

McPherson

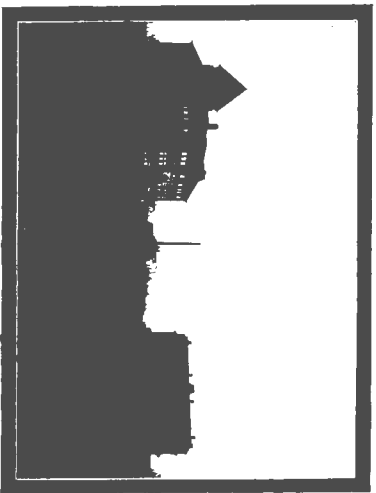
College

ESTABLISHED 1862

McPherson,

Kansas

1911



McPHERSON COLLEGE, McPHERSON, KANSAS.

ANNUAL CATALOGUE

OF

McPherson College

1903-'04

WITH ANNOUNCEMENTS FOR

1904-'05

McPHERSON, KANSAS,
1904.

CALENDAR FOR 1904-1905.

1904, September 6, Tuesday	-	-	1st Term Begins
" November 8, Tuesday,	-	-	2nd Term Begins
" December 24, to January 3,	-	-	Vacation
1905, January 17, Tuesday,	-	-	3rd Term Begins
" March 21, Tuesday	-	-	4th Term Begins
" May 14, Sunday Evening,	-	-	Baccalaureate Sermon
" May 15, Monday,	-	-	Field Day
" May 17, Wednesday Evening,	-	-	Musical Program
" May 18, Thursday Morning, at 10 a. m.,	-	-	Class Day Exercises
" May 18, Thursday Afternoon,	-	-	German Program
" May 18, Thursday Evening,	-	-	Alumni Banquet
" May 19, Friday Morning, at 10 a. m.	-	-	Commencement

"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.



H. J. HARNLY, Ph. D.

F. G. MUIR, *ex officio*.

EDWARD FRANTZ, A. M.

S. B. FANNESTOCK, M. C. SECY AND TREAS.

PRESIDENT

S. J. MILLER, A. M.



PROF. MUIR AND GROUP OF HIS MUSIC STUDENTS.

FACULTY AND INSTRUCTORS FOR 1904-05.

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

EDWARD FRANTZ, A. M., President,
Biblical Languages and Interpretation.

H. J. HARNLY, A. M., Ph. D.,
Natural Sciences.

S. B. FAHNESTOCK, A. B., M. O., Secretary,
SUPERINTENDENT COMMERCIAL DEPARTMENT,
Commercial Branches and Drawing.

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

CLAUDE SHIRK, A. M.,
Mathematics, Chemistry and Physics.

JOHN A. CLEMENT, A. M.
Pedagogy and History.

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

MARY E FRANTZ, A. B.,
Latin.

C. A. LOEWEN,
(COLUMBIA SCHOOL OF GRADUATE,)
Elocution and Physical Culture.

JOHN F. DUERKSEN,
("CENTRAL SCHOOL," SOUTH RUSSIA.)
Principal of German Department.

AMANDA FAHNESTOCK, B. S. L.,
Assistant in Bible Department.

B. P. NELSON,
Arithmetic.

HANNAH HOPE,
Shorthand.

O. W. WAMPLER,
Bible History.

4
McPHERSON COLLEGE.

English Grammar.

J. E. THORNE,
Book-keeping.

Grammar.

ANNA NEWLAND,
Orthography.

EMMA HORNING,
Director of Model School.

HANNAH HOPE,
Typewriting.

OLLIE CLEMENT,
Director of Gymnasium for Ladies.

H. J. YODER,
Taxidermist.

F. G. MUIR,
Chapel Music.

OTIS VANIMAN,
Director of Gymnasium for Young Men.

MRS. EVA BRUNSKILL,
Matron.

Others supplied as class necessities demand.

BOARD OF DIRECTORS.

Elder Edward Frants, <i>President,</i>	-	McPherson, Kansas
S. B. Palmestock, <i>Vice President.</i>	-	" "
F. A. Vaniman, <i>Treasurer.</i>	-	" "
H. J. Harnly, <i>Secretary.</i>	-	" "
Elder J. J. Yoder,		Conway, Kansas

ADVISORY BOARD.

Elder A. F. Miller,	-	Darlow, Kansas
Elder Urias Shick,	-	Holmesville, Nebraska
Elder Michael Keller,	-	Nickerson, Kansas

General Information.

AIM.

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 site 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.

BUILDING.

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 suffi-

McPHERSON COLLEGE.

ciently far advanced to prosecute successfully the studies of the course they may wish to enter.

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 four literary societies. The Elite Literary Society consists of beginners and of those having had little literary experience. The Eureka Literary Society is composed of the more advanced and more experienced literary workers. The Irving Memorial Society is composed of collegiate and advanced Normal students. 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.



COLLEGIATE AND ACADEMIC DEPARTMENTS.

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 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 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 today 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. Chanef'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 he 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.



COLLEGE GRADUATES 1904.



INVESTIG. ORNITH. 1904.

NORMAL DEPARTMENT.

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.

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. 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 funda-

mental 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, forms, 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 expeience, 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 the 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.

COURSE IN ELOCUTION. (Two Years.)

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.

SENIOR YEAR.**Fall Term.**

Physical Culture, Voice Culture, Bodily Expression, Oratory, Rhetoric, English Literature, Recitals.

1st Winter Term.

Physical Culture, Voice Culture, Bodily Expression, Oratory Rhetoric, and Extemporaneous Speaking, English Literature, Recitals.

2nd Winter Term.

Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Recitals.

Spring Term.

Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Recitals.

C. A. Loewen is a graduate of the Elocutionary Department of McPherson College and has been taking a course the past summer in the Columbian School of Oratory in Chicago. Mr. Loewen is a thorough student, and shows careful preparation for each particular lesson. He presents his work in a thorough, scholarly manner. His work is characterized by both system and finish. Mr. Loewen is a Christian man whose influence will be for the uplifting of humanity.

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.

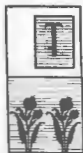
A piece of steel, no matter how fine may be its quality and temper, may be shaped into a common, dull spade, or a fine, sharp, scientific instrument; and THAT BOY OF OURS, by means of education, may be made one of the shining lights of life or a dull, plodding tool, with no higher aspirations than to exist without an animal existence.

Now let us carefully consider that important question—

What shall we have him taught?



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



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 Shall We Have Him Taught ?



WHAT IS THIS AGE OF SPEED! A wooden flail was once used to thresh the grain. Now the steam threshér 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 aftermath 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.



* * * * * **HIGHER** * * * * *
COMMERCIAL EDUCATION.

A Second Year Course.

BETTER

**Preparation for Business Afforded at McPherson College,
 McPherson, Kansas.**

For more than thirty years we have been instructing young people of both sexes in these important branches; Bookkeeping, Penmanship, Arithmetic, Commercial Law, Shorthand, Typewriting, Spelling, English, Letter Writing, etc. These are the essentials and should precede all higher branches. They prepare young people to earn a living,—the first consideration. But after these a higher and broader training is desirable, to develop and strengthen the mental power, and enlarge the intellectual vision of those who are contemplating entering business life.

Business requires as thorough an education as the learned professions.

A prominent judge of Chicago recently declared that "ten per cent of the lawyers did ninety per cent of the business." So it is with the other professions.

In order to succeed in business a young person must have a better education than was necessary ten years ago, and ten years hence a still better preparation than now will be required.

Hence we are prepared to offer to the young a course of practical education suited to the requirements of to-day.

We have provided a course in **HIGHER COMMERCIAL EDUCATION.**

HIGHER COMMERCIAL EDUCATION.

After completing the ordinary commercial course we have provided a year of advanced work in which the student receives a broad and extensive insight into the affairs of the business world. This course is designed to fit the student for the position as manager of a business.

COMMERCIAL GEOGRAPHY.

A study of trade centers; routes of commerce by sea and land; chief manufacturing industries, etc.

HIGHER ACCOUNTING.

Advanced work in bookkeeping, such as expert accounting, labor-saving methods, auditing, banks, railroads and other corporation accounting.

POLITICAL ECONOMY.

A study of the laws governing wages, prices and interest; system of taxation, influence of legislation, tariff, free trade, trusts, and a host of other important items influencing commercial development.

ADVERTISING.

What constitutes good advertising, illustrations, relative value of different mediums.

Fifty lessons on the Theory and Practice of How to Advertise.

CIVIL GOVERNMENT.

A study of our systems of national, state and municipal governments, as embodied in their legislative, judicial and executive departments; duties and obligations of citizenship.

PARLIAMENTARY LAW.

Drills, how to call a meeting, organize, conduct public meetings. A very important course for any business man.

COMMERCE AND FINANCE.

History of Banking, Clearing house, transportations. Tuition in this course same as regular tuition. Those completing this course will receive the degree Master of Accounts.

Diploma fee \$5.00.

WHO SHOULD STUDY ADVERTISING?

FIRST AND FOREMOST—Any man who is engaged in business (or expects to so engage) and more particularly if the business has not assumed such proportions as to warrant the employment of a trained advertising manager. The merchant knows the details of his own business and, when fortified by a thorough knowledge of how to advertise it, can wrest success from failure or become a giant among his competitors who are not similarly endowed. If advertising was the mere writing of copy or the clever juggling of words, pictures and space, its paramount importance to any business man would not be so imperative.

SECOND—Any woman who expects to support herself or hopes to marry a business man to whom she desires to be an intelligent helpmeet and companion, fitted to ably share his cares and duties, relieve his responsibilities and assist him in attaining success.

THIRD—Any salesman, stenographer or clerk who is ambitious to advance to a higher plane of usefulness, who desires to fit himself to work *with* his employer instead of *under* him, who wishes to acquire the knowledge which will entitle him to be consulted instead of directed.

FOURTH—The young man or woman who is desirous of earning an independent livelihood, of being his or her "own boss." There is no pleasanter employment than that of the independent advertisement writer, who produces booklets, circulars, follow-up letters, or plans and executes the advertising campaigns of a number of merchants whose appropriations may be too small to require the entire time of an advertising man. And this is the direct stepping stone to one of those high-salaried positions with some mammoth house, where the "advertising man" is given credit for the millions of dollars' worth of merchandise disposed of each year.

FIFTH—He who desires to better understand his neighbors; who wishes to acquire that psychological knowledge, that ability to subtly analyze human character and impulse, which makes it possible for the skilled advertiser to strike unerringly the chord of human desire with the same facility that the trained musician manipulates the strings of his instrument.

COMMERCIAL AND SHORTHAND DEPARTMENT.**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 student is engaged. This fully prepares him to enter successfully upon the work of the business department, or to take a position as assistant bookkeeper 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 bookkeeper, or business manager in a business house. We furnish the students from \$3,000 to \$5,000 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 COLLEGE 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.

COMMERCIAL AND SHORTHAND DEPARTMENT.

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 student is engaged. This fully prepares him to enter successfully upon the work of the business department, or to take a position as assistant bookkeeper 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 bookkeeper, or business manager in a business house. We furnish the students from \$3,000 to \$5,000 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 COLLEGE 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.

Penmanship Department

D. P. Fahnestock

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. ZANZER,
President Zanerian College.



GREGG SHORTHAND

Is today taught in more public and private schools than any other three systems combined; it is equipping the stenographers of today to successfully cope with the ever increasing demands put upon them by modern business and professional needs.

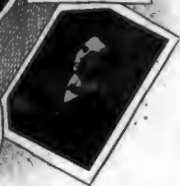
BECAUSE—Gregg Shorthand requires no *useless* study, writers of it are able to outdistance writers of other systems in point of time in learning and practical results accomplished.

BECAUSE—Achievements of today, not deeds of the past, have awakened enthusiasm in young men seeking *reportorial* skill, Mr. Raymond P. Kelley, a writer of Gregg shorthand, attained a speed of 235 words a minute in a public test. Mr. Kelley is a mere stripling in shorthand experience—a young man 22 years old—and his record is the highest ever achieved by any one so young.

BECAUSE—Of the wonderful capabilities of Gregg shorthand for the *highest class* of reporting, it is receiving such endorsements as these:

COURT REPORTING.

"I have been using Gregg Shorthand in my official capacity as reporter of the several courts of Venengo County, Pennsylvania, for almost three years. The system is amply equal to the demands of my office and I have no hesitation in recommending it. I am able to do all that Pitmanic writers are, and can read my notes more readily than any writer of other systems I have known." —H. B. Bennett, Franklin, Pa., Official Reporter, Twenty-eight Judicial District of Pennsylvania.

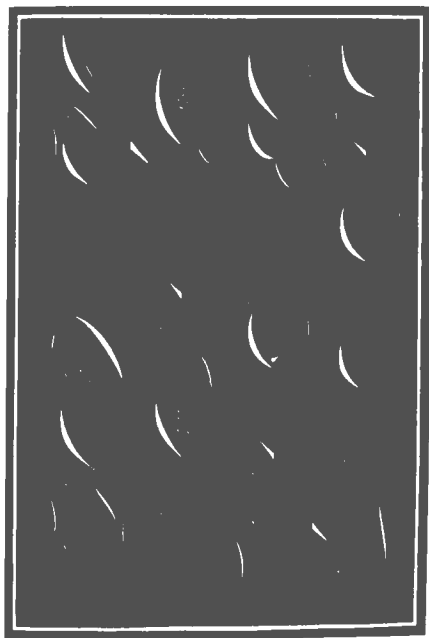


M. A. LICHTENWALTER, NEUTRAL, KANSAS. J. F. BOWERS, BOSSAGE, LOUISIANA.
F. W. CLINE, ROCKY FORD, COLORADO. O. S. WAINMAN, WYTHEBORO, KANSAS. F. R. CLINE, ROCKY FORD, COLORADO.
J. E. THORNE, NEW CLOND, NEBRASKA. R. W. BUTTON, BOYDTON, KANSAS. W. E. HUFFORD, SEWARD, KANSAS.

READ WHAT THESE YOUNG MEN SAY.

We have completed the \$35.00 Course of Advertising under Prof. Fannestock, whom we regard as unexcelled in this line of work. He not only teaches Theory of Advertising, but his broad experience and success in business enables him to give his students principles of success that can not be obtained from text books.

These men ought to know, because they have completed the Course.
FANNESTOCK.





Chas. E. Eichholtz, Denver, Colorado.

STENOGRAPHER FOR NORTHERN EDAL AND COKE CO.

Several years ago this young man came to McPherson College with \$14 in his pocket—all he could rake up. He had a common school education. Graduated in the Business and Shorthand Departments.

His salary has been raised frequently and has long since passed the thousand dollar mark.

"I ascribe my success to the benefit I received at McPherson College." Chas. E. Eichholtz



ONE OF THE COMMERCIAL ROOMS.

TEN POINTS OF SUPERIORITY.

1. Finest equipped Commercial rooms in the Central West.
2. Fine building, well lighted, steam heat, steel ceiling.
3. Accredited by State Board of Education.
4. A beautiful city. No saloons. A moral community.
5. Best Payman in the West.
6. Graduates hold good positions in all the leading cities of America.
7. The best for the least money, in the shortest time, from practical business instructors.
8. Faculty are specialists who have had long experience in teaching.
9. "McPherson College is one of the staunchest and ablest institutions in the West."—McPherson Commercial Club.
10. No trouble in securing positions for our qualified students.

P P P P P P P P P P
R R R R R R R R R R
S S S S S S S S S S
T T T T T T T T T T
U U U U U U U U U U
V V V V V V V V V V
W W W W W W W W W W
X X X X X X X X X X
Y Y Y Y Y Y Y Y Y Y
Z Z Z Z Z Z Z Z Z Z

Handwritten signature or mark

MEDICAL REPORTING.

Extract from a letter from Dr. Wilson A. Smith, recording secretary, American Institute of Homeopathy, in regard to work of a Gregg writer—22 years of age—as reporter of a medical convention:

"This was Mr. Niklaus's first attempt, and while I will not say that he did any better than the other three—one had twenty years' experience in this line, one had many years' experience, and another had been doing medical reporting for several years—yet I can truthfully say he was exceeded by none. His transcript was of such a high character that of all returned, his had the fewest corrections. When you take into consideration that a good convention reporter should have at least ten years' experience in old line shorthand to undertake convention work of this kind, then recall the fact that Mr. Niklaus had but five years' experience altogether, that it was his first attempt, and that he had no knowledge of medicine, I have no hesitation in affirming that there is but one system of shorthand which meets the difficulties of technical reporting, and that one is GREGG SHORTHAND."

These are some of the reasons why Gregg Shorthand is used by the best schools in America today—the schools that are equipping young men and women, not to do business at the "old stand" but at the new one, where skill and speed and accuracy are indispensable.

There are other reasons which we should like to submit for your consideration. A postal will bring full particulars.

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

MEDICAL REPORTING.

Extract from a letter from Dr. Wilson A. Smith, recording secretary, American Institute of Homeopathy, in regard to work of a Gregg writer—22 years of age—as reporter of a medical convention:

“This was Mr. Niklaus’s first attempt, and while I will not say that he did any better than the other three—one had twenty years’ experience in this line, one had many years’ experience, and another had been doing medical reporting for several years—yet I can truthfully say he was exceeded by none. His transcript was of such a high character that of all returned, his had the fewest corrections. When you take into consideration that a good convention reporter should have at least ten years’ experience in old line shorthand to undertake convention work of this kind, then recall the fact that Mr. Niklaus had but five years’ experience altogether, that it was his first attempt, and that he had no knowledge of medicine, I have no hesitation in affirming that there is but one system of shorthand which meets the difficulties of technical reporting, and that one is GREGG SHORTHAND.”

These are some of the reasons why Gregg Shorthand is used by the best schools in America today—the schools that are equipping young men and women, not to do business at the “old stand” but at the new one, where skill and speed and *accuracy* are indispensable.

There are other reasons which we should like to submit for your consideration. A postal will bring full particulars.

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

MUSICAL DEPARTMENT.

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, Violin, 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, *etudes*, and pieces will be given as will meet the needs of each individual pupil. In the use of exercises and *etudes* 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.

PREPARATORY COURSE.

Elements of pianoforte playing, including hand culture, touch, notation, together with melody construction, rhythm study, elementary harmony, ear training. Instruction books used according to individual needs. A limited number of *etudes*, by representative composers; sonatinas and rondos by Kuhlau, Reinecke, Gurlitt and others; smaller compositions by Handel, Bach, Mozart, Beethoven and others; easiest sonatas of Hayden and Mozart; selections from easier works of Schumann, Grieg, Kullak, Reinecke and others.

ACADEMIC COURSE.

Further development of technique, including major and minor scales in various forms, chords, arpeggios, octaves, etc. A limited

number of etudes from the best authors, such as Heller, Krause, Czerny, Cramer; preludes, two-part inventions, dance forms of J. S. Bach; sonatas by Haydn, Mozart and others; easier sonatas of Beethoven; compositions of moderate difficulty by Mendelssohn, Schubert, Schumann, Chopin, Grieg, Raff and others.

COLLEGIATE COURSE.

Selections from suites of Bach and Handel; a limited number of etudes by Czerny, McDowell, Liszt, Chopin and others; the more difficult sonatas of Beethoven; solo works of Weber Mendelssohn, Chopin, Schumann, Liszt, Schubert, Rubenstein, Grieg and others.

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 success-

ful 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 cannot 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

THE BIBLE SCHOOL.

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.

COURSES OF INSTRUCTION.

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 Pas- toral Duties The Psalms Church History	General Epistles N. 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 and 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 Testaments 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 Testa-

ment 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.

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.

GERMAN DEPARTMENT.

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.

(Four studies constitutes a full program)

Tuition, per term in advance.....	\$10 50
Tuition, per week.....	1 25
Tuition, Two terms in advance.....	20 00
Tuition, Three terms in advance.....	30 00
Tuition, per year in advance.....	40 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.....	6 00
Tuition, Full course advertising.....	35 00
Beginning Chemistry, per term.....	2 00
Advanced Chemistry, per term.....	3 00

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.

GERMAN DEPARTMENT.

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.

(Four studies constitutes a full program.)

Tuition, per term in advance.....	\$10 50
Tuition, per week.....	1 25
Tuition, Two terms in advance.....	20 00
Tuition, Three terms in advance.....	30 00
Tuition, per year in advance.....	40 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.....	6 00
Tuition, Full course advertising.....	35 00
Beginning Chemistry, per term.....	2 00
Advanced Chemistry, per term.....	3 00

Physics, per term.....	1 00
Advance Physiology, per term.....	1 00
Biology, per term.....	1 00
Board, in advance for the year.....	66 00
Board, Three terms.....	51 00
Board, Two terms.....	34 00
Board, One term.....	17 50
Board, Less than a term, per week.....	2 00
Holiday week.....	3 00
Board, Less than a week, per meal.....	15
Ink, per term.....	10
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
Board, Tuition, furnished room and fuel per year in advance, \$128 to.....	132 00
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 the 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 claims to the money paid by them.

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 German Chemistry
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 <i>Essays and Orations during the year.</i>	Trigonometry and Surveying Poets of America German Lyrics Advanced Chemistry

Sophomore Year.

First Term	Chemistry Victorian Poets German Sight Reading Memorabilia	Advanced Physiology 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

Orations 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 Astronomy Geology Philosophy of Education	Elizabethan Literature Astronomy Philosophy of Education Physics
Fourth Term	Juvenal Astronomy Geology Methods of Teaching	Prose Fiction Astronomy 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 Logic History of English Language	The State Sociology Logic History of English Language
Fourth Term	School Management Philosophy of History Psychology Pedagogical Review	School Management Philosophy of History Psychology Pedagogical Review School Law and Child Study

Reviews, Theses and Orations during the year.

For State Certificate, School Law, Kindergarten and Child Study are added.

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 Pennanship English Grammar and Composition	Arithmetic U. S. History Pennanship English Grammar and Composition
Second Term	Arithmetic U. S. History Pennanship English Grammar and Composition	Arithmetic U. S. History Pennanship 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

	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
Orations and Theses during the year.		
Junior Year.		
First Term	Tacitus Advanced Physiology Psychology History of Education	15th 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 Astronomy Geology Philosophy of Education	Elizabethan Literature Astronomy Philosophy of Education Physics
Fourth Term	Juvenal Astronomy Geology Methods of Teaching	Prose Fiction Astronomy 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 Logic History of English Language	The State Sociology Logic History of English Language
Fourth Term	School Management Philosophy of History Psychology Pedagogical Review	School Management Philosophy of History Psychology Pedagogical Review School Law and Child Study
Reviews, Theses and Orations during the year.		

For State Certificate, School Law, Kindergarten and Child Study are added.

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

McPHERSON COLLEGE.

	Second Year.		First Year.
	CLASSICAL	SCIENTIFIC	NORMAL
First Term	Algebra Rhetoric Higher Grammar Latin	Algebra Rhetoric Higher Grammar Latin	Algebra Rhetoric Higher Grammar U. S. History
Second Term	Algebra Rhetoric Higher Grammar Latin	Algebra Rhetoric Higher Grammar Latin	Algebra Rhetoric Higher Grammar U. S. History
Third Term	Algebra English Language Latin Civil Government	Algebra English Language Latin Civil Government	Algebra English Language American Politics Descriptive Geography
Fourth Term	Algebra Rhetoric Latin Civil Government	Algebra Rhetoric Latin Civil Government	Algebra Rhetoric Civil Government Descriptive Geography

Penmanship during the year.

Declamation, Essay or Debate twice each term

	Third Year.		Second Year
	CLASSICAL	SCIENTIFIC	NORMAL
First Term	Caesar General History Geometry German	Caesar General History Geometry Physiology	Latin General History Geometry Drawing Higher Arithmetic
Second Term	Geometry Caesar General History German	Geometry Caesar General History Physiology	Geometry Latin General History Drawing
Third Term	Geometry Physics Caesar German	Geometry Physics Caesar Botany	Geometry Physics Latin Botany
Fourth Term	Higher Arithmetic Physics German Cicero	Higher Arithmetic Physics Botany Cicero	Higher Arithmetic Physics Botany Caesar

Two Essays, Debates or one oration each term.

Fourth Year

Third Year

	CLASSICAL	SCIENTIFIC	NORMAL
First Term.	American Literature Greek Cicero Bible History	American Literature Cicero German Zoology	American Literature Psychology Zoology Chemistry
Second Term.	English Literature Greek Virgil Bible History	American Literature Virgil German Zoology	American Literature Psychology Zoology Chemistry
Third Term.	Virgil Greek Physical Geography Botany Political Economy	Virgil German Physical Geography English Literature	English Literature Political Economy Physical Geography Book Keeping
Fourth Term.	Physical Geography De Senectute Greek Botany	German De Senectute Physical Geography English Literature	Word Analysis Management Physical Geography English Literature

Oration or Thesis each term.

Normal Course, Fourth Year.

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

Oration or Thesis each term.

Latin may be substituted for Chemistry and Geology

GRADUATES, 1904.**COLLEGIATE.**

Allen, Herman C., A. B.
 Calvert, Merrill Q., A. B.
 Clement, J. A., A. M.
 Eby, Enoch H., A. B.

Frantz, Mary E., A. B.
 Harter, W. L., A. B.
 Horton, H. A., A. M.
 Johnson, Loretta, A. B.

Kunt, Geo. D., A. B.
 Metzger, Anita H., A. B.
 Miller, S. Enoch, A. B.
 Saylor, J. Harvey, A. B.

NORMAL.

Beckner, W. O., B. S. D.
 Bollinger, Porter N., B. S. D.
 Brubaker, Mary E., B. S. D.
 Crumpecker, H. C., B. S. D.
 Davis, Charles J., B. S. D.
 Mohler, Gertrude, B. S. D.

Gibbie, Mary E., B. S. D.
 Hlakog, Nellie M., B. S. D.
 Hoffman, Harvey B., B. S. D.
 Miller, Sylvia L., B. S. D.
 Mohler, Eubank G., B. S. D.

Stodobaker, J. E., B. S. D.
 Stutzman, Anna, B. S. D.
 Toews, Henry F., B. S. D.
 Vanman, Ernest, B. S. D.
 Yoder, Wm. H., B. S. D.

BIBLE.

Eby, Enoch H., B. S. L.

ENGLISH BIBLE.

Eby, Mrs. Emma Needley, Hattie Mae

ACADEMIC.

Wagoner, Ira B.

GERMAN.

Lofgren, Catherine

Nikrol, Frank H.

Wioba, Elizabeth V.

MUSICAL.

Crabb, Fio

Crabb, Paul

Fuhr, Phyllis

Nash, Ethel

COMMERCIAL.

Breon, G. F.

Dudte, Margaret

Morris, Ralph E.

Schoemaker, A. C.

Carlson, Grestred

Green, Fred O.

Neal, Walter Booth

Stonebaker, J. A.

Chappell, G. G.

Hartigan, Floyd

Nelson, N. B.

Thomas, Jacob

Delp, H. J.

Lindberg, Nelse

Ralston, Edward

Youngs, Hugh

SHORTHAND.

Agralus, Nell

Corbin, Ray E.

Hufford, W. E.

Sperline, Ross E.

Bowman, Edward

Dionisoff, C. O.

Mohler, Gertrude

Stephens, Frank T.

Bowman, Wallace W.

Drake, Celeste E.

Osborne, Julia A.

Chester, Clyde E.

STUDENTS.**COLLEGIATE DEPARTMENT.****Post Graduates.**

Clement, John A.

Norton, H. A.

Seniors.

Allen, H. C.

Frantz, Mary E.

Kunt, G. D.

Miller, S. E.

Calvert, Merrill Q.

Harter, W. L.

Metzger, Anita

Saylor, J. Harvey

Eby, E. E.

Johnson, Loretta

Juniors.

Harky, Sarah

Klopstager, J. C.

Shifer, C. E.

Weaver, C. D.

Kosning, Emma

Weldon, E. F.

Sophomore.

Baldwin, Ed.	Clement, Corda	Niebert, P. C.	Sargent, J. G.
Baldwin, R. W.	Crumpacker, F. H.	Miller, S. C.	Vaniman, O. S.
Barwick, M.	Frantz, J. J.	Newland, Anna	Wagoner, J. E.
Boone, W. B.	Goodwin, Margaret		

Freshman.

Bartels, Minnie	Duerkson, J.	Matchette, Orral	Weaver, Meta
Buck, O. D.	Hamm, David	Vanman, Vernon	

NORMAL DEPARTMENT.

First Year.

Anderson, Nina	Doerksen, J. T.	Hendricks, Harvey	Price, Sadie
Ardinger, Chas.	Dozour, G. C.	Hoff, Emily	Pollock, S. A.
Barkley, Lela	Dresher, I. L.	Hunt, Mae	Sawyer, Iva
Beifield, Emma	Dudte, Margaret	Hill, Almeda	Snowberger, Harvey
Bowers, J. F.	Ebbert, Ella	Jansen, C. C.	Strauss, A. F.
Breneman W. A.	Ember, Mabel	Kinsely, Nellie	Shamberger, Alma
Brown, Naomi	Flory, N. F.	Kittell, Amanda	Shamberger, Mary
Brubaker, Flossie	Glah, B. F.	Lohrenz, G. W.	Sandberg, Emil
Brubaker, Minnie	Gausa, Anna	McGill, Lloyd	Stonebraker, J. A.
Christensen, N. C.	Gausa, Alva	Miller, Bruce	Scott, E. L.
Cline, F. R.	Gates, Mayme	Morris, Ralph	Steele, D. C.
Conrad, Nora	Goodsheller, Grace	Mason, H. A.	Thiessen, G. E.
Crawford, Mattie	Hoffman, Homer	McCoy, Harriet	Toews, A. F.
Crisman, Anna	Halferty, Isabel	Mohler, Gertrude	Voight, J. O.
Crisman, J. W.	Halferty, Gladys	Neher, Lizzie	Voth, J. J.
Dean, T. A.	Horning, Minnie	Neher, Susie	Young, Austin
Detrick, Herbert	Hudson, Guy	Nikke, F. H.	

Second Year.

Burnworth, S. F.	Cline, Foster	Hedlund, Vivian	Snyder, Olive
Beckner, Emma	Clark, W. H.	Herr, Elva	Shaw, Vera
Blondefield, Pearl	Deip, Bertha	Herr, Ivan	Vaniman, Grace
Brubaker, H. M.	Edgecomb, Mrs. Geo.	Lichtenwalter, M. A.	Vaniman, Della
Bartels, Martha	Hawkinson, Hildegard	Loewen, C. A.	Wiebe, P. V.
Brubaker, Ida	Rorner, Wilbert	Pearson, Mary	Weisthaner, Martha
Bush, Jennie	Hildebrand, Lulu	Rasp, Conrad	Wampler, O. W.
Brubaker, Bessie	Hope, Hannah	Shirky, Howard	Wiebe, Mrs. Elizabeth
Brubaker, A. J.	Hope, Lily		

Third Year.

Dexter, R. W.	Lohrenz, H. W.	Stutzman, J. M.	Slossen, Helen
Edgecomb, Geo.	McGill, Mary	Shirky, Emily	Wicklund, Nettie
Engle, Sadie	Rothrock, Jas.	Stafford, Madge	Shirky, Mohler
Glichrist, Lulu			

Fourth Year.

Beckner, W. O.	Davis, G. J.	Hoffman, E. B.	Stutzman, Anna
Brubaker, Mary	Eicker, Gyrt	Mohler, R. G.	Toews, H. F.
Bolinger, P. N.	Gibbel, Mary	Miller, Elva	Vaniman, Ernest
Crumpacker, H. C.	Hinkson, Nellie	Studebaker, J. E.	Yoder, W. H.

ACADEMIC DEPARTMENT.

First Year.

Adrian, Jacob	Garst, Ray	Myers, Minnie	Shepherd, Earl H.
Burgia, Geo. W.	Hedstrom, Rev. J. H	Nance, Dora	Wampler, C. M.,
Bridgens, Chas.	Hoer, Katie	Rendleman, Esther	Wolf, J. E.
Roone, Sadie	Horner, Elsie	Sterner, W. E.	Ward, C. M.
Casey, Hugh	Kilgour, E. F.	Stansel, Ella	Wohlgemuth, Benj.
Deip, H. J.	Leing, Roy	Smith, DeWitt	Wohlgemuth, Jas.
Fisher, Beatie	Myers, Corda	Spofline, Rosa	

Second Year

Andes, Lulu	Enriken, F. K.	Kittel, Albert	Nelson, Fred
Beanblossom, D. W.	Elliott, Albert	Myers, Lela	Neighbors, Ollie
Buckman, Glen	Fuhr, Phyllis	Matchette, Clement	Puckett, Arthur
Brubaker, O. O.	Hoffert, H. A.	Miller, S. D.	Reiff, Mary
Cripe, Eldeb, A.	Ingalls, Rosco	Miller, E. A.	Throne, J. E.

Third Year

Buck, E. E.	Eiseline, C. J.	Ebel, B. E.	Goodsheller, Helen
Manon, B. A.		Rock, Clayton	

Fourth Year

Wagoner, Ira B.			Yoder, H. J.
-----------------	--	--	--------------

Unclassified

Ferris, O. J.	Norris, LaMotta	Sehman, Anna	Wampler, N. J.,
Mattson, Martha			

COMMERCIAL DEPARTMENT.

Adams, Elmer	Coover, Mary.	Larson, C. A.	Schoemaker, Arthur
Adrian, Jacob	Cripe, M.	Lichtenwalter, M. A.	Smith, S. E.
Arnold, Ella	Curtis, V. O.	Lindberg, N. L.	Snowberger, Harvey
Bowers, Willis	Deip, H. J.	Martens, H. H.	Stansel, A.
Breon, G. F.	Drake, Celeste	Metzler, Bertha	Stansel, G. L.
Bridgens, Chas.	Dudde, Margaret	Morris, Ralph	Stansel, Ella
Brubaker, A. J.	Eby, Daniel	Myers, A. E.	Stonebreaker, J. A.
Brubaker, C. H.	Ek, Elmer	Neal, Walter	Stump, Levi
Burgia, G. W.	Fisher, Harry	Nelson, N. B.	Talbott, Walter
Button, B. W.	Frantz, G. I.	Nelson, Theo.	Thomas, Jacob
Calhas, Edie	Frantz, O. C.	Norton, C. O.	Ware, James
Carlson, C. A.	Gate, Mamie	Peel, C.	Webber, Geo.
Carlson, Godfred	Gray, Chas. B.	Petz, Grace	Will, Albert
Caugson, O. E.	Green, Fred	Petz, Morris J.	Wohlgemuth Benj.
Carter, Thomas	Harrison, Floyd	Ralston, Ed.	Wohlgemuth, James
Clark, D. W.	Hill, Jennie	Rostine, William	Yeung, C. A.
Claypool, Belle	Kittel, A.	Sheeler, L. L.	Yeung, Hugh
Claypool, G. G.	Kinsie, A. E.	Shepherd, Earl	Yeung, John

SHORTHAND.

Agrelus, Nellie	Cortin, Ray E.	Hufford, W. E.	Puckett, Arthur
Bell, W. E.	Coover, Mary	Hill, Jennie	Stephens, F. T.
Beaty, Floyd	Chester, Oilda	Lichtenwalter, M. A.	Sperline, Ross
Bridgema, Ethel	Drake, Celeste	Mohler, Gertrude	Stover, Mathena
Bowman, W. W.	Dierdorf, C. O.	Osborne, Julia	Thomas, Jacob
Clark, R. D.			

ELOCUTION DEPARTMENT.

Adinger, Chas.	Dreaker, J. O.	Ingalls, Rosco	Shirky, Howard
Adrian, Jacob	Ebbert, Ella	Jansen, C. C.	Shepherd, Earl
Brown, Navina	Elselne, C. J.	Kittell, Albert	Shamberger, Alma
Brubaker, Flossie	Enriquez, F. R.	Kinsely, Nellie	Shamberger, Mary
Brubaker, Minnie	Elliott, Albert	Kittell, Amanda	Stafford, Wadge
Brubaker, C. O.	Edgecomb, Maudie	Johnson, Waldo	Scott, Bobb
Brubaker, C. H.	Frantz, O. C.	Nason, B. A.	Sternier, Wm.
Bridgens, Chas.	Frantz, Irwin	McGill, Loyd	Steele D. C.
Bridgens, Ethel	Gilchrist, Lela	Mason, Henry	Sperline, Rosa
Buckman, Glen	Gaus, Ruth	Myers, A. K.	Snowberger, Harvey
Barkley, Lella	Gates, Mayme	Myers, Corda	Toewa, A. F.
Bush, Jennie	Gaus, Alva	Matchette, Clement	Thiesen, G. E.
Beanblossom, D. W.	Hunt, Mae	Miller, Bruce	Voight, J. C.
Curtis, V. O.	Herr, Elva	Miller, S. A.	Wicklund, Nettie
Conrad, Nora	Herr, Ivan	Neighbors, Ollie	Wolf, J. E.
Crisman, Anna	Hoffman, Homer	Nehrer, Susie	Ward, C. M.
Crisman, J. W.	Hoerner, Effie	Nehrer, Lennie	Wiebe Elizabeth
Christensen, C. N.	Hendricks, Harvey	Nelson, Fred	Young, C. A.
Crawford, Mattie	Hudson, Guy	Nance, Dora	Doerksen, J. T.
Cripe, Edson	Horning, Winnie	Mason, Martha	Flory, N. P.
Cline, F. E.	Hildebrand, Lulu	Norris, LaMotta	Price, Sadie
Detriok, Herbert	Horner, Katie	Pollock, S. A.	
Dotzour, G. O.	Hill, Almada	Root, L. H.	

SPECIAL ELOCUTION STUDENTS.

Fisher, Bessie	Eisenbeis, T.	Hiebert, P. C.	Rasp, Conrad
Goodsheller, Helen	Hamm, D.	Elselne, Mr.	Yoder, Hiram
Shirky, Emily	Buck, Ollie	Vanman, Vernon	Baldwin, E. W.
Neighbors, Ollie	Buck, Earl		

BIBLICAL DEPARTMENT.

Graduates in Divinity Course.

Eby, R. H.

Graduates in English Bible Course.

Eby, Mrs. Emma Netley, Hattie Mae

Undergraduates.

Arnold, Ella B.	Cripe, Joannah	Horner, Katie E.	Meyers, Minnie
Buck, O. D.	Color, Frank	Johnson, Loretta	Miller, Modena
Buck, E. R.	Edwards, J. N.	Kinsie, A. E.	Nehrer, Clara
Barwick, H. M.	Eisenbeis, T. A.	Kilmer, M. O.	Newland, Anna
Brubaker, Lizzie	Flory, W. F.	Kilmer, Jennie	Oxley, J. H.
Brunskill, Ella	Frantz, Mary E.	Loitzenhiser, Sarah	Snavelly, Ella
Brunskill, Estta	Frantz, J. J.	Miller, S. K.	Stump, Myrtle
Boone, Sadie	Gibson, Calvin	Miller, Bruce	Stutzman, Anna
Barwick, Edith	Haugb, Emma	Myers, A. E.	Sperline, Rosa
Bollinger, P. N.	Harnly, Sarah	Myers, Corda	Wine, Mary
Burgin, Geo. W.	Horning, Emma	Mast, Ollie	Wampler, C. W.
Baldwin, E. W.	Hartman, C. H.	Mulr, Amanda	Wampler, Minnie
Crumpacker, H. C.	Hamm, David	Miller, Alice	Weaver, Meta
Crumpacker, F. H.	Hoerner, Effie	Miller, Martha	Wiebe, Elizabeth
Clement, Corda	Hoerner, Della	Metzger, Anita	Ward, C. E.
Clark, W. H.			

GERMAN DEPARTMENT.

Duerksen, John W.	Frank, J. J.	Thiessen, Gerhard	Toewa, H. F.
Doerksen, J. T.	Ehlebert, P. C.	Toewa, Abraham	Unruh, Benjamin
Ebel, Bartel E.	Lohrens, H. W.		
First Year.			
Glassen, P. W.	Kraus, Lena	Regier, Ia. P.	Schmidt, Andrew A.
Duerksen, Sarah	Marfons, H. H.	Regier, Tiena	Thiessen, Maria
Gade, Anna	Nikkel, Tiena L.	Regier, Lizzie	Voth, John J.
Second Year.			
Jansen, Cornelius G.	Kiewer, Emil F.	Lohrens, Gerhard	Thiessen, Sarah
Third Year.			
Lohrens, Tiena L.	Nikkel, F. H.	Wiese, Lizzie B.	

MUSICAL DEPARTMENT.

Arnold, Ruth	Deal, Nida	Jesberg, Adaline	Simonsen, Mary
Andes, Lula	Deerdoff, Clara	Myers, Minnie	Snavely, Everett
Brunckill, Ella	Day, May	Myers, Oorda	Shuman, Anna
Buck, O. D.	Engle, Waffle	Mast, Olive	Stacey, Earl
Buck, Earl	Euberg, Myrtle	Muir, Gladys	Stump, Myrtle
Burns, Rena	Evelina, Mrs. U. J.	Miller, Mand.	Thiessen, T. J.
Berkeystie, J. H.	Fuhr, Phyllis	Neighbors, Ollie	Throne, John
Brubaker, Emma	Frank, J. J.	Nash, Ethel	Vaunman, Ernest
Bartels, Minnie	Fusser, Edith	Nash, Alice	Vaunman, Della
Clement, Corda	Goodshaller, Gracie	Osborne, Maggie	Whitright, Rosa
Curtis, Myrtle	Hall, Blanche	Osborne, Gladys	Wedel, Rachel
Chester, May	Haugh, B. S.	Petermeyer, Pearl	Wedel, Leah
Crabb, Paul	Horner, Effie	Reif, Mary	Wolf, Sadie
Crabb, Flo	Horner, Della	Stansel, Ella	Wannier, Sadie
Crabb, Orral	Heer, Elva	Starks, Carrie	Wagoner, Ira
Clemont, Olive	Johnson, Waldo	Hellers, Della	Wagoner, Jesse
Crabb, Marvin	Johnson, Lida	Suffield, Mabel	Wine, Mary
Crisman, Anna	Johnson, Minnie	Shaw, Verna	Welthauer, Martha

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.

SENIOR YEAR.**Fall Term.**

Physical Culture, Voice Culture, Bodily Expression, Oratory, Rhetoric, English Literature, Recitals.

1st Winter Term.

Physical Culture, Voice Culture, Bodily Expression, Oratory Rhetoric, and Extemporaneous Speaking, English Literature, Recitals.

2nd Winter Term.

Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Recitals.

Spring Term.

Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Recitals.

O. A. Loewen is a graduate of the Elocutionary Department of McPherson College and has been taking a course the past summer in the Columbian School of Oratory in Chicago. Mr. Loewen is a thorough student, and shows careful preparation for each particular lesson. He presents his work in a thorough, scholarly manner. His work is characterized by both system and finish. Mr. Loewen is a Christian man whose influence will be for the uplifting of humanity.

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 without an animal existence.

Now let us carefully consider that important question —

What shall we have him taught?



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



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?



BUSINESS PRACTICE



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.

