabethan Literature (Psychology) History of Education Physics
Third Term	Latin Poets Logic Geology Philosophy of Education	Elizabethan Literature Logic Philosophy of Education Physics
Fourth Term	Juvenal Astronomy Geology Methods of Teaching	Early English Literature  Methods of Teaching Physics

Theses and Orations during the year.

## Senior Year.

First Term	Metaphysics Evidences of Christianity Biblical Exegesis International Law	Metaphysics Evidences of Christianity Biblical Exegesis International Law
Second Term	Christian Theism Biblical Exegesis Ethics History of Philosophy	Christian Theism Biblical Exegesis Ethics History of Philosophy
Third Term	The State Sociology Pedagogical Review History of English Language	The State Sociology Pedagogical Review History of English Language
Fourth Term	School Management Philosophy of History School Law Pedagogical Review	School Management Philosophy of History School Law Pedagogical Review

Reviews, Theses and Orations during the year.

## COURSES OF INSTRUCTION

IN THE

### Academic and Normal Departments.

The two courses of study in the Academic Department are intended to prepare students for the corresponding courses in the Collegiate Department, or for practical life. The Normal Course is for those preparing to teach, or who wish to obtain *Life Certificates or State Diplomas*.

#### First Year.

	CLASSICAL.	SCIENTIFIC.
First Term.	Arithmetic U. S. History Penmanship English Grammar and Composition	Arithmetic U. S. History Penmanship English Grammar and Composition
Second Term.	Arithmetic U. S. History Penmanship English Grammar and Composition	Arithmetic U. S. History Penmanship English Grammar and Composition
Third Term.	Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition
Fourth Term.	Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition

## Second Year.

## First Year.

	CLASSICAL.	SCIENTIFIC.	NORMAL.
First Term.	Algebra Elocution Higher Grammar Latin	Algebra Elocution Higher Grammar Latin	Algebra Elocution Higher Grammar U. S. History
Second Term.	Algebra Elocution Higher Grammar Latin	Algebra Elocution Higher Grammar Latin	Algebra Elocution Higher Grammar U. S. History
Third Term.	Algebra English Language Latin Civil Government	Algebra English Language Latin Civil Government	Algebra English Language Book-keeping Descriptive Geography
Fourth Term.	Algebra Rhetoric Latin Civil Government	Algebra Rhetoric Latin Civil Government	Algebra Rhetoric Orthography Descriptive Geography

Penmanship during the year, and Vocal Music one term FREE.

Declamation, Essay, or Debate twice each term.

## Third Year.

## Second Year.

	CLASSICAL.	SCIENTIFIC.	NORMAL.
First Term.	Orator General History Geometry German	Orator General History Geometry Zoology	Latin General History Geometry Drawing
Second Term.	Geometry Orator General History German	Geometry Orator General History Zoology	Geometry Latin General History Drawing
Third Term.	Geometry Physics Orator German	Geometry Physics Orator Botany	Geometry Physics Latin Botany
Fourth Term.	Higher Arithmetic Physics German Cloze	Higher Arithmetic Physics Botany Cloze	Higher Arithmetic Physics Botany Orator

Two Essays, Debates, or one Oration each term.

		Fourth Year.		Third Year.
		CLASSICAL.	SCIENTIFIC.	NORMAL.
First Term.	American Literature	<del>American Literature</del>	<del>American Literature</del>	American Literature
	Greek	Cicero	Cicero	Psychology
	Cicero	German	German	Zoology
	Bible History	Zoology	Zoology	Chemistry
Second Term.	English Literature	<del>English Literature</del>	<del>English Literature</del>	English Literature
	Greek	Virgil	Virgil	Psychology
	Virgil	German	German	Zoology
	Bible History	Zoology	Zoology	Chemistry
Third Term.	Virgil	Virgil	Virgil	English Literature
	Greek	German	German	Political Economy
	Physical Geography	Physical Geography	Physical Geography	Physical Geography
	Botany	Political Economy	Political Economy	
Fourth Term.	Physical Geography	German	German	Latin or Geology
	De Senectute	De Senectute	De Senectute	Management
	Greek	Physical Geography	Physical Geography	Astronomy
	Botany	Astronomy	Astronomy	English Literature

Oration or Thesis each term

#### Normal Course, Fourth Year.

FIRST TERM.	SECOND TERM.	THIRD TERM.	FOURTH TERM.
Advanced Physiology	Advanced Physiology	Philosophy of Ed.	School Law
History of Education	Hist. of Education	Trigonometry or	Trigonometry and
Kindergarten and	Ethics	Logic	Surveying
Child Study		Geology	Methods
			Geology

Oration or Thesis each term.

Latin may be substituted for Chemistry and Geology.

## STUDENTS.

## COLLEGIATE DEPARTMENT.

## Senior.

Matthews, Lillie	Shirk, C. J.	Shirk, J. A. G.	Shirky, J. B.
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## Junior.

Ramage, Flo

## Sophomore.

Arnold, D. H.	Kaufman, F. G.
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## Freshman.

Baker, B. B.	Clement, J. H.	Howler, Emma	Stadebaker, J. F.
Birby, Ethel	Eby, E. H.	Kasey, E. H.	Stutzman, H. M.
Brubaker, Ollie	Frantz, Mary E.	Miller, S. E.	Vanman, Emma
Clement, J. A.	Harter, W. L.	Sifer, C. H.	Yoder, I. D.

## NORMAL DEPARTMENT.

## Fourth Year.

Baker, B. B.	Frantz, Mary E.	Miller, S. E.	Yoder, I. D.
Birby, Ethel	Hornor, Emma	Stutzman, H. M.	
Brubaker, Ollie	Kasey, E. H.	Vanman, Emma	

## Third Year.

Baldwin, E. D.	Collene, Bertha	Kane, P. A.	Stucky, Simon
Bishop, Margaret	Eisenblae, C. W.	Kilmer, M. I.	Suffeld, Edna
Buckman, Ruby	Franz, J. J.	Mascomber, Della	Vanman, O. S.

## Second Year.

Beckner, W. O.	Kring, Bertha	Strom, E. C.	Webb, Gus
Crumpacker, F. E.	Miller, S. O.	Stutzman, J. B.	Wheeler, Dottie
Haugh, Emma	Bothrock, Lottie	Toeva, P. F.	
Hugh, S. W.	Sargeant, J. G.	Trostle, B. S.	

## ACADEMIC DEPARTMENT.

## Third Year.

Boone, W. B.	Fisher, Lottie	Stadebaker, Retta	Williams, J. H. B.
Dresher, G. C.	Haugh, B. S.	Way, Maud	

## Second Year.

Bower, D. E.	Solans, Antoinette	Wagoner, J. E.	Weaver, Alice
Keller, Morris M.	Vanman, Ernest		

## NORMAL AND ACADEMIC.

## First Year and Unclassified.

Arnold, Hattie	Ediger, J. E.	Kilhefner, L. M.	Sisbaugh, M. D.
Andoe, Chas.	Ferris, A. C.	Kane, H. G.	Stephenson, Jennie
Andoe, Mattie	Franz, J. A.	Krugg, Beadie	Stover, Amanda
Beahm, Adria.	Frantz, H. A.	Loewen, C. A.	Stutzman, E. J.
Bartels, Minnie	Frantz, H. J.	Loveit, Annie	Stutzman, Anna
Hollager, P. N.	Fox, Anna	Lewis, Carrie	Stutzman, J. M.



Baldwin, R. W.	Goering, G. D. C.	Miller, Silva	Studebaker, E. M.
Burson, Lawrence	Garst, B. F.	Miller, Minnie	Sawyer, Daisy
Brubaker, Lulu	Goodsheller, Helen	Miller, Rena M.	Schroeder, H. H.
Brubaker, Ida	Groff, J. C.	Miller, C. E.	Scott, J. C.
Brubaker, Mary	Garman, Maud	Miller, Ursula	Sellers, Geo. A.
Bell, W. E.	Hoffman, H. B.	Mohler, Chas. L.	Studebaker, Mary E.
Brenneman, Lillie	Hedine, A. E.	Mohler, R. G.	Smith, Myrtle
Brenneman, W. S.	Harter, Jessie	Mathes, Julia	Thiessen, D. T.
Bedford, Mabel	Harter, G. T.	Nelson, Jessie	Thiessen, G. T.
Bowman, W. W.	Harna, S. J.	Nelson, Hilda	Thompson, Wm.
Bowman, K. L.	Hope, Hannah	Nelson, Mabel	Wedel, D. A.
Blackman, Wm.	Hilkey, Myrtle	Oyler, Daisy	Whitmer, Clara
Crumpacker, H. C.	Hiebert, P. C.	O'Neal, John	Weaver, Fred E.
Conger, N. O.	Hanson, Morris	Peck, N. C.	Weaver, Henry H.
Cheney, Wm.	Hoffert, H. A.	Poulton, Florence	Warkentine, G. D.
Caldwell, Minnie	Henderson, Orpha	Pratz, Nellie	Weddle, Cassie
Cline, F. W.	Jennings, Clare	Roe, Pearl	Weddle, L. C.
Durboraw, B. H.	Jennings, Pliny	Risk, Lawrence	Yoder, Laura
Doutsour, Europa	Johnson, Jno. H.	Reish, Jos.	Yoder, W. H.
Eby, Ethel	Keyte, Nellie	Slosson, Helen	Yoder, Hiram
Eby, Mary	Kimmel, Mabel	Saylor, Ida	

## GERMAN DEPARTMENT.

## Third Year.

Doerksen, J. T.

## Graduates.

Hiebert, Lizzie      Lohrenz, H. W.

## Second Year.

Goering, J. D. C.      Toevy, P. F.

## First Year.

Neufeld, P. P.	Warkentine, G. D.	Wiens, Agnes M.
Schroeder, H. H.	Wedel, D. A.	
Schellenberg, D. L.	Wiebe, J. V.	
Thiessen, D. W.	Wiens, F. J.	

## Unclassified.

Hiebert, Anna	Hiebert, P. C.	Strauss, A. F.
Hiebert, P. A.	Kane, P. A.	Thiessen, Gerh.

NOTE.—Most students took work in both Academic and Bible Courses, but have been classified according to the former.

## BIBLE SCHOOL.

(Not including enrollment of Special Bible Term.)

Arnold, Ella B.	Eby, Ethel	Hornor, Emma	Vaniman, A. T.
Arnold, Hattie	Edgecomb Geo	Kuna, G. D.	Vaniman, H. J.
Beckner, W. O.	Edgecomb, Maude	Kuna, Marie	Vaniman, Daniel
Bower, D. E.	Fahnestock, Amanda	Kuna, Dema	Wampler, C. W.
Boone, Sue	Fishburn, G. A.	Matthews, Lillie	Wampler, Naunie
Brubaker, I. S.	Frantz, H. A.	Miller, Leah	Way, Maude
Brubaker, Adaline	Frantz, H. J.	Miller, A. G.	Weaver, H. H.
Brubaker, Lulu	Frantz, Ida	Ramage, Flo	Weaver, F. E.
Clement, J. A.	Frantz, Mary E.	Risk, Lawrence	Wiesnd, Lizzie
Clement, J. H.	Groff, Jacob	Shirley, J. B.	Witmore, Amanda
Crumpacker, F. H.	Hibarger, Lucy	Studebaker, Mary	Witmore, Jacob
Detwiler, Midge	Hoffert, H. A.	Seeley, Etta	
Dresher, G. C.	Hoover, B. O.	Vaniman, Emma	
Eby, E. H.	Hoover, C. O.	Vaniman, Pearl	

## COMMERCIAL DEPARTMENT.

## Graduates.

Anderson, Nolan	Garman, Landon	Quakenbush, Edith	Thornburg, Orville
Brubaker, Della	Hedlund, W. B.	Sundstrom, Hannah	Vaniman, A. T.
Bradbury, Emma	Jesberg, Paul	Smith, E. T.	Waldorf, S. J.
Cameron, H. S.	Loewen, C. A.	Sykes, G. A.	Weddle, L. C.
Fainacht, H. H.	Moster, Ellery	Suttger, J. H.	
Gause, E. P.	Neher, E. H.	Studebaker, E. M.	

## Undergraduates.

Almquist, M. F.	Eby, Jao. S.	Johnson, Tillie	Severisen, I. A.
Bradbury, Louis	Galea, E. H.	Law, C. E.	Severtson, S. V.
Brooks, Lee	Ganson, Lewis	Loewen, P. J.	Tennis, Pearl
Bentson, Arthur	Hutsell, May	Lorena, Chas.	Woodward, R. A.
Blackman, S. S.	Hiebert, P. A.	Mathes, Wm	Way, B. C.
Brubaker, A. J.	Howell, W. O.	Moyer, Win	White, M. E.
Clark, Rodney	Hayden, W. E.	Neighbors, W. V.	Yarnell, Darwood
Carter, W. P.	Hoover, B. O.	Rhoads, R. H.	

## STENOGRAPHY.

Abel, Irene	Crofoot, G. W.	Rothrock, Lottie	Weddle, L. C.
Arnold, T. A.	Edgecomb, Geo.	Sykes, G. A.	Woodward, R. A.
Brubaker, J. D.	Fainacht, H. H.	Sinclair, Ada	
Bjorklund, Jno	Goering, J. D. C.	Solana, Antoinette	
Carter, Wm.	Johnson, Tillie	Stout, Miss	

## ELOCUTION DEPARTMENT.

## Beginning Classes.

Total Enrollment, Eighty.

## Special.

Baldwin, R. W.	Friesen, Anna	Miller, Leah	Sargent, J. G.
Boone, Sue	Garst, Frank	Miller, A. G.	Trostle, B. S.
Brubaker, J. D.	Hayden, W. E.	Slosson, Nellie	Weaver, Alice
Clement, J. A.	Hornor, Emma	Suffield, Edna	Yoder, I. D.
Clement, J. H.	Hiebert, P. H.	Stephenson, Jennie	
Crumpacker, F. H.	Law, J. G.	Stutzman, J. E.	
Eisenblee, Chas.	Loewen, C. A.	Shifer, C. H.	

## MUSICAL DEPARTMENT.

## Piano.

> Bartella, Anna	Garman, Maude	Miller, Nellie	Stark, Carrie +
> Bartella, Minnie	Garst, Rufus	> Morris, Edith	Staubach, M. D.
Bartella, Mattie	Harshberger, Laura	Muir, Gladys +	Saylor, Ida
Bass, Mary	> Harter, G. T.	Mason, Maud	Stevenson, Mauda
Blake, Mrs. Nina	> Harter, Jessie	Nash, Lillian	Stevenson, Angie
Bush, Jennie	Haugh, B. S.	Nash, Ethel	Thieme, G. J.
Burna, Rena	Hodge, Lulu	Oyler, Daisy	Vaniman, Grace
Ball, Lottie	Hiebert, Anna	Perner, Mrs.	Vaniman, Ola
Chester, Mary	Harna, S. J.	Powers, Angie	Vaniman, Mrs. F. A.
Curles, Hallie	Jesberg, Adaline	Powers, Mrs. Chas.	> Velsthaner, Martha
Detweiler, Elsie	Johnson, Lida	Rhoads, Ross	Welsthaner, Clara
Edgecomb, Maude	> Jeaulinga, Clare	Rhoads, Ross	Wheeler, Dottie
Ehaugh, Ruth	Johnson, Minnie	Stadebaker, E. M.	Whitmer, Clare
Friesen, Anna	Myers, Lillian	Slosson, Nellie	Whitmer, B. E.
Frank, J. J.	Myers, Elsie	> Stansel, Ella	Wagoner, J. E.
Gustafson, Gusta	Maltby, Raymond	Sargent, J. G.	

## Vocal Culture.

Franz, J. J.  
Harms, S. J.  
Haugh, B. B.

Harter, G. T.  
Johnson, Minnie.  
Manon, Maud

Rhoads, Ross  
Studebaker, E. M.  
Sargent, J. G.

Slabaugh, M. D.  
Simonsen, Mary  
Wagoner, J. E.

## Harmony.

Bartella, Minnie  
Bartella, Anna  
Burns, Rena  
Sass, Mary

Franz, J. J.  
Haugh, B. B.  
Harter, G. T.  
Harter, Jessie

Harshbarger, Laura  
Miller, Nellie  
Stosson, Nellie  
Slabaugh, M. D.

Wheeler, Dottie

## MODEL SCHOOL.

Arnold, Ruth  
Ball, Hazel  
Frantz, Ruth

Frantz, Harper  
Fishburn, Rena  
Fishburn, Wilbur

Harnly, Paul  
Haugh, Jessie  
Hoff, Ernest

Muir, Gladys  
Neff, Ditha  
Wampler, Sadie

## SPECIAL.

Bishop, M. G.  
Elliott, Florence  
Fretz, D. W.

Harnly, Sarah  
Harder, David  
Hibert, P. H.

Hiberger, Lucy  
Miller, A. G.  
Miller, M. J.

Morris, R. B.  
Vaniman, Pearl

## SUMMARY.

## ENROLLMENT.

Collegiate.....	23
Normal and Academic.....	156
Commercial.....	53
German.....	27
Etching.....	53
Floral.....	100
Music.....	66
Stenography.....	17
Model School.....	12
Special.....	11
Total Enrollment by Departments.....	518
Whole number of Students.....	330

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