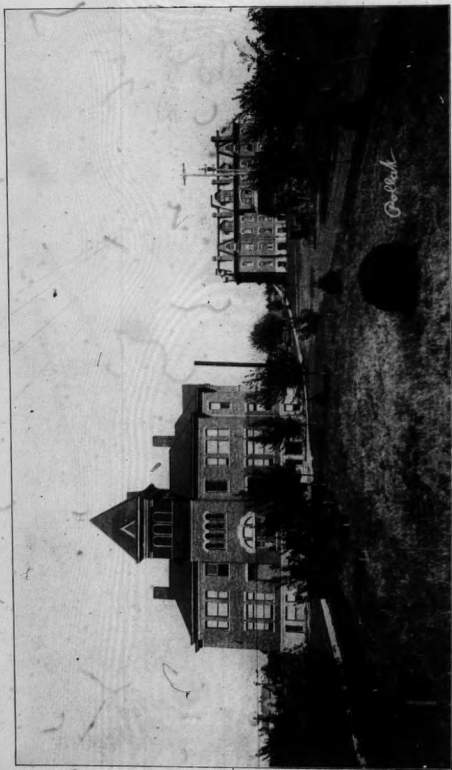


W. P. PIERSON



W. P. PIERSON, RANG.



VII
VIEW OF McPHERSON COLLEGE

ANNUAL CATALOGUE



McPherson College

McPherson, Kansas

1905-1906

With Announcements for

1906-1907

Calendar for 1906-1907.

1906. September 11, Tuesday, 1st Quarter Begins
" November 13, Tuesday, 2nd Quarter Begins,
" December 22, to January 1, 1907, Vacation
1907, January 22, Tuesday, 3rd Quarter Begins
" March 26, Tuesday, 4th Quarter Begins
" May 19, Sunday Evening, Baccalaureate Sermon
" May 20-21, Monday and Tuesday, Final Examinations
" May 21, Tuesday Evening, Elocution Recital
" May 22, Wednesday, Field Day
" May 22, Wednesday Evening, Musical Recital
" May 23, Thursday, Class Day
" May 23, Thursday Evening, Alumni Banquet
" May 24, Friday Morning, Commencement

Summer School begins Tuesday, May 28, 1907, and continues nine weeks.

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

Faculty and Instructors for 1906-1907.

"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 Literature.

H. J. HARNLY, A. M., Ph. D.,
Biology and Philosophy.

S. B. FAHNESTOCK, A. B., M. C., 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.,
(On Leave of Absence for University Study.)
Pedagogy and History.

Pedagogy and History.

MINNIE BARTELS, A. B.,
German and Physiology.

F. G. MUIR,
*Director of Musical Department; Piano, Organ, Har-
mony and Voice Culture.*

MARY E. FRANTZ-HEDINE, A. M.,
Latin.

JESSIE ULLREY,
(Columbia School of Oratory)
Elocution and Physical Culture.

AMANDA FAHNESTOCK, B. S. L.
Church History.

McPHERSON COLLEGE

BRUCE MILLER,

Missions.

MARION STUDEBAKER,

Arithmetic.

LILLIAN HOPE,

Shorthand.

SYLVA MILLER,

Grammar.

Typewriting.

MARY MOHLER,

Missions.

J. J. YODER,

Orthography.

F. R. CLINE, M. Acct.,

Book-keeping.

J. E. THRONE, M. Acct.

Book-keeping.

J. F. BOWERS, M. Acct.,

Penmanship and Book-keeping.

MRS. J. B. STAUFFER,

Director of Model School.

IRA VANIMAN,

Director of Gymnasium for Ladies.

F. G. MUIR,

Chapel Music.

IRA VANIMAN,

Director of Gymnasium for Young Men.

MRS. J. B. STAUFFER,

Matron.

Others supplied as class necessities demand.



H. J. HARNLY, Ph. D.
F. G. MUIR, MEDICAL DIRECTOR.

S. B. FARNESTOCK, M. C. SECY AND TREAS.
EDWARD FRANTZ, A. M., PRESIDENT.

S. J. MILLER, A. M.

BOARD OF DIRECTORS.

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

ADVISORY BOARD

Elder Michael Keller,	-	Nickerson, Kansas.
Elder Geo. Manon,	- - -	Gypsum, Kansas.
Elder A. C. Daggett,	- - - -	Govet, Kansas.

GENERAL INFORMATION.

LOCATION AND ACCESSIBILITY.

PURPOSE AND IDEALS.

MATERIAL EQUIPMENT.

MORAL AND RELIGIOUS INFLUENCES.

LITERARY SOCIETIES.

DISCIPLINE.

EXPENSES.

LOCATION AND ACCESSIBILITY.

McPherson, Kansas, is not far from the center of the state, whose geographical and material advantages have been made famous in Governor Hoch's celebrated metaphor, "The rich, juicy meat in the heart of the national sandwich." It is a thriving little city of thirty-five hundred people and is the seat of government of McPherson county. It is a city of prosperous merchants, beautiful homes, parks and shade trees, and is surrounded by waving fields of wheat, corn and alfalfa. The climate is mild and healthful.

McPherson is easily accessible from all parts of the country. The El Paso division of the Rock Island system passes through it, over which run daily through trains between Chicago and California. A branch of the Santa Fe system connects McPherson with the main line about fifty miles distant both east and west. Santa Fe trains stop on signal at McPherson College station, two blocks from the campus. The Union Pacific and Missouri Pacific roads also have branches here.

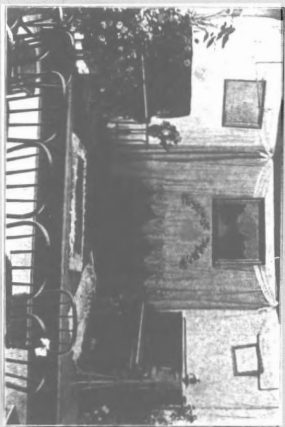
The college is beautifully situated on an elevation at the eastern end of Euclid street, the principal east and west thoroughfare of the city. The campus is dotted with growing maples, elms and evergreens, and is far enough from the center of business to insure an environment most favorable to student life.

PURPOSE AND IDEALS.

McPherson College was established in order to provide the young people of the Dunker Brethren church with facilities for a thorough, Christian education. However, no denominational test of admission is applied and its doors are open to all persons of good moral character who are in sympathy with the general spirit of the institution.

The conception of education which controls at McPherson is that which regards it as a development of the whole being, body, mind and spirit. While the most thorough and exacting intellectual discipline is demanded, as an examination of the courses in this catalog will show, special care is taken that the whole atmosphere of the school shall be favorable to spiritual culture also. High ideals of character are constantly held forth. True education is held to include both the acquisition of power and the direction of this power to worthy ends. Equipment for honorable service to humanity and for appreciation of the best things which life can afford are ideas distinctly taught.

The institution stands definitely for the doctrine of "The Simple Life." Modesty in dress and bearing, simplicity in social customs, the dignity of all honest labor, are popular ideas. The rich student who imagines that his wealth will bring him prestige is likely to suffer a painful disillusionment, while the poor one who must work his way through, provided only his work be well



VIEW OF ROTRUM, COLLEGE CHAPEL.

done, will find himself honored and respected. No aristocracy, save that of character, is known.

MATERIAL EQUIPMENT.

Buildings.—Two large substantial buildings and a third in course of construction furnish ample accommodations. The main building ninety-four by one hundred and seventeen feet, contains the chapel, recitation rooms, commercial hall, part of the laboratories and the gymnasium.

A second building, forty by one hundred feet, three stories and basement, is used as a dormitory and dining hall. Students' rooms are comfortably furnished, have steam heat and electric lights.

A third building, a Carnegie library, fifty by sixty feet, is in course of construction and will be ready for use the coming session.

The Gymnasium occupies a basement room thirty by seventy feet, with bath and dressing-room annex twenty-five by thirty-five feet. The gymnasium is well equipped with apparatus, tub and shower baths and lockers.

The athletic grounds, occupying the north side of the campus, have been recently put into good condition and are now well equipped for college athletics.

Library.—The beautiful new library building of pressed brick, stone and concrete, with over sixteen thousand dollars of upkeep endowment, will be ample to meet our library and reading room wants. There are over ten thousand volumes in the library. New books are con-

stantly added. In the reading rooms are found scores of the best newspapers and magazines.

Apparatus.—In the way of apparatus there is no college in the west better equipped for the work it attempts.

There are twelve modern microscopes, two microtomes, ovens, paraffin baths, projecting microscope and all other equipments of a first class biological laboratory.

The chemical laboratories are equipped with modern desks, hoods, balances, gasometers, retorts, chemicals, etc. In fact, everything needed to do first class work.

In the physical laboratories are found air pumps, engines, dynamos, motors, galvanometers, spectroscopes, ampere meters, resistance coils, and hundreds of other pieces of apparatus too numerous to mention. There is a Chicago model dissolving view stereopticon, also a more modern single stereopticon fitted for either oxy-hydrogen, oxy-ether, acetylene or electric light illumination, with attachments for opaque and microscopic projections.

For astronomy there is a four-inch telescope, and for surveying a transit and other necessary equipments.

The Museums.—Here are valuable collections of mammals, birds, birds' nests and eggs, reptiles, corals, shells of various kinds, insects, minerals, rocks and fossils, herbarium, etc., etc. Additions to the collections are solicited.

MORAL AND RELIGIOUS INFLUENCES.

The high ideals and principles for which the college itself stands, together with most favorable surroundings, combine to impart to the student life a moral tone of an

exceptionally high order. McPherson has many live churches, a large active Y. M. C. A., a public library, another college beside our own, a choral union, a first class lecture course. It has no saloons, no joints, and no paupers. More than the average city or town it is free from the vices which are liable to prove pitfalls for young people. McPherson is not noted for its mines or manufacturing interests, but is dependent for its prosperity upon the rich agricultural community which surrounds it. It is easy to see how this fact tends to keep away from the city the less desirable classes of inhabitants. It is an ideal college town; just the kind of a place in which it is a pleasure to live and to which it is safe for parents to send their sons and daughters.

In the college itself devotional exercises are held each school day in the chapel, and regular evening prayers are held in the dormitory. The morning watch and systematic daily Bible study are also observed by many. Sunday school and two preaching services are held in the college chapel each Lord's Day. Young people's societies are active and exert a strong Christian influence upon the student body. And what is really of chief significance in determining the religious tone of an educational institution, the teachers are Christian men and women, and their daily work is permeated by the Christian spirit.

LITERARY SOCIETIES.

Three literary societies are sustained by the students of the college. Every student is expected to unite with one of these societies and to participate in the exercises of the society.

The Irving Society is open to the students of the collegiate classes and the senior normals. The sessions are held each Saturday evening in Irving hall. The hall is well furnished and lighted by electricity.

The Eureka Society is open to sophomore and junior normals and junior and senior academic students. The sessions are held each Saturday evening in the college chapel.

The Elite Society is open to all students below the ranks of the Eureka and Irvings. They hold their sessions each Monday evening in Irving hall.

Students cannot afford to miss the mental discipline acquired by taking part in these literary societies. An annual oratorical contest is held under the auspices of the Irving Society.

DISCIPLINE.

The standards of social life and conduct at McPherson College are those which belong to well-bred people everywhere. When young people apply for admission to the college it is assumed that they are ladies and gentlemen, and they are treated and trusted as such until they show themselves unworthy of the trust. If a student shows a disposition not to fall into line with the high stan-

dard of conduct which prevails, he is admonished. If he persists, he cannot remain in the institution.

The reformation of young people of vicious habits is a noble work but it is not compatible with the purpose and ideals of McPherson College. The best interests of its constituency demand that its opportunities should be open to ladies and gentleman only. The patronage of those who want to have a "good time" is not solicited. When the presence of such is discovered they must choose quickly between a change of program and a departure to other climes. To all who mean business and want the largest returns for time and money expended we extend a hearty welcome and we promise you the best service which it is in our power to give.

EXPENSES.

(Four studies constitute a full program.)

Tuition, per quarter in advance.....	\$10.50
Tuition, per week.....	1.25
Tuition, two quarters in advance.....	20.00
Tuition, three quarters in advance.....	30.00
Tuition, per year in advance.....	40.00
Tuition, single study, per week.....	.50
Tuition, Stenography alone, per quarter in advance	7.50
Tuition, Stenography with other studies, per quarter in advance.....	5.00
Tuition, Typewriting, per quarter in advance.....	6.00
Tuition, full course Advertising.....	35.00
Beginning Chemistry, per quarter.....	2.00

Advanced Chemistry, per quarter.....	3.00
All students pay per quarter for library fee.....	.25
Physics, per quarter.....	1.00
Advanced Physiology, per quarter.....	1.00
Biology, per quarter.....	1.00
Board, in advance for the year.....	66.00
Board, three quarters.....	51.00
Board, two quarters.....	34.00
Board, one quarter.....	17.50
Board, less than a quarter, per week.....	2.00
Holiday week.....	3.00
Board, less than a week, per meal.....	.15
Ink, per quarter.....	.10
Fuel, Fall or Spring quarter.....	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 quarter.....	.50
Furnished rooms, per week.....	.50
Board, Tuition, furnished room and fuel, per year in advance.....	\$132.00
Special Examination Fee.....	1.00
Private Lessons, each, in advance.....	.50
Chemistry, General, per quarter.....	2.00
" Qualitative, per quarter.....	3.00
" Quantitative, per quarter.....	3.00
" Organic, per quarter.....	4.00
Astronomy, per quarter.....	1.00
Zoology, per quarter.....	1.00

Botany, per quarter.....	.50
Physiology, per quarter.....	1.00
Biology, per quarter.....	1.00
Physics, per quarter.....	1.00

All laboratory fees must be paid in advance. Grades will not be granted until the fees have been paid.

GRADUATING FEE, INCLUDING DIPLOMA.

College	\$ 5.00
College, with State Certificate.....	6.00
Normal	5.00
Normal, with State Certificate.....	6.00
Elocution	3.00
Music (Certificate)	3.00
Music (Diploma)	5.00
College post graduate.....	10.00
Commercial	3.00
Commercial (Post Graduate).....	5.00
Biblical (Certificate).....	3.00
Biblical (Collegiate).....	5.00
Academic	3.00
Shorthand	3.00
Penmanship (Certificate)	1.00

No student will receive the final testimonial and grade until this fee is arranged for.

All expenses are due and payable one quarter in advance. Students paying a quarter or more in advance and having to quit school before the time paid for is expired, will be charged at the quarter rates for whole quarters, and at week rates for less than a quarter. 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.

Students voluntarily rooming alone, two rates for Room Rent.

Students in Dormitory furnish their own Blankets.

For further information address, McPherson College, McPherson, Kansas.

NORMAL CLASS 1906.



The DEPARTMENT OF ARTS,
LITERATURE AND SCIENCE.

NATURE AND SCOPE.

THE COLLEGE PROPER.

THE NORMAL SCHOOL.

THE ACADEMY.

THE SUBJECTS OF INSTRUCTION.

THE TABULATED COURSES.

***The* NATURE AND SCOPE OF THE COURSES OFFERED IN THIS COLLEGE.**

THE COLLEGE.

Two collegiate courses are offered, the classical and scientific, each leading to the degree Bachelor of Arts. These courses, as tabulated, serve to show the nature and amount of the work required for the degree, but it is not to be supposed that the courses of all students must conform exactly to either of them. Reasonable liberty of substitution is allowed, provided the work offered is equal in value to that for which it is substituted.

Entrance Requirements.—Students may be admitted to the college from high schools, academies and preparatory departments of other colleges, as well as on completion of our own academy course. The applicant for admission must present a certificate or a letter from the principal of the school recommending him for admission.

Students from high schools accredited by the high school examiner for the State University will be admitted unconditionally provided that they have the following units to their credit:

1. Three units of English;
2. Two and one-half units of Mathematics;
3. Four units of Latin;
4. One unit of Physical Science;
5. One unit of Biological Science;
6. One unit of History.

A unit is a subject (like Latin, for example) running for one year; that is, not less than thirty-five weeks, five recitations per week, with at least forty minutes for each recitation. Fifteen units are necessary for unconditional entrance, the remaining units being elective.

State Certificate.—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 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.

THE NORMAL SCHOOL.

The normal course is designed for those preparing to teach, and leads to the degree Bachelor of Scientific Didactics. This course affords every opportunity to teachers to qualify themselves thoroughly for the highest success in their noble calling—to make teaching not a mercenary business but the noblest profession. It is our fixed purpose to maintain the highest standard and to inspire such wholesome enthusiasm as shall most certainly and most fully accomplish this aim. We meet competition, not by cheapening our goods, but by superior advantages.

The First Three Years' Work has been arranged, as far as possible, parallel with the academy course, so that anyone who has finished an academy course of equal scope and thoroughness can take up the distinctively professional and so complete the course the more readily.

Entrance Requirements.—Students may be admitted to the first year of the normal course on completion of the eighth grade, or on the presentation of a third grade teachers' certificate.

State Certificate.—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 ACADEMY.

The two academic courses are intended to prepare students for the corresponding courses in the college. For those who are unable to pursue their education further, these courses will serve as the best preparation for practical life.

Students may be admitted to the second year of the academic course on completion of the eighth grade or on presentation of a third grade teachers' certificate.

DETAILED DESCRIPTION OF SUBJECTS OF INSTRUCTION.

ENGLISH.

The work in English 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. 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 a correct use of our language.

In the study of 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.

1. *English Language*.—A study of the principles of composition, with written exercises. Open to normal and academy students. First Semester.

2. *English Grammar*.—A thorough study of the grammar of the English Language. Open to normal and academy students. Second Semester.

3. *American Literature*.—A study of the history of American Literature with a study of at least one production from each representative writer. Open to normal and academy students. First Semester.

4. *English Literature*.—A study of the history of English Literature with a study of at least one production from each representative writer. Open to normal and academy students. Second Semester.

Nos. 3 and 4 must include the study and reading of the classics outlined by the committee on college entrance requirements.

5. *English Classics*.—A reading and study of the best classics in both American and English Literature. For normal students. Second Semester.

6. *Rhetoric*.—A study of the principles of rhetoric with original thesis work illustrating the different types of prose composition. Open to college freshmen. First Semester.

7. *American Poets*.—A study of the prominent poets of America, including their relation to the English poets. Open to college freshmen. Second Semester.

8. *Victorian Literature*.—A critical study of Tennyson and Browning. Lectures on the literature of the period. Open to sophomore students. First Semester.

9. *Eighteenth Century Poets*.—A study of the representative productions of the prominent poets of the period. Open to junior students. First Quarter.

10. *Milton*.—A thorough study of *Paradise Lost*. Lectures on the literature of the age of Milton. Open to juniors. Second Quarter.

11. *Shakespeare*.—This course is designed to give the student a knowledge of Shakespeare as an artist; his power to portray character; the different types of the drama represented by his works. At least one drama from each type is studied critically. Open to junior students. Second Semester.

12. *Anglo-Saxon Period*.—A study of the Anglo-Saxon grammar; *Boewulf*, *Judith* and other productions. Open to seniors. All Year.

MODERN LANGUAGES.

German.

1. German Grammar.—A study of the grammar of the German language with sight reading and writing in German script. Open to academy and college students. First Semester.

2. "Gluck Auf," "Carruth's German Reader," and conversation. Sight reading, translation, and review of grammar. Open to academy and college students. Second Semester.

3. "Minna von Barnhelm," "Der Neffe als Onkel," "Die Jungfrau von Orleans," and "Wilhelm Tell." Conversation. Open to college students. Through the year.

French.

French will be offered only as optional in case there are enough applications to form a class.

LATIN.

First Year.—Collar & Daniell's First Year Latin; first, second and third quarters. Twenty pages of Cæsar, with prose composition work and careful training in the use of the Grammar; fourth quarter. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading.

Second Year.—Cæsar continued until four books or their equivalent are finished, with at least one period a week in prose composition; systematic drill on constructions and vocabulary of Cæsar; grammar continued; and the history he narrates; first, second and third quarters. Cicero, first three orations against Cataline, with the equivalent of one period a week in prose work; study of



COLLEGIATE GRADUATES 1906.

Cicero's style and diction, and historical background; syntactical drill; fourth quarter.

Third Year.—Cicero continued; fourth oration against Cataline, the one for the poet Archias, and the one concerning the Manilian law; prose work; first quarter. Virgil's Aeneid, six books; practice in metrical reading; prosody; study of the mythology and literary merit; syntactical drill and composition; second and third quarters. Cicero's De Senectute; philosophy of the time; syntactical drill; review of the grammar; fourth quarter.

Fourth Year.—Cicero's De Amicitia; literary merit; syntactical drill; first quarter. Livy, selections from books I and II; early Roman history; practice in sight reading; syntactical drill as needed; second and third quarters. Horace, selections from the Odes; careful study of prosody and practice in metrical reading; political and literary history of the Augustan age; syntactical work as needed; fourth quarter.

Fifth Year.—Selections from the Annals of Tacitus, with a study of his style, syntax and diction; political conditions; first quarter. Horace, selections from the Epistles and Satires; political history and social conditions of the times; second quarter. Selections from prominent Latin poets, review of prosody; comparison of style, meter, and literary merit; finer passages memorized; lives of authors; third quarter. Juvenal, selected satires; social life and literary history of the times; rapid survey of the preparatory Latin; fourth quarter.

GREEK.

The emphasis which was formerly placed on the study of the ancient classics has been transferred in modern times to other subjects, such as science, sociology and pedagogy. The effects of this shifting of emphasis have been felt in McPherson College as in all other educational institutions. The educational value of the study of the Greek language is still recognized, however, both as a means of intellectual discipline of the highest worth and as the gateway to an appreciation of the life and civilization of a people which has exerted an immeasurable influence upon modern society. In our classical course three years of good strong work in Greek are offered.

First Year.—The first year is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading. Open to fourth year students in the academy.

Second Year.—The first semester is given to the study of Xenophon's Anabasis, and the second semester to that great masterpiece of Greek literature, Homer's Iliad. Open to college freshmen.

Third Year.—A quarter each is given to selections from Lysias, Plato, Sophocles and Demosthenes. Open to sophomores.

New Testament.—Courses in the Greek New Testament given in the Biblical Department are also open to collegiate students.

MATHEMATICS AND ASTRONOMY.

In these courses, the College is well equipped for instruction. In mathematics, there is a set of models, besides a large number of reference books. Of the work in mathematics, two things are especially urged: First, that it shall develop in the student a certain degree of mathematical maturity and that it shall make him familiar with the subject matter and the methods; second, that it shall furnish him with certain facts, an accurate knowledge of which is indispensable to advancement. Most students fail in work because they are poorly equipped. For illustration they can not perform the ordinary operations of arithmetic and algebra either rapidly or accurately. When students enter higher work, they have to spend much of their time in studying those things with which they ought to be familiar, instead of spending their time and energy on their new work. Therefore, the students who enter mathematics, must be careful and not begin too far along and thus be handicapped and not keep the pace which is set by those properly prepared. It is not sufficient that a student should once have known his mathematical facts, he must know them at the time when he begins work. The object of the course in mathematics is twofold: First, to train the mind to habits of logical and independent thought; second, to give to the mind an increase of power.

In astronomy, the department has a four-inch telescope with eye pieces ranging in power from seventy-five to three hundred diameters, and one inch transit, a celes-

tial globe, and a projection lantern. In the library are to be found publications of the best authors on astronomy.

Mathematics.

1. *Elementary Arithmetic*.—Several classes are conducted to accommodate the students who have not had the advantage of a good common school education in arithmetic, and to prepare such for the Normal class. A class is started each quarter. Daily recitations under competent instructors.

2. *Advanced Arithmetic*.—This course is open to all graduates of common schools and others who have the elementary arithmetic. A general review of fundamental operations, least common multiple and greatest common divisor, fractions and compound numbers is given first. The important subjects are then thoroughly presented; percentage and its applications, involution, and evolution, mensuration, and progressions. The student should have the elementary algebra as a basis, for algebraic principles are used in solution of many problems and are presented. Time, eighteen weeks; first semester; daily.

3. *Teacher's Class*.—A general review of all the rules and principles is given to prepare students for examinations to secure county certificates. Many problems are worked and principles fully explained. Time, nine weeks; fourth quarter; daily.

4. *Elementary Algebra*.—A beginner's course is open to all who have never studied algebra. The elementary principles of all the fundamental operations are

taught. It is designed to prepare students to enter the regular normal and high school algebra. Time, eighteen weeks; second semester; daily.

5. *High School Algebra*.—Open to Academic and Normal students. Course embraces fundamental operations; factoring, determination of the least common multiple and highest common factor, fractions, equations, both literal and numerical, of the first degree with one or several unknown quantities; powers and roots; binomial formulæ for positive, entire exponents; and theory of exponents, including positive and negative exponents, both fractional and integral. Supplemental work given. Time, eighteen weeks; first semester; daily.

6. *High School Algebra*.—Continuation of Mathematics 2. Course embraces radical quantities; quadratic equations both numerical and literal, with one or two unknown quantities; ratio and proportion; progression, both arithmetical and geometrical with applications; indeterminates and inequalities; fundamental principles and operations of logarithms, using a four or five place table; elements of combinations and permutations, nature of series; method of indeterminate coefficients; binomial theorem, any exponent; and some elemental work on theory of equations. Supplemental work given. Time, eighteen weeks; second semester; daily.

7. *Plane Geometry*.—The usual theorems and constructions which include the general properties of plane rectilinear figures, the circle and the measurement of

angles, similar polygons, areas, regular polygons, measurements of the circle, loci, symmetry, variables and limits, maxima and minima, and numerical properties of lines and figures. All the original exercises required besides the principles, definitions, and axioms. Time, eighteen weeks; first semester; daily.

8. *Solid Geometry*.—The usual theorems and constructions, including the relations of planes and lines in spaces; the principles of dihedral and polyhedral angles; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and spherical triangle, and the elements of conic sections. Solution of original exercises required. Time, eighteen weeks; second semester; daily.

9. *Trigonometry, Plane and Spherical*.—Careful attention is paid to the consistent and scientific development of the fundamental principles and definitions. The course embraces the relation of the six functions as ratio, circular measurement of angles, proofs of principal formulas, construction and use of trigonometrical tables, and the solution of right and oblique triangles. Many practical problems are required to be solved. Time, twelve weeks; second semester; daily.

10. *Surveying*.—This course embraces the use of drawing instruments, transit, level and compass. The theory of surveying taught by recitations and lectures. The practical application is taught by field work in measurements by chain and tape, profile leveling, and field surveys with transit. Many problems are required

to be solved. Each student is expected to put in six hours per week, for six weeks in field work with the instruments, and notes and computations of work are required. Time, six weeks; fourth quarter; daily.

11. *University Algebra*.—A general review of principles of algebra is taken up first. The principal topics are quadratics, imaginaries, theory of exponents, ratio and proportion and variation, progressions, theory of limits, series, methods of undetermined coefficients, binomial theorem, choice and chance, determinants, theory of equations, solutions of numerical higher equations, by graphic methods and Descartes rule of signs and Horner's method. Time, eighteen weeks; first semester; daily.

12. *Calculus*.—Elementary courses in differential and integral calculus. Fundamental principles and general methods, with some practical applications to problems. Time, eighteen weeks; first semester; daily.

13. *Analytic Geometry*.—Elements of plane analysis, including the geometry of the conic sections. Time, eighteen weeks; second semester; daily.

Astronomy.

1. *Descriptive*.—Open to fourth year Normals and Collegiate students. Regular text book work supplemented by lectures and investigation of special subjects. Laboratory work four hours per week. Notes of observations required besides theses and star map. Course embraces a study of the facts and principles, the earth, moon, sun, planets, comets, stars, nebulae, the structure

of the heavens, and the various astronomical theories. Time, eighteen weeks; second semester; daily.

2. *Advanced.*—The more theoretical and mathematical part of astronomy is presented. Laboratory work almost exclusively supplemented by general research on special subjects as, history, use of instruments, and theories, etc. Time, eighteen weeks; first semester.

PHYSIOLOGY.

The physiological department, located in the science hall, is thoroughly equipped with approved modern apparatus for demonstration and experimental work. The apparatus consists of stereopticon with microscope and opaque projections, microscopes, charts, manikin, skeleton, microtome, paraffine baths, staining and mounting media, and a large collection of slides. Besides the apparatus, the department possesses a library which contains the latest reference books and other literature pertaining to the subject. The factors which cause disease or promote the health of the body; as food, water, air and ventilation, physical and mental work and rest, and stimulants and narcotics, are taught and emphasized in all the courses.

1. Elementary course, open to Academic and sub-normal students, designed to give the general principles of physiology and hygiene, and to prepare students for advanced work. Regular text book work supplemented by illustrations, dissections, and lectures. Time, eighteen weeks; first semester; daily.



A ROOM OF BUSINESS DEPARTMENT.

2. A short course intended for teachers and others who need a comprehensive review to prepare them for examinations and to enter advanced work. Text book work supplemented by lectures and demonstrations. Time, nine weeks; fourth quarter; daily.

3. An advanced course open to fourth year Normals and Freshman Collegiate students. Requirements physiology 1 or its equivalent. Lectures and demonstrations given. Students should have completed at least one course in chemistry and zoology in order better to understand the explanations and the text book. The course embraces a study of the tissues, the skeleton, the digestive and circulatory apparatuses, the muscular, nervous, and other systems, besides the laws and principles underlying the processes of the human body. Laboratory work, which includes mounting, microscopic study, and drawing of the principal tissues of the body, a study of the human skeleton, and dissection work, four hours per week. Notes, drawings, and theses are required. Recitations three times per week. Time, eighteen weeks; first semester.

PHYSICS.

The physics department is well supplied with apparatus. The apparatus includes air pumps, wireless telegraphy, X-ray outfit, dynamos and motors, galvanometers and volt-ammeters, and the other apparatus necessary to illustrate all the experiments in beginning physics, besides all the ordinary experiments given in a year's course of college physics. Many new pieces are

being added as rapidly as possible. In the library, are many standard books and articles relating to the subject.

1. *Elementary*.—Course open to Normals and Academics. The course is designed to acquaint the student with the more important phenomena and with the principles involved in their explanation. The elements of mechanics, statics, kinematics, heat, light, sound, electricity and magnetism are taught. Laboratory experiments performed in illustration of the principles. Students are required to keep drawings and notes of experiments and to work out the problems embracing the principles. Time, eighteen weeks; second semester; daily.

2. *Mechanics*.—Open to Sophomore Collegiates and those having had physics 1, geometry, trigonometry, and university algebra. Course embraces an extended investigation of the laws and principles of mechanics, hydrostatics, and pneumatics. Laboratory work four hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks; first quarter; daily.

3. *Heat*.—Continuation of Physics 2. Course embraces a discussion of laws and principles of expansion, calorimetry, fusion, solidification, evaporation, boiling and condensation, conduction and radiation, and thermodynamics. Laboratory work four hours per week, drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks; second quarter; daily.

4. *Electricity and Magnetism*.—Continuation of

Physics 3. Course embraces laws and principles underlying electrostatics, magnetism, and current electricity. Laboratory work four hours per week. Drawings and notes of experiments required. Time, nine weeks; third quarter; daily.

5. *Sound and Light*.—Continuation of Physics 4. Course embraces a study of the principles, laws, and theories, forming the basis of acoustics and optics. Laboratory work four hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks; fourth quarter; daily.

CHEMISTRY.

The chemistry department, located in the basement, is well equipped. The laboratory room for experiment work accommodates forty students working at one time. There are good chemical tables with drawers and lockers. Each student is loaned the apparatus for his individual use. All chemicals, reagents, and apparatus necessary are in stock. The spectroscopy and balance room is easily accessible across the hall. General apparatus includes gas generators, gasometer, gas cylinders, analytic and general balances, spectroscopy, projection lantern, drying oven, water bath, standard thermometers, hydrometers, specimens to illustrate organic chemistry, hood, besides stock of glassware and smaller pieces of apparatus. Recitation and lecture room is in the large and commodious Science Hall. An excellent reference library consisting of principal text books and other publications relating to Chemistry is in the adjoining room. While in

the courses given, the text books are used as guides, the instruction is in no case confined to what is presented in the book. Students are referred to standard publications bearing on their work. Further, the chief instruction in every course is that given in the laboratory.

1. *General Inorganic Chemistry*.—This course comprises a study of the most important chemical facts. First, the physical and chemical characteristics, the preparation and recognition of the principal elements and their compounds, and the fundamental principles, processes, and definitions; Second, the modern chemical theories and laws; and third, the practical application of chemistry to every day life and to the useful arts. Regular text book work supplemented by lectures and class demonstrations. Physics required as a basis. Laboratory work four hours per week. Note book of experiments performed and simple reactions is required, as also theses and carefully written abstracts of lectures. Time, eighteen weeks; first semester; daily.

2. *Qualitative Chemistry*.—Open to all who have had course 1. It comprises a study of those reactions of the elements and their compounds that are used in their detection. This is followed by the practical application of the knowledge thus gained to the analysis of unknown substances, both in the solid form and in solution. Laboratory work four hours per week. Notes of experiments and reactions required besides theses. Regular text book work in qualitative analysis and metallurgy, besides lecture and investigative work in chemical sub-

jects. Time, eighteen weeks; second semester; daily.

3. *Quantitative Chemistry*.—Comprises a small number of simple gravimetric and volumetric determination, together with the study of the chemistry of the operations involved. Laboratory work six hours per week, supplemented by lectures and recitations. Notes of experiments and reactions required besides theses. Time, eighteen weeks; second semester; daily.

4. *Organic Chemistry*.—A study of Carbon Compounds and their derivatives. Regular text book work supplemented by lectures and investigative work. Laboratory work six hours per week. Notes of experiments and reactions required besides theses. Time, eighteen weeks; first semester; daily.

5. *Advanced Inorganic*.—The course embraces a history of chemistry and a more extended investigation of the elements, the laws, and the theories of chemistry than is given in course 1. Laboratory work six hours per week. Notes of experiments required besides theses. Time, eighteen weeks; second semester; daily.

BIOLOGY.

The department is located in the large and commodious science hall in the basement of the College building. The aim of the department is to bring the student into direct contact with nature and its truths, and hence while there are regular recitations and lectures to give broad and general views, there is a large amount of laboratory work in which the facts are learned first hand, and the methods and manipulations necessary to secure the facts

are practiced by the student individually. It is believed and experience has shown that the student acquires an intellectual independence and power to acquire knowledge direct from nature by this personal work rather than use of text books and lectures alone. The observation power is increased and the judgment is exercised.

The material equipment consists of a good supply of modern microscopes, projection microscopes, stereopticon microtome, paraffine baths, and other general apparatus. In Zoology, there is a large collection of stuffed animals in the library room, and a large case filled with preserved material for illustrations in science hall, several hundred slides, drawings of all type animals, tables, pans and a large supply of material for work. In Botany, there is a large herbarium of plants, slides and other necessary things for laboratory work. There is a large and complete supply of staining agents, mounting media, and apparatus necessary for cellular, histological, cytological, and embryological work. A library of recent and valuable books are in the department for reference work and to which the student is referred. McPherson County is rich in flora and fauna since in it are four or five distinct geologic formations. The Basin area is especially rich in protozoa while two rivers and several running streams and hundreds of springs are rich in cryptogams and lower animal forms.

1. *Elementary.*—The instruction includes regular text books and lectures on various subjects, embracing systematic zoology, morphology, embryology, and eco-

nomic and historical zoology. Laboratory work embraces examination and dissection of the rabbit, bird, snake, frog, fish, cray-fish, clam, earthworm, grasshopper, starfish, hydra and amoeba. Notes of lectures, drawings of dissections and theses are required. Particular attention is paid to external form and to digestive, nervous, circulatory, respiratory, renal and reproductive systems in the laboratory work. Time, eighteen weeks; first semester.

2. *General Biology*.—Open to Junior Collegiates who have had Zoology 1 or its equivalents. Course embraces regular recitations and lectures, also a prescribed course of supplemental reading. Laboratory work embraces a study of cell, amoeba, bacteria, star fish, clam, earthworm, frog, both gross and microscope. Drawings and notes of the work required. Time, eighteen weeks; first semester; daily.

3. *Histology*.—This embraces preparing, fixing, and embedding, sectioning, and staining of tissues and all microscopic and histological technique. A careful study is made of the elementary tissues and structure of the organs of animals. It is a laboratory course combined with recitations, lectures and reading. Notes, drawings and theses are required. Time, eighteen weeks.

4. *Cytology*.—A laboratory course, supplemented by recitations, lectures and readings which embraces a study of the cell with special reference to the maturation, fertilization, cleavage, and cell division and its protoplasmic structure. Careful attention is given to the technique. Time, eighteen weeks.

5. *Embryology*.—A laboratory course, supplemented by recitations, lectures and readings which embraces a study of the development of the chick. Considerable attention is given to technique of the subject. Time, eighteen weeks.

BOTANY.

1. *Elementary*.—Course embraces a study of plant structures and relations, plant morphology and economic botany. Regular recitations supplemented by lectures. Laboratory four hours per week. Drawings and notes of experimental work required. Time, eighteen weeks; second semester; daily.

2. *General Biology*.—Continuation of Zoology 2 and is open to Junior Collegiates who have had Botany 1. The study of the cryptogams is taken up in detail and some time spent on phanerogams. Recitations, lectures and supplemental reading given. Time, eighteen weeks; second semester.

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.



WITH A PEN BY L. R. FAHNESTOCK

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.

THE TABULATED COURSES.

COLLEGIATE FRESHMAN YEAR.

	CLASSICAL.	SCIENTIFIC.
FIRST SEMESTER.		
First Quarter.	University Algebra Rhetoric De Amicitia Anabasis	University Algebra Rhetoric German Chemistry
Second Quarter.	University Algebra Rhetoric Livy Anabasis	University Algebra Rhetoric German Chemistry
SECOND SEMESTER.		
Third Quarter.	Trigonometry Poets of America Livy Homer's Iliad	Trigonometry Poets of America German Advanced Chemistry
Fourth Quarter.	Trigonometry and Surveying Poets of America Horace (Odes) Homer's Iliad	Trigonometry and Surveying Poets of America German Lyrics Advanced Chemistry

THE TABULATED COURSES.

COLLEGIATE FRESHMAN YEAR.

	CLASSICAL.	SCIENTIFIC.
FIRST SEMESTER.	First Quarter.	University Algebra Rhetoric De Amicitia Anabasis
	Second Quarter.	University Algebra Rhetoric Livy Anabasis
SECOND SEMESTER.	Third Quarter.	Trigonometry Poets of America Livy Homer's Iliad
	Fourth Quarter.	Trigonometry and Surveying Poets of America Horace (Odes) Homer's Iliad
		University Algebra Rhetoric German Chemistry
		University Algebra Rhetoric German Chemistry
		Trigonometry Poets of America German Advanced Chemistry
		Trigonometry and Surveying Poets of America German Lyrics Advanced Chemistry

MEMPHIS COLLEGE

COLLEGIATE SOPHOMORE YEAR.

	CLASSICAL.	SCIENTIFIC.
FIRST SEMESTER.	First Quarter.	Chemistry Victorian Literature German Sight Reading Memorabilia
	Second Quarter.	Chemistry Victorian Literature Schiller Plato (Apology)
SECOND SEMESTER.	Third Quarter.	English History Zoology German Lyrics Sophocles
	Fourth Quarter.	Demosthenes De Corona German Lyrics French History Zoology
		Advanced Physiology Victorian Literature History of Education Mechanics
		Advanced Physiology Victorian Literature History of Education Advanced Physics (Electric)
		English History Geology Philosophy of Education Advanced Physics (Sound)
		French History Geology Methods of Teaching Advanced Physics (Light)

MEMPHIS COLLEGE

COLLEGIATE JUNIOR YEAR.

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	CLASSICAL.	SCIENTIFIC.
FIRST SEMESTER.	Tacitus Advanced Physiology Psychology History of Education	18th Century Literature Psychology International Law Biology
	Horace (Epistles and Satires) Advanced Physiology Psychology History of Education	Milton Psychology Logic Biology
SECOND SEMESTER.	Latin Poets Astronomy Geology Philosophy of Education	Shakespeare Astronomy The State Biology
	Juvenal Astronomy Geology Methods of Teaching	Shakespeare Astronomy School Management Biology

COLLEGIATE SENIOR YEAR.

	CLASSICAL.	SCIENTIFIC.
FIRST SEMESTER.	First Quarter. Metaphysics Christian Theism Biblical Literature International Law	Metaphysics Christian Theism Biblical Literature Anglo-Saxon
	Second Quarter. Christian Theism Biblical Literature Logic Metaphysics	Christian Theism Biblical Literature Anglo-Saxon Metaphysics
SECOND SEMESTER.	Third Quarter. The State Sociology Ethics History of Language	Sociology Ethics Anglo-Saxon History of Language
	Fourth Quarter. School Management History of Civilization Sociology Ethics	History of Civilization Ethics School Law and Child Study Anglo-Saxon Sociology

ACADEMIC AND NORMAL

		SECOND YEAR.		FIRST YEAR.	
		CLASSICAL	SCIENTIFIC	NORMAL	
FIRST SEMESTER.	First Quarter	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric U. S. History	
	Second Quarter	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric U. S. History	
SECOND SEMESTER.	Third Quarter	Algebra Higher Grammar Latin Civil Government	Algebra Higher Grammar Latin Civil Government	Algebra Descriptive Geography Higher Grammar History and Constitution of Kansas	
	Fourth Quarter	Algebra Higher Grammar Latin Civil Government	Algebra Higher Grammar Latin Civil Government	Algebra Descriptive Geography Higher Grammar Civil Government	

ACADEMIC AND NORMAL.

		SECOND YEAR.		FIRST YEAR.
		CLASSICAL	SCIENTIFIC	NORMAL
FIRST SEMESTER.	First Quarter.	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric U. S. History
	Second Quarter.	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric U. S. History
SECOND SEMESTER.	Third Quarter.	Algebra Higher Grammar Latin Civil Government	Algebra Higher Grammar Latin Civil Government	Algebra Descriptive Geography Higher Grammar History and Constitution of Kansas
	Fourth Quarter.	Algebra Higher Grammar Latin Civil Government	Algebra Higher Grammar Latin Civil Government	Algebra Descriptive Geography Higher Grammar Civil Government

ACADEMIC AND NORMAL.

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	THIRD YEAR.			SECOND YEAR.
		CLASSICAL.	SCIENTIFIC	NORMAL
FIRST SEMESTER.	First Quarter.	Caesar General History Geometry German	Caesar General History Geometry Physiology	Latin General History Geometry Higher Arithmetic
	Second Quarter.	Geometry Caesar General History German	Geometry Caesar General History Physiology	Latin General History Geometry Higher Arithmetic
SECOND SEMESTER.	Third Quarter.	Geometry Physics Caesar German	Geometry Physics Caesar Botany	Latin Literature Geometry Botany
	Fourth Quarter.	Higher Arithmetic Physics German Cicero	Higher Arithmetic Physics Botany Cicero	Latin Literature Geometry Botany

ACADEMIC AND NORMAL.

		FOURTH YEAR.		THIRD YEAR.	FOURTH YEAR.
		CLASSICAL.	SCIENTIFIC.	NORMAL.	NORMAL.
FIRST SEMESTER.	First Quarter	American Literature Greek Cicero Bible History	American Literature Cicero German Zoology	American Literature Political Economy Zoology Book Keeping	Advanced Physiology History of Education Kindergarten Chemistry
	Second Quarter.	American Literature Greek Virgil Bible History	American Literature Virgil German Zoology	American Literature Schol Law Zoology Word Analysis Drawing	Advanced Physiology History of Education Management Chemistry
SECOND SEMESTER.	Third Quarter.	Virgil Greek Physical Geography Botany	Virgil German Physical Geography English Literature	English Literature Psychology Physical Geography Physics	Geology Philosophy of Education Ethics or Trigonometry and Surveying Astronomy
	Fourth Quarter.	Physical Geography De Senectute Greek Botany	German De Senectute Physical Geography English Literature	English Literature Psychology Physical Geography Physics	Geology Methods Ethics or Trigonometry and Surveying Astronomy

In the Fourth Year Normal Latin may be substituted for Geology and Astronomy.

***The* DEPARTMENT OF FINE ARTS.**

ELOCUTION.

MUSIC.

ELOCUTION.

The purpose of this course is to develop the powers of expression in individuals.

One of the highest attributes of man, and that which places him apart from the rest of the animal creation is the power of expression.

We cannot measure men but by what they express, and hence expression is the measure of knowledge.

The ability to tell is next in importance to the ability to conceive since knowledge unexpressed affects the individual only. That which is not expressed lies dormant within ourselves; it is dead to the world and dies to us.

Expression employs the entire man, and hence tends to give a rounded development of body, mind, and spirit.

Ideas cannot be conveyed like material objects; we present only signs of ideas. All expression in itself then, is necessary to accurate impression.

VOICE

The voice is a natural reporter of the conditions, thoughts, and purposes of the individuals.

Correct breathing is fundamental. Shakespeare's method of breath control as applied to the speaking voice is employed to develop strength, freedom, resonance, and beauty of voice.

In conjunction with this technical training, which gives finesse to the instruments of speech, the voice is applied to sentiment, and its various uses and powers demonstrated.

Since the voice is the most wonderful and beautiful of musical instruments, and the finest avenue of human expression, particular stress is laid upon securing a musical, elastic quality of tone. The voice is trained to express spontaneously, genuinely, and easily the varying shades of thought and feeling.

BODILY EXPRESSION.

The study of gesture has been frequently and not without good reason condemned, because in most instances the process used has been purely mechanical and imitative.

Through the methods here employed a general physical response to sensation, thought, and emotion is cultivated in the individual, leading to power and freedom of movement and preserving withal both spontaneity and individuality.

This training tends to suppress superfluous gesture, and produce a closer adjustment of form to content.

LITERARY INTERPRETATION.

As literature is the content of the art of vocal expression it is purposed to arouse a desire in the student to know the best in literature; and to interpret it with a keen appreciation of its artistic qualities.

A careful analysis and interpretation of both prose and poetry are indispensable to all correct reading and recitation. These include the meaning, the motive, the treatment, the principal and subordinate ideas, their relation to each other, the climaxes of various parts, as also the climax of the whole, the grouping, the phrasing rhythm, color, etc.

To be an intelligent reader is a great accomplishment. Practically considered it is an aid to every other subject belonging to a course of instruction.

PHYSICAL EDUCATION

Physical education is a valuable adjunct in elocutionary training.

The latest and most approved methods of Educational and Esthetical Physical Culture are employed, formulated from the Emerson, Swedish, and Delsarte Systems.

The educational exercises are for the distinctive purpose of giving tone and vigor to the body, and for general freedom of movement, all of which are conducive to health. The esthetical exercises contribute more specifically to ease of posture and grace of motion, and still further to the training of the body and its members as responsive instruments of expression.

COURSE IN ELOCUTION—Two Years.

JUNIOR YEAR.

First Quarter.

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

Second Quarter.

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

Third Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Grammar, Repertoire, Sight Reading.

Fourth Quarter.

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

SENIOR YEAR.**First Quarter.**

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

Second Quarter.

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

Third Quarter.

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

Fourth Quarter.

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

RATES FOR SPECIAL AND PRIVATE LESSONS.

One special class \$5.00 per term in advance; two classes \$35.00 per year. Private lessons \$5.00 per ten lessons, or 75 cents per single lesson.

Chicago, Ill., July 25, 1905.

To McPherson College,
McPherson, Kansas.

Gentlemen:

I desire to commend Miss Jessie A. Ullrey as a TEACHER OF ELOCUTION and English Literature. Miss Ullrey is a well poised,

reliable young woman of strong character, thorough training, attractive personality and genial, helpful disposition. As a teacher she is discerning, thorough and enthusiastic. She has the power of leadership, and will win the thorough respect of her pupils and everyone associated with her.

Miss Ullrey is also a very attractive and entertaining reader. With a bright, expressive face, graceful presence, genial, pleasant manner, and a well modulated, flexible voice, she commands the attention of her audience the moment she comes before them and holds their interest to the close. She especially excels in the interpretation of the beautiful and of certain varieties of humor.

I congratulate anyone who is so fortunate as to secure her services either as teacher or reader.

MARY A. BLOOD,
President Columbia College of Expression,
Steinway Hall, Chicago.

MUSIC.

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 Haydn and Mozart; selections from easier works of Schumann, Grieg, Kuffak, 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, Chopin, Schumann, Grieg, Raff and others.



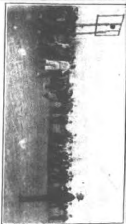
MISS JESSIE ULLREY.



SHORTLAND CLASS



FURMAN R. CLINE, M. ACCT.



BASKET BALL TEAM

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; also 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 successful examination. This includes one year's study of Harmony and Musical History.

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

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

The time for graduation 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 quarter.....	\$10.00
Voice Culture, per quarter.....	10.00
Harmony (private lessons), per quarter.....	10.00
Single Lessons.....	.75
Advanced Chorus Class.....	2.00
Rent of Piano, per quarter.....	\$3.00 to \$5.00

THE BUSINESS DEPARTMENT.

ADVANCED COMMERCIAL.

REGULAR COMMERCIAL.

ADVERTISING.

STENOGRAPHY.

PENMANSHIP.

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 is it 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 today.

We have provided a course in

HIGHER COMMERCIAL EDUCATION.

After completing the ordinary commercial course we have provided a year of advanced work in which the stu-

dent 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 ably to 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 COURSE.

BOOKKEEPING.

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 the 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.

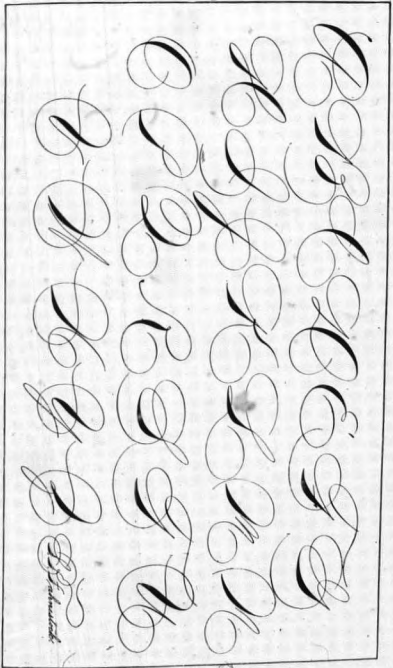
All the work of the business practice is directed daily by the inspector. The student is supplied with all kinds of commercial blanks, of the same form and style as those used in first class houses.

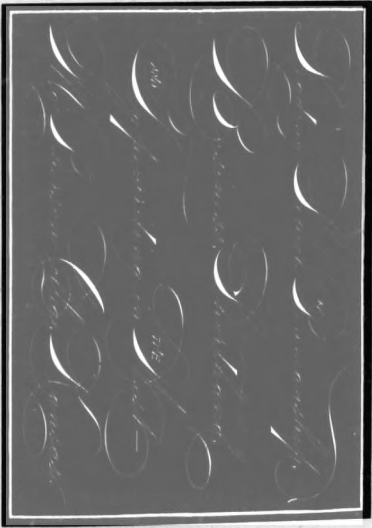
Among those of the sets designed to illustrate practical bookkeeping are:

1. *Retail*—This is especially adapted for the use of grocers, shop keepers, etc.

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

3. *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 the 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.

President 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.



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-eighth Judicial District of Pennsylvania.

MEDICAL REPORTING.

Extracts 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' 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 BOOKKEEPING.

The call for assistance in Business and Professional offices is for a combination of Bookkeeping and Shorthand. One who understands these two branches will not only secure employment more rapidly, but will command a better salary.

Penmanship Department

S. P. Farnestock

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

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

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

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

H. W. FLICKINGER, Phila.

"Your penmanship is fine."

WILLIAMS & ROGERS,
Rochester, N. Y.
COLUMBUS, OHIO.

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

C. P. ZANER,
President Zanerian College.

THE BIBLICAL DEPARTMENT.**ITS NATURE AND SCOPE.****THE ACADEMIC BIBLE COURSE.****THE COLLEGIATE BIBLE COURSE.****THE SUBJECTS OF INSTRUCTION.****THE TABULATED COURSES.**



MINISTERS OF BRETHREN CHURCH ATTENDING M'PHERSON COLLEGE.

C. H. SLIFER	C. D. RASP	J. E. THRONE	B. A. MILLER	H. A. HOFFERT	H. J. DETRICH
J. H. B. WILLIAMS		F. H. CRUMPACKER		S. C. MILLER	

NATURE AND SCOPE OF THE BIBLICAL DEPARTMENT.

COURSES AND ENTRANCE CONDITIONS.

Two courses of study are offered in this department, the academic and the collegiate. The academic course requires two years of study and is open to all who desire a better knowledge of the Bible, without regard to previous educational attainments. The collegiate course extends through three years. The work of this course is of a more advanced character and is open only to students of junior or senior collegiate rank.

PURPOSE AND SPIRIT.

In both of these courses the effort is to lead the student into the deepest and truest acquaintance with the Bible of which he is capable. The ultimate object, of course, is the enrichment of the student's own spiritual experience, and his equipment and inspiration for the most efficient Christian service. The immediate purpose is to understand the message which God has given to mankind in the Holy Scripture. The Bible itself is the subject of study rather than books which men have written about it. The point of view is practical rather than speculative, and the whole work is animated by the deep desire to know the Bible just as it is and to extend that knowledge to others.

GRADUATION.

A diploma will be awarded to those students who complete the academic course. Students who complete the

collegiate course 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.

THE SUBJECTS OF INSTRUCTION.

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 which we now have them.

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

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

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

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

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

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

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

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

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

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

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

The Greek New Testament.—After a sufficient knowledge of the language has been gained, the work in the

Greek New Testament includes, (1) Translation and Rapid Interpretation, (2) Critical Study of selected portions, (3) Textual Criticism.

The Hebrew Old Testament.—This work is similar to that in 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 the 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.

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.

THE TABULATED COURSES.
ACADEMIC BIBLE COURSE.

	FIRST YEAR.	SECOND YEAR.
FIRST SEMESTER.	First Quarter. 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 Quarter. O. T. History Life of Christ O. T. Laws and Institutions Church History	Life and Epistles of Paul O. T. Prophecy Ethics Elective
SECOND SEMESTER.	Third Quarter. 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 Quarter. History of English Bible Homiletics and Pastoral Duties The Psalms Church History	General Epistles O. T. Prophecy Christian Doctrine Elective

COLLEGIATE BIBLE COURSE.

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		FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
SECOND SEMESTER.	First Quarter.	O. T. History Life of Christ Church History Greek Language	Book of Acts and Apostolic Age O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Apologetics Elective
	Quarter. Second	O. T. History Life of Christ Church History Greek Language	Life and Epistles of Paul O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective
FIRST SEMESTER.	Third Quarter.	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 Quarter.	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



McPHERSON CITY HIGH SCHOOL



DELEGATES OF Y. W. C. A. TO STATE CONVENTION.

McPHERSON COLLEGE ALUMNI.

CLASS OF 1891.

Academics.

Harrison W. Miller, Hinton, Okla.
Theodore Sharp, Winnebago, Neb.
Mary Kuns-Kleppinger, Herington,
Kansas.

CLASS OF 1892.

Academics.

Hattie Yoder-Gilbert, Los Angeles,
Calif.

Myrtle Miller-Netzley, Pickerell,
Neb.

Effa Kuns-Sharp, Winnebago, Neb.
Samuel J. Miller, McPherson, Kan.
Maurice Sharp, deceased, McPherson,
Kan.

Sue Slusher-Saylor, Ramona, Kan.

CLASS OF 1893.

Academics.

Theodore Snowberger, Skidmore,
Mo.

Hattie Ecker-Sohlberg, Guthrie,
Okla.

Elmer E. Vaniman, Virden, Ill.

Laura McQuoid, deceased 1904.

Hattie Flickinger-Potter.

Modena Hutchinson-Miller, McPherson, Kan.

Sadie Whitehead-Beaghy.

C. E. Wallace, Yankton, S. Dak.

Francis A. Vaniman, McPherson,
Kan.

CLASS OF 1894.

Arts Course.

J. Z. Gilbert, Los Angeles, Calif.

Normal Course.

J. J. Caldwell, Hoisington, Kan.

Academic Course.

J. H. Berkybile, McPherson, Kan.

Z. F. Clear.

R. W. Gish, deceased.

Ed. M. Eby, Centerview, Mo.

A. N. Gray, Galva, Kan.

J. C. Kleppinger, Herington, Kan.

Flo Ramage-Harter, Chicago, Ill.

J. J. Yoder, Conway, Kan.

CLASS OF 1895.

Arts Course.

Albert C. Wleand, 185 Hastings St.,
Chicago, Ill.

S. J. Miller, McPherson, Kan.

Academics.

Carrle Snyder-Lichty, Wellington,
Kan.

Myrtle Hoff, North Manchester,
Ind.

M. Bernice Gateka-Ritz, Chickasha,
I. T.

Claud J. Shirk, McPherson, Kan.

CLASS OF 1896.

Arts Course.

Sue Slusher-Saylor, Ramona, Kan.

S. B. Fahnestock, McPherson, Kan.

Academics.

C. E. Kemp.

David Harder, Hillsboro, Kan.

Anna Whitmore-Strickler, Long
Beach, Calif.

P. F. Duerksen, North Enid, Okla.

J. Harvey Saylor, Ramona, Kan.

G. M. Lauver, Batavia, Ill.

Rattie Bowers-Dyck, Moundridge,
Kan.

G. B. Darling, Gypsum City, Kan.

H. V. Wiebe, Elk Park, N. C.

CLASS OF 1897.

Normals.

P. F. Duerksen, North Enid, Okla.

R. W. Powers, Durham, Kan.

Claud J. Shirk, McPherson, Kan.

C. L. Hollem, Lawton, Okla.

J. W. Coons, Canton, Kan.

R. K. Gernet, Cloud Chief, Okla.

J. K. Reish, Los Angeles, Calif.

G. M. Lauver, Batavia, Ill.

J. H. Tracy, Sabetha, Kan.

Maud Chisholm-Miller, Roxbury,
Kan.

CLASS OF 1898.

Arts Course.

C. H. Williams, Kansas City.

Normals.

Mrs. Lillian Matthews, McPherson,
Kan.

Dora Sherry-Steinour, Murtaugh,
Idaho.

J. B. Shirkey, Scottville, Mich.

Academics.

Lester E. Williams, Belleville, Kan.

Mrs. Susie R. Williams, Belleville,
Kan.

Anna Fakes, Warrensburg, Mo.
J. E. Studebaker, deceased 1904,
Colony, Kan.

Florence Butler-Shirkey, Scotts-
ville, Mich.

Byron Talhelm, Lawrence, Kan.
E. K. Masterson, Chatsworth, Ill.

CLASS OF 1899.

Master's Course, A. M.

Dr. G. A. Tull, Clay Center, Kan.

Bachelor's Course, A. B.

C. F. Gustafson, Kansas City, Mo.
Normal Course.

A. L. Harter, Plainville, Kan.

J. A. G. Shirk, McPherson, Kan.

Byron Talhelm, Lawrence, Kan.

Flo Ramage-Harter, Chicago, Ill.

J. Harvey Saylor, Ramona, Kan.

Lizzie Arnold, Russell, Colo.

H. V. Wiebe, Elk Park, N. C.

W. J. Slifer, McPherson, Kan.

Academic Course.

G. J. Goodsheller, McPherson, Kan.

Laura Harshbarger-Haugh, Lords-
burg, Calif.

Emma Horner-Eby, Jalalpor, In-
dia.

G. D. Kuns, Chicago, Ill.

J. G. Law, Milton, Kan.

Sallie Shirkey-Miles, Hardin, Mo.

R. C. Smith, Marion, Kan.

I. A. Toevs, McPherson, Kan.

Lizzie Wieand-Kuns, Chicago, Ill.

CLASS OF 1900.

Normal Course.

Anna Bowman, Grand Junction,
Colo.

Anita Metzger, Mount Morris, Ill.

Lizzie Wieand-Kuns, Chicago, Ill.

Anna Fakes, Warrensburg, Mo.

H. C. Slifer, deceased 1903, McPher-
son, Kan.

Herbert Caldwell, Hinton, Okla.
Academic Course.

E. H. Eby, Jalalpor, India.

H. J. Vaniman, Pomona, Calif.

J. F. Studebaker, 2966 Vernon
Ave., Chicago, Ill.

C. E. Law, deceased 1905, Canton,
Kan.

CLASS OF 1901.

Bachelor's Course.

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, McPherson, Kan.

Mrs. Lillian Matthews, McPherson,
Kan.

J. B. Shirkey, Scottville, Mich.

Normal Course.

B. B. Baker.

Ethel Bixby-Mackey, McPherson,
Kan.

Ollie Brubaker Stutzman, McPher-
son, Kan.

Mary E. Frantz, McPherson, Kan.

Emma Horner-Eby, Jalalpor, In-
dia.

Dr. E. H. Kasey, McPherson, Kan.

S. Enos Miller, McPherson, Kan.

H. M. Stutzman, McPherson, Kan.

Emma Vaniman-Yoder, Conway,
Kan.

Academic.

W. B. Boone, deceased 1904, Lyons,
Kan.

Mrs. Retta Glick-Studebaker, 2966
Vernon Ave., Chicago, Ill.

Lottie Fisher, McPherson, Kan.

Maude Way-Dresher, Lyons, Kan.

B. S. Haugh, Lordsburg, Calif.

J. H. B. Williams, Belleville, Kan.

CLASS OF 1902.

Master's Course.

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, McPherson, Kan.

Bachelor's Course.

John A. Clement, McPherson, Kan.

James H. Clement, Anthony, Kan.

Flo Ramage-Harter, Chicago, Ill.

E. K. Masterson, Chatsworth, Ill.

Normal Course.

E. D. Baldwin, Conway, Kan.

Margaret Bishop, Pacific Grove,
Calif.

W. B. Boone, deceased 1904, Lyons,
Kan.

G. C. Dreher, Lyons, Kan.

Margaret Goodwin, Hoisington,
Kan.

David Harder, Hillsboro, Kan.

M. I. Kilmer, Bird City, Kan.

Della McComber, Los Angeles,
Calif.

C. H. Slifer, McPherson, Kan.

Edna Suffield, McPherson, Kan.

Maude Way-Dresher, Lyons, Kan.

Academic Course.

J. E. Wagoner, Red Cloud, Neb.

D. Earl Bowers, Cordell, Okla.

CLASS OF 1903.

Collegiate Bible Course.

Mrs. Amanda Fahnstock, McPherson, Kan.

Bachelor's Course.

F. G. Kauffman, McLouth, Kan.
H. A. Horton, McPherson, Kan.
Alice Johnson, Wichita, Kan.

Normal Course.

F. H. Crumpacker, McPherson, Kan.
Dottie Wheeler-Clement, McPherson, Kan.
P. C. Hiebert, Dallas, Oregon.
S. W. High, Chicago, Ill.
Ruby Buckman, Conway, Kan.
R. W. Baldwin, Conway, Kan.
D. Earl Bowers, Cordell, Okla.
Anna Newland Crumpacker, McPherson, Kan.

O. S. Vaniman, McPherson, Kan.
R. C. Strohm, McPherson, Kan.
Ella White McFarland, Truesdale, Kan.

Charles Shively, Phillippine Is.
Mrs. Jennie McCourt, Cripple Creek, Colo.

Corda Clement, Chicago, Ill.
Alice Weaver, Greeley, Colo.
J. J. Frantz, Inman, Kan.

Academic Course.

Vernon Vaniman, Virden, Ill.
Orral Matchette, McPherson, Kan.
Jessie Harter, Daleville, Va.
Gert Eicker, McPherson, Kan.
Edith Allison, McPherson, Kan.
Ethel Allison, McPherson, Kan.
Fern Kuns-Coppehedge.

CLASS OF 1904.

Master's Course.

John A. Clement, McPherson, Kan.
H. A. Horton, McPherson, Kan.

Bachelors' Course.

Mary E. Frantz, McPherson, Kan.
Geo. D. Kuns, Chicago, Ill.
Lucetta Johnson, Wichita, Kan.
M. Q. Calvert, Lordsburg, Calif.
H. C. Allen, Lawrence, Kan.
Anita Metzger, Mount Morris, Ill.
S. Enos Miller, McPherson, Kan.
J. Harvey Saylor, Ramona, Kan.
E. H. Eby, Jalalpor, India.

Normal Course.

W. O. Beckner, McPherson, Kan.
P. N. Bollinger, Bellingrad, Mont.
H. F. Toews, Moundridge, Kan.
Silvia Miller, McPherson, Kan.
Chas. J. Davis, Morrill, Kan.
Harvey B. Hoffman, Donegal, Kan.
Harry C. Crumpacker, McPherson, Kan.
W. H. Yoder, Conway, Kan.
Nellie Hinkson, McPherson, Kan.
R. G. Mohler, Chicago, Ill.
Mary E. Brubaker, Lyons, Kan.
Ernest Vaniman, McPherson, Kan.
Mary E. Gibbel, Carthage, Mo.
J. E. Studebaker, deceased 1904, Colony, Kan.
Anna Stutzman, Conway, Kan.
Gert Eicker, McPherson, Kan.

CLASS OF 1905.

Bachelors' Course.

E. D. Baldwin, Conway, Kan.
R. W. Baldwin, Conway, Kan.
H. M. Barwick, Helzer, Kan.
Dr. C. D. Weaver, Galva, Kan.,

Normal Course.

Edith Allison, McPherson, Kan.
Verna Baker-Vaniman, McPherson, Kan.
Melinda Beyer, Inman, Kan.
Adolph Beyer, Inman, Kan.
Clarence D. Caudle, McPherson, Kan.
Anna Colline, McPherson, Kan.
Ralph W. Dettler, Nickerson, Kan.
Sadie A. Engle, Abilene, Kan.
Sarah H. Friesen, Mountain Lake, Minn.
Lulu M. Gilchrist, Fairfield, Iowa.
Mary McGill, McPherson, Kan.
Jas. R. Rothrock, McPherson, Kan.
Emily F. Shirkey Rockingham, Mo.
Helen Slosson, McPherson, Kan.
Madge Stafford, McPherson, Kan.
John B. Stutzman, McPherson, Kan.
Jacob M. Stutzman, Conway, Kan.
Florence E. Upshaw, McPherson, Kan.
Nettie B. Wicklund, McPherson, Kan.

CLASS OF 1906.

- Master's Course, Ph. M.**
 W. E. Ray, Colby, Kan.
- Master's Course, A. M.**
 R. W. Baldwin, Conway, Kan.
 Mary E. Frantz, McPherson, Kan.
 E. K. Masterson, Chatsworth, Ill.
- Bachelor's Course.**
 S. C. Miller, McPherson, Kan.
 C. H. Slifer, McPherson, Kan.
 P. C. Hiebert, Dallas, Oregon.
 J. H. B. Williams, Belleville, Kan.
 J. F. Studebaker, 2966 Vernon Ave.
 Chicago, Ill.
 Minnie M. Bartels, Inman, Kan.
 Emma Horning, Grand Junction,
 Colo.
 F. H. Crumpacker, McPherson,
 Kan.
 Anna Newland-Crumpacker, Mc-
 Pherson, Kan.
- Normal Course.**
 Bertha Delp, New Murdock, Kan.
 Maude Ball, McPherson, Kan.
 P. V. Wiebe, McPherson, Kan.
 Grace Wright, Windom, Kan.
 Stella B. Andes, McPherson, Kan.
 Martha Bartels, Inman, Kan.
- Geo. Edgecomb, McPherson, Kan.
 Ada May Caudle, McPherson, Kan.
 Ida E. Brubaker, Conway, Kan.
 Lulu Hildebrand, Mound City, Mo.
 Harvey M. Brubaker, Conway, Kan.
 Clara A. Weisthaner, Inman, Kan.
 Martha M. Weisthaner, Inman,
 Kan.
 Theodore H. E. Aschman, Inman,
 Kan.
 Roy Caudle McPherson, Kan.
 Ivan G. Herr, Hope, Kan.
 Ruby Horton, McPherson, Kan.
 Ella I. Jacobs, McPherson, Kan.
 Ellen A. Olson, Windom, Kan.
 Mary A. Pearson, McPherson, Kan.
 Myrtle C. Picking, Abilene, Kan.
 Olive May Snyder, McPherson,
 Kan.
 Della S. Vaniman, McPherson,
 Kan.
 Foster W. Cline, Rocky Ford,
 Colo.
 Grace P. Vaniman, McPherson,
 Kan.
 Edna G. Garst, McPherson, Kan.
 G. Pearl Blondefield, Solomon,
 Kan.

ROLL OF STUDENTS.**DEPARTMENT OF ARTS, LITERATURE AND SCIENCE.****COLLEGIATE.****Post Graduates.**

Baldwin, R. W.	Masterson, E. K.	Ray, W. E.
Frantz, Mary E.		

Senior.

Bartels, Minnie.	Hiebert, P. C.	Slifer, C. H.
Crumpacker, F. H.	Horning, Emma.	Studebaker, J. F.
Crumpacker, Anna N.	Miller, S. C.	Williams, J. H. B.

Junior.

Rasp, C. D.	Snyder, J. M.	Vaniman, O. S.
Snowberger, Mary.	Snodgrass, H. L.	
Snowberger, Harvey.	Tretbar, J. J.	

Sophomore.

Beyer, Louie.
Hedine, A. E.

Lohrenz, H. W.
Macomber, Della.

Stutzman, J. M.
Vaniman, Verna B.

Freshman.

Andes, Stella.
Aschman, Theodore.
Aschman, Emma.
Bartels, Martha.
Ball, Maud.
Blondefield, Pearl.
Bukey, Ruth E.
Brubaker, H. M.
Brubaker, Ida.
Caudle, Roy.
Caudle, Ada M.
Cline, Foster W.,
Davissou, G. H.
Delp, Bertha.
Ebel, B. E.

Ebaugh, Pearl.
Edgecomb, George.
Fishback, Eulalia.
Fahnestock, Chas.
Garst, Edna.
Gillespie, Iva.
Horton, Ruby.
Hildebrand, Lulu.
Herr, Ivan.
Hope, Hannah.
Ingalls, Roscoe E.
Jacobs, Ella.
Loewen, C. A.
Morris, R. E.
Olson, Ellen.

Pearson, Mary.
Picking, Myrtle.
Rasp, C. D.
Shirk, Jennie.
Shirkey, Mohler.
Shirkey, Howard.
Snyder, Olive.
Spilman, Marlon.
Vaniman, Della S.
Vaniman, Grace.
Weisthaner, Clara.
Weisthaner, Martha.
Wiebe, P. V.
Wright, Grace.

NORMAL.

First Year.

Arnold, Ruth.
Boone, Lucy.,
Bashor, S. H.
Blackman, Grace.
Brubaker, Lulu.
Barnhill, G. E.
Curtis, V. O.
Cline, Susie.
Caudle, Fred.
Clevenger, Fred.
Cline, W. E.
Detter, Edna B.

Dalke, Marie.
Ebel, Agnes.
Foutz, Howard.
Frantz, Ira H.
Florman, Anna.
Garst, Anna.
Heldstab, W. F.
Jackson, Maude
Kasey, Roy.
Kasey, Howard.
Landfair, Alva.
Mathes, Theodore.

Matthias, F. F.
Neff, Dithe.
Pearson, Esther.
Pfoutz, F. E.
Royer, Wm.
Slawson, Eleanor.
Smith, Anna.
Simcox, Mabel.
Schroeder, J. H.
Trostle, Eva.
Ullom, Lulu.
Young, Lillian.

Second Year.

Andes, Lulu.
Auld, Harry.
Arnold, Iver.
Barnes, H. D.
Breon, Guy.
Breon, Jessie.
Bryan, Ernest.
Beyer, Emma.
Christopher, Cena.
Classen, P. W.
Dalke, Detrick.
Dotzer, G. C.
Dresher, C. H.
Elliot, Ray.
Ember, Mabel.
Frantz, O. C.
Green, Ada.

Green, Nellie.
Harder, P. J.
Hoffert, Chloe.
Hope, Louis.
Homer, Effie.
Horning, May.
Horning, Minnie.
Janzen, C. C.
Kane, H. G.
Kraybill, Frank.
Larson, Mabel.
Lohrenz, Katherine.
Lohrenz, G. W.
McGill, Loyd.
McCoy, Harriet.
Miller, Fred C.
Myers, Lela.

Neher, Clara.
Quellhorst, Matilda.
Shaffer, Sophia.
Slagle, Merle.
Snowberger, Harvey.
Stutzman, Mattie.
Stump, L. A.
Suderman, Elizabeth.
Suderman, G. G.
Suderman, John.
Toevs, A. F.
Vaniman, Ira.
Weiss, H. C.
Wiggins, J. F.
Wiebe, F. W.
Wohlgenuth, Ben.
Wohlgenuth, James.

Allen, Wade.
Burton, Edna.
Cline, Furman.
Dodge, Lizzie.
Dudte, Margaret.
Flory, Mary.
Flory, Raymond.
Gauss, C. W.
Goodsheller, Frances

Andes, Stella B.
Aschman, Emma.
Aschman, Theodore H. E.
Bartels, Martha.
Ball, Maude,
Blondefield, Grace Pearl
Brubaker, Harvey M.
Brubaker, Ida E.
Caudle, Ada M.
Caudle, Roy.

Miller, Pauline.
Miller, Maurine.
Netzley, Ralph.
Barwick, Johnnie.

Crumpacker, May.
Hartman, A. A.
Haugh, Jesse.
Hill, Audry.

Albright, May.
Bardev, Lella.
Burgin, Ollie.
Brubaker, A. J.
Brubaker, C. H.
Carter, T. D.
Eash, Irwin.

Bowers, J. F.
Broughton, Herbert.
Hoffert, H. A.

Third Year.

Hiebert, Katie.
Hope, Lillian.
Hudson, Guy.
Hylton, Lala.
Klepinger, Leslie.
Neher, Lizzie.
Neher, Susie.
Newland, Della.
Miller, Bruce.

Fourth Year.

Cline, Foster Winfield
Delp, Bertha.
Edgecomb, George.
~~Eisbach, Eulalia.~~
Garst, Edna.
Herr, Ivan G.
Hilderbrand, Lulu.
~~Hottel, Helen.~~
~~Hope, Hannah.~~
Horton, Ruby.
Jacobs, Ella I.

Kindergarten.

Barwick, Mary.
Burgin, Willie.
Vaniman, Pauline.
McClellan, Laura.

ACADEMIC.

First Year.

Hill, Lenna.
Marshall, Myra.
Parlin, Leon A.

Second Year.

Goodsheller, Grace.
Gleman, Etta.
Hoover, Mary.
Hoffert, Katie.
Hollinger, Gemma.
Johnston, Laura.
Mosler, E.

Third Year.

McFarland, Hazel.
Seidel, Paul.

Mohler, Mary.
Mohler, Robert.
Sternor, W. E.
Stonebraker, J. A.
Wiebe, Mrs. Elizabeth
Wolverton, Maude.
Yoder, J. J.

Olson, Ellen A.
Pearson, Mary A.
Picking, Myrtle C.
Snyder, Olive May.
Vaniman, Della S.
Vaniman, Grace Pearl
Weisthaner, Clara A.
Weisthaner, Martha M.
Wiebe, P. V.
Wright, Grace.

McClellan, Herbie.
Berkeybile, Virgil.
Vaniman, Rowena.

Regler, Sarah.
Thompson, Walter.
Wiens, Katie.

Mugler, Emma.
Pollock, S. A.
Smith, DeWitte.
Wagner, Anna.
Westrick, Samuel.
Wiens, Abraham T.
Weaver, Chas.

Todd, C. A.
Wickman, Bernhard.

Fourth Year.

Buck, Adelbert.
Burgat, Alice.

Caldwell, Vena.

Elliott, Albert.

DEPARTMENT OF FINE ARTS.

ELOCUTION.

Senior Year.

Baldwin, R. W.
Cline, Foster W.
Cline, Furman R.

Miller, Bruce A.
Miller, S. C.

Pollock, S. A.
Rasp, C. D.

Junior Year.

Albright, May.
Bashor, S. H.
Barnhill, Gilbert E.
Brubaker, A. J.
Brubaker, Minnie A.
Brubaker, Cyrus.
Bartels, Minnie.
Cartis, V. O.
Christopher, Jessie A.
Crumpacker, H. C.
Clevenger, F. A.
Dotzour, G. C.
Detter, Edna.

Dodge, Elizabeth.
Fahnestock, Chas. M.
Foutz, Howard.
Garman, S. N.
Hodge, Roy.
Hoover, Mary.
Hoffert, Mrs. H. A.
Hoffert, H. A.
Hoffert, Chloe V.
Ingalls, R. C.
Lohrenz, H. W.
McGill, Lloyd.

McFarland, Hazel V.
Newland, Della.
Reicker, Bertha M.
Ridgeway, Carrie.
Slagle, Merle.
Stump, Levi.
Snowberger, Harvey.
Stutzman, J. M.
Ullum, Mabel.
Williams, J. H. B.
Wohlgemuth, Ben.
Zeigler, Edna.

MUSIC.

Alles, Adah.
Albright, May.
Arnold, Ruth.
Brubaker, C. O.
Brubaker, A. J.
Berkeybile, J. H.
Berg, Rhea.
Burgan, Ollie.
Berggren, H.
Boone, Sadie.
Blackman, Mary.
Burgan, May.
Brubaker, Minnie.
Brubaker, Lucy.
Bradbury, Effie.
Blankenship, Edith.
Blankenship, Jett.
Cade, Tacy.
Claassen, P. W.
Chester, May.
Christopher, Jessie.
Christopher, Cena.
Cline, Eva.
Crumpacker, Harry.
Clevenger, Fred.
Chindberg, Effie.

Crumpacker, May.
Dalke, Mary.
> Engborg, Myrtle.
English, Edith.
Ferguson, Dassa.
Fahnestock, Chas.
Flory, Mary.
Frick, Mollie.
Griffing, Mrs. Emma.
Gernert, Lena.
> Goodsheller, G.
Garst, Roy.
Gill, Della.
Gauss, C. M.
Grant, Eda.
Hodge, Lully.
Hollinger, Gemma.
Heldstab, Lida.
Horner, Effie.
Haberlein, Bertha.
Haberlein, Lena.
Jenks, Jenny.
Johnson, Dajmar.
Kraybill, Frank.
Kimmel, Lettie.
Kimmel, Nettie.

Loewen, C. A.
Lichty, Ollie.
Matthews, Mrs. Geo.
Miller, Maud.
McGill, Lloyd.
McBride, Carrie.
Moomaw, Modena.
> Muir, Gladys.
Miller, S. C.
McMurray, Gertie.
Neff, Dithé.
Neighbors, Ollie.
Nelson, Anna.
> Osborne, Gladous.
Pollock, Drew.
Pfutz, F. E.
Peterson, Amy.
> Reiff, Mary.
Stacey, Earl.
Street, Hattie.
Suffield, Mabel.
Stansel, Ella.
Suffield, Chas.
Studebaker, Leaa.
Snyder, Stella.
Shirkey, Howard.

Slosson, Eleanor.
Throne, J. E.
Trostle, Eva.

Ullom, Mabel.
Vaniman, Ernest.

➤ Weisthauser, Martha.
Widiger, Mrs. Minnie.

Brubaker, Flossie.
Brubaker, Freeman.
Curtis, Rector.
Clevenger, Fred.

Students in Violin.
Colburn, Louis.
Fisher, Lottie.
Graves, Archie.
Magison, Geo.

McNicol, Leon.
Vaniman, Ernest.
Vaniman, Wilbur.

THE BUSINESS DEPARTMENT.

COMMERCIAL.

Abel, Orie.
Barnes, C. F.
Beanblossom, Geo.
Beanblossom, Fred.
Berggren, Harry.
Boone, Ezra.
Buhler, Ida.
Breon, Jessie.
Breon, Guy.
Carlson, Roy.
Carlson, Edwin.
Chester, H.
Crissman, W. J.
Crissman, Harry.
Curtis, R. A.
Daggett, Mary.
Delp, Howard.
Detrich, H. J.
Dillon, Glen.
Fishback, Eulalia.
Fishback, Ralph.
Ford, Archy.
Ganson, Ralph.
Gardner, R. A.
Garman, S. N.
Garst, Errett.
Garst, Earl.
Garst, R. A.

Garst, Pearl.
Goller, Andrew, L.
Hanson, G. W.
Hanson, Claude.
Haggett, Claude.
Heald, Arba.
Heald, Bessie.
Heidebrecht, Geo.
Hodge, Roy.
Hoffert, S. J.
Hoggett, Emma.
Jackson, Frank.
Jacobs, Ida.
Johnson, James.
Kane, P. A.
Kane, H. G.
Klepinger, Henry.
Krehbiel, Edna.
Landes, L. E.
Laughman, Chas.
Lolling, John.
Lundstrom, Ellen.
Manon, B. A.
McCroskie, Clyde.
McChristy, E.
McNicol, Leon.
Murphy, Ed.
Nettleton, Gertrude.

Olson, Esther.
Parlin, Leon A.
Peterson, Christian.
Puckett, Bert.
Ramstrom, Robt.
Ratzlaff, Pete.
Reilly, Geo.
Roy, Thos.
Sandberg, Frank.
Sledel, Paul.
Severtson, Grover.
Severtson, Benj.
Severtson, Earl.
Shay, Nellie.
Smith, Elmer.
Stansel, G. L.
Stoltenberg, H. W.
Studebaker, Ray.
Suffield, Earl.
Taylor, Lillian.
Throne, J. E.
Wedel, P. A.
Wegman, Geo.
Wickman, Bernhard.
Wittorf, Frank.
Young, Glen.

SHORTHAND.

Abel, Orie.
Barnes, H. D.
Buller, Ida.
Clevenger, Fred.
Childstrom, Clara.
Delp, Howard.
Elder, Hannah.
Hope, Lillie.
Hope, Nannie.
Hanan, Claude C.
Horton, Nellie.

Hoggett, Claude.
Hoggett, Emma.
Heald, Bessie.
Heald, Arba.
Hedine, H. E.
Groff, Olive.
Garman, S. N.
Gayer, Leta.
Kane, P. A.
Lundstrom, Ellen.
McNicol, Edith.

McChristy, Elmer.
Mugler, Emma.
McCustion, Maggie.
Manon, B. A.
Minner, Pearl.
Nettleton, Gertrude.
Olson, Esther.
Reicker, Bertha.
Ridgeway, Carrie.
Stansel, A. W.
Stauffer, Mrs. J. B.

Stansel, G. L.
Shupe, Earl.

Studebaker, Ray.
Throne, J. E.

Taylor, Lillian.
Wedel, P. A.

CORRESPONDENCE.

Allen, Roy H.
Allen, Hugh.
Appleby, Jewel.
Agnen, L. E.
Ayers, J. A.
Brewer, Nora.
Brandt, Fred W.
Betzler, Mary E.
Bowers, Elmer.
Ballard, J. W.
Bomgardner, W. F.
Booker, Lula.
Brazel, E. G.
Bryne, J. R.
Braman, Leola.
Brace, Fred E.
Bement, Edna.
Barnes, Albert.
Brandt, John A.
Bush, Frank S.
Biroher, Adolph
Buschow, Max.
Brown, M. J.
Bassgall, Joseph E.
Brownlee, Sylvia L.
Blue, Pat.
Curt, S. W.
Clark, M. L.
Cave, Chas. A.
Crowb, Harry L.
Clark, Geo. H.
Crawford, Leigh S.
Corbel, Frank
Cook, Clarence J.
Copper, Josie.
Cogswell, C. C.
Cogshall, Mae.
Coslett, Evam.
Cox, G. H.
Day, Mrs. Elizabeth.
Daggett, Martha.
Devine, Walt.
Duke, A.
Dodson, Bert
Dively, Stella.
Dykes, Ben
Elliott, A. B.
Edgerton, A. G.
Edgecomb, Chas.
Elicker, Iva Mae.

Fellers, Violet.
French, Elizabeth
Fenwick, H. E.
Foglesong, John.
Filsome, Lester E.
Frey, Mabel M.
Grim, Ocie H.
Gregory, Wm. E.
Guess, Mrs. Francis.
Gish, C. H.
Gard, T. F.
Good, Wm. H.
Goodman, R. A.
Grant, Maud
Hylton, R. P.
Hocker, W. J.
Holtslander, W. H.
Harbert, A. G.
Hunt, P. V.
Hall, Leo.
Hanson, Grayce.
Heath, Robert L.
Hall, Lee.
Hammer, Ira A.
Hoffman, Beulah.
Hederhoist, Mrs. P. F.
Harshaw, A. L.
Hullet, John.
Hammond Walter.
Humsberger, Neva.
Hale, W. B.
Inman, Chas. L.
Johnson, Stanley E.
Jones, Ellwood M.
Johnson, Jed
Jones, Vivian.
Johnston, C. A.
Jennings, John C.
James, A. W.
Kelly, May.
Kerns, A. V. B.
Kerr, John.
Kelly, Lawrence C.
Kenyon, Fred.
King, J. M.
Kohler, Ora.
Kincard, Ernest.
Knowles, Earl.
Lee, Mrs. Betsey
Latmer, Loise.

Lynn, Kathryn.
Lobb, J. D.
McWilliams, L. R.
Massey, W. H.
Moss, W. H.
Merlatti, Elizabeth.
Minne, Harry.
Metcalf, Chas. R.
McKee, R. M.
Miller, F. L.
Murray, Harry
Myers, C. D.
Miller, Frank E.
Missman, D. W.
McMurray, Robert M.
McWilliams, S. E.
Miller, Rose E.
Miller, Lois.
Morris, LaMotta.
Nettlover, Martha C.
Newton, Wm.
Nelson, Hilma
Owings, A. M.
Olson, Earnest
Oliver, C. L.
Parks, C. H.
Pennington, S. W.
Price, J. W.
Poppe, Louis
Phillipi, John M.
Pawling, Guy P.
Parks, Edna.
Plumly, Blanche.
Pedroja, John.
Ramey, H. M.
Reed, John
Rose, Herbert.
Rogers, R. R.
Root, A. C.
Stover, Daniel I.
Scott, J. H.
Sparks, James P.
Scholz & Son.
Starkey, W. F.
Shepherd, Inez
Snell, John W.
Sollenberger, N. C.
Schooley, Earl A.
Schmidt, G. E.
Schmidt, Edwin C.

Scott, E. B.
Sawyer, Horance.
Thompson, H. F.
Thomas, S. H.
Waldorf, S. E.
Wheeler, C. H.

Wood, Elmer L.
Walker, Mrs. Martha
Wilson, Alice.
Wilson, Jas. R.
Wilson, Bert.
Winfough, Otis E.

Wallace, D. A.
Warwick, Constance.
Wilson, Leonar.
Wyatt, D. E.
Walden, Baxter

THE BIBLICAL DEPARTMENT.

GRADUATES.

Wiens, A. F.

Boone, Cora.

UNDERGRADUATES.

Bartels, Minnie.
Beanblossom, G. W.
Boone, Sadie.
Boone, Lucy.
Bowers, May.
Breon, Jessie.
Brubaker, Ida.
Brubaker, Lucy.
Brubaker, Emma.
Burgin, G. W.
Coler, Frank.
Crumpacker, H. C.
Crumpacker, F. H.
Crumpacker, Anna N.
Daggett, Mary.
Delp, Bertha.
Dotzour, G. C.

Fahnestock, Chas.
Eishback, Ralph.
Flory, R. C.
Frantz, Ira H.
Frantz, Mary E.
Garst, Earl.
Garst, Errett.
Hartman, A. A.
Hildebrand, Lulu.
Hiebert, P. C.
Hoffert, S. J.
Hoffert, H. A.
Hope, Nannie.
Hope Lillian.
Horning, Emma.
Kane, P. A.
Kimmel, Mabel.

Lichty, Ollie.
Meyers, Lela.
Miller, S. C.
Netzley, Harvey.
Newland, Della.
Stauffer, Mrs. J. B.
Stutzman, J. M.
Throne, Leota.
Tretbar, J. J.
Vaniman, O. S.
Vaniman, J. P.
Vaniman, Verna B.
Wiebe, P. V.
Wiebe, Elizabeth.
Wiens, Katy.
Wiens, A. F.
Williams, J. H. B.

SPECIAL STUDENTS.

Special students
Athay, Roland M.
Allen, S. G.
Alloway, H. N.
Aldridge, J. R.
Angleton, Wm.
Brubaker, Lulu May.
Bryant, Mrs. Marcus Hazel.
Bockhans, Wm.
Bacon, Lyman.
Bull, Binus.
Bates, Frank.
Breese, Willie.
Baker, Belle M.
Barnes, Hattie.
Baker, Carrie.
Beck, Henry.
Brunington, J. Clark.
Blake, Howard.

Bixler, Bruce.
Bement, R. S.
Barnes, E. D.
Baker, J. N.
Bowen, Willis.
Baughman, J. C.
Banta, J. C.
Becker, E.
Beal, T. E.
Bonebraker, J. A.
Brown, Walter
Brown, Ina
Bralley, J. C.
Bush, Frank S.
Clevenger, John
Carter, Flora
Chamberlain, Flo.
Coleman, Alvin F.
Calvert, G. E.
Carls, Fred

Clayworth, E. H.
Cronin, May
Chapman, Alberta
Coberly, W. C.
Clayton, J. H.
McConnel, Chas.
Chalfant, Grace
Clark, Henry
Carrol, Chas.
Clark, F. D.
Conklin, Constance
Clow, A. D.
Crollis, Vetris
Crum, Mrs. J. A.
Clark, Howard
Cutshaw, Arthur
Carter, H. J.
Cole, Russell
Colby, Daul
Constable, Marshall

- Cunningham, Welby
 Chastain, Fred
 Cogswell, Archie R.
 Clevenger, John
 Cook, J. C.
 Davis, Leon E.
 Doyle, F. C.
 Dooglass, Myron R.
 Durlless, Mrs. Geo.
 Davidson, D. T.
 Downing, Geo.
 Dollison, J. A.
 Downing, Miss Fairy
 Dunlap, P. W.
 Evans, Carl
 Elder, A. G.
 Emmert, E. G.
 Ecker, Hetty P.
 Frieseb, P. A.
 Franzen, J. H.
 Freshour, S. E.
 Flora, Ray.
 Ford, L. N.
 Frantz, M. Earl
 Fuller, Rennie
 Fultz, Louis A.
 Frame, Sallie E.
 Ford, Florence
 Gross, Theo.
 Gibson, H. G.
 Gochnat, Charles E.
 Gibson, G. E.
 Grist, Lorin
 Guyer, Onita,
 Godfrey, Harie
 Gamertsfelder, Beulah
 Graham, J. M.
 Gastineau, Felix
 Gary, J. W.
 Glass, Edd
 Hill, G. W.
 Hamilton, Mrs. Geo.
 Hatley, J. L.
 Hunt, F. B.
 Heldstab, Lida.
 Heldstab, Wm. F.
 Hollinger, Gemma.
 Haworth, P. W.
 Henson, Alva
 Howard, Silas
 Howley, C. K.
 Hughes, John E.
 Hanson, H.
 Hoggett, E. B.
 Hill, N. F.
 Hall Ora
 Hannum, Adella
 Henderson, S. F.
 Horner, Oliver
 Hildebrand, Mae
 Henderson, Arlie
 Hayes, W. E.
 Irwin, W. C.
 Jordan, Ada
 Johnston, Robt. K.
 Jones, J. T.
 Johnson, M. T.
 Jukes, Mabel
 James, E. E.
 Johnston, Channing
 James, Bruce E.
 Keller, S. B.
 Keys, O. A.
 Keltner, W. U.
 Laird, Frank W.
 Lundstrom, May
 Lefebore, Elie
 Leavitt, Thos.
 Langstaff, Harry
 LaMout, Ralph
 McCarty, Owen
 McLaren, Lester
 Mize, Clyda E.
 Mickey, J. L.
 Matterson, Vida.
 Matthews, Walter
 Meyers, Worthey
 McColl, W. H.
 Miller, Bertie
 Obenhans, W. T.
 McCreight, Verle
 Mitchell, C. W.
 Martin, Ray
 Moggie, Chas
 Merkey, Sarah
 Mullen, Maurice
 Mayfield, J.
 Myler, Claire
 Mohler, Mary.
 Mitchell, Wm.
 Mullen, Don. L.
 McDaneld, Ira
 McIntosh, B. H.
 McColl, Earl
 McKinney, Oscar
 Newby, H. L.
 Noggle, Clarence
 Nelson, John
 Norton, T. D.
 Old, H. E.
 Oesting, Mrs. E. J.
 Oliver, Sadie
 Overlin, T. W.
 Olson, Dwight
 Park, Urmie
 Pfoutz, Frank E.
 Prentice, Delbert
 Peterson, Burton
 Pickrell, D. E.
 Parrish, Elisha
 Peters, E. W.
 Pownall, W. C.
 Phillips, Dave
 Pollard, Flora
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 Rolfe, Maude
 Robison, R. G.
 Rathburn, J. H.
 Rundle, John
 Rust, E. E.
 Ray, Eliza
 Rings, M. E.
 Reese, Gerti
 Richardson, Vesta
 Richards, S. G.
 Ritter, J. M.
 Rupert, W. J.
 Rouse, W. T.
 Riderman, J. B.
 Ray, W. J.
 Scott, Clarence
 Slawson, Harry
 Swanson, N.
 Stromquist, Edna.
 Shephard, Leroy
 Swenson, J. A.
 Smith, Ralph
 Slouder, J. W.
 Stith, Farmer
 Steele, Preston
 Shank, Geo. E.
 Snyder, Otis
 Socolofsky, Abraham
 Sanborn, C. G.
 Somers, Addie
 Schofield, Sherley
 Shenn, T. B.
 Strang, F. W.
 Steele, Della
 Stuart, R. B.
 Spriggs, R. T.
 Swanson, S. P.
 Shupe, Libbie
 Silman, L. B.
 Shelden, Herbert

Smith, Ethlyn
Springmon, Azula
Smith, Lloyd
Thompson, C. W.
Trostle, Evelyn.
Tomlenson, J. B.
Trowbridge, Clyde
Van Scork, Vrolc
White, E. L.

Wall, John
Winkley, C. W.
Wolfe, Duane
Wieman, A. L.
Wooley, John
Woodworth, W. G.
Weakley, Robert
Wycoff, Glenn
Williams, A. V.

Wilson, H. R.
Wickstrom, LaVergne
Watt, Ralph S.
Williams, Marion V.
Werner, Z. V.
Wallace, Geo.
Yoder, Lester
Zeigler, Sara

