

McPHERSON



McPHERSON, KANS.



View of McPherson College

McPherson College

McPherson, Kansas

Annual Catalogue

1909-1910

With Announcements for

1910-1911

## Calendar for 1910-1911.

1910—September 13, Tuesday	First Quarter Begins
“ November 15, Tuesday	Second Quarter Begins
“ December 24 to January 1, 1911	Vacation
1911—January 24, Tuesday	Third Quarter Begins
“ March 28, Tuesday	Fourth Quarter Begins
“ May 21, Sunday Evening	Baccalaureate Sermon
“ May 22, and 23, Monday and Tuesday	Final Examinations
“ May 22, Monday Evening	Musical Recital
“ May 23, Tuesday Evening	Expression Recital
“ May 24, Wednesday	Field Day
“ May 24, Wednesday Evening	Senior Class Exercises
“ May 25, Thursday	Class Day
“ May 25, Thursday Evening	Alumni Banquet
“ May 26, Friday Morning	Commencement

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

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### Board of Directors

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

### Brethren Educational Board.

Elder H. C. Early, <i>Chairman</i>	Penn Laird, Virginia
Pres. A. C. Wieand, <i>Secretary</i>	Bethany Bible School, Chicago
Elder John Calvin Bright, <i>Treasurer</i>	Dayton, Ohio
Elder L. T. Holsinger	Clarkshill, Indiana
Elder A. G. Crosswhite	Flora, Indiana
President W. B. Yount	Bridgewater College, Virginia
President Edward Frantz	McPherson College, Kansas

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## **GENERAL INFORMATION**

**LOCATION AND ACCESSIBILITY**

**PURPOSE AND IDEALS**

**MATERIAL EQUIPMENT**

**MORAL AND RELIGIOUS INFLUENCES**

**LITERARY SOCIETIES**

**DISCIPLINE**

**EXPENSES**

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### 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. 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 Church of the Brethren 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 that controls at the College 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 done, will find himself honored and respected. No aristocracy, save that of character, is known.

#### MATERIAL EQUIPMENT.

**BUILDINGS.**—Three large substantial buildings 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 equipped with all necessary library conveniences.

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 constantly 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 fifteen modern microscopes, two microtomes, ovens, paraffine baths, projecting microscope, and all other equipment 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 to be 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.

Two 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.

Students cannot afford to miss the mental discipline acquired by taking part in these 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 in line with the high standard of conduct which prevails, he is admon-

ished. 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 gentlemen 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.

Cash or 8 per cent note in advance.

One study, half tuition; two or more studies, full tuition.

Tuition, per quarter (a quarter is nine weeks).....	\$ 10.75
Tuition, per week.....	1.25
Tuition, Stenography, per quarter.....	10.00
Tuition, Stenography, with other studies, per quarter....	5.00
Tuition, Typewriting, per quarter.....	6.00
Tuition, Full Course of Advertising.....	35.00
Board, one quarter. . . . .	22.50
Board, per week. . . . .	2.50
Holiday vacation, no boarding in the Dormitory.	
Fuel, Fall or Spring quarter.....	1.00
Fuel, Winter quarters, each.....	4.50
Fuel, per week, Fall or Spring quarters.....	.15
Fuel, per week, Winter quarters.....	.50
Rooms, including Blinds, Broom, Dust-pan, Slop-pail, Wash-stand, Table, Bowl, Pitcher, two Chairs, Bed, and Mattress, per week.....	
	.50
All students pay per quarter for Library fee.....	.25
Special examination fee. . . . .	1.00
Private lessons, in advance, each.....	.50
Tuition for Post Graduate year.....	40.00
Board, Fuel, Room Rent, Library Fee, Tuition, Spring and Fall. . . . .	39.00
Board, Fuel, Room Rent, Library Fee, Tuition for Win- ter terms, each . . . . .	42.50

Students are charged at quarter rates for whole quarters;

at week rates for less than a quarter. No reduction for absence of less than two weeks. Text books and stationery are kept on sale at the college office. Students should bring with them any text book they may have on hand. Students wishing to room in the Dormitory will bring sheets, pillow-cases, pillows, napkins, blanket, comfort, rug and other articles they wish, in order to make their room attractive. Students voluntarily rooming alone, two rates for room rent and fuel.

Board and room can be had on the Hill or in the City for from \$3.00 to \$3.50 per week.

#### LABORATORY FEES.

Chemistry, Any Course.....	\$ 3.00
Physics, Academy, per quarter.....	1.50
Physics, Advanced, per quarter.....	3.00
Astronomy, per quarter.....	2.00
Biological branches, per quarter .....	3.00
Zoology, per quarter.....	1.00
Botany, per quarter.....	.50
Physiology, per quarter.....	1.00
Geology, per quarter.....	.50

#### GRADUATING FEE, INCLUDING DIPLOMA.

College. . . . .	5.00
College, Post Graduate. . . . .	10.00
College, with State Certificate.....	6.00
Normal. . . . .	5.00
Normal, with State Certificate.....	6.00
Expression. . . . .	3.00
Music (Certificates) . . . . .	3.00
Music (Diploma). . . . .	5.00
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

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

## **COLLEGIATE DEPARTMENT**

**NATURE AND SCOPE**

**THE SUBJECTS OF INSTRUCTION**

**REQUIREMENTS AND COURSES**

## Collegiate Department.

### NATURE AND SCOPE.

Two collegiate courses are offered, the classical and scientific, leading to the degree of Bachelor of Arts and Bachelor of Science. These courses, as described, 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. For special pre-medical and pre-engineering courses, see page 37.

**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-six weeks, four recitations per week, with at least sixty minutes for each recitation. Fifteen units are necessary for unconditional entrance, the remaining units being elective.

Following is given the list of accredited high schools as prepared by the State University:

## Accredited High Schools.

### CLASS I.

Schools in this list are fully accredited and are working under the most favorable conditions.

#### NAME OF SCHOOL.

Abilene	*Hutchinson
Academy of Idaho, Pocatella	Iola
Albuquerque, N. M.	Joplin, Mo.
Anthony	*Junction City
Argentine	Kansas City, Kan.
Arkansas City	Labette Co., Altamont
Atchison	La Junta, Colorado
Atchison Co., Effingham	*Lawrence
Bartlesville, Oklahoma	*Leavenworth
Beaverhead Co., Dillon, Mont.	Lewis Academy, Wichita
Beloit	Loretta Academy, Kansas City, Mo.
Burlingame	Lyons
Chanute	Mankato
Chase Co., Cottonwood Falls	Manual Training, Kansas City, Mo.
Cherokee Co., Columbus	Marion
Clay Co., Clay Center	Marysville
Coffeyville	McPherson
Concordia	Minneapolis
Council Grove	Montgomery Co., Independ- ence
Crawford Co., Cherokee	Newton
Decatur Co., Cherokee	Norton Co., Norton
Decatur Co., Oberlin	Olathe
Dickinson Co., Chapman	Ottawa
El Dorado	Paola
Ellsworth	Parsons
El Reno	Peabody
Emporia	Pittsburg
Eureka	Plainville
*Ft. Scott	Pratt
Galena	Prosser, K. C., Mo.
Garnett	Rosedale
Great Bend	Salina
Halstead	Sedgwick
Harper	Seneca
Herington	Sheridan Co., Hoxie
*Hawatha	Smith Center
Holton	
Hot Springs, Ark.	
Humboldt	



Southern Kan. Acad., Eureka	Urbana University Acad.
*Sumner Co., Wellington	Urbana Ill.
St. Joseph, Mo.	Warrensburg, Mo.
Thomas Co., Colby	Washington
Sterling	Wentworth Military Academy,
*Topeka	Lexington, Mo.
Trego Co., Wakeeney	Western Military Academy, Up-
Univ. Mil. Acad., Columbia, Mo.	per Alton, Ill.
Univ. Prep. School, Kansas	*Wichita
City, Mo.	Winfield

\*Schools are accredited by the North Central Association of Colleges and Secondary Schools.

#### CLASS II.

Schools named in this list are fully accredited, but fall short of the most favorable conditions in some respects. (It may be a shortage in laboratory equipment, short school term, or perhaps the teachers are required to carry too many recitations.)

#### NAME OF SCHOOL.

Belleville	LaHarpe
Burlington	Larned
Caldwell	Lyndon
Cherryvale	Neodesha
Clyde	Osage City
Ellis	Osborne
Frankfort	Osawatomie
Garden City	Russell
Gas City	Sabetha
Gove City, Gove	Stockton
Horton	Wamego
Howard	Yates Center

#### CLASS III.

The schools named in this list fall short of full preparation by not more than three units.

#### NAME OF SCHOOL.

Alma	Bronson
Attica	Blue Rapids
Axtell	Burrton
Augusta	Cawker City
Belle Plaine	Centralia
Blue Mound	Clifton
Bonner Springs	Colony

Delphos	Mound City
Dixon Township, Argonia	Nortonville
Dodge City	Onaga
Douglass	Oskaloosa
Erie	Overbrook
Eskridge	Phillipsburg
Florence	Pleasanton
Girard	Rawlins Co., Atwood
Glen Elder	Reading
Greenleaf	Scranton
Hartford	Sedan
Hill City	Sherman Co., Goodland
Hillsboro	Solomon
Kingman	Stafford
Kinsley	St. John
LaCygne	St. Mary's
Lecompton	Tonganoxie
LeRoy	Valley Falls
Lincoln	Waterville
Logan	Waverly
Maple Hill	Weir
Moline	Wetmore
Moran	Wilson

## CLASS IV.

Schools named in this list offer courses that have been approved by the University, but they have not yet fulfilled other conditions for accredited relations.

## NAME OF SCHOOL.

Altoona	Lansing
Boling	Linwood
Buffalo	Little River
Burr Oak	Lorraine
Cheney	Louisburg
Corning	Marquette
Formosa	Scandia
Gardner	Scott Co.
Glasco	Sylvian Grove
Gypsum	Syracuse
Havensville	Wathena
Holsington	Wellsville
Irving	Westmoreland
Kincaid	Williamsburg
Lane Co.	

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 twenty weeks in School Administration.

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

4. 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.

## **Description of Subjects of Instruction.**

### **ENGLISH.**

1. RHETORIC AND ENGLISH COMPOSITION—Four hours through the year. Daily themes required. Outlines, book reviews and extemporaneous paragraph writing during the recitation hours. Required of all Freshmen in the College.

2. THE HISTORY OF ENGLISH LITERATURE—Five hours or eight hours. General history supplemented with class study of representative authors and with required library reading. Text books, Simond's English Literature, Manly's English Poetry and Manly's English Prose. Open to all students of the college. Required for admission to all other courses in English Literature.

3. AMERICAN POETS—Three hours or five hours. First semester. General history with special reference to the work

of the chief American poets. Lectures and library course with class study of representative selections.

4. VICTORIAN LITERATURE—Three hours or five hours. Second semester. A study of all the important writers of the age. Lectures, library work and a study of representative selections from the writers.

5. MILTON—Four hours. First semester. The student is required to read all of Milton's poems and representative selections from his prose. Lectures, a study of selected poems and a detailed study of *Paradise Lost*.

6. SHAKESPEARE—Four hours. Second semester. A study of all the plays. Lectures, class recitations and library work.

7. CHAUCER—Four hours. Two semesters. Lectures on the life and times of Chaucer. A careful reading of *The Knight's Tale*, *The Squire's Tale* and *The Nonne Preestes Tale*. A rapid reading of a large part of the *Canterbury Tales*. Preparation of two theses.

8. ENGLISH LITERATURE of the Elizabethan Period, with special reference to Spenser. Two hours. First semester. Preparation of two theses.

9. BROWNING—Two hours. First semester. Lectures upon the life and literary period of Browning, with general view of more important works. Interpretative study of shorter poems and two or three of the plays. Two theses required.

#### GERMAN.

FIRST UNIT.—The elements of Grammar (Spanhoofd, "Die Deutsche Sprache"), including: (1) Careful drill in pronunciation; (2) familiarity with German script and text; (3) memorizing of paradigms; (4) the writing, correcting, memorizing and reciting after correction of all the English-German exercises in this grammar; (5) colloquial daily study to illustrate the principles and the vocabulary introduced; (6) the memorizing of one hundred lines of good German (popular song or narrative prose). One-half year.

The reading and translation of about one hundred pages

of simple German (as in Carruth's reader and "Glueckauf"). This reading should involve the reading aloud of the German, and rendering into good idiomatic English, and questions and answers in German upon what is read. Word-for-word translation should not be permitted, save when needed to show the precise force of an idiom. One-half year.

The above work will require, if properly done, four one-hour periods weekly for thirty-six weeks. A wise plan is to begin with the grammar and carry this continuously for five or six weeks. Then introduce the reader; at first, one lesson a week, and then after ten or twelve weeks, increasing the number of lessons from the reader until the grammar lessons have been completed and thoroughly reviewed.

SECOND UNIT.—Additional study of grammar, directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. (Review of the first lessons and study of the equivalents of lessons nineteen to twenty-four in Carruth's Otis's Essentials.) Practice in writing German from dictation, at least eighteen exercises (one a week for half a year, to occupy fifteen to twenty minutes each).

Reading and translation of one hundred pages of connected prose and of Schiller's "Wilhelm Tell," complete. The one hundred pages may be made up from the remainder of Carruth's Reader, together with Zschokke's "Der Zerbrochene Krug," Heyse's "Die Blinden," Storm's "Immensee," and Grimm's "Maerchen." Also translation of twenty-five standard pages of simplest English into simplest German.

THIRD UNIT.—Review of grammar and completion Carruth's Otis, lessons twenty-five to thirty, with drill on the less usual strong verbs and on the idioms of tense and order. Composition work, consisting chiefly of paraphrases of the German used for translation.

Reading of four hundred pages of standard German, with careful translation and critical understanding. (Some portion of what is translated should always be read aloud in the German.) Suitable works are Freytag's "Die Journalisten," Lessing's "Minna von Barnhelm," Hauff's "Das kalte Herz," Riehl's "Burg Neldeckand," Goethe's "Herman and Dorothea."

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**FRENCH.**

1. **ELEMENTARY COURSE.**—Grammar, (Van Daell and Grandgent) and easy reading. Drill in pronunciation and in forms. First Semester.

2. **ELEMENTARY COURSE.**—Continuation of Course 1. Reading of simple prose texts, with exercises in dictation and elementary composition. Second Semester.

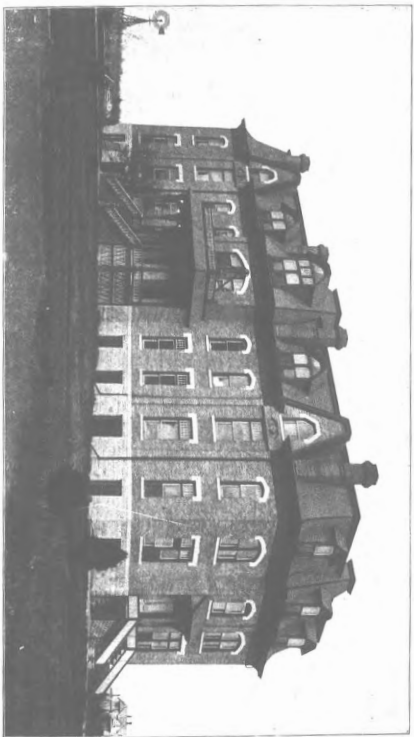
3. **MODERN FRENCH PROSE.**—Study of Norimee, Gautier, Hugo, Angier, and others. Dictation and practice in composition and conversation. First Semester.

4. **SCIENTIFIC FRENCH.**—A course intended for students who wish to prepare for the Scientific field. Second Semester.

**LATIN.**

**FRESHMAN YEAR.**—Cicero's *De Senectute*; philosophy of the times; review of the grammar; syntactical drill; outline of the production, first quarter. Cicero's *De Amicitia*; literary merit; syntactical drill; outline of the production; second quarter. Livy, selections from books I and II; short review of Virgil's *Aeneid* I-XI; early Roman history; practice in sight reading; syntactical drill; complete outline of Livy, Book I; several passages committed to memory; third and fourth quarters. All conversation in this class will be carried on in the Latin language. Four hours.

**SOPHOMORE YEAR.**—Horace, selections from the *Odes* and *Epodes*; careful study of prosody and practice in metrical reading; political and literary history of the Augustan age; Syntactical work; first quarter. Selection from the *Annals* of Tacitus, with a study of his style, syntax and diction; political conditions; sight reading; second quarter. Horace, selections from the *Epistles* and *Satires*; political history and social conditions of the times; sight reading; third quarter. Juvenal, selections from the *satires*; social life and literary history of the times; rapid survey of the preparatory Latin; fourth quarter. All syntactical work and conversation will be carried on in the Latin language. Terence or Ovid may be substituted for Horace. Four hours.



*McPherson College, Kan., Dormitory*

**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. Four hours.

**SECOND YEAR.**—The first semester is given to the study of Xenophon's Anabasis, and the second semester to that masterpiece of Greek literature, Homer's Iliad. Open to college freshmen. Four hours.

**THIRD YEAR.**—A quarter each is given to selections from Lysias, Plato, Sophocles and Demosthenes. Open to sophomores. Four hours.

**NEW TESTAMENT.**—Courses in the Greek New Testament given in the Biblical Department are also open to collegiate students. Four hours.

**HISTORY.**

1. **HISTORY OF EDUCATION**—A general introduction of the world's greatest educators and systems of education, and to the development of educational theory and practice. Lectures, text-book study, essays, and reference reading. Monroe's history of Education, Laurie's Pre-Christian Education. Three hours, first semester. Three or five hours credit.

2. **MEDIAEVAL AND MODERN HISTORY**—The purpose of the course is to organize the general movements of political, religious, educational, industrial and social life into an historical whole, and to give some insight into the nature of history



and its problems. To this end the student discovers and applies those fundamental conceptions which play the parts of instruments in historical study, such as form the content, continuity and differentiation, organic unity of institutional life, cause and effect, purpose and means. Robinson's History of Western Europe will be used as an outline. Discussions, essays and reports. Three hours through the year. Three or five hours credit per semester.

3. ENGLISH HISTORY—A brief outline of the history of earlier England followed by a more careful study of the periods of the Tudors, Stuarts and the house of Brunswick. This course is intended to give the student a good general knowledge of the history of our Mother Country and to prepare for subsequent courses in English Literature and Higher United States History. Two hours through the year. Four or six hours credit.

4. AMERICAN HISTORY—Includes the study of colonial institutions, the revolution, the origin and interpretation of the constitution, the growth of nationality and its struggle with slavery and democracy. Three hours through the year. Six or ten hours credit. Not offered 1910-1911.

5. ANCIENT HISTORY OF PHILOSOPHY—A course in the history of philosophical systems with lectures and discussions as to their values. Text and lectures. Three hours, first semester. Six hours.

6. MODERN HISTORY OF PHILOSOPHY—A study in the theory of thought and knowledge, and of modern philosophy in which an attempt is made to discover the principles which underly the problems in question, and to find, if possible, a conception of being in which the mind can rest. It is a critical study throughout. Classics by philosophers are used as texts, supplemented by lectures, reference readings and theses. Three hours, second semester. Six hours.

7. BIBLE HISTORY—Two years. See Collegiate Bible course.

**MATHEMATICS AND ASTRONOMY.****(a) Mathematics.**

1. **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, progression, graphical interpretation of equations, theory of limits, series, methods of undetermined coefficients, binomial theorem, choice and chance, determinants, theory of equations, solution of numerical higher equations by graphic method and Horner's method. One-half of problems required besides all demonstrations. Time, eighteen weeks, first semester, four hours.

2. **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, ratios, circular measurement of angles, proof 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, eighteen weeks, first semester, four hours.

3. **ANALYTIC GEOMETRY.**—Elements of plane analysis, including the geometry of conic sections. Some of the fundamental elements of solid analytics are presented. Smith and Gale's "Introduction to Analytic Geometry" the text. Time, eighteen weeks, second semester, four hours, elective.

4. **CALCULUS.**—Elementary courses in differential and integral calculus. Fundamental principles and general methods, with practical application to problems. Granvill's "Differential and Integral Calculus" used as text. Time, eighteen weeks, second semester, four hours, elective.

**(b) Astronomy.**

The department has a four-inch telescope, made by W. D. Mogy & Company, noted telescope makers. It is a high grade instrument and has proven its value in the work of several classes. The instrument is sixty inches focal length, supplied with usual eye-pieces, reaching a power of 300 diameters, besides a solar and a micrometer eye-piece, and spectroscopic at-

tachment. The department has a celestial globe, transit instrument, projection lantern and a large reference list of latest books, magazines and monographs.

1. **DESCRIPTIVE.**—Regular text book work, supplemented by lectures and investigation of special subjects. Course embraces a study of the facts and principles, the earth, moon, planets, comets, stars, nebulae, the structure of the heavens, and the various astronomical theories. Laboratory work, six hours per week. Notes of observations required besides theses and star maps. Time, nine weeks, third quarter, three hours, elective.

2. **DESCRIPTIVE.**—The more theoretical and mathematical part of astronomy is presented. General research and papers on special subjects as history, theories, the use of instruments. Laboratory work, six hours per week. Notes of observations required besides papers. Time, nine weeks, fourth quarter, three hours, elective.

### CHEMISTRY.

The chemistry department, located in the basement, is well equipped. The laboratory room for experimental work accommodates forty students working at one time. There are good chemical tables with drawers and lockers. General apparatus includes chemical charts, gas generators, gasometers, gas cylinders, analytical and general balances, spectroscope, spectrometer, projection lantern, drying ovens, water baths, endiometers, burettes, thermometers, besides complete stock of glass-ware, chemicals, and smaller pieces of apparatus. Each student is loaned the apparatus necessary for individual use. An excellent reference library, consisting of principal text books, journals and other publications relating to chemistry, is in an adjoining room. While in the courses given, the text books are used as guides, the instruction is in no case confined to what is 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, the fundamental principles, processes, and definitions, and some of the modern chemical theories; second, the practical application of chemistry to every day life and to useful arts. Regular text book work supplemented by lectures and class demonstrations. Course covers the non-metallic elements and their compounds. Physics required as a basis. Laboratory work, six hours per week. Note book of experiments performed and chemical reactions is required, as also thesis and carefully written abstracts of lectures. Time, eighteen weeks, first semester, five hours.

2. GENERAL INORGANIC CHEMISTRY.—Continuation of course 1. Course embraces a careful study of the laws of the subject; a comprehensive study of the metals, their properties, general reactions, and tests; solution of many problems of a chemical nature. Note book of experiments performed and chemical reactions is required, as also thesis and abstract of lectures. Laboratory work, six hours per week. Time eighteen weeks, second semester, five hours.

3. 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. Regular text book work in qualitative analysis and metallurgy, besides lectures and investigative work in chemical subjects. Laboratory work, six hours per week. Notes of experiments and reactions required besides theses. Time, eighteen weeks, first semester, five or seven hours.

4. QUANTITATIVE CHEMISTRY.—Comprises a large number of gravimetric and volumetric determinations, together with the study of the chemistry of the operations involved. Analysis of a number of unknowns. Laboratory work, six hours per week. Recitations on work and processes involved, history of chemistry, and general theories. Notes of experiments and re-

actions required, besides thesis. Time, eighteen weeks, second semester, five or seven hours.

5. 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, five or seven hours.

6. AGRICULTURAL CHEMISTRY—Presentation of the fundamental methods of Agricultural analysis as carried out in the laboratories of Experiment Stations. Laboratory work six hours per week, second semester. Four hours.

7. SANITARY AND DOMESTIC CHEMISTRY—A study of the air, water, heating, lighting, and ventilation, foods and beverages, adulterants. The simple tests are given, but no attempt at analytic work. Laboratory work, six hours a week, second semester. Four hours.

8. PHYSIOLOGICAL CHEMISTRY—A course in chemistry of protoplasm using yeast as an example, followed by a study of foods and their changes during cooking, digestion and absorption, then the chemistry of the blood and the waste tissues of the body and finally the chemistry of the excretions. Mammals used as a type of living organisms. Laboratory work six hours per week. Second and third quarters. Five hours.

#### PHYSICS.

This department is well supplied with standard apparatus for class demonstration and for both qualitative and quantitative experimental work in dynamics, heat, light, sound, magnetism and electricity. Besides the general supplies, the apparatus includes a linear expansion apparatus, Atwood machine, impact apparatus, tensile strength apparatus, torsion apparatus, elasticity apparatus, torsion pendulum, inertia apparatus, analytical and Jolly balances, spherometer, cathetometer, mechanical powers, centrifugal force apparatus, air pump, hydrometers, calorimeters, barometers aneroid and Fortin, Boyle's law tube, vacuum gauge, thermomultiplier, air thermometers, reflectors, thermometers chemical and differential, maximum and mini-

mum, sonometer, Knudt's apparatus, Chladni's apparatus, manometric flame apparatus with rotator, gratings, photometers, polariscope, voltmeters, ammeters, millivoltmeters, resistance boxes, standard cells, D'Arsonval galvanometer, dynamo, induction coils, Wheatstone bridge, rheostats, transformer, earth inductor, spectroscope, spectrometer, wireless telegraphy outfit, X-ray outfit, Holtz machine. Many new pieces are being added as rapidly as possible. All the ordinary experiments given in a year's course of college physics can be performed. In the library are many standard books and articles relating to the subject.

1. MECHANICS.—Open to sophomore collegiates and those having had Physics 1, geometry, trigonometry and university algebra. Course embraces an extended investigation of laws and principles of mechanics, hydrostatics, and pneumatics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks, first quarter, three or four hours.

2. HEAT.—Continuation of Physics 1. Course embraces a discussion of laws and principles of expansion, calorimetry, fusion, vaporization, boiling, conduction and radiation, and thermodynamics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks, second quarter, three or four hours.

3. ELECTRICITY AND MAGNETISM.—Continuation of Physics III. Course embraces laws and principles underlying electrostatics, magnetism, and current electricity. Laboratory work, ten hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks, fourth quarter, three or four hours.

4. SOUND AND LIGHT.—Continuation of Physics II. Course embraces a study of the principles, laws and theories forming the basis of acoustics and optics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks, third quarter, three or four hours.

## BIOLOGY.

The material equipment consists of a good quality of modern Bausch & Lomb compound microscopes, besides projection microscope, stereopticon, microtomes, paraffine baths and other general apparatus. There is a large and complete supply of staining agents, mounting media, and apparatus necessary for biological and histological work. The student is enabled by taking advantage of the elective work to secure an extended course in zoology along the lines of cytology, embryology, bacteriology, and comparative anatomy. For study along these lines, the department has Bausch & Lomb compound microscopes fitted with Abbe condensers, mechanical stages, micrometer eyepieces, and oil immersion lenses, incubators, Arnold steam sterilizers, Bausch & Lomb automatic microtome, paraffine baths, and other general apparatus. There is a large and complete supply of staining agents, mounting media, and chemicals to make cultures. Many recent and valuable books are in the reference library.

### (a) Zoology.

1. ANIMAL MORPHOLOGY.—A course in general morphology, embracing a thoro study in the Laboratory of a representative animal from each of the great groups. Besides the anatomy, the life history, habits, distribution, development, and relationships of all animals will be considered. Course will be given in four divisions, each one term as follows:

- a. Invertebrate Zoology-Protozoa, Porifera, Coelenterata, Platyhelminthes and Nemathelminthes. First term.
- b. Invertebrate Zoology-Echinoderms, Mollusca, Annelids and Arthropods. Second term.
- c. Vertebrate Zoology-Reptiles, birds and fishes. Third term.
- d. Vertebrate Zoology-Mammals. Fourth term.

Courses c. and d. will embrace a consideration of extinct animals also. Lectures three hours and laboratory six hours per week. Time thirty-six weeks, five or seven hours.

2. **FIELD ZOOLOGY.**—A consideration of animals in relation to their environment, including work on adaptation, life histories, habits ecological distribution, and classification. Field trips on Mondays. Laboratory three hours and lectures three hours. First term two or three hours.

3. **HISTOLOGY.**—Embraces embedding, preparing, fixing, sectioning and staining of tissues and all microscopic technique. A careful study is made of the elementary tissues and structure of the organs of animals. It is a laboratory course combined with lectures and reading. Notes, drawings, and theses required. Time second and third terms. Five hours.

4. **THEORY OF DEVELOPMENT.**—A course in history of Zoology and a careful consideration of the various theories of the organic descent from earliest times to the present. Second and third terms. Three hours.

5. **FIELD ZOOLOGY.**—A study of local fauna with reference to distribution and animal society. A study of birds and insects especially. Field trips Mondays. Laboratory work three hours per week, fourth term, two or three hours.

6. **EMBRYOLOGY.**—Recitation, lectures, and readings on development of frog, chicken, and human embryos. Laboratory course embraces a study of development of chicken and a study of embryos in the collections. Laboratory work six hours per week. Notes and drawings required, besides thesis. Time, eighteen weeks. First semester, five hours.

7. **BACTERIOLOGY.**—A study of the typical forms of non-pathogenic and pathogenic bacteria. Course embraces a study of culture processes, sterilization, and other technical methods besides determinative work. Laboratory work, six hours per week. Notes and descriptions of experiments required, besides drawings. Time, eighteen weeks. Second semester, five hours.

(b) **Botany.**

1. **PLANT MORPHOLOGY.**—A course in General Morphology embracing a thorough study of several representative plants



from each of the great lines of development in the different orders. Laboratory work six hours per week. Lectures two or three hours per week. The course will be divided into four parts, each extending through one quarter so as to enable the student to enter at the beginning of any term.

- a. Algae and Fungi, first term.
- b. Bryophytes and Pteridophytes, second term.
- c. Angiosperms and Gymnosperms, third term.
- d. Origin and Development of Plants, fourth term.

The course extends through the year. Five or seven hours credit.

2. **PHYSIOLOGICAL ECOLOGY.**—A study of the various plant associations as to their origin, development, and death, especially such as are found in the surrounding vicinity. Field work every Monday and laboratory work three hours per week. Time first term two or three hours.

3. **ELEMENTARY PLANT PHYSIOLOGY.**—A summary view of the general functions of the organs of seed-plants, such as absorption, transpiration, photosynthesis, and respiration. Lectures three hours, laboratory work three hours per week. Time second term, two or three hours.

4. **ECOLOGICAL ANATOMY.**—Plant tissues from the standpoint of origin and function. Lectures two hours and reading. Laboratory work six hours. Time third term two or three hours.

5. **ELEMENTARY ECOLOGY AND FIELD BOTANY.**—Plants in relation to environment, and a study of the local flora including the recognition of plants of all groups. Field trips Mondays and laboratory work three hours per week. Time fourth term, two or three hours.

#### PHYSIOLOGY.

The Physiology department is thoroughly equipped with approved modern apparatus for demonstration and experimental work. The apparatus consists of stereopticon with microscope

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#### PHYSIOLOGY.

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**Courses.**

1. **GEOLOGY.**—Course embraces a study of crystallography, and a study of the common minerals and rocks so that the student may identify them. An elementary knowledge of paleontology is obtained by study of fossils in the collection. Regular text book work embraces a study of physiographical, dynamical and historical geology. Lectures given. Trips to the most important geological formations are taken. A collection of forty rocks and minerals required. Theses required, besides notes of lectures. Time, eighteen weeks, second semester, four hours.

2. **MINERALOGY.**—A course offered to those who have had courses in general chemistry and physics. The properties, methods of investigation, and uses of minerals and rocks, a study of crystallography, and the determination of about forty rocks, are included in the course. Laboratory work, six hours per week. Time, eighteen weeks, five hours by appointment.

**POLITICAL ECONOMY, POLITICAL SCIENCE AND SOCIOLOGY.**

1. **ECONOMICS.**—This course is introductory and acquaints the student in a general way with the terms, problems and schools of economy. Four hours. Lectures, text and reference, Walker, Blackmar, and Hadley. First semester, normals. Four hours.

2. **ECONOMICS.**—The principles of economic life are studied with constant reference to the economic aspects of legal and political problems and to the development of the United States. Certain topics of applied economics, such as trusts, socialism and tariff, are selected for more extended discussion in the light of these principles. Much of the class-room work takes the form of free, oral discussion. A fundamental aim is to aid the students to think, with accuracy, insight, and sound judgment, for themselves. Seager, Introduction to economics; Hadley, Economics; Bullcock, selected readings in economics, and parallel reading. Three hours, first semester. Three or five hours credit.

3. **ECONOMIC PROBLEMS.**—A brief resume of economic theory and the current economic problems of wages, currency, banking, corporation, finance. Lectures, assigned reading, re-

ports. Prerequisite Economics. Three hours, second semester. Three or five hours credit.

4. **ELEMENTS OF SOCIOLOGY.**—Idea of social law; Society and natural environment; original types of mind and character, the capacity for co-operation, the cultural beliefs and the economic, legal and political habits of peoples; early forms of the family; the origins, structures and foundations of the clan, the organization of the tribe, the rise of tribal federations, tribal feudalism, and the conversion of the gentile into a civil plan of social organization; social tasks and functions; social abnormality; the social mind; guidance of the public mind; a general theory of society. In connection with the text-book study of theory, lectures are given on the pre-suppositions and the methods of the scientific study of society, and students are required to analyze and to classify sociological material of live interest, obtained from newspapers, reviews, and official reports. Three hours, first semester, three or five hours credit. Not offered 1910-1911.

5. **MUNICIPAL GOVERNMENT.**—Historical sketch of cities in the ancient and mediaeval world; location of cities; the modern city; rapid growth of American cities; plans of cities; city architecture and aesthetics; water supply; drainage, paving, lighting, housing of workers, tenements; the city population and its grouping; slums, settlements; typical city institutions, namely: church, theatre, saloon; municipal government and politics. Three hours, second semester. Three to five hours credit.

6. **THE SCIENCE OF GOVERNMENT.**—Text, Bluntschli's "Theory of the State". References to Wilson, Willoughby, Lowell, Bryce, Wilson, Burgess and others. Two hours, first semester. Two to four hours credit.

#### PHILOSOPHY.

1. **PSYCHOLOGY.**—A Sophomore and normal course. The simple facts and truths of the human mind and its development taught in a simple way. Very helpful to teachers. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Ladd,

Royce, Titchner and Wundt. Three hours, first semester. Three hours credit.

2. CHILD STUDY AND ADOLESCENCE.—After a preliminary survey of the general field of child study, the major portion of the time will be devoted to the study of physical, mental, social and moral development of youth. Prerequisite Psychology. Lectures, text-books, essays and reports. Open to senior Normals and college students. Three hours, second semester. Three or five hours credit.

3. ANCIENT HISTORY OF PHILOSOPHY.—A course in the history of philosophical systems with lectures and discussions as to their values. Text and lectures. Three hours, first semester, three or five hours.

4. MODERN HISTORY OF PHILOSOPHY.—A study in the theory of thought, and knowledge and of modern philosophy in which an attempt is made to discover the principles which underly the problems in question, and to find, if possible, a conception of being in which the mind can rest. It is a critical study throughout. Classics by philosophers are used as texts, supplemented by lectures, reference reading and theses. Three hours, second semester, three or five hours.

5. ETHICS.—A general investigation of the ethical principles underlying all true individual, social and national development. Dewey and Tuft's Ethics with reference to McKenzie, Wundt, Paulsen, Sedgwick. Two hours first semester; two or three hours credit.

6. CHRISTIAN THEISM.—A study of the nature and conditions of the Theistic proof, and of the philosophical basis of the conception of the Christian God. Four hours. Lectures, text, discussion. Second semester. Seniors, four hours.

7. PRINCIPLES OF EDUCATION.—A consideration of the aim, meaning, and content of education as a psychological process, showing the interaction between the individual and the natural and the social environment. A discussion of the informal and unconscious factors, together with the methods of the school room, and the problem of the ethical ideal. Titchener, Primer of Psychology; Bagley, Educative Process, and the

books on special methods in the leading subjects with references to Fitch, McMurry, O'Shea and other approved writers. Three hours, second semester. Three or five hours credit.

**A College Course a Study in Philosophy.**

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 COURSES.

### Notes on Electives, Requirements and Courses.

1. Candidates for degrees must elect 30 hours work from the major subjects or courses which they wish to pursue, and the final thesis must be presented from that department. Consultation with the head of the department is advised, as early as possible, so that the work may be correlated and outlined.

2. Candidates desiring to Major in any other combination of courses than those listed must consult the classification committee first.

3. Candidates for degrees only are required to complete 120 hours work, and those wishing to secure a State Certificate also must do 5 additional hours work or 125 hours, of which 15 hours must be elected from the Professional Pedagogical Subjects.

4. Candidates for the A. B. degree without Mathematics must have at least four years Latin.

5. Candidates for the B. S. degree without Latin must elect an extra year of Mathematics.

### Required Subjects. (48 hours.)

Freshman: Physiology, Rhetoric, Mediaeval and Modern History, Chemistry.

Sophomore: Literature, Psychology, Economics, Sociology,

Junior: Literature, I Semester.

Senior: Ethics, and Theism.

### Elective Units (Seventy-two hours).

Freshman: One elective.

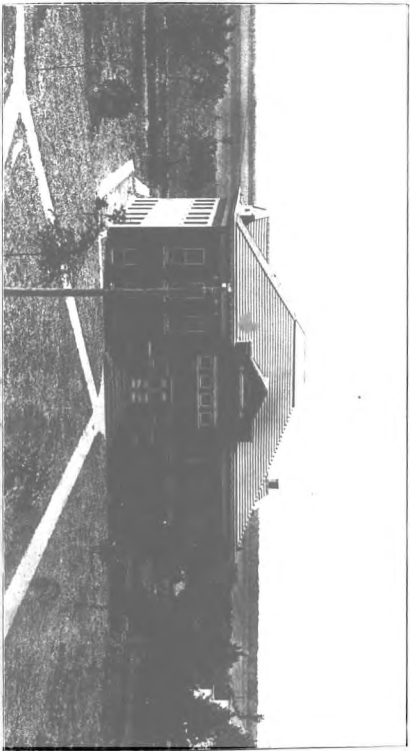
Sophomore: Two and a half units.

Junior: Four and one half units.

Senior: Four units.

### Major Subjects or Courses.

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. Philosophy and Bible.       | 6. Natural Science.         |
| 2. Education and Philosophy.   | 7. Mathematics, Physics and |
| 3. English and Language.       | Chemistry.                  |
| 4. English and History.        | 8. Biology.                 |
| 5. History and Social Science. | 9. Chemistry.               |



*McPherson College Carnegie Library*



**PRE-MEDICAL AND PRE-ENGINEERING COURSES.**

**AIM.**—Most of the young people who attend our special institutions to learn a profession are not prepared to do the best they could do. They come from our high schools or common schools thinking that to become a physician or surgeon, civil, mechanical, or electrical engineer, does not require the extended technical work which is necessary for success in such work. Over one-half fail in reaching the desired goal, and about one-half of the remainder just manage to get through and are crippled for rapid advancement because of the lack of thorough preparation. Our course aims to furnish just that element, the good, strong foundation for future work in the great technical schools, and thus secure to each student the success which he covets.

**NEW DEPARTMENT.**—McPherson College is abreast of the times. We recognize that it takes technical education to prepare the young man or the young woman for success in this day of specialization. In order to meet this growing demand, the college offers two special courses, the Pre-Medical and the Pre-Engineering. The young man can not afford to miss the great opportunities of the age. It is a day of great achievements in trades, sciences, and professions. Innumerable positions are opening every day to those prepared to do the work. These courses offered by McPherson College help to open the door to success. Come and prepare.

**Deficiencies and Units of Admission to State University  
Engineering Department.**

The candidate may be admitted to the Freshman class, although deficient in some of the requirements as laid down below, provided such deficiency does not exceed three units, and that not more than one unit be in any one required subject.

Applicants for admission are advised to come without deficiencies, and to be especially well prepared in algebra and geometry.

An entrance unit represents five periods a week, of not less than forty minutes each, for thirty-five weeks. A unit in the School of Engineering represents five periods a week for a half-

year. In making up deficiencies in University classes, one School of Engineering unit is counted as equivalent to one entrance unit.

#### **Subjects for Admission.**

Fifteen units are required for admission, apportioned as follows:

**REQUIRED.**—Mathematics 1, 2, 3, algebra and plane and solid geometry, three units; English 1, 2, 3, three units; Physics, one unit; Free-hand Drawing, one unit; Foreign Language (may be French or German or Latin, 3 units of one, or 2 units of any one and 1 unit of any other), three units; a total of 11 units required.

**OPTIONAL.**—Latin 1, 2, 3, three units; German 1, 2, 3, three units; French 1, 2, 3, three units; Greek and Roman History, one unit; English History, one unit; American History, one unit; Chemistry, one unit; Higher Algebra and Plane Trigonometry, one unit; Botany, one unit; Zoology, one unit; Economics, one unit; Manual Training, one unit; Physical Geography, one unit; a total of four units optional.

Four units must be chosen from the optional list.

#### **Admission to Advanced Studies of State University.**

For any advanced rank, the applicant must have completed all of the studies of the course below the rank for which he applies, including the entrance requirements, or their substantial equivalent.

McPherson College in its scientific work is fully prepared to meet the above requirements to admission and to give credits to students for advanced work. More personal work can be given here than in the larger institutions, because our classes are smaller. The standard is just as high, and just as careful and precise work is required of the student as in the State University.

#### **Requirements for Admission to Kansas State University Medical College.**

When the Medical School was first established, it was considered that the subjects required for entrance to the College of Liberal Arts was sufficient for entrance to the Medical

School. The class entering September, 1907, was the last accepted by the University of Kansas on a total of fifteen high-school units. The following year the Freshman year of college work was required, and this year the Freshman and Sophomore years. This is in accordance with the practice of the best schools of the United States. Even with the requirements placed so high, the student of medicine will need practically all of his time for study, and if he must make a portion of his expenses while in school, unless he has unusual ability, more than four years will be required to finish the course.

#### **Studies Recommended in the High School.**

In the high school, the student who wishes to take the medical course is recommended to get three years of Latin, a course in beginning chemistry, and algebra, geometry and trigonometry. For the other requirements he should consult the general catalogue of the University.

#### **Studies Recommended in the College.**

In his first year, first term, he should take beginning chemistry, if he has not had it in the high school, or a more advanced course, if he has had this, preferably qualitative analysis. He should also take physics and German, French, or English. In the second term he should continue these subjects. In order to obtain a reading knowledge of German, about twenty hours of work are required, which necessitates the study of German throughout the first two years. A single year spent on German is practically wasted. In order to obtain a reading knowledge of French about ten hours are necessary for the average student, but efficiency is greatly increased if fifteen hours are taken.

During the second year organic chemistry should be studied; German and French, the latter, possibly, only the first term. Comparative anatomy or a course in general biology or zoology, with laboratory work, should be pursued throughout the year. McPherson College is fully prepared to meet the above requirements to the State University. (See Courses.)

SPECIAL COURSE PREPARATORY TO PRE-MEDICAL AND PRE-ENGINEERING COURSES.

		FIRST YEAR	SECOND YEAR	THIRD YEAR
FIRST SEMESTER	First Quarter	Algebra Kansas History Rhetoric German	Geometry Ancient History German Expression Penmanship	American Literature German Physics Zoology
	Second Quarter	Algebra Civil Government Rhetoric German	Geometry Ancient History German Expression Penmanship	American Literature German Physics Zoology
SECOND SEMESTER	Third Quarter	Algebra Descriptive Geography Higher Grammar German	Geometry Botany German English History Penmanship	English Literature German Physical Geography Physics
	Fourth Quarter	Algebra Descriptive Geography Higher Grammar German	Geometry Botany German American History Penmanship	English Literature German Physical Geography Physics

PRE-MEDICAL COURSE.

SEC. SEMESTER	FIRST SEMESTER	FRESHMAN YEAR.	SOPHOMORE YEAR.
		First Quarter.	Advanced Physiology General Chemistry Rhetoric
Second Quarter.	Advanced Physiology General Chemistry Rhetoric	Sound Qualitative Chemistry Biology Psychology	
Third Quarter.	Histology General Chemistry American Poets	Light Quantitative Chemistry Biology Psychology	
Fourth Quarter.	Histology General Chemistry American Poets	Electrics Quantitative Chemistry Biology Psychology	

COLLEGIATE DEPARTMENT

PRE-ENGINEERING COURSE.

	FRESHMAN YEAR	SOPHOMORE YEAR
FIRST SEMESTER First Quarter	University Algebra General Chemistry Rhetoric	Mechanics Qualitative Chemistry Psychology
Second Quarter	University Algebra General Chemistry Rhetoric	Sound Qualitative Chemistry Psychology
SECOND SEMESTER Third Quarter	Trigonometry General Chemistry American Poets	Light Quantitative Chemistry Geology Psychology
Fourth Quarter	Trigonometry General Chemistry American Poets	Electricity Quantitative Chemistry Geology Psychology

## THE ACADEMY

NATURE AND PURPOSE

SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

### PURPOSE.

The 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 first year of the academy on completion of the eighth grade or on presentation of a second grade teacher's certificate.

## Description of Subjects of Instruction.

### ENGLISH.

I. ENGLISH.—Two semesters. This course takes up an advanced study of grammar, and the fundamentals of rhetoric. The prerequisite of the course is a thorough knowledge of Hoenshell's Grammar. The text used is something equivalent to Scott and Denney's High School Rhetoric. Daily themes are required.

II. ENGLISH.—Two semesters. Four hours per week. The following works will be studied in detail: The House of Seven Gables, Silas Marner, Ivanhoe, The Last of the Mohicans, and The Ancient Mariner.

Composition work will be required throughout the year. Four hours per week library work required. Written reports of all library work must be presented to the instructor.

III. ENGLISH.—Two semesters. Four hours per week. The first semester is given to a study of American Literature. A manual of the history of American literature will be used. Selections from the standard authors will be studied in detail.

The work of the second semester consists of a study of the field of English Literature. A manual of English Literature will be used as a guide. Macbeth, The Cornus, Chaucer's Prologue, and other books as selected, will be studied in detail.

Library work, written reports and compositions required throughout the year.

### GERMAN.

I. German Beginning.—A course in the study of the grammar, together with sight reading and translation and the writing of German script. First semester.



II. Glueck Auf, Carruth's German Reader, conversation and the grammar continued. Second semester.

III. Der Neffe als Onkle, Die Jungfrau von Orleans, Wilhelm Tell, and Herman und Dorothea. All year.

IV. Nathan der Weise, Goethe's Faust, parts I and II, and study of grammar. All year.

#### LATIN.

FIRST YEAR.—Collar and Daniell's First Year Latin. In all written exercises the long vowels will be carefully marked, and in all oral work special attention will be given to acquire a correct pronunciation. Prose composition and careful training in the use of the grammar. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading. Four hours each semester.

SECOND YEAR.—Caesar four books or their equivalent, with at least one period a week in prose composition; careful drill on constructions and vocabulary of Caesar; systematic study of the grammar throughout the year; and the history he narrates. First chapter of Caesar will be committed to memory, and special attention will again be given to the construction of maps showing the various expeditions of Caesar. Four hours each semester.

THIRD YEAR.—Cicero, continued; fourth oration against Cataline, the one for the poet Archias, and the one concerning the Manilian law; prose composition; syntactical drill; course in grammar continued; outline of each oration. Study of Cicero's style and diction, with special emphasis on historical background. Four hours per semester.

FOURTH YEAR.—Virgil's Aeneid, six books; systematic study of Murray's mythology; careful practice in metrical reading; prosody; literary merit; syntactical drill and composition. Several passages and numerous mottoes and maxims will be committed to memory. Four hours per semester.

#### GREEK.

In our classical course three years of work in Greek are offered, one year of which must be taken in the fourth year

of the Academy course. This first year's work is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading.

### MATHEMATICS.

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 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. They can not perform the ordinary operations of Arithmetic or Algebra either rapidly or accurately. Then, 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 the 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 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.

The work is conducted mainly by recitations from text books. Practical use of mathematics, as well as cultural value is kept in view. Precision, clearness, and neatness are insisted upon. Recitation work will involve a test of the student's ingenuity and of their preparation by original exercises.

1. HIGH SCHOOL ALGEBRA.—In the study of mathematics, future efficient work must be based on thoroughness in Algebra; therefore, students should make careful preparation before attempting subsequent work. In almost all cases where students in physics and advanced mathematics have great difficulty, it has been due to defects in a knowledge of Algebra. Algebra is the cornerstone of analytical reasoning, hence com-

prehension and facility in this study leads to rapid advancement and an understanding and appreciation of higher mathematics.

Course embraces review of fundamental operations, factoring, determination of the least common multiple and the highest common factor, fractions, literal and numerical equations of the first degree with one or several unknown quantities, graph of linear equations, powers and roots, theory of exponents including positive and negative exponents, both fractional and negative. Much supplemental work given. One-half of problems required. Time, thirty-six weeks. First and second semester, four hours each.

2. HIGH SCHOOL ALGEBRA.—Continuation of Mathematics 1. Course embraces radical quantities, quadratics both numerical and literal with one or two unknown quantities, graphs of quadratics, ratio and proportion, progresions both arithmetical and geometrical with applications, indeterminates and inequalities, variation, fundamental principles and operations of logarithms using a four-place table, binomial theorem, any exponent, and some elemental work in indeterminate coefficients, series, and supplemental work given. One-half problems required. Time, eighteen weeks. First semester, four hours.

3. PLANE GEOMETRY.—The prominent aims of geometry are to develop logical reasoning power, clear conception and accurate language, for securing which this study is unsurpassed. Theoretical demonstrations, construction work and original exercises given. The usual theorem and constructions which include the general properties of plane rectilinear figures, the circle, the measurement of angles, similar and regular polygons, areas, measurements of 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, axioms and corollaries. Time, thirty-six weeks. Second and first semester, four hours each.

4. SOLID GEOMETRY.—The usual theorems and constructions, including the relations of planes and lines in space, the principles of dehedral and polyhedral angles, the properties and

measurements of prisms, pyramids, cylinders, cones, spheres, and spherical triangles; the elements of conic sections. Solution of original exercises required. Time, eighteen weeks. Second semester, four hours.

### SCIENCE.

The aim of this 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 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 the use of text books and lectures alone. The observation power and the judgment is exercised, and developed by such a process.

#### (a) Physical Sciences.

Besides the apparatus mentioned under physics in the description in the college department, this department has all the smaller apparatus necessary to perform all experiments in any text in beginning physics. Apparatus, such as simple balances, meter sticks, callipers, pendulum, mechanical powers, simple photometers, lenses, prisms, organ pipes, tuning forks, resonators, color discs, conduction apparatus, connection apparatus, thermometers, magnets, and in fact all the numerous simple pieces which are used in a qualitative study of the fundamental laws underlying physical phenomena, are in the laboratory. The library contains many standard books and articles relating to the subject. In geography there is a set of wall maps, an excellent mounted set of relief maps, and a fine tellurian. The large collection of rocks and minerals and fossils is accessible for class use.

#### Courses.

1. DESCRIPTIVE GEOGRAPHY.—Course embraces a study of the physical phenomena connected with the earth, a study of the peoples, forms of government, and the natural and political

divisions of earth. Regular text book work with reference work. Time, eighteen weeks. First semester, four hours.

2. **PHYSICAL GEOGRAPHY.**—The course lays a foundation for later geological study and calls attention to the forces now affecting the earth's crust. Quite a comprehensive study is given to the solar system and the earth is considered as a celestial body, also the erosion and disintegration of the earth's surface, the formation of soils, and the relation of the physical features of the earth to man. Lectures, recitations and laboratory work. Spring semester, four hours.

3. **ELEMENTARY PHYSICS.**—This 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, sound, light, magnetism and electricity are taught. Regular text book work supplemented by lectures. Students are required to keep drawings and notes of experiments, and to work out the problems embracing the principles. Laboratory work four hours per week. Recitations three hours per week. Time, thirty-six weeks, eight hours.

(b) **Biological.**

There is a large collection of stuffed animals, and a fine collection of preserved material for illustration, several hundred slides, drawings of all type animals, tables, pans and complete supply for laboratory work. There has recently been added quite a collection of Lepidoptera, besides a general collection of insects for class work in classification. In Botany there is a large herbarium, slides and other necessary things for efficient laboratory work. There is a large number of recent and valuable books in the library for reference work. McPherson County is rich in flora and fauna since in it are four or five geologic formations. The basin area is especially rich in protozoa, while two rivers and several running streams and many springs are rich in cryptograms and lower animal forms.

1. **ELEMENTARY PHYSIOLOGY.**—Course designed to give general principles of physiology and hygiene, and to prepare students for advanced work. Regular text book supplemented

by illustrations, dissections and lectures. Time, eighteen weeks. First semester, four hours.

2. **ELEMENTARY BOTANY.**—This course embraces a study of plant relations and structures, plant morphology, and economic Botany. Regular recitations supplemented by lectures. Laboratory work four hours per week. Drawings and notes of experimental work required, besides a collection of classified plants. Time, thirty-six weeks. First semester, two hours; second semester, four hours.

3. **ELEMENTARY ZOOLOGY.**—The instruction includes regular text book work and lectures on various subjects, embracing systematic zoology, morphology, embryology, and economic, and historical zoology. Laboratory work embraces an examination and dissection of the rabbit, bird, snake, frog, fish, crayfish, clam, earthworm, grasshopper, starfish, hydra, and amoeba. Notes of lectures, drawings of dissections, and collection of insects required. Particular attention is paid to external form and to digestive, nervous, circulatory, respiratory, renal and reproductive systems in the laboratory work. Time, thirty-six weeks. First and second semesters, three hours each.

## ACADEMIC.

		FIRST YEAR.	SECOND YEAR
FIRST SEMESTER	First Quarter	Algebra English I Descriptive Geography Orthography Latin I	Algebra American History English II. Latin II or German I Penmanship Vocal Music
	Second Quarter	Algebra English I. Descriptive Geography Orthography Latin I	Algebra American History English II. Latin II or German I Penmanship Vocal Music
SECOND SEMESTER	Third Quarter	Algebra English I. H. S. Arithmetic Physiology Latin I	Geometry Physical Geography English II. Latin II or German I Penmanship Kansas History
	Fourth Quarter	Algebra English I. H. S. Arithmetic Physiology Latin I	Geometry Physical Geography English II. Latin II or German I Penmanship Civil Government

ACADEMIC (Continued).

		THIRD YEAR.	FOURTH YEAR.
FIRST SEMESTER	First Quarter.	Botany Geometry Ancient History. Cicero or German II Expression	English III Virgil or German III Greek or Zoology Physics
	Second Quarter.	Botany Geometry Ancient History Cicero or German II Expression	English III Virgil or German III Greek or Zoology Physics
SEC. SEMESTER	Third Quarter.	Geometry Ancient History Cicero or German II Botany	English III Virgil or German III Greek or Zoology Physics
	Fourth Quarter.	Geometry Modern History Cicero or German II Botany	English III Virgil or German III Greek or Zoology Physics

NOTE:—In second, third and fourth year academy, take Latin for Classical course, German or Latin for Scientific. In fourth year take Greek for Classical course and Zoology for Scientific. Sixty-four points are required to finish. Vocal music counts one point; penmanship one. First class grades in common branches of first year Academic, will be accepted from second grade certificates. Or competent students, may, on entering, take special examination and receive credit on first year common branches when grade is ninety or above.



# **THE DEPARTMENT OF EDUCATION**

**NATURE AND SCOPE**

**SUBJECTS OF INSTRUCTION**

**THE TABULATED COURSES**

## Nature and Scope.

The department of education is designed for those preparing to teach and also to acquaint those who do not teach with the general field of education. This leads to the degree of 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 trade, but a profession, a high calling. We aim to meet competition not by cheapening our goods, but by offering superior advantages to all.

The First Four Years' Work has been arranged parallel, as far as possible, with the Academic course, so that any one who has finished an academy course of equal scope and thoroughness can take up the distinctively professional work 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 work when standing is first class, or on the presentation of a second grade teacher's certificate. Students not holding a high grade diploma will need to do the sub-academic or sub-normal work or pass a satisfactory entrance examination with the instructor. Special emphasis is placed not only upon a thorough knowledge of all the common branches but also upon the ability to teach these successfully by the best and latest methods. Entrance will in all cases be subject to the discretion of the head of the department. Students holding third grade certificates are not admitted unconditionally. Their standing will be determined in accordance with the grades recorded. Efficiency will always be the criterion for entrance.

**STATE CERTIFICATE.**—The Normal course as tabulated is approved by the State Board of Education, and graduates who pass a final examination in the 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.

**EDUCATION LIBRARY.**—There are between two and three hundred books of pedagogy on the professional branches. These are up-to-date books. The texts used in class are the latest editions of the strongest writers. The library method is used largely in the teaching of the professional branches. Special pains are taken to have the student here get an appreciation, and the significance of the whole movement of education, and to get, further, the value of the education as a study, in itself. All the best education magazines are accessible to the student.

**THE MODEL SCHOOL.**—Those having twenty weeks' teaching experience 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 Model School is not a mere practice school or experiment station as is often supposed. It is under the direction of a competently trained lady instructor, who is also an experienced teacher. Both kindergarten and grade work are thoroughly, neatly and systematically carried out.

**OBJECT OF THE COURSE.**—It is the object of the department first of all to equip MEN and WOMEN for teaching as a calling. It is also the purpose to give students such a working basis that they can deal not only with present conditions, but with changing and changed conditions. It is our business to give life at its best rather than mere information, believing this education must be dynamic, not static.

## **Description of Subjects of Instruction.**

### **THE PROFESSIONAL BRANCHES.**

The Education course consists of four years of general work in addition to one year of purely professional work.

1. **PSYCHOLOGY.**—A sophomore and normal course. The simple facts and truths of the human mind and its development taught in a simple way. Very helpful to teachers. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Ladd, Royce,

Titchener and Wundt. Three hours, first semester. Three hours credit.

2. HISTORY OF EDUCATION.—A general introduction to the world's greatest educators and systems of education, and to the development of educational theory and practice. Lectures, text-book study, essays, and reference reading. Monroe's History of Education, Laurie's Pre-Christian Education. Three hours, first semester. Three or five hours credit.

3. PRINCIPLES OF EDUCATION.—A consideration of the aim, meaning, and content of education as a psychological process, showing the interaction between the individual and the natural and the social environment. A discussion of the informal and unconscious factors, together with the methods of the school room, and the problem of the ethical ideal. Titchener, Primer of Psychology; Bagley, Educative process, and the books on special methods in the leading subjects, with references to Fitch, McMurry, O'Shea and other approved writers. Three hours, second semester. Three or five hours credit.

4. SCHOOL ADMINISTRATION.—Presents the practical problems of the school room, such as organization, departments, courses of study, daily programs appliances and furniture. Dutton, School Management, and Bagley, Classroom Management, with references to other standard texts. Three hours, second semester. Three hours credit.

5. CHILD STUDY AND ADOLESCENCE.—After a preliminary survey of the general field of child study, the major portion of the time will be devoted to study of the physical, mental, social and moral development of youth. Prerequisite Psychology. Lectures, text books, essays and reports. Open to Senior Normals and college students. Three hours, second semester. Three or five hours credit.

#### ENGLISH.

1. ENGLISH.—Two semesters. This course takes up an advanced study of grammar, and the fundamentals of rhetoric. The prerequisite of the course is a thorough knowledge of Hoenshell's Grammar. The text used is something equivalent

to Scott and Denney's High School Rhetoric. Daily themes are required.

II. ENGLISH.—Two semesters. Four hours per week. The following works will be studied in detail: The House of Seven Gables, Silas Marner, Ivanhoe, The Last of the Mohicans, and The Ancient Mariner.

Composition work will be required throughout the year. Four hours per week library work required. Written reports of all library work must be presented to the instructor.

III. ENGLISH.—Two semesters. Four hours per week. The first semester is given to a study of American Literature. A manual of the history of American literature will be used. Selections from the standard authors will be studied in detail.

The work of the second semester consists of a study of the field of English Literature. A manual of English Literature will be used as a guide. Macbeth, The Cornus, Chaucer's Prologue, and other books as selected, will be studied in detail.

Library work, written reports and compositions required throughout the year.

#### LATIN.

The Normal Course includes two years of Latin as follows:

FIRST YEAR.—Collar & Daniell's First Year Latin. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading. Four hours per semester.

SECOND YEAR.—Caesar four books or their equivalent, with at least one period a week in prose composition; systematic drill on constructions and vocabulary of Caesar; grammar; and the history he narrates. Four hours per semester.

#### HISTORY.

1. AMERICAN HISTORY.—Second year normal and academy. Standard grades from teachers' second grade certificates accepted in lieu of the work. MacLaughlin, Montgomery as texts. Library references. First semester.

2. KANSAS HISTORY.—Prentis and Kansas Historical Collections as basis. Nine weeks, first half of second semester.

3. CIVICS.—Common school and eighth grade diplomas not accepted. Grades on teachers' second grade certificate accepted. Hinsdale as text. Nine weeks, second half of second semester.

4. ANCIENT HISTORY.—West's text and instructor's outline first semester. Second year normal and academy.

5. MODERN HISTORY.—Some standard text. Emphasis on the facts that furnish background for American History. Nine weeks, first half of second semester.

6. MODERN HISTORY.—Library reading and standard text. Nine weeks. To give teachers a broad view of American history. Second half of second semester.

7. HISTORY OF EDUCATION.—(See course 2 under professional branches.)

#### MATHEMATICS.

1. ADVANCED ARITHMETIC.—This course open to all graduates of common schools and others who have the elementary arithmetic. A student should have the elementary algebra as a basis, for algebraic principles are used in the solution of many problems, and are presented. 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, evolution, mensuration and progressions. Time, nine weeks. Second semester, four hours.

2. TEACHERS' ARITHMETIC.—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 are fully explained. Time, nine weeks; fourth quarter, two hours.

3. HIGH SCHOOL ALGEBRA.—Same as outlined under the Academic department course 1.

4. HIGH SCHOOL ALGEBRA.—Same as outlined under the Academic department course 2.

5. PLANE GEOMETRY.—Same as outlined under the Academic department course 3.

6. SOLID GEOMETRY.—Same as outlined under the Academic department course 4.

**PHYSICAL SCIENCE.**

1. **DESCRIPTIVE GEOGRAPHY.**—Same as outlined under the Academic department course 1.
2. **PHYSICAL GEOGRAPHY.**—Same as outlined under the Academic department course 2.
3. **PHYSICS.**—Same as outlined under the Academic department course 3.
4. **GENERAL INORGANIC CHEMISTRY.**—Same as outlined in College department course 1.
5. **GEOLOGY.**—Same as outlined in College department course 1.

**BIOLOGICAL SCIENCES.**

1. **BOTANY.**—Same as outlined under Academic department course 1.
2. **ZOOLOGY.**—Same as outlined under Academic department course 2.
3. **PHYSIOLOGY.**—Same as outlined under College department course 1.

NORMAL.

		FIRST YEAR.	SECOND YEAR.
FIRST SEMESTER	First Quarter.	Algebra English I Descriptive Geography Orthography Latin I	Algebra American History English II. Latin II or German I Penmanship Vocal Music
	Second Quarter.	Algebra English I. Descriptive Geography Orthography Latin I	Algebra American History English II Latin II or German I Penmanship Vocal Music
SECOND SEMESTER	Third Quarter.	Algebra English I. H. S. Arithmetic Physiology Latin I	Geometry Physical Geography English II Latin II or German I Penmanship Kansas History
	Fourth Quarter.	Algebra English I. H. S. Arithmetic Physiology Latin I	Geometry Physical Geography English II Latin II or German I Penmanship Civil Government



NORMAL (Continued).

		THIRD YEAR	FOURTH YEAR
FIRST SEMESTER	First Quarter.	Botany Geometry Ancient History Latin III or German II Expression	English III Political Economy Zoology Physics
	Second Quarter.	Botany Geometry Ancient History Latin III or German II Expression	English III Political Economy Zoology Physics
SEC. SEMESTER	Third Quarter.	Geometry Modern History Latin III or German II Botany	English III Drawing and Book Keeping Zoology Physics
	Fourth Quarter.	Geometry Modern History Cicero or German II Botany	English III Word Analysis Zoology Physics

NORMAL (Concluded).

		FIFTH YEAR	
FIRST SEMESTER	First Quarter.	Advanced Physiology General Chemistry History of Education Psychology	<p>NOTE:— First Class grades in common branches of First Year Normal will be accepted from second grade certificates. Or competent students may, on entering, take special examination and receive credit on first year common branches when grade is 90 or above. Eighty points are necessary to finish the course; vocal music gives one point, penmanship one, practice teaching (twenty weeks) one.</p>
	Second Quarter.	Advanced Physiology General Chemistry History of Education Psychology	
SEC. SEMESTER	Third Quarter.	Advanced Physiology Geology Philosophy of Education School Administration	
	Fourth Quarter.	Advanced Physiology Geology Philosophy of Education School Administration	

**THE DEPARTMENT OF FINE ARTS.**

**EXPRESSION**

**MUSIC**

## Expression.

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 our selves; 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 training in expression.

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

Free hand movements, exercises with dumb-bells, Indian clubs, balls and wands are used in the classes.

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.

Special attention is given to individual needs and individual development.

#### COURSE IN EXPRESSION—Two Years. JUNIOR YEAR.

FIRST QUARTER.—Fundamental Principles, Expression, Phrasing, Voice Culture, Bodily Expression, Life Study, Ameri-

can Literature, Physical Culture.

**SECOND QUARTER.**—Fundamental Principles, Expression, Phrasing, Voice Culture, Bodily Expression, Personation, American Literature, Physical Culture.

**THIRD QUARTER.**—Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, American Literature, Grammar, Physical Culture.

**FOURTH QUARTER.**—Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, American Literature, Grammar, Physical Culture, Chapel Recitals.

### SENIOR YEAR.

**FIRST QUARTER.**—Literary Interpretation, Oratory, Repertoire, Voice culture, Bodily Expression, Rhetoric, English Literature, Physical Culture, Chapel Recitals.

**SECOND QUARTER.**—Literary Interpretation, Oratory, Repertoire, Voice Culture, Bodily Expression, Rhetoric, English Literature, Extemporaneous Speaking, Physical Culture, Chapel Recitals.

**THIRD QUARTER.**—Literary Interpretation, Oratory, Repertoire, Voice Culture, Bodily Expression, Bible and Hymn Reading, English Literature, Physical Culture, Public Recitals.

**FOURTH QUARTER.**—Oratory, Repertoire, Voice Culture, Bodily Expression, Bible and Hymn Reading, English Literature, Physical Culture, Public Recitals.

### RATES FOR SPECIAL AND PRIVATE LESSONS.

One special class \$5.00 per term. Two classes \$35.00 per year. Private lessons \$5.00 per ten consecutive lessons. Single lessons 75 cents each. Physical Culture \$2.00 per term.

## Music.

### PLAN OF INSTRUCTION.

It is the object of this department to educate the student upon a well regulated and scientific plan.

This course of study has been divided into three departments: Preparatory, Normal, Collegiate.

### PREPARATORY COURSE—Piano.

Elements of piano playing, including touch, notation, with

melody construction, rhythm, elementary harmony, easy sonatas and smaller compositions of the best composers.

Daily technic whose grade in major and minor scales is below 120 M. M. four notes to the beat.

#### NORMAL DEPARTMENT.

It is true that in many institutions of this country, notwithstanding their general excellence, but little attention is devoted to the preparation of pupils for the profession of teachers. Thus a large number of graduates, although finished performers, are totally ignorant of the art of teaching, and need years of experience to attain satisfactory results.

This course includes, 1st, the teacher of music; his mission and equipment; the history of the piano; methods of piano instruction; musical training of children; the various kinds of touch and their correct application; the development of technic; rhythm and accent; the art of phrasing, interpretation and expression; musical embellishments, pedal use. This course also includes one year's study of Harmony and Musical History. Easier Compositions from Chopin, Heller, Schumann, Mendelssohn, Liszt, Haydn and Mozart, Preludes and Inventions of Bach. Daily Technic whose grade in major and minor scales and Arpeggios is between 120 and 144 M. M. four notes to the beat.

#### COLLEGIATE DEPARTMENT.

This course includes celebrated concert studies from Chopin, McDowell, Brahms, Czerny, Mendelssohn, Grieg, Rubenstein, Schumann, Weber, Liszt and others. Daily Technic whose grade must be beyond 144 M. M. four notes to the beat. Musical Analysis, Harmony and History completed.

#### VOCAL DEPARTMENT.

The most beautiful of all musical accomplishments is that of artistic singing, and yet no department of musical culture is so much abused as the development and training of the voice.

True cultivation of the voice consists in the development of pure tone, correct placing of the voice, correct method of breathing, intonation, attack, legato, accent, with strict attention to phrasing, enunciation and rhythm. Studies in vocal

technic both in sustained singing and coloratura. Artistic interpretation of songs and ballads from the best composers. This course is based upon the old Italian School and includes studies from Bonaldi, Marchesi, Concone, Armstrong and others. One year's study of Harmony and History.

For students who are sufficiently advanced, concert and song recitals are given to prepare them for public singing.

#### 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 Normal 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. . . . .	\$12.50
Voice Culture, per term. . . . .	12.50
Harmony (private lessons), per term. . . . .	10.00
Single Lessons. . . . .	.75
Advanced Chorus Class. . . . .	2.00
Rent of Piano, per term. . . . .	\$3.00 to \$5.00

Tuition invariably in advance. No deduction for absence.





*View of Rostrum, College Chapel*

## **THE BIBLICAL DEPARTMENT.**

**ITS NATURE AND SCOPE**

**THE ACADEMIC BIBLE COURSE**

**THE COLLEGIATE BIBLE COURSE**

**THE SUBJECTS OF INSTRUCTION**

**THE TABULATED COURSES**

## 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 one year of study and is open to all who desire a better knowledge of the Bible, without regard to previous educational attainments. It includes the four subjects which are most fundamental in Bible study, the Life and Teaching of Christ, the Life and Epistles of Paul, Old Testament History, Old Testament Prophecy, and also a limited number of literary subjects which are especially helpful to a proper understanding of the English Bible. Other subjects than those given in the tabulated course may be substituted to meet individual requirements.

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 collegiate rank. Not all of this course is offered in any one year, and students intending to take this work should write for more definite information concerning the subjects to be offered in a given year. Credit is allowed on the regular college course for a limited amount of collegiate Bible work. This arrangement is much appreciated by students who wish to include some Biblical and theological training in their education and have not the time for a full course in addition to their regular Arts course.

### 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 certificate 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.**

The tuition in the Bible Department is the same as in the regular literary courses.

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.

**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 efforts 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 their 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 the Greek New Testament, the critical study including also a comparison of the Hebrew text with that of the Septuagint and other ancient versions.

**ELECTIVE STUDIES.**—The tabulated courses are intended to indicate, in general, the character and amount of the work

embraced in them. It is not expected that the courses of all students will conform exactly to this schedule. The field of Biblical knowledge is so vast that even in 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.

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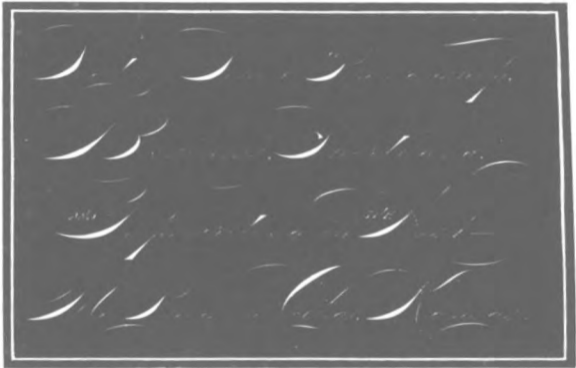
LOCAL BIBLE INSTITUTES are conducted in communities desiring them whenever arrangements can be made to do so.

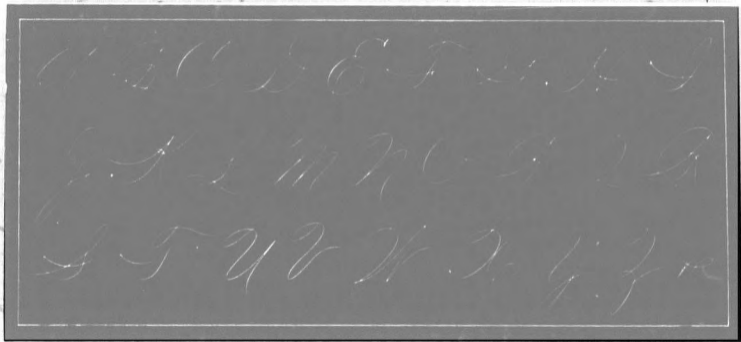


ACADEMIC BIBLE COURSE

FIRST SEMESTER	First Quarter	Old Testament History The Life and Epistles of Paul Preparatory Rhetoric American Literature
	Second Quarter	Old Testament History The Life and Epistles of Paul Preparatory Rhetoric American Literature
SECOND SEMESTER	Third Quarter	Old Testament Prophecy The Life and Work of Christ Higher English Grammar Expression
	Fourth Quarter	Old Testament Prophecy The Life and Work of Christ Higher English Grammar Expression

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





*Professional Capitals by S. B. Fahnestock*

## **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 student receives a broad and extensive insight into the affairs of the business world. This course is designed to fit the student for the position as manager of a business.

#### **COMMERCIAL GEOGRAPHY.**

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

**HIGHER ACCOUNTING.**

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

**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.

**Advertising.****WHO SHOULD STUDY ADVERTISING.**

**FIRST AND FOREMOST.**—Any man who is engaged in business (or expects to 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 banks.

### **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 cope successfully 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. Kelly 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.

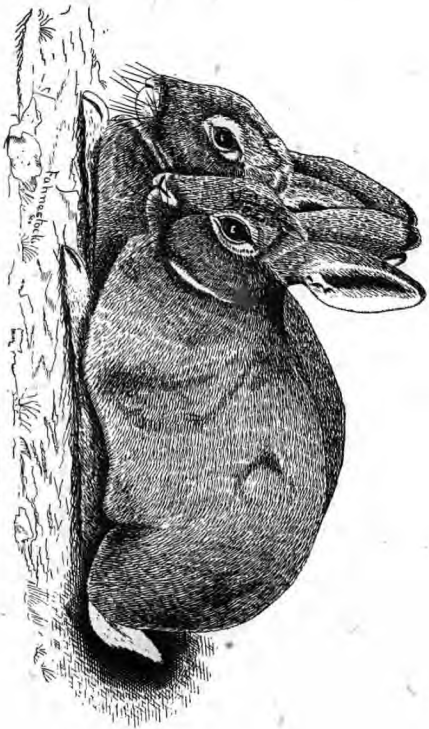
### TYPEWRITING.

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.



WITH A PEN BY S. B. FAHNESTOCK

# Penmanship Department

*S. B. Fahnestock.*

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

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

#### **SOME COMMENDATIONS.**

"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. P. 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.



NEW GYMNASIUM BEING BUILT



## STUDENT REGISTER 1909-1910.

## THE COLLEGE.

## POST GRADUATE.

Dettler, R. W.

## SENIOR COLLEGE.

Cralk, E. L.

Dalke, Dedrick.

Hildebrand, Lulu.

Rasp, C. D.

Stutzman, H. M.

Miller, Silva.

Trostle, B. S.

Vaniman, Grace.

## JUNIOR COLLEGIATE.

Barnes, C. F.

Garber, Anna.

Litchenwalter, Homer.

Russel, T. C.

Hope, Lillie.

Schroeder, T. P.

Vaniman, Ernest.

## SOPHOMORE COLLEGIATE.

Cline, Susie.

Arnold, S. Ira.

Ackley, Florence.

Trostle, Eva.

Dettler, Edna.

Snyder, Olive.

Kuns, Vada.

McVey, Anna.

Royer, W. D.

Schroeder, J. P.

Studebaker, M. M.

Steele, D. C.

Sandy, Chas.

Thompson, Walter.

Hollinger, H. P.

Vaniman, Viola.

Miller, Mrs. S. C.

## FRESHMAN COLLEGIATE.

Benell, Bessie.

Burgert, Alice.

Cram, Robt.

Wagner, Roy.

Goertz, P. S.

Negley, Kansas.

Russell, Robt.

Roskam, Gertrude.

Ullom, Lulu.

Yoder, Jonathan J.

Nickel, Sam.

Carlson, Roy.

## THE ACADEMY

## SENIOR ACADEMY.

Baldwin, J. W.

Brubaker, C. F.

Buckman, Elsie.

Hoffert, A. T.

John, Griffith.

Griffin, Elsie.

Gish, Mable.

Lichtenwalter, Nettie.

Nininger, Harvey.

Nininger, R. W.

Price, Edna.

Ullom, Mable.

Stump, Levi.

Stump, Lester.

Seddel, P. W.

Thompson, Blanch.

Baldwin, T. W.

Wedel, T. R.

Wynn, G. E.

Hope, Nannie.

Neff, Dithe.

Carlson, David.

Ford, Alice.

Ring, Elva.

Deeter, John W.

Ring, Elma.

## JUNIOR ACADEMY.

Frantz, Ruth.

Ellenberger, Katie.

Delp, Addie.

Gartung, Otto.

Mohler, Frank E.

Muir, Gladys.

Miller, J. H.

Socolofsky, Abe L.

Stump, Alice.

Stump, Effel.

Wohlgemuth, Ed.

Wendt, Arthur.

Harnly, Paul.

Frantz, M. S.

Rexroad, R.

Henard, J. A.

Holmes, H.

Eash, Perry.

## SOPHOMORE ACADEMY.

Miller, Betha.  
 Ball, Elmer E.  
 Brubaker, Monta.  
 Brubaker, Olive.  
 Brubaker, Carrie.  
 Evans, Bessie.  
 Ebbert, Jessie.  
 Ferguson, Homer.  
 Guy, Clea.  
 Higgins, Walter.  
 Parlin, Leon A.  
 Wiggins, Lena.  
 Rushton, Elvira  
 Hylton, R. P.  
 Helny, M. M.  
 Small, J. E.  
 Breon, Geo. P.  
 Studebaker, H. E.  
 Carter, Effie.  
 Spohn, Chas.  
 Griffin, Ida.  
 Rothrock, Mary.  
 Robinson, Geo.  
 Ellenberger, A. C.  
 Krevitzer, Pearl.

## FRESHMAN ACADEMY.

Banks, Lena.  
 Brubaker, Earl.  
 Eash, Maud.  
 Hoff, Beulah.  
 Griffin, Mabel.  
 Ellenberger, Katie.  
 Baker, Myrtle.  
 Burger, Fern.  
 Burton, Minnie.  
 Schletzbaum, Rena.  
 Sandstrom, Alice.

Burgart, Virginia.  
 Enns, Eva.  
 Frantz, Harper.  
 Lucas, Robert.  
 Eller, Earl.  
 Dick, David.  
 Carrier, David.  
 Miller, Jessie.  
 Carlson, Albin.  
 Carlson, Leonard.  
 Kinsley, Truman.  
 Doerksen, Gertrude.  
 Johnson, D. E.  
 Nichols, Anna Belle.  
 Talhelm, Harry.  
 Seaman, A. R.  
 Swanson, Roy S.  
 Aelits, Verna.  
 Bogart, Roswe.  
 Hoffsommer, Ira M.  
 Schowalter, M. M.  
 Mishler, Floyd.  
 McCain, H. M.  
 Vaniman, R. B.  
 Pepper, George.  
 Wendt, Etta.  
 Lautzenhiser, Fannie.  
 Magnuson, Jessie.  
 Sitts, Darl.  
 McClain, Maggie.  
 Throne, Edgar.  
 Gish, C. E.  
 Meyers, Lloyd.  
 Nickols, Dee.  
 Mishler, Edna.  
 Klepinger, E. L.  
 Shaffer, F.  
 Nickel, Pat.

## BIBLE DEPARTMENT.

Burgart, Alice.  
 Bennell, Bessie.  
 Buckman, Elsie.  
 Breog, Geo.  
 Steele, D. C.  
 Studebaker, M. M.  
 Vaniman, Ernest.  
 Dalke, D.  
 Flory, R. C.  
 Flory, Lizzie M.  
 Garber, Anna.  
 Hope, Lillian.  
 Snyder, Olive.  
 Kuns, Vada.  
 McVey, Anna O.  
 Miller, Mary P.

Nininger, Harvey.  
 Hennard, J. A.  
 Carrier, J. W.  
 Studebaker, H. E.  
 Rothrock, Mrs. Mary.  
 Higgins, Walter W.  
 Small, J. E.  
 Frantz, M. S.  
 Flory, J. A.  
 Rasp, C. D.  
 Stutzman, H. M.  
 Trostle, B. S.  
 Dettler, R. W.  
 Yoder, J. J.  
 Crumpacker, A. J.  
 Vaniman, Grace.

Hildebrand, Lulu.  
Eash, Maude.  
Ebbert, Jessie.  
Enns, Eva P.  
Cralk, E. L.  
Detter, Edna.  
Trostle, Evelyn.  
Cline, Susie.  
Ellenberger, Ora.  
Mishler, Edna.

Griffin, Elsie.  
Netzley, Harvey.  
Smith, H. J.  
Johnson, D. C.  
Evans, Bessie.  
Breon, Mrs. Geo.  
Small, Mrs. J. E.  
Nininger, R. W.  
Miller, Silva.

## MUSIC DEPARTMENT.

Andes, Orpha.  
Aelts, Verna.  
Ashbey, Alvin.  
Anderson, Minnie.  
Buckman, Pearl.  
Berkeybille, Esther.  
Berger, Fern.  
Brubaker, Olive.  
Brubaker, Flossie.  
Brubaker, Hazel.  
Banks, Lena.  
Breon, Mrs. George.  
Breon, Eva.  
Cline, Ruth.  
Conoway, Mrs.  
Cochendorfer, Miss.  
Detter, Clinton.  
Deip, Addie.  
Daniels, Maud.  
Evans, Mr.  
Edgecomb, Mrs. George.  
Frantz, Ruth.  
Fisher, Ruth.  
Flora, Raymond.  
Flora, Miss.  
Fletcher, Miss.  
Fashnack, Ruth.  
Falgren, Millee.  
Gish, Mabel.  
Griffin, Ida.  
Goodsheller, Gracie.

Henard, Mrs. J. A.  
Hall, Nora.  
Heine, More.  
Hylton, Fannie.  
Ish, Maud.  
Ingram, Nettie.  
Kritzer, Pearl.  
Miller, Mrs. S. C.  
Miller, Pauline.  
Miller, Betha.  
My, Gladdys.  
Minton, Modena.  
Martin, Vida.  
Marsh, Miss.  
Nelson, Minnie.  
Neff, Dithy.  
Parlin, Lena.  
Rosp, Mrs. C. D.  
Recketts, Mary.  
Rushton, Alvina.  
Roscom, Gertrude.  
Snowberger, Mary.  
Stump, Albee.  
Stump, Effel.  
Studebaker, Harry.  
Small, Mrs. J. E.  
Severson, Earl.  
Vaniman, Susie.  
Vaniman, Clara.  
Wright, Miss.  
Zink, Elva.

## EXPRESSION DEPARTMENT.

## SENIOR EXPRESSION.

Baldwin, Jack.  
Doerkson, J. T.  
Durst, E. P.  
Flory, Raymond.  
Haugh, Emma.  
Hope, Lillie.  
McVey, Anna O.  
Mohler, Frank, E.  
Moomaw, Modena.  
Negley, Kansas.  
Wedel, J. R.

Vaniman, Ernest.

Yoder, Mrs. Jonathan.

## JUNIOR EXPRESSION.

Carter, Effie.  
Cram, Robert.  
Detter, Edna.  
Guy, Clea.  
Lichtenwalter, Nettie.  
Martin, Vida.  
Trostle, Evelyn.  
Vaniman, Mrs. Ernest.  
Vaniman, Viola V.

**NORMAL EXPRESSION.**

Banks, L. M.  
 Bowser, W. T.  
 Breon, George.  
 Brubaker, Monta.  
 Brubaker, Olive.  
 Cullen, M.  
 Culletti, R.  
 Eash, Maude.  
 Ebbert, Jessie.  
 Evans, Bessie.  
 Frantz, M. S.  
 Griffin, Mabel.  
 Griffin, Ida.  
 Guy, Clea.  
 Harnly, Paul.  
 Higgins, W.  
 Hoff, Beulah.  
 Lautzenhiser, Fannie.  
 Lucas, C. R.  
 Magnason, J. F.  
 Miller, B. C.  
 Mishler, E.  
 Myers, L.  
 Nichel, S.  
 Nichol, D.  
 Nininger, Harvey.  
 Nininger, R. W.  
 Ring, Elma.  
 Robinson, George.  
 Small, E.  
 Spohn, C. A.  
 Wiggins, L.

**PHYSICAL CULTURE.**

Ashby, A. C.  
 Baker, Miss.

Baldwin, Jack.  
 Banks, L. M.  
 Bowser, W. T.  
 Breon, Mrs.  
 Carrier, J. W.  
 Cram, R. E.  
 Dettler, Edna.  
 Doerkson, J. T.  
 Dresher, Stanley.  
 Edgecomb, Mrs. George.  
 Eller, R.  
 Evans, Bessie.  
 Fahnestock, S. B.  
 Garber, Anna.  
 Gish, Maybelle.  
 Haugh, Emma.  
 Hildebrand, Lula.  
 Hilton, Mr.  
 Hope, Lillie.  
 Horner, Mr.  
 Kochenderfer, C. C.  
 Lautzenhiser, Fannie.  
 McVey, Anna.  
 Mohler, F. E.  
 Muir, Gladdys.  
 Negley, Kansas.  
 Neff, Dithe.  
 Nininger, R. W.  
 Parlin, Mr.  
 Parlin, Miss.  
 Rushton, Elvira.  
 Trostle, Evelyn.  
 Vaniman, Mrs. E.  
 Vaniman, Grace.  
 Vaniman, V. V.  
 Yoder, Mrs. J.

**COMMERCIAL DEPARTMENT.**

Ashby, Alvin C.  
 Banks, Lena.  
 Asp, Ellen.  
 Carrier, J. W.  
 Crumpacker, Jay.  
 Ford, Alice.  
 Ellenberger, Ora.  
 Dick, David.  
 Miller, Earl.  
 Ferguson, Homer.  
 Gartung, Otto.  
 Johnson, D. E.  
 Nickel, Pat.  
 Lucas, C. R.  
 Magnuson, Clara.  
 Parlin, Leon A.  
 Parlin, Lena S.  
 Talhelm, Harry.

Siemens, A. R.  
 Swanson, Roy S.  
 Smith, J. H.  
 Wedel, J. R.  
 Swanson, Clarence Roy.  
 Andes, Grover.  
 Studebaker, H. E.  
 Hoffsommer, Ira F.  
 Rushton, Elvira.  
 Ferris, R. J.  
 Throne, Edgar.  
 Gish, C. E.  
 Talbott, Arthur.  
 Nickols, Dee.  
 Shafer, F.  
 Showalter, M. M.  
 Wendt, Arthur.  
 McClain, H. M.

Vaniman, R. B.  
 Brunk, Verd.  
 Pepper, George.  
 Wendt, Etta.  
 Bonifield, L. A.  
 Enns, Eva.  
 Shafer, George.  
 Sawyer, E. A.  
 Erb, William A.  
 Funderberg, E. W.  
 Enns, G. J.  
 Jarboe,OLON.  
 Wade, Wilbur.  
 Anderson, Arthur.  
 Ball, Elmer P.  
 Cullen, Roy.  
 Cullen, Mark.  
 Bowser, W. T.  
 Bradley W. F.  
 Hilton, R. P.  
 Terry, Lulu.  
 Holmes, Earl.

Heckethrone, Esther.  
 Heckethorne, Josephine.  
 Frantz, Fidella.  
 Miller, Pauline.  
 Miller, Maurine..  
 Russel, Burl.  
 Russel, Willa.  
 Russel, John.  
 Akers, Burlleigh.  
 Akers, Corella.  
 Crumpacker, Clyde.

Ware, Earle.  
 Durst, Edwin.  
 Severtson, E. A.  
 Goggaj, Emma.  
 Meyers, Lloyd.  
 Klepinger, E. L.  
 Erb, John.

#### SHORTHAND AND TYPEWRITING DEPARTMENT.

Asp, Ellen.  
 Brunk, Verd.  
 Carrier, J. W.  
 Crumpacker, Jay.  
 Ford, Alice.  
 Hoggett, Emma.  
 Johnson, B. C.  
 Rushton, Elvira.  
 Showalter, Milton.  
 Smith, J. H.  
 Swanson, R. C.  
 Terry, L. U.

#### KINDERGARTEN.

Stutzman, Holland.  
 Stutzman, Royal.  
 Harnly, Nellie Ruth.  
 Harnly, Mary Elizabeth.  
 Rothrock, Glen.  
 Stump, Thelma.  
 Crumpacker, Myrtle.  
 Crumpacker, Opal.  
 Goff, Jerald.  
 Hines, Tilford.  
 Showalter, Dale.

## ALUMNI.

## CLASS OF 1891

## ACADEMICS.

- Harrison W. Miller, Hinton, Okla.  
Theodore Sharp, Lapwai, Idaho.  
Mary Kuns-Kleppinger, Peoria, Ill.

## CLASS OF 1892

## ACADEMICS.

- Hattie Yoder-Gilbert, Los Angeles, Calif.  
Myrtle Miller-Netzley, McPherson, Kansas.  
Effa Kuns-Sharp, Lapwai, Idaho.  
Samuel J. Miller, McPherson, Kansas.  
\*Maurice Sharp.  
Sue Slusher-Saylor, Ramona, Kan.

## CLASS OF 1893

## ACADEMICS.

- Theodore Snowberger, Skidmore, Missouri.  
Hattie Ecker-Sohlberg, Guthrie, Oklahoma.  
Elmer E. Vaniman, Virden, Ill.  
\*Laura McQuoid, deceased, 1894.  
\*Hattie Flickinger-Potter.  
Modena Hutchinson-Miller, McPherson, Kansas.  
Sadie Whitehead-Beaghtly.  
C. E. Wallace, Yankton, S. Dak.  
Francis E. Vaniman, McPherson, Kansas.

## CLASS OF 1894

## ARTS COURSE.

- J. Z. Gilbert, Los Angeles, Calif.

## NORMAL COURSE.

- J. J. Caldwell, Hoisington, Kan.

## ACADEMICS.

- Z. F. Clear, East St. Louis, Mo.  
\*R. W. Gish.  
A. N. Gray, Raymond, Kan.  
Ed. M. Eby, Centerville, Mo.  
Dr. J. G. Kleppinger, Peoria, Ill.  
Flo Ramage-Carter, Custer, Mich.  
J. J. Yoder, McPherson, Kan.

## CLASS OF 1895

## ARTS COURSE.

- Albert C. Wieand, 185 Hastings St. Chicago, Ill.  
S. J. Miller, McPherson, Kan.

\*Deceased.

## ACADEMICS.

- Carrie Snyder-Lichty, Wellington, Kansas.  
Myrtle Hoff, Lordsburg, Calif.  
M. Bernice Gateca-Ritz, Chickasha, Okla.  
Claude J. Shirx, McPherson, Kan.

## CLASS OF 1895

## ARTS COURSE.

- Sue Slusher-Saylor, Ramona, Kan.  
S. B. Fahnestock, McPherson, Kansas.

## ACADEMICS.

- C. E. Kemp, Sharon, Wisc.  
David Harder, Hillsboro, Kan.  
Anna Whitmore-Strickler, Pomona, California.  
P. F. Duerksen, North Enid, Okla.  
Dr. J. Harvey Saylor, Ramona, Kansas.  
G. M. Lauver, 185 Hastings St., Chicago, Ill.  
Hattie Bowers-Dyck, Moundridge, Kansas.  
G. B. Darling, Gypsum City, Kan.  
H. V. Wiebe, Elk Park, N. C.

## CLASS OF 1897

## NORMAL COURSE.

- P. F. Duerksen, North Enid, Okla.  
R. W. Powers, Durham, Kan.  
Claude J. Shirx, McPherson, Kan.  
C. L. Hollem, Lawton, Okla.  
J. W. Coons, Canton, Kansas.  
R. K. Gernert, Cloud Chief, Okla.  
J. K. Reish, Los Angeles, Calif.  
G. M. Lauver, 185 Hastings St., Chicago, Ill.  
\*J. H. Tracy, St. Joseph, Mo.  
Maud Chisholm-Miller, Roxbury, Kansas.

## CLASS OF 1898

## ARTS COURSE.

- C. H. Williams, Kansas City, Mo.

## NORMAL COURSE.

- Mrs. Lillian Matthews, McPherson, Kansas.  
Dora Sherry-Steinour, Murtaugh, Idaho.  
J. B. Shirkey, Scottville, Mich.

## ACADEMICS.

- Lester E. Williams, Rydel, Kan.  
 Mrs. Susie R. Williams, Belle-  
 ville, Kan.  
 Anna Fakes, Warrensburg, Mo.  
 \*J. E. Studebaker, deceased 1961.  
 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,  
 Missouri.

## NORMAL COURSE.

- A. L. Harter, Plainville, Kan.  
 J. A. G. Shirk, Ottawa, Kan.  
 Byron Talhelm, Lawrence, Kan.  
 Flo Itamage-Harter, Custer, Mich.  
 J. Harvey Saylor, Ramona, Kan.  
 Lizzie Arnold, Russell, Colo.  
 H. V. Wiebe, Elk Park, N. C.  
 W. J. Slifer, Kansas City, Mo.

## ACADEMICS.

- Dr. G. J. Goodsbeller, Lincoln,  
 Nebraska.

- Laura Harshbarger-Haugh, 185  
 Hastings St., Chicago, Ill.

- Emma Horner-Eby, Jalalpur,  
 India.

- G. D. Kuns, Oskaloosa, Kan.

- J. G. Law, Milton, Kan.

- Sallie Shirkey-Miles, Abilene, Kan.

- H. C. Smith, Marion, Kan.

- L. A. Toevs, McPherson, Kan.

- Lizzie Wicand-Kuns, Oskaloosa,  
 Kansas.

## CLASS OF 1900

## NORMAL COURSE.

- Anna Bowman-Rogers, Grand  
 Junction, Colo.

- \*Anita Metzger.

- Lizzie Wicand-Kuns, Oskaloosa,  
 Kansas.

- Anna Fakes, Warrensburg, Mo.

- \*H. C. Slifer, deceased 1961.

- Herbert Caldwell, Hinton, Okla.

## ACADEMICS.

- E. H. Eby, Jalalpur, India.

- H. J. Vaniman, Pomona, Calif.

- Dr. J. F. Studebaker, Fort Dodge,  
 Iowa.

- \*C. E. Law, deceased 1961.

## CLASS OF 1901

## BACHELOR'S COURSE.

- Claude J. Shirk, McPherson, Kan.

- J. A. G. Shirk, Ottawa, Kan.

- Mrs. Lillian Matthews, McPhers-  
 on, Kansas.

- J. B. Shirkey, Scottville, Mich.

## NORMAL COURSE.

- B. B. Baker, Daphne, Alabama.

- Ethel Bixby-Mackey, Hutchinson,  
 Kansas.

- Ollie Brubaker-Stutzman, McPhers-  
 on, Kansas.

- \*Mary E. Frantz.

- Emma Horner-Eby, Jalalpur,  
 India.

- Dr. E. H. Kasey, Mercedes, Tex.

- S. Enos Miller, McPherson, Kan.

- H. M. Stutzman, McPherson, Kan.

- Emma Vaniman-Yoder, Conway,  
 Kansas.

## ACADEMICS.

- \*W. B. Boone, deceased 1911.

- Mrs. Retta Glick-Studebaker, Ft.  
 Dodge, Iowa.

- Little Fisher, McPherson, Kan.

- Maude Way-Dresher, Lyons, Kan.

- B. S. Haugh, 185 Hastings St.,  
 Chicago, Ill.

- J. H. B. Williams, Elgin, Ill.

## CLASS OF 1902

## MASTER'S COURSE.

- Claude J. Shirk, McPherson, Kan.

- J. A. G. Shirk, Ottawa, Kan.

## BACHELOR'S COURSE.

- John A. Clement, McPherson,  
 Kansas.

- James H. Clement, Anthony, Kan.

- Flo Itamage-Harter, Custer, Mich.

- E. K. Masterson, Chatsworth, Ill.

## NORMAL COURSE.

- E. D. Baldwin, Kansas City Mo.

- Margaret Bishop, Los Angeles,  
 California.

- \*W. B. Boone, deceased 1911.

- G. C. Dresher, Lyons, Kan.

- Margaret Goodwin-Hoffhines, Lar-  
 ned, Kansas.

- David Harder, Hillsboro, Kansas.

\*Deceased.

M. I. Kilmer, Western, Nebraska.  
 Della McComber, Lawrence, Kan.  
 C. H. Silfer, Abilene, Kansas.  
 Edna Suffield-Keplinger, Eldorado, Kansas.  
 Maude Way-Dresher, Lyons, Kan.

## ACADEMICS.

J. E. Wagoner, Red Cloud, Neb.  
 D. Earl Bowers, McLouth, Kan.

## CLASS OF 1903

## COLLEGIATE BIBLE COURSE.

Mrs. Amanda Fahnestock, McPherson, Kansas.

## BACHELOR'S COURSE.

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

## NORMAL COURSE.

F. H. Crumpacker, Tai Yuan Fu, Shanghai, China.  
 Dottie Wheeler-Clement, McPherson, Kansas.  
 P. C. Hiebert, Hillsboro, Kansas.  
 S. W. High, Chicago, Ill.  
 Ruby Buckman, Conway, Kan.  
 R. W. Baldwin, Lawrence, Kan.  
 D. Earl Bowers, McLouth, Kan.  
 Anna Newland-Crumpacker, Tai Yuan Fu, Shanghai, China.  
 P. C. Strohm, McPherson, Kan.  
 O. S. Vaniman, McPherson, Kan.  
 Ella White McFarland, Truesdale, Kansas.  
 Charles Shively, Boulder, Colo.  
 Mrs. Jennie McCourt, Cripple Creek, Colo.

Concordia Clement, Canton, Ohio.  
 Alice Weaver, Greeley, Colo.  
 J. J. Frantz, Inman, Kansas.

## ACADEMICS.

Vernon Vaniman, Virdeñ, Ill.  
 Orral Matchette, McPherson, Kan.  
 Jessie Harter-Hylton, Troutville, Virginia.  
 Gert Elicker, McPherson, Kan.  
 Edith Allison, McPherson, Kan.  
 Ethel Allison-Allen, Lawrence, Kansas.  
 F. Kuns-Cophedge, Topeka, Kansas.

\*Deceased.

## CLASS OF 1904

## MASTER'S COURSE.

John A. Clement, McPherson, Kansas.  
 H. A. Horton, McPherson, Kan.  
 \*Mary E. Frantz.  
 Geo. D. Kuns, McLouth, Kan.  
 Lucetta Johnson, Wichita, Kan.  
 M. O. Calvert, Ellenwood, Calif.  
 H. C. Allen, Kansas City, Kan.  
 \*Anita Metzger.  
 S. Enos Miller, McPherson, Kan.  
 Dr. J. Harvey Saylor, Ramona, Kansas.  
 E. H. Eby, Jalalpor, India.  
 W. L. Harter, Custer, Mich.

## NORMAL COURSE.

W. O. Beckner, Manila, Philippine Islands.  
 P. N. Bolinger, Bellgrade, Mont.  
 H. F. Toews, Moundridge, Kan.  
 Silvia Miller, McPherson, Kan.  
 Chas. J. Davis, Morrill, Kan.  
 Harvey B. Hoffman, Abilene, Kan.  
 Harry C. Crumpacker, Mt. Morris, Illinois.  
 W. H. Yoder, Conway, Kan.  
 Nellie Hinkson, McPherson, Kan.  
 R. G. Mohler, Lyons, Kan.  
 Mary E. Brubaker, Lyons, Kan.  
 Ernest Vaniman, McPherson, Kansas.  
 Mary E. Gibbel, Carthage, Mo.  
 \*J. E. Studebaker, deceased, 1904.  
 Anna Stutzman-Buck.  
 Gert Elicker, McPherson, Kan.

## CLASS OF 1905

## BACHELOR'S COURSE.

E. D. Baldwin, Kansas City, Mo.  
 R. W. Baldwin, Lawrence, Kan.  
 \*H. M. Barwick.  
 Dr. C. D. Weaver, Twin Falls, Idaho.

## NORMAL COURSE.

Edith Allison, McPherson, Kan.  
 Verna Baker-Vaniman, McPherson, Kansas.  
 Melinda Beyer, Inman, Kansas.  
 Adolph Beyer, Inman, Kansas.  
 Clarence D. Caudle, McPherson, Kansas.



Anna Colline, McPherson, Kan.  
 Sadle A. Engle-Wagaman, Abilene, Kansas.  
 Ralph W. Dettler, McPherson, Kansas.  
 Sarah H. Friesen-Heinrichs, Enid, Oklahoma.  
 Lulu Gilchrist-Moore, Hatfield, Missouri.  
 Mary McGill, McPherson, Kan.  
 Jas. R. Rothrock, McPherson, Kansas.  
 Emily F. Shirkey, Rockingham, Missouri.  
 Helen Slosson-Carter, Windom, Kansas.  
 Madge Stafford, McPherson, Kan.  
 John B. Stutzman, McPherson, Kansas.  
 Jacob M. Stutzman, Conway, Kan.  
 Florence Upshaw-Kilne, McPherson, Kansas.  
 Nettie B. Wicklund, Bushnell, Nebraska.

#### CLASS OF 1906

MASTER'S COURSE, PH. M.  
 W. E. Ray, Seneca, Kansas.  
 MASTER'S COURSE A. M.  
 R. W. Baldwin, Lawrence, Kan.  
 \*Mary E. Frantz,  
 E. K. Masterson, Chatsworth, Ill.  
 BACHELOR'S COURSE.  
 S. C. Miller, McPherson, Kan.  
 C. H. Slifer, Abilene, Kansas.  
 P. C. Hiebert, Hillsboro, Kan.  
 J. H. B. Williams, Elgin, Ill.  
 Dr. J. F. Studebaker, Fort Dodge, Iowa.  
 Minnie M. Bartels, Inman, Kan.  
 Emma Horning, Tai Yuan Fu, Shanghai, China.  
 F. H. Crumpacker, Tai Yuan Fu, Shanghai, China.  
 Anna Newland-Crumpacker, Tai Yuan Fu, Shanghai, China.  
 NORMAL COURSE.  
 Bertha Delp, New Murdock, Kan.  
 Maude Ball, McPherson, Kan.  
 P. V. Wiebe.  
 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, McPherson, Kan.  
 Harvey M. Brubaker, Conway, Kansas.  
 Clara A. Weisthaner,  
 Martha M. Weisthaner,  
 Theodora H. E. Aschman, Inman, Kansas.  
 Roy Caudle, McPherson, Kansas.  
 Ivan G. Herr, Hope, Kansas.  
 Ruby Horton-Miller, Kansas City, Missouri.  
 Ella L. Jacobs, McPherson, Kan.  
 Ellen A. Olson, Windom, Kan.  
 Mary A. Pearson-Gauss, Fort Worth, Texas.  
 Myrtle C. Pickling, Abilene, Kan.  
 Olive May Snyder, McPherson, Kansas.  
 Della S. Vaniman-Throne, Elgin, Ill.  
 Foster W. Cline, Johnston, Kan.  
 Grace P. Vaniman, McPherson, Kansas.  
 Edna Garst-Laughton, Guymon, Oklahoma.  
 Pearl Blondefield-Stutzman, Conway, Kansas.  
 CLASS OF 1907  
 MASTER'S COURSE.  
 George D. Kuns, Oskaloosa, Kan.  
 S. C. Miller, McPherson, Kan.  
 BACHELOR'S COURSE.  
 Dottie Wheeler-Clement, McPherson, Kansas.  
 Charles Shively, Boulder, Colo.  
 NORMAL COURSE.  
 Furman R. Cline, Johnston, Kan.  
 Margaret M. Dudte.  
 Raymond C. Flory, McPherson, Kansas.  
 Mary Flory-Miller, McPherson, Kansas.  
 Frances Goodsheller-Rasp, McPherson, Kansas.  
 Guy T. Hudson, Wiley, Colo.  
 Leslie M. Klepinger, Conway, Kansas.  
 Bruce A. Miller, Darlow, Kan.  
 Mary E. Mohler, Red Cloud, Neb.  
 Lizzie Neher-Flory, McPherson, Kansas.

Susie Neher-Vaniman, McPherson, Kansas.  
 William E. Sterner, Bridgeport, Kansas.

**CLASS OF 1908**  
**POST GRADUATE.**

Frank H. Crumpacker, Tai Yuan Fu, Shanghai, China.

**COLLEGIATE.**

Ruby Buckman, Conway, Kan.  
 Corda Clement, Canton, Ohio.  
 Emily Shirky, Rockingham, Missouri.  
 Iva Gillespie, Kansas City, Mo.  
 Harry Crumpacker, Mt. Morris, Illinois.  
 Theodore Aschman, Inman, Kan.  
 Henry W. Lohrenz, Hillsboro, Kansas.  
 Julius J. Tretbar, Inman, Kan.

**NORMAL.**

Katie Hiebert-Ebel, McPherson, Kansas.

Susie Cline, McPherson, Kan.  
 Helen Goodsheller.

Clara Neher-Vaniman, McPherson, Kansas.

Maude Jackson, McPherson, Kan.

\* Mattie Stutzman, Conway, Kan.

Lillian Young, McPherson, Kan.

J. W. Suderman, Menno, Kan.

Gilbert Barnhill, Galva, Kan.

Ella Ebbert, Garden City, Kan.

Frank S. Kraybill, Abilene, Kan.

Nellie G. Green, Little River, Kan.

**BIBLE.**

Anna Newland-Crumpacker, Tai Yuan Fu, Shanghai, China.

**CLASS OF 1909**

Anna C. Colline, McPherson, Kan.

R. W. Detter, McPherson, Kan.

A. E. Hedine, McPherson, Kan.

B. E. Ebel, McPherson, Kansas.

H. B. Hoffman, Abilene, Kan.

W. O. Beckner, Manilla, Philippine Islands.

James R. Rothrock, McPherson, Kansas.

Roscoe C. Ingalls, McPherson, Kansas.

J. P. Schroeder, Buhler, Kan.

Frank V. Wiebe, Lehigh, Kan.

Howard S. Kasey, McPherson, Kansas.

Lulu M. Brubaker, Conway, Kan.

Grover C. Dotzour.

J. LeRoy Carlson, Windom, Kan.

Louis O. Hope, McPherson, Kan.

P. W. Claassen, Hillsboro, Kan.

P. B. Way, McPherson, Kan.

William Dexter Royer, Newton, Kansas.

**CLASS OF 1910**

**POST GRADUATE.**

Ralph Detter, A. M.

**COLLEGIATE**

Clinton W. Wright, A. B.

Grace Vaniman, A. B.

Silva I. Miller, A. B.

Conrad D. Rasp, A. B.

E. LeRoy Ray D. Craik, A. B.

Burton S. Trostle, A. B.

Diedrich Dalke, A. B.

Henry M. Stutzman, A. B.

Lulu M. Hildebrand, A. B.

David Emil Harder, A. B.

**NORMAL.**

Robert Cram, B. S. D.

Lulu Pearl Ullom, B. S. D.

Robert Russel, B. S. D.

Peter S. Goertz, B. S. D.

Alice Celesta Burgert, B. S. D.

\*Deceased.