

712 1910-11

24th year

McPherson College

CATALOGUE

1911-1912

1910-11



McPherson College

McPherson, Kan.

46929
Annual Catalogue

1910-1911
With Announcements
for 1911-1912

CALENDAR

1911.

September 12, Tuesday . First Quarter Begins
November 14, Tuesday . Second Quarter Begins
December 23 Vacation Begins

1912.

January 1 Vacation Ends
January 23, Tuesday . Third Quarter Begins
March 26, Tuesday . Fourth Quarter Begins
May 19, Sunday Evening . Baccalaureate Sermon
May 20 and 21 Final Examinations
May 20, Monday Evening . Musical Recital
May 21, Tuesday Evening . Expression Recital
May 22, Wednesday Field Day
May 22, Wednesday Evening, Faculty Reception
May 23, Thursday Class Day
May 23, Thursday Evening . Alumni Reception
May 24, Friday Morning . . Commencement

BOARD OF DIRECTORS.

| | |
|--|-----------------|
| Elder J. J. Yoder, President | McPherson, Kan. |
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FACULTY FOR 1911-1912

JOHN A. CLEMENT, A. M., PH. D.,

President.

Pedagogy and Philosophy.

S. J. MILLER, B. A., A. M.,

Vice President.

English and German.

*EDWARD FRANTZ, B. A., A. M.,

Biblical Languages and Literature.

H. J. HARNLY, A. M., PH. D.,

Dean.

Biology.

ELDER J. J. YODER,

Collegiate Bible.

E. LEROY CRAIK, B. A., A. M.,

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F. G. MUIR,

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HOMER O. LICHTENWALTER, B. Sc.,

Physics and Mathematics.

J. C. RUSSEL, B. Sc.,

Chemistry and Mathematics.

ORRAL MATCHETTE, B. A., A. M.,

English.

J. A. BLAIR,

Superintendent Commercial Department,

Commercial Branches and Drawing.

* On leave of absence.

E. S. HATCH,
Director Visual Dept.

MRS. E. S. HATCH,
Expresser.

G. E. ROOF, B. S.,
Assistant.

E. M. STUEBKER,
Assistant Editor.

WALTER THOMPSON,
German.

C. F. BARNES,
Assistant in Chemistry.

J. F. SCHROEDER,
Assistant in Physics.

HARVEY H. HUNTER,
Assistant in English.

LILLIAN HOPPE,
Stenography and Typewriting.

MRS. RUFINA MARTIN,
Matron.

ANNETTA LICHTENWALTER,
Librarian.

LOCATION AND ACCESSIBILITY.

GENERAL INFORMATION

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 it 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.

APPARATUS.

BIOLOGY.

The material equipment consists of a good quality of modern Bausch and Lomb microscopes, projection microscope, stereopticon, microtome, paraffine baths, and other general apparatus, microscopic and lantern slides, collections of birds, mammals, and insects for systematic study, herbarium, etc. The department has a good reference library.

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 cryptogams and lower animal forms.

CHEMISTRY.

The chemical laboratories, two in number, are located in the basement of the building. One room is given over to the general chemistry, while the other room is used exclusively for the more advanced work. In addition, there are several storerooms for apparatus and chemicals and a balance room for the analytical students. The laboratories are well lighted and are furnished with all the usual conveniences of water, drainage, electricity, ventilating hoods, etc. The supply of chemicals and apparatus is unusually good and includes such pieces of special apparatus as Soxlet's extractors, crucible and muffle furnaces, polariscope, analytical balances, apparatus for determination of molecular weights, etc. The laboratories accommodate forty students working at a time. The student is loaned the apparatus required and is expected to return it at the end of his course in good condition. A laboratory fee, to be paid in advance, is required to cover the cost of the chemicals used.

A good library is afforded the students. The best chemical journals and publications are on file and a select list of reference books and other works in chemistry and allied subjects is at the disposal of the student.

PHYSICS.

The physics department occupies the large room in the south part of the basement of the main building. It is well lighted, heated and equipped with modern apparatus to do excellent work in experimental physics.

A partial list of the instruments includes Kater's bar pendulum, Victor Meyer's apparatus, linear expansion apparatus, Atwood machine, Packard's incline plane, impact apparatus, tensile strength machine, torsion apparatus, resolution of force table, elasticity apparatus, torsion pendulum, inertia apparatus, analytical and Jolly balances, spherometer, mechanical powers, stop watch, cathetometer of great accuracy, centrifugal force apparatus, air pumps, hydrometers, calorimeters, barometers, Boyle's law tubes, Charles' law apparatus, vacuum gauge, thermo-multiplier, vibrograph, siren, reflectors, sonometer, Kundt's apparatus, resonance apparatus, optical mirror, gratings, photometers, polariscope, various kinds of thermometers, voltmeters, ammeters, millivoltmeters, resistance boxes, Post Office bridge, standard cells, various galvanometers—including ballistic, dynamo, motors, induction coils; Wheatstone bridges, rheostats, transformer, earth inductor, wireless telegraph outfit, magnetometer, X-ray outfit, Holtz machines, commutator keys, telephone, alternating and direct currents, spectroscope, spectrometer, Fresnel Prisms, a four inch refracting astronomical telescope and numerous other instruments of precision. Many new pieces are being added. All ordinary experiments in courses of college physics can be performed exceptionally satisfactorily. The department has a good stereopticon for class room use. Excellent reference books belonging to the department are also available to the students.

MATERIAL EQUIPMENT.**BUILDINGS.**

The Main College Building, ninety-four by one hundred seventeen feet, contains the chapel, recitation rooms, commercial hall, the laboratories, and Irving Hall.

The Dormitory is a three-story building with basement forty by one hundred feet. The students' rooms are large and well lighted, and are equipped with steam heat and electric lights.

The Carnegie Library building is a building of two stories. The main floor is used for library purposes and the basement floor is occupied by the museum of the college. The library is well equipped with reference books, and additions are made to the departments as rapidly as it is possible with the funds that are available. It already contains over ten thousand volumes.

The Gymnasium will be built and ready for dedication by the opening of school. The building will be forty-eight by seventy-six feet, two stories high. The second or main floor will be the main gymnasium and auditorium floor. It will contain a gallery that will seat from two hundred fifty to three hundred people. The basement when completed will contain the shower baths, a ladies' gymnasium, lockers and the heating plant. It will be constructed of gray cement blocks.

COLLEGE FARM.

The beautiful farm of 150 acres purchased two years ago, located just south of the College Campus, is at present leased, and the income is being applied to a still unpaid indebtedness. The management and directors are hoping to be able to offer courses in practical and scientific agriculture in a few years which will be a real credit to the Institution and a pleasure to the

friends who have through their donations made the purchase possible.

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.

The Irving Memorial Literary Society is open to

all of the students of the college department and the senior normals. The sessions are held each Saturday evening in Irving Hall.

A debating club is maintained for college students and membership is obtained by election.

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

LECTURE COURSE.

For a number of years the college has maintained a good strong lecture course. The course for the coming year will consist of the following numbers: Honorable Champ Clark, Speaker of the House of Representatives; Paul F. Voelker, A. M.; The De Koven Male Quartet; Edward Elliott, Monologist; Victoria Lynn Concert Company; Dr. James Hedley. This course affords an excellent opportunity to both students and citizens for information and inspiration.

ORATORY.

Students of Collegiate rank are eligible to compete for a place in the Inter-Collegiate Oratorical Contest and in the Inter-Collegiate Prohibition Contest. This gives ample opportunity for young men to study and train in oratory.

COLLEGE PUBLICATION.

The Rays of Light is published monthly during the school year by a staff of students of collegiate rank. The college students elect the editor-in-chief and he appoints the staff and the business manager. A faculty adviser is appointed by the faculty.

GOVERNMENT.

All students, so far as possible, are supposed to govern themselves. Students who will not control them-

selves and put themselves under the restraints which are necessary to maintain the dignity and purpose of the college will be dismissed. A statement showing the student's standing is sent to his parents, or guardian, at the end of each quarter. Students are required to attend the Chapel exercises and Church and Sunday School regularly.

THE DORMITORY.

All out of town students are expected to room and board in the dormitory. Students may room out of the dormitory only by consent of the management and in homes that will agree to comply with the requirements of the school.

Such supervision as is deemed necessary by the faculty and trustees will be made for the best interests of the individual as well as for the general welfare of the school.

The ladies in the dormitory are under the supervision of the Matron.

Students desiring rooms should write early so that they may have choice of rooms.

SELF BOARDING.

Many students feel that they do not have the means to pay for everything in the way of their expenses; so they board themselves, thereby saving some money for other expenses.

A number of students also earn part of their way by doing work for part of their expenses. Such students should apply early so that they may be accommodated.

MISCELLANEOUS INFORMATION.

Students will find it to their advantage to enter at the beginning of the year, although they may enter at any time.

All articles necessary for the student's comfort except such as are listed in the expense items will be furnished by the student himself.

The use of tobacco in any form, or intoxicating liquors, card-playing and gambling are prohibited on the college campus.

All students will pay a fee for the purpose of maintaining a physical department. One year of physical training is required of everyone.

Students should provide themselves with proper clothing. Ladies especially should provide themselves with such clothing as will be appropriate and yet reduce the laundry bills. Members of the Church of the Brethren should dress in compliance with the rules of the church.

Parents are urged to keep in touch with the school, and assist the faculty in bringing about the best results possible in the education and discipline of their children.

Visitors are always welcome. They should apply at the office of the president so that they may be entertained.

Students are registered at the beginning of each quarter. A charge of one dollar is made for failure to register on the day of registration. The quarters for 1911-1912 will begin September 12, November 14, January 23, and March 26.

Expenses are payable cash in advance. No other settlement can be made except by arrangement with the Management and the Board of Trustees.

EXPENSES.

One study, one-third tuition; two studies, two-thirds tuition. A quarter is 9 weeks.

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| Tuition, per quarter | \$12.00 |
| Tuition, per week | 1.50 |

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| Tuition, Stenography, per quarter | 12.00 |
| Tuition, Stenography with other studies per qr. | 6.00 |
| Tuition, Typewriting, per quarter | 6.00 |
| Board, per 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 |
| Room, including blinds, broom, dust-pan slop-pail, washstand, table, bowl, pitcher, two chairs bed and mattress per week | .50 |
| All students pay per quarter for Library Fee .. | .50 |
| All students pay per qr. for Physical Training.. | .50 |
| Special examination fee | 1.00 |
| Private lessons, in advance, each..... | .50 |
| Tuition for Post-Graduate year | 48.00 |
| Board, fuel, room rent, library fee, physical training, tuition, Fall and Spring, each | 41.00 |
| Board, fuel, room rent, library fee, physical training, tuition for Winter terms, each | 44.50 |
| Board, fuel, room rent, library fee, Physical Training fee, tuition for the full year, paid in advance | 165.00 |
| Students of College rank carrying more than sixteen hours of work, will pay for each Semester Hour extra | 1.00 |

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 and are sold for cash only. Students should bring with them any text books that they may have on hand. Students 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.

LABORATORY FEES.

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| Chemistry, Advanced Physics, Biological Branches, each, per quarter | \$3.00 |
| Physics, Course 1, 2, 3b. and 4b. each per qr. . . | 1.50 |
| Physiology, per quarter | 1.25 |
| Astronomy and Zoology, each, per quarter | 1.00 |
| Botany and Geology, each. per quarter | .50 |

GRADUATING FEE, INCLUDING DIPLOMA.

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| College, Post-Graduate | \$10.00 |
| College Normal, Music, and Graduate Commercial .. | 5.00 |
| All other diplomas | 3.00 |

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

THE COLLEGE

NATURE AND SCOPE.

Two courses of study, each four years in length, one leading to the degree Bachelor of Arts, and the other to the degree Bachelor of Science, are offered. A certain amount of work is specifically required for each of these degrees, and a certain amount is elective and known as major and minor electives.

The purpose of this is to allow a student to select a certain line as a major under certain restrictions which still allows for enough open work to give him an acquaintance with other fields of knowledge than the one in which he has chosen to major.

ADMISSION.

Students may be admitted to full standing by presenting a certificate of graduation from any accredited

high school or academy of recognized standing, or they must show by examination that they are able to pursue the courses offered satisfactorily.

CANDIDATES FOR ADMISSION.

All candidates must present a detailed statement of their preparatory work, properly signed.

Students coming from high schools or academies partially accredited, on presenting proper credentials may be allowed to pursue subjects of college rank, if the deficiency is three or less units, while completing the academy work.

Applicants for admission should present themselves at the College on Tuesday, September 12, 1911. The work of registration will be enhanced by mailing certificates and credentials to the college before September 1.

Fifteen units in all are required for admission to full standing in the College. The following units are required:

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.

The remaining units may be elected from other subjects.

Candidates for the Bachelor of Science degree may elect three units of German and one unit of some other language in the place of four units of Latin.

A unit is a subject (like Latin, for example) running for at least thirty-six weeks, four recitations a week, with at least sixty minutes for each recitation.

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.

REQUIRED SUBJECTS [55 hours.]

Freshman.

Physiology, 8 hours.

Chemistry, 5 hours.

Rhetoric, 8 hours.

Mathematics, 7 hours.

Sophomore.

Psychology, 3 hours.

Mediæval and Modern History, 6 hours.

Economics, 3 hours.

Junior.

Literature, 4 hours.

Bionomics, 4 hours.

Senior.

Ethics, 3 hours.

Theism, 4 hours.

ELECTIVE SUBJECTS.

The student must elect thirty hours in any one of the following groups of subjects. Twenty hours work must be elected from one subject of the group, and ten hours from the other. The remaining thirty-five hours may be elected from other subjects.

MAJOR COURSES.

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

NOTES ON ELECTIVES, REQUIREMENTS, AND COURSES.

1. Candidates for the Bachelor of Arts degree or the Bachelor of Science degree must elect thirty hours work from some major group, of which twenty hours must be from one department, and the final thesis must be presented from that department. Consultation with the head of the department as early as possible is advised, so that the work may be correlated and outlined.

2. Candidates desiring to major in any other combination of courses than those listed above must consult with the classification committee.

3. Candidates for degrees only must complete 120 hours work.

4. Fifteen hours work per semester constitutes full work. Students desiring to carry more than 16 hours

of work must have the consent of the faculty before they can be enrolled for additional work.

5. A subject carried for eighteen weeks, reciting four days a week, constitutes four hours.

COURSE OF INSTRUCTION.

BIOLOGY.

PROFESSOR HARNLY.

An introduction to the study of the animal kingdom for students who have not presented Zoology for entrance. The course consists of text-book, lectures, laboratory and field work.

1. **Invertebrate Zoology.**— A study and dissection of types of invertebrates. Notes on lectures and laboratory work, drawings of dissections. Collection and classification of insects. The relation of insects to agriculture and disease.

First semester, 4 hours.

2. **Vertebrate Zoology.**— A study and dissection of types, lectures and laboratory notes, text and reference reading, drawing of dissections. Economic Zoology and other subjects relating to animal life. Occasional field trips.

Second semester, 4 hours.

3. **Entomology.**— A text-book, lecture, laboratory and field course, with special reference to agriculture and disease and the developmental theories.

First semester, 3 hours.

4. **Embryology.**— A lecture and laboratory course with reference readings. Vertebrate and Invertebrate. A study of the chick and other vertebrate embryos, and the type segmentations, and developments of ova and sperm of invertebrates, maturation of eggs, fertilization, etc.

First semester, 2 hours.

5. **Bionomics.**— A lecture and reference reading course in the study of life with special reference to ecological, developmental, and historic problems.

Second semester, 3 hours.

The Physiological department is equipped with modern apparatus for demonstration and experimental work. The apparatus consists of microscopes, charts, manikins, skeletons, slides, etc. The department has a good reference library.

6. **Physiology.**— A Collegiate and Normal course open to senior normal and freshman collegiate students. Lectures, text-book and reference readings, laboratory work including the preparation, study, and drawing of the principal tissues of the body. Notes and outline required.

First semester, 4 hours.

7. **Physiology.**— Continuation of Course 6. The last twelve weeks will be devoted to the subjects of reproduction and sex, personal hygiene, public health, and sanitation.

Second semester, 4 hours.

8. **Botany.**— Morphology, Physiology, and Ecology of plants. Lectures, reference reading, and laboratory work.

First semester, 2 hours.

9. **Botany.**— Continuation of Course 8.

Second semester, 2 hours.

CHEMISTRY.

PROFESSOR RUSSEL.

1. **General Inorganic Chemistry.**— This course is designed as a prerequisite to all the other courses in chemistry and as a subject of general culture. The aims are, 1st. to acquaint the student with the fundamental

principles of chemical activity; 2nd. to develop his abilities in observation and induction and in laboratory manipulations; and 3rd. to present the applications of chemistry to his daily life and to the useful arts. Comprises a study of the non-metals and their compounds. Recitation, three hours per week; laboratory, six hours per week. Prerequisite, Physics 1 and 2. Five hours credit. Required of freshmen.

First semester, 6 hours.

2. **General Inorganic Chemistry.**— A continuation of course 1. Students who are making a scientific course are advised to take this course. Required of students who expect to take advanced work in chemistry. Embraces a study of modern chemical theories, a careful study of the laws and typical reactions, and a comprehensive study of the general properties, tests, and reactions of the common metals. Thesis and abstracts of readings required. Recitations, three hours per week, laboratory, six hours per week.

Second semester, 5 hours.

3. **Qualitative Analysis.**— Comprises a study of the methods used in the detection of the common metals and acids and a systematic analysis of unknown solutions and solids. Lectures, two hours per week; laboratory, nine hours per week. Abstracts of lectures and readings required.

First semester, 5 hours.

4. **Quantitative Analysis.**— Chiefly a laboratory course in Gravimetric and Volumetric determinations. Lectures one hour per week. Includes a study of the reactions met with in the laboratory and the methods used in analysis. Laboratory, ten hours per week.

Second semester, 5 hours.

5. **Agricultural Analysis.**— Analytical chemistry applied to agricultural materials. Includes a quanti-

tative analysis of milk, butter, food-stuffs, fertilizers, soils, etc. Chemistry 4 a prerequisite. Abstracts of readings and a thesis required of each student. Recitations and lectures, two hours per week; laboratory, nine hours per week. — Second semester, 5 hours.

6. **Organic Chemistry.**— A study of the aliphatic and aromatic compounds and their preparation. Lectures and recitations, three hours per week; laboratory, six hours per week.

First semester, 5 hours.

7. **Sanitary and Applied Chemistry.**— A course designed to accommodate those students who have finished Chemistry 1, and desire to pursue a course related directly to their household life. Includes a study of household sanitation, foods, cleaning materials, dyeing, etc. Recitations, two hours per week; laboratory, four hours per week.

Second semester, 4 hours.

8. **History of Chemistry.**— A study of the history of chemistry from the earliest times to the present day. Students who expect to teach chemistry are especially advised to take this course. Recitations and lectures, two hours per week.

First semester, 2 hours.

9. **Teaching of Chemistry.**— A course designed for those who expect to teach chemistry in the high schools. Includes a consideration of the subject matter as well as the methods used in teaching, also visitation of classes in a number of high schools and colleges. Abstracts of readings and a thesis required.

First semester, by appointment, 2 hours.

ENGLISH LANGUAGE AND LITERATURE.

PROFESSOR MILLER.

MISS ORRAL MATCHETTE, A. M.

7. **Theme Writing.**— The course will be opened

with a study of narration and description, followed by exposition. Daily written exercises and longer productions at intervals. Required of all Freshmen.

First semester, 4 hours.

8. **Exposition, Argumentation, and Criticism.**— A continuation of Course 1. Required of all Freshmen.

Second semester, 4 hours.

9. **Argument.**— Prerequisites, Courses 7 and 8. A careful study of the principles with exercises and briefs.

First semester, 4 hours.

10. **The History of English Literature**— General History supplemented with class study of representative authors and with required library reading. Text-books, Simond's *English Literature*, Manley's *English Poetry*, and Manley's *English Prose*. Open to all college students.

First semester, 4 hours.

11. **American Poets.**— General History with special reference to the work of the chief American poets. Lectures and library reading with class study of representative selections.

Second semester, 4 hours.

12. **Milton.**—The student is required to read all of Milton's poems and representative selections from his prose. A detailed study of *Paradise Lost*.

First semester, 4 hours.

13. **Victorian Literature.**— A brief study of all the important writers of the age, and a careful study of Tennyson and Browning.

Second semester, 4 hours.

14. **Shakespeare.**— A rapid study of all his plays and poems with a detailed study of one of the tragedies.

Second semester, 4 hours.

FRENCH.

PROFESSOR MILLER.

1. **Elementary French**.— Pronunciation, grammar, simple exercises in composition from dictation. Translation of easy selections from English into French.

First semester, 4 hours.

2. **Continuation of Course 1**.—Reading of simple prose texts with exercises in dictation and composition.

Second semester, 4 hours.

3. **Modern French Prose**.— Study of Norminec, Gautier, Hugo, Angier, and others. Dictation and practice in composition and conversation.

First semester, 4 hours.

4. **Scientific French**.— A course intended for students who wish to prepare for the scientific field.

Second semester, 4 hours.

French not offered 1911-1912.

GEOLOGY.

PROFESSOR HARNLY.

The department has a good collection of minerals, fossils, and rocks, as well as a good reference library. McPherson County is especially rich in geological formations and fossils.

The course consists of a study of the most important minerals and rocks, the elements of crystallography, lectures, text-book, reference readings, notes on lectures, field work. A collection of rocks, minerals, and fossils, and a thesis required.

Second semester, 4 hours.

GERMAN.

PROFESSOR MILLER.

MR. THOMPSON.

1. **German Grammar**.— Twenty-two lessons of Car-

ruth-Otis's Grammar, with composition exercises, and about fifty pages of Carruth's Reader.

First semester, 4 hours.

2. Continuation of Course 1—German Reader completed. Other easy reading exercises. A study of the word order and the use of the auxiliary verbs.

Second semester, 4 hours.

3. Grammar Review and Reading.— Review of Grammar directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. Practice in writing German from dictation, at least eighteen exercises. Reading of Zschokke's *Der Zerbrochene Krug* and Heyse's *Die Blinden*.

First semester, 4 hours.

4. Continuation of Course 3. —The translation of twenty-five pages of simple English into German. Reading of Sturm's *Immense* and Grimm's *Maerchen*, with other readings.

Second semester, 4 hours.

5. Schiller.— *Die Braut von Messina*, *Maria Stuart*, and *Die Jungfrau von Orleans*. A study of Schiller with reference to his position in literature.

First semester, 4 hours.

6. Lessing's Prose and *Nathan der Weise*.

Second semester, 4 hours.

GREEK.

PROFESSOR CRAIK.

1. Xenophon: *Anabasis* — Text, Goodwin and White. The thrilling account of the march of the ten thousand (four books), drill on syntax, references to Goodwin's Grammar.

First semester, 4 hours.

2. Homer: *The Iliad*.— Text, Seymour. Study of

epic poetry, life in the Homeric Age, Homeric style, syntax, prosody, etc.

Second semester, 4 hours.

3. Xenophon: Memorabilia, or Lysias' Selected Orations. Historical aspect of the productions, literary value, syntax, etc.

First quarter, 2 hours.

4. Plato: Apology of Socrates. An interesting insight into the inner life of the philosopher of the ages.

Second quarter, 2 hours.

5. Sophocles: Oedipus Rex or Antigone. The presentation of the great religious idea of the Greeks, namely, the righteous indignation of the gods.

Third quarter, 2 hours.

6. Demosthenes: Oration, De Corona. This is the greatest effort of the life of Demosthenes. A study of the merits of the production, style, syntax, etc.

Fourth quarter, 2 hours.

7. New Testament: the four Gospels. Translation and interpretation, critical study of selected portions, special emphasis on word study.

First semester, 4 hours.

8. Continuation of Course 7. Special attention paid to the epistles.

Second semester, 4 hours.

HISTORY.

PROFESSOR BALDWIN.

1. 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, Lau-

rie's Pre-Christian Education, and Cubberly's Syllabus.
First and second semester.

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. **Greek and Roman History.**—A survey of the national life of the countries with a view of obtaining an insight into their civil and social organizations and their connection with the present. Myer's texts will be used with frequent reference to the other standard works. 6 hours or 10 hours credit.

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.

LATIN.

PROFESSOR CRAIK.

1. **Cicero**— De Senectute and De Amicitia. These serve as an introduction to the philosophy of the times. Grammar review, syntactical drill, and an outline of the productions. Emphasis laid on style and word study.

First semester, 4 hours.

2. **Livy**— Book 1. The early history of Rome up to the expulsion of the Tarquins. A study of Livy's qualifications as a writer of history, his style, and an inquiry into other sources concerning the founding of Rome and its early history.

Second semester, 4 hours.

3. **Horace**: Selections from Odes and Epodes, Study of prosody and metrical reading, social, political, and literary history of the Augustan Age. A classification of the various odes is made on the basis of their subject matter.

First quarter, 2 hours.

4. **Tacitus**— Agricola, Germania, or the Annals. Study of style, syntax, and diction. Political conditions reviewed.

Second Quarter, 2 hours.

5. **Terence: the Andria.** The relation of Greek to Roman comedy, a brief study of the great comedians, followed by the interesting plot and character study of the *Andria*. Prosody and syntax reviewed. Special attention to the peculiarities of Terentian usage.

Third quarter, 2 hours.

6. **Juvenal: The Satires.** Social life of the times, Roman religion and philosophy, Juvenal's purpose in writing. Peculiarities of syntax and style are noted.

Fourth quarter, 2 hours.

7. **Private Life and Institutions of the Romans.**— (Not offered in 1911-1912.) Completion of academy courses the only prerequisite. Text-book, assigned readings and lectures. Recommended to those expecting to teach Latin.

First semester, 2 hours.

8. **Prose Composition.**— (Not offered in 1911-12) Course 2 a prerequisite. Intended to prepare students for the teaching of Latin, and required of all who wish recommendations from the department as teachers of Latin.

Second semester, 2 hours.

MATHEMATICS.

PROFESSOR LICHTENWALTER.

In actual life we encounter problems which must be solved. The successful person in solving these situations is the one who has acquired the ability to organize knowledge so as to reach necessary conclusions. One must learn how to make the proper associations of facts in order to succeed in any line of work. The ultimate end in education is to gain the power to think and to do. The facts learned will be useless unless we have the power to correctly perceive the state of affairs and make the proper inferences.

Mathematics is called the science of necessary conclusions. The primary aim in the following courses will be to inculcate logical processes of thought, and to show how these can be used in every branch of learning. The applications to science and the utilitarian value will also receive due attention.

Courses 2 and 3 are required of all students. Those expecting to continue work in science or mathematics should take courses 4 and 5 together with 6 and 7 in the sophomore year. These are required of students wishing recommendation for high school positions in teaching mathematics.

1. **Solid Geometry.**— Same as course 5a offered in the third year Academy. Three hours college credit will be given to those students not offering it for entrance credits. Required of all such students.

First semester, 4 hours.

2. **College Algebra.**— A rapid review of elementary algebra, permutations and combinations, complex numbers, theory of equations, determinants, partial fractions, logarithms, inequalities, Horner's method of approximation, probability. Required of all students who do not offer it for admission.

First semester, 4 hours.

3. **Plane Trigonometry.**— The six trigonometric functions, circular measurement of angles, principal formulae, trigonometric equations, solution of triangles, graphing of functions, theory of logarithms. Required of all students.

Second semester, 3 hours.

4. **Analytical Geometry.**— The straight line, circle, and loci. Prerequisite, courses 2 and 3.

First semester, 2 hours.

5. **Analytical Geometry II.** — The parabola, hyperbola, ellipse, loci, and transformation of coordinates
Prerequisite, course 4.

Second semester, 2 hours.

6. **Differential Calculus.**— Fundamental principles, derivatives, simple applications to geometry and mechanics, maxima and minima, indeterminates, series, expansion of functions. Prerequisites, courses 4 and 5, unless taken simultaneously.

First semester, 3 hours.

7. **Integral Calculus.**— Integration, definite integrals, applications to lengths, areas, and volumes, partial integration. Prerequisite, course 6.

Second semester, 3 hours.

Note.— Courses 6 and 7 should be taken simultaneously with courses 4 and 5 in sophomore year.

8. **Solid Analytical Geometry.**— Straight line, plane, and the conicoids. Prerequisite, course 6.

First semester, 3 hours.

9. **Advanced Calculus.**— Series, partial differentiation, and integration, applications of the calculus to geometry and mechanics, with a study of some of the differential equations most frequently used. Prerequisite, course 7.

Second semester, 3 hours.

10. **Spherical Trigonometry** — By Appointment. Principal formulae, solution of spherical triangles, applications to navigation and astronomy. Prerequisite, course 3.

One semester, 2 hours.

11. **Teaching of Mathematics.**— By appointment. A course intended for those preparing to teach mathematics in the grades or High school. The course includes recitations with library work and theses. Text:

Young's "The Teaching of Mathematics", with references. Prerequisites, courses 2 and 3.

One semester, 2 hours.

12. **Descriptive Astronomy.** — By appointment. A general course in the principles of the science, supplemented by lectures, library reading, stereopticon views, and laboratory work. The laboratory work includes evening observations with the W. D. Mogyey and Co's. four inch refracting telescope which belongs to the department.

One semester, 4 hours.

PHILOSOPHY AND PSYCHOLOGY.

PROFESSOR CLEMENT.

PROFESSOR BALDWIN.

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, Judd and Angell, Royce, Titchner and Wundt.

First semester, 3 hours.

2. **Advanced Psychology.** — A general survey of the scope and field of psychology with reference to definite problems. A brief comparison of animal and human behavior. A detailed study of the processes of habit, attention, association, consciousness, etc. Some laboratory experiments introductory to special courses will be given. Lloyd Morgan, Hobbhouse, Titchner, Judd and James's Prin. Vol I and II will be used.

Second semester, 3 hours.

3. **Ancient History of Philosophy.** — A course in the history of philosophical systems with lectures and discussions as to their values. Text and lectures.

First semester, 3 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 underlie 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.

Second semester, 3 hours.

5. **Ethics.**— A general investigation of the ethical principles underlying all true individual, social and national development. Dewey and Tufts Ethics with reference to McKenzie, Wundt, Paulsen, Sedgwick.

First semester, 2 hours.

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, 4 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 or five hours credit.

Second semester.

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.

**POLITICAL ECONOMY POLITICAL SCIENCE
AND SOCIOLOGY.**

PROFESSOR CLEMENT.

PROFESSOR BALDWIN.

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, 4 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; Bullock, Selected Readings in Economics, and parallel reading.

First semester, 3 hours.

3. **Economic Problems.**— A brief resume of economic theory and the current economic problems of wages,

currency, banking, corporation, finance. Lectures, assigned reading, reports. Prerequisite Economics. Second semester, 3 hours. 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. First semester, 3 hours, three or five hours credit. Not offered 1910-1911.

5. **Municipal Government.**— Historical sketch of cities in the ancient and mediæval 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. Second semester, 3 hours. 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. First semester, 2 hours. 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.

PHYSICS.

PROFESSOR LICHTENWALTER.

MR. SCHROEDER.

1. **Elementary Physics.**— Mechanics, molecular physics and heat. Three hours recitation, 4 hours laboratory. **First semester.**

2. **Elementary Physics.**— Electricity, magnetism, sound and light. Three hours recitation, 4 hours laboratory. **Second semester.**

Courses 1 and 2 are the courses offered in the fourth year academy. They are required of all students who do not offer them for entrance credits. To such students 5 hours college credit will be given for the year's work.

3a. **General College Physics.**— Mechanics, molecular physics, and heat. This is a general college course giving a basis for advanced work in science or engineering, and showing the place of physical science in the modern world. Recitations and lectures three hours per week. Prerequisites, physics 1 and 2, chemistry 1, and mathematics 3. **First semester, 3 hours.**

4a. **General College Physics.**— Magnetism, electricity, sound and light. Course is a continuation of course 3a. Recitations and lectures three hours per week. Prerequisites are same as for 3a. **Second semester, 3 hours.**

Note. Courses 3a and 4a should be accompanied by

laboratory courses 3b and 4b. These courses should all be taken by students expecting to teach physics in the High school, also those pursuing science or mathematics.

3b. **Experimental Physics** — Mechanics, molecular physics, and heat. First semester, 2 or 3 hours.

4b. **Experimental Physics.**— Magnetism, Electricity, sound and light. Second semester, 2 or 3 hours.

5. **Modern Electrical Theory** — A study of the latest progress in physics. Includes the Electron theory, Radioactivity, the Electromagnetic theory of light, and the physical constitution of matter. Lectures, recitations, theses, and library work. Prerequisites, Physics 3a and 4a, and Mathematics 7. One semester, 3 hours.

PRE-MEDICAL AND PRE-ENGINEERING

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 edu-

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 THE 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 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 now 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 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 | American Literature German Physics Zoology |
| | Second Quarter | Algebra Civil Government Rhetoric German | Geometry Ancient History German Expression | American Literature German Physics Zoology |
| SECOND SEMESTER. | Third Quarter | Algebra Descriptive Geography Higher Grammar German | Geometry Botany German English History | English Literature German Physical Geography Physics |
| | Fourth Quarter | Algebra Descriptive Geography Higher Grammar German | Geometry Botany German American History | English Literature German Physical Geography Physics |

Pre-Medical Course

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

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.

FACULTY.

JOHN A. CLEMENT, A. M., Ph. D.
President.

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

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

O. W. BALDWIN, A. M.
History and Education.

E. LEROY CRAIK, A. B., A. M.
Latin and Greek.

J. C. RUSSEL, B. Sc.
Chemistry and Mathematics.

HOMER O. LICHTENWALTER, B. Sc.
Physics.

B. S. HAUGH.
Student of Mr. D. A. Clippinger, Chicago.
Vocal Music.

MRS. B. S. HAUGH.
(Columbia College of Expression.)
Expression.

WALTER THOMPSON.
German and Latin.

C. F. BARNES.
Assistant in Chemistry.

J. P. SCHROEDER.
Assistant in Biology.

HARVEY NININGER.
Assistant in Physics.

PURPOSE.

The Academy is 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.

ADMISSION.

Students may be admitted without examination by presenting a county superintendent's diploma, or an equivalent promotion card to high school, or a certificate to teach. They may also be admitted by examination in such of the common branches as are of special importance in pursuing academic studies.

Students may be admitted to advanced classes on presenting certificates of honorable dismissal from approved schools together with a statement of work done, signed by the proper authority.

DEFICIENCIES.

Students who are not prepared to enter the academic course and those desiring to prepare for examinations will be given instruction in the common school branches.

REQUIRED WORK.

Students in the academy carry four courses of regular study, reciting four times a week. A year's work in one study is counted one unit. Students are entitled to graduate when they have completed 15 units together with one year of Vocal Music.

STUDY.

At the beginning of each semester a schedule card is filled out for each student, giving the studies and the hours for recitation for each day in the week. From this program the student is expected to arrange a study

program which he will follow. A large and well equipped study room is provided in the library.

ORGANIZATIONS.

The Eureka Literary Society is open to students of the academy. The sessions are held each Saturday evening in the College Chapel. No student can afford to miss the mental discipline to be acquired by taking part in these drills.

Students of the Academy are eligible to membership in the Christian organizations of the young men and the young women and to the mission study classes of the college.

The Prohibition League offers an excellent opportunity to become acquainted with the problems involved in the solution of the liquor traffic. An essay contest is held each year to which any student in the Academy is eligible.

During the year 1910-1911 a declamatory and debating contest was held between the city High School and the Academy. Contests of this character will be held in the future.

DIPLOMA.

Students completing the Academy will be granted diploma, and are required to write a thesis.

COURSES OF STUDY.

MATHEMATICS.

1a. **Elementary Algebra.**— Includes the fundamental operations, factoring, fractions, and the equation. Four hours per week. First semester, $\frac{1}{2}$ unit credit.

2a. **Elementary Algebra.**— Continuation of Mathematics 1a to quadratic equations. Second semester, $\frac{1}{2}$ unit credit.

3a. Plane Geometry.— Second year. Rectilinear figures, the circle, proportion, and similar polygons. Four hours per week. **First semester, $\frac{1}{2}$ unit credit.**

4a. Plane Geometry.— Continuation of course 3a. The areas of polygons, regular polygons and circles, loci, symmetry, variables and limits, and maxima and minima are studied. Four hours per week. **Second semester, $\frac{1}{2}$ unit credit.**

5a. Solid Geometry.— Third year. This course includes lines and planes in space, polyhedrons, cylinders, cones, and spheres. Four hours per week. **First semester, $\frac{1}{2}$ unit credit.**

6a. Algebra.— Third year. Embraces the more difficult phases of the preparatory algebra, such as radicals, quadratics, inequalities, variation, exponents, progressions, logarithms, and series. Four hours per week. **Second semester, $\frac{1}{2}$ unit credit.**

Note.— In year 1911-12, course 4a is given in place of course 5a and course 5a in place of 6a. All others as listed.

BOTANY.

1. Botany.— Elementary Botany. An introduction to plant structures and relations. Ecology and Economic Botany. Regular textbook work, recitations supplemented by lectures. Laboratory work four hours a week. Drawings and notes required, besides a collection and classification of plants. Occasional field trips during the year. **First semester, $\frac{1}{2}$ unit.**

2. Botany.— A continuation of Course 1. **Second semester, $\frac{1}{2}$ unit.**

ENGLISH.

1. English.— A systematic review of Grammar followed by a thorough study of the sentence as a

whole. Daily practice in oral and written themes. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

2. **English.**—Continuation of Course 1. Study of Franklin's *Autobiography* and Longfellow's *Evangeline*. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

3. **English.**—The study of the classics, such as Irving's *Sketch Book*, Lowell's *Vision of Sir Launfal*, Addison's *De Coverly Papers*, Eliot's *Silas Marner*, Scott's *Lady of the Lake*, Scott's *Ivanhoe*, Dickens' *Christmas Carol*. Theme writing and study of the biographies of the authors. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

4. **English.**—A study of the general principles of description, narration, exposition, and argumentation. Theme writing. Study of Shakespeare's *Julius Caesar*. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

5. **English.**—Study of classics as follows: Coleridge's *Ancient Mariner*, De Quincey's *Revolt of the Tartars*, Shakespeare's *Merchant of Venice*, Tennyson's *The Princess*, Hawthorne's *House of the Seven Gables*, Arnold's *Sohrab and Rustum*, Tennyson's *Idylls of the King*. Themes. Study of the authors. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

6. **English.**—Carlyle's *Essay on Burns*, Burke's *Speech on Conciliation*, Webster's *Bunker Hill Oration*, Milton's *Minor Poems*, Shakespeare's *Hamlet*. Themes. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

GERMAN.

1. **German.**—Grammar Twenty-two lessons of Carruth-Otis's *Grammar*, with composition exercises, and about fifty pages of Carruth's *Reader*. **First term, 4 hours.**

2. **German.**—Continuation of Course 1.—German

Reader completed. Other easy reading exercises. A study of the word order and the use of the auxiliary verbs. **Second semester, $\frac{1}{2}$ unit.**

3. **German.**— Grammar Review and Reading. Review of Grammar directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. Practice in writing German from dictation, at least eighteen exercises. Reading of Zschokke's "Der Zerbrochene Krug" and Heyse's "Die Blinden." **First semester, $\frac{1}{2}$ unit.**

4. **German.**— Continuation of Course 3. Translation of twenty-five pages of simple English into German. Reading of Sturm's "Immense" and Grimm's "Maerchen", with other readings. **Second semester, $\frac{1}{2}$ unit.**

5. **German.**— Schiller. "Die Braut von Messina," "Maria Stuart", and "Die Jungfrau von Orleans". A study of Schiller with reference to his position in literature. **First semester, $\frac{1}{2}$ unit.**

6. **German.**— Lessing's Prose, and Nathan der Weise. **Second semester, $\frac{1}{2}$ unit.**

GREEK.

1. **Beginning Greek.**— Text, Ball. Mastery of grammatical principles, acquisition of vocabulary, and practice in reading. The relation of the language to the English language is emphasized. **First semester, $\frac{1}{2}$ unit.**

2. **Beginning Greek.**— Continuation of Course 1. Special emphasis laid on irregular verbs, enlargement of vocabulary, and use of idioms. Preparation for an intelligent reading of the Anabasis. **Second semester, $\frac{1}{2}$ unit.**

Note.— On certain conditions first year Greek may count on college credit.

HISTORY.

1a. **Ancient History**— A study of the Oriental nations, Greece and Rome. **First semester, $\frac{1}{2}$ unit.**

2a. **Mediaeval and Modern History**— A study of the history of the European countries in Mediaeval times and England in modern times. **Second semester, $\frac{1}{2}$ unit.**

3a. **American History**— A careful study of the development of America, Hodder's outline Maps and Channing's Student's History. **First semester, $\frac{1}{2}$ unit.**

LATIN.

1. **Beginning Latin**— Bennett's First Year Latin, with references to the grammar by the same author. Both written and oral work. The Roman system of pronunciation is used, and in all written exercises the marking of the syllables is emphasized. A thorough drill in syntax is provided by prose composition at least once a week, Bennett's Latin Writer being a supplementary text. **Four hours a week. First semester, $\frac{1}{2}$ unit.**

2. **Beginning Latin**— Continuation of Course 1. **Four hours a week. Second semester, $\frac{1}{2}$ unit.**

3. **Latin**— Caesar. Text, Bennett. First two books of the Gallic War, with an hour a week in prose composition in Bennett's Latin Composition. Drill on constructions and vocabulary of Caesar. A review of the historical setting, including the life and work of Caesar. The grammar is studied systematically and the principles of Latin syntax are constantly reviewed. **Four hours a week. First semester, $\frac{1}{2}$ unit.**

4. **Latin**— Continuation of Course 3. The second two books of Caesar are taken up in a similar way. **Four hours a week. Second semester, $\frac{1}{2}$ unit.**

5. **Latin**— Cicero. Text, Bennett. The first three orations against Catiline are read. A study of Cicero's

style and diction, an outline of each oration, and a comprehensive analysis of the sociological and political background. Syntactical drill and constant reference to the grammar coupled with prose composition once a week. Four hours a week. **First semester, $\frac{1}{2}$ unit**

6. **Latin.**-- Continuation of Course 5. Reading of the fourth oration against Catiline, the one on the Manilian law, and the Pro Archia. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

7. **Latin.**-- Virgil. Text, Bennett. Three books of the Aeneid are read, and prose composition is assigned once a week. Stress is laid upon the Aeneid as an epic, upon scansion, and upon Roman mythology, Murray being the reference in the last named. Special attention is paid to figures of speech, archaic forms, and the constant intermingling of facts with fiction. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

8. **Latin.**-- Continuation of Course 7. Books IV., V., and VI. are read. The student is expected to be familiar with the literary merit of the production. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

PHYSICS.

1. **Elementary Physics.**-- Fourth year. This course acquaints the student with the important phenomena of nature and shows the vital truths found there; also the direct importance of physical science to the modern world. It deals with mechanics, molecular physics, and heat. Text book work with lectures three hours per week. Laboratory work, four hours per week. **First semester, $\frac{1}{2}$ unit.**

2. **Elementary Physics.**-- Continuation of course 1. Includes electricity, magnetism, sound, and light. Recitations three hours per week. Laboratory four hours. **Second semester, $\frac{1}{2}$ unit.**

PHYSICAL GEOGRAPHY.

1. **Physical Geography.**— This course lays the foundation for geological study and calls attention to the forces and activities now affecting the earth's crust — erosion, disintegration of the earth's surface, formation of soils, relation of the physical features and conditions to man. Lectures, recitations, laboratory work and field trips. **Second semester, $\frac{1}{2}$ unit.**

ZOOLOGY.

3. **Zoology.**— Introduction to animal life. Course the same as Zoology 1 Collegiate. **First semester, $\frac{1}{2}$ unit.**

4. **Zoology.**— Continuation of Course 3. Course the same as Zoology 2 Collegiate. **Second semester, $\frac{1}{2}$ unit.**

Academic

| | | FIRST YEAR. | SECOND YEAR |
|-----------------|-----------------|--|--|
| FIRST SEMESTER | First Quarter | Algebra English I Ancient History Latin I. | Plane Geometry American History English II. Latin II or German I Vocal Music |
| | Second Quarter. | Algebra English I. Ancient History Latin I | Plane Geometry American History English II. Latin II or German I Vocal Music |
| SECOND SEMESTER | Third Quarter | Algebra English I. Medieval History Latin I | Plane Geometry Physical Geography English II. Latin II or German I Civics Vocal Music |
| | Fourth Quarter. | Algebra English I. Modern History Latin I | Plane Geometry Physical Geography English II. Latin II or German I Vocal Music |

Academic (Continued)

| | | THIRD YEAR. | FOURTH YEAR. |
|----------------|-----------------|---|---|
| FIRST SEMESTER | First Quarter. | Botany Solid Geometry Hebrew History Cicero or German II Expression | English III Virgil or German III Greek or Zoology Physics |
| | Second Quarter | Botany Solid Geometry Hebrew History Cicero or German II Expression | English III Virgil or German III Greek or Zoology Physics |
| SEC. SEMESTER | Third Quarter. | Algebra Life of Christ Cicero or German II Botany | English III Virgil or German III Greek or Zoology Physics |
| | Fourth Quarter. | Algebra Life of Christ Cicero or German II Botany | English III Virgil or German III. Greek or Zoology Physics |

EDUCATION.

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 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, Royce, Judd and Angell, 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, Cubberly's Syllabus. First and second semesters, 8 hours.

3. **Principles of Education.**— A course of lectures

and readings designed to give the student a general knowledge of the problems of education. Such topics as the Culture Epoch Theory, Formal Discipline, Motor Education, and The Social Aspects of Education, will be considered. Readings from Bagley, Bolton, Dewey, Horne and others. **Second semester, 3 hours.**

4. School Administration.— This course considers the specific problems of class room management, as, programs, courses of study, etc., with a wider view of administrative work, covering the essentials of school law, school financing and comparative study of different state systems. Bagley's *Class Room Management* is used at the beginning of the course. Dutton & Snodden, Draper, Cubberly and the U. S. Commissioner, will be referred to in the latter portion.

5. Methods.—The essentials of class room technique. The aims, conditioning factors, and methods of procedure of the teaching process. Thorndike's *Principles of Teaching*, supplemented by the McMurry books and Bagley's *Educative Process* will be used as points of departure. **Second semester, 3 hours.**

6. Advanced Educational Problems.— An extensive survey of the literature of our own time as found in current books and educational magazines. Lectures on the Psychological Development of the Individual, and upon the relation of sociological principles to educational institutions, with especial emphasis upon moral education. Prerequisite, one course in Psychology and two courses in Education. **First semester, 3 hours.**

7. Advanced Educational Problems.— (Continued). A brief statement of significant problems reflected in the standard educational classics. An examination of present school practices and experiments in elementary, secondary and higher schools. Dearborn's *Bulletins* and Thorndike's *Articles* together with other

writings will be supplemented by the instructor, through lectures upon original investigations made. **Second semester, 3 hours.**

ENGLISH.

The same requirements as in the Academic department.

LATIN.

Two years of Latin are required. These courses are identical with those offered in the first two years in the Academy. See outline of course on page 53.

HISTORY.

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

2. **Kansas History.**— Prentiss and Kansas Historical Collections as basis. Nine weeks, first half of second semester.

3. **Civics.**— Common school and eighth grade diplomas not 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, 9 weeks. **Second semester, 4 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, 2 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 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 (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 (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 | |

EXPRESSION.

MRS. B. S. HAUGH

(Graduate of Columbia College of Expression, Chicago.)

Impression is but one half of education, the other half is expression.

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

The highest aim for the individual is to realize possibilities and overcome hindrances, help him to reach out and be of greatest good to the greatest number.

The method of teaching Expression is based upon psychological principles.

The student is taught to receive impressions from the written page, life and nature, to think, feel and express these thoughts and emotions easily and naturally through his own individuality.

VOICE.

The voice is the most beautiful and most wonderful of all musical instruments, and the finest avenue of human expression. It is the aim to cultivate correct breathing and produce strong, pure, flexible and impressionable voices that every shade of thought and feeling may be expressed easily and spontaneously.

BODILY EXPRESSION.

Bodily expression is expression of the thoughts, sensations, emotions, purposes and desire of mankind through action of the muscles. We aim to produce purer harmony of soul and body in expression and a closer adjustment of form to content.

LITERARY INTERPRETATION

An interpretative study of prose and poetry from the best authors with a view to reach the depth of

the poems and to master forms of verse and ton-color.

CONVERSATION.

"This is not a gift of nature, but of education." Attention will be given to matter and manner of conversation, to the end that we cultivate a pleasing personality, and an ease in giving to others the best that is in us.

ART HISTORY.

A short course to help acquaint us with some of the great masters of painting and their works, to broaden the vision and give general culture, to find the analogy between their art and the art of Bodily and Vocal Expression.

HYMN READING.

The study of Hymnology has been a most fascinating one. Never, perhaps, was greater interest taken than today. World-famous hymns will be studied relative to their origin, thought, spirit, purpose and expression, to the end that they may be fully appreciated, may enrich the life of the individual, and may be used to "touch the hearts of men and bring them back to heaven again."

BIBLE READING.

"The letter killeth but the spirit giveth life."—II. Cor. 3: 6. The opportunities for usefulness that come through Bible reading have scarcely been used. Attention will be given to this branch as help to ministers and all Christian workers to present the Word of God as a living message, and thus increase the effectiveness of their services, that the hearts of men may be led to respond to its message.

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

First Quarter.—Fundamental Principles, Expression, Voice Culture, Bodily Expression, Life Study, English, Physical Culture.

Second Quarter.—Fundamental principles, Expression, Voice, Bodily Expression, Impersonation, English, Physical Culture.

Third Quarter.—Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, Grammar, Objective Drama, Physical Culture.

Fourth Quarter. Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, English, Grammar, Physical Culture, Conversation, Objective Drama, Chapel Recitals.

SENIOR YEAR.

First Quarter.—Literary Interpretation, Expression, Art History, Repertoire, Voice Culture, Bodily Expression, Rhetoric, English Literature, Physical Culture, Classical Drama, Chapel Recitals.

Second Quarter.—Literary Interpretation, Expression, Art History, Voice Culture, Bodily Expression, Rhetoric, English, Classical Drama, Repertoire, Physical Culture, Chapel Recitals.

Third Quarter.—Oratory, Repertoire, Voice Culture, Bodily Expression, Bible and Hymn Reading, English, Physical Culture, Extemporaneous Speaking, Chapel Recitals.

Fourth Quarter.—Oratory, Practice teaching, Voice Culture, Bodily Expression, Bible and Hymn Reading, English, Physical Culture, Repertoire, Public Recitals.

RATES FOR SPECIAL AND PRIVATE LESSONS.

| | |
|--|---------|
| One special class, per term | \$ 6.00 |
| Two classes, per year | 40.00 |
| Private lessons, for ten consecutive lessons, | 6.00 |
| Single lessons, | .75 |

MUSIC.**PIANO SCHOOL.**

F G MUIR, DIRECTOR.

Student of Oberlin Conservatory, Graduate of American Conservatory, Chicago, (in Piano, Voice and Harmony).

It is the aim of this department to be closely in touch with the most enlightened methods of instruction, to impart style and finish, poetical interpretation, rather than to waste many years under mere mechanical drudge. Our pupils do not belong to the "hammer and tong school"—producing sound and fury, signifying nothing, but the school of artistic interpretation and discrimination. Pupils are not burdened with a multiplicity of useless etudes. Much time and expense may thus be saved and far better results attained.

Selections are made only from the subjoined list of studies.

The course of study is divided into Preparatory, Normal, and Collegiate.

PREPARATORY. (Grades I and II.)**GRADE I.**

Elements of piano playing, including Notation, Rhythm, Touch, Accent, Fingering, etc. Special attention is given to beginners and the kindergarten method.

Studies.— E. D. Wagner, Gurlit, op. 117, Satorio, Book I, Kroeger op. 38, Adams and Gaynor.

Compositions.— Liehner Biederman, Webb, Schmoll Rhode and others.

GRADE II.

Studies.— Duvernoy op. 176, "Select Studies from Czerney" Book I, Satorio, Book II, Burg Muller, op. 100, Leschorn (easy studies) op. 65m Gurlit op. 141. Major and minor Scales. Four notes to the count at 120, M. M.

Compositions.— From Lange, Oesten, Kroeger, Kuleu, Concene, Rheinhold. Easy sonatinas from Clementi, Reinecke, and others.

NORMAL. (Grades III, IV. and V.)

GRADE III.

Studies.— Heller op. 45, 46, 47; Czerney Etudes, Lemoine op. 37. Satorio Book III. Krause Trill Studies op. 2, Scales and Arpeggios.

Compositions.— Wilm, Bohm, Durand, Lange, Gade, Bethoven op. 33.

GRADE IV.

Studies.— Heller op. 16. (Art of Phrasing) Bach, Little Preludes, Satorio Book IV., Kroeger Left Hand Studies, Jensen op. 32. Technic in various forms of major and minor scales, and arpeggios.

Compositions.— Goddard, Grieg, Field, Lange, Rubenstein, Shubert, and Chopin.

GRADE V.

Studies.— Bach, Two part Inventions, Etudes from Cramer, Czerney.

Compositions from MacDowal, Goddard, Grieg, Bebdel, Chaminade, Chopin, Liszt, Rheinberger, Padereewski. Technic in scales and arpeggios at 144, M. M. Four notes to the count. History, and one year's

study of Harmony included. A Teacher's Certificate will be given to those who finish this grade.

COLLEGIATE. (Grades V. and VI.)

Studies.— Moschles op. 70, Kulak Octave Studies, Bach's Three part inventions. Technique from Plaide and Pischna. This includes all those whose technic is above 144, M. M. four notes to the count. History, Musical Analysis, and Harmony completed in this course.

Compositions from Moszkowski, Weber, Brahms, Liszt, Chopin, including Concertos and the best of Chamber Music.

A Diploma is awarded to those who have completed the full Collegiate Course.

All students of this department are urged to learn the elements of vocal music and to become members of the Orpheus Musical Society, at which pupils may perform such pieces as may be assigned by the teacher for the purpose of giving self control in public appearance.

Pupils will not play in public without rehearsal and permission from the teacher.

EXPENSES.

| | |
|---|--------------|
| Preparatory, Two lessons per week | \$ 12.50 |
| Intermediate, Two lessons per week | 15.00 |
| Advanced, Two lessons per week | 17.00 |
| Rent of piano, per term, from | 2.00 to 3.00 |
| Terms in advance, No deduction for absence. | |

VOCAL SCHOOL.

B. S. HAUGH.

(Student of Mr. D. A. Clippinger, Chicago.)

The art of Vocal Music is not only one of the most beautiful of accomplishments, one of the solid helpful agents in developing a broader mental culture, one of

the rare, stirring, uplifting influences to the imagination, the heart, and the life, but it is a language of the soul, capable of expressing its deepest, purest strongest emotions.

To sing most effectively one must produce a full, round, mellow, resonant, sympathetic quality of tone. His tone concept or musical taste and his musicianship should be developed to the highest possible perfection of which the individual is capable. He should increase his power to think, to feel, and to express his emotions.

For these purposes two courses are offered: the Normal Course and the individual instruction in Voice Culture.

The Normal Course is designed to give the student a substantial knowledge of the principles and materials of music;

To give practice in the elements of Notation, Sight reading, Eartraining, Conducting, and Ensemble singing;

To meet the growing demand for musicians with good singing voices, with ability to read or to teach music in the public schools and singing classes, or to lead successfully congregational singing in Church, Sunday School, or Evangelistic work.

OUTLINE OF NORMAL COURSE.

JUNIOR YEAR.

First Quarter.—B Notation (3 hours a week.) Rudiments. One, two, and four part Exercises. Transposition in sharps, keys and sharps. Ear Training (2 hours a week.) Major Scale, Intervals, Rhythm.

Second Quarter.—B Notation (3 hours a week.) Part songs, quartets. Transposition in flats, keys in flats. Ear training (2 hours a week.) Intervals. Scale runs, relation of tones in the key.

the rare, stirring, uplifting influences to the imagination, the heart, and the life, but it is a language of the soul, capable of expressing its deepest, purest strongest emotions.

To sing most effectively one must produce a full, round, mellow, resonant, sympathetic quality of tone. His tone concept or musical taste and his musicianship should be developed to the highest possible perfection of which the individual is capable. He should increase his power to think, to feel, and to express his emotions.

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To meet the growing demand for musicians with good singing voices, with ability to read or to teach music in the public schools and singing classes, or to lead successfully congregational singing in Church, Sunday School, or Evangelistic work.

OUTLINE OF NORMAL COURSE.

JUNIOR YEAR.

First Quarter.—B Notation (3 hours a week.) Rudiments. One, two, and four part Exercises. Transposition in sharps, keys and sharps. Ear Training (2 hours a week.) Major Scale, Intervals, Rhythm.

Second Quarter—B Notation (3 hours a week.) Part songs, quartets. Transposition in flats, keys in flats. Ear training (2 hours a week.) Intervals. Scale runs, relation of tones in the key.

Third Quarter.— B Notation (3 hours a week.) Chromatic tones, Modulations, Part Songs, Choruses, Quartet Directing. Ear Training (2 hours a week.) Chromatic scale, Intervals, Chords.

Fourth Quarter.— B Notation (3 hours a week.) Transposition in Minor. Minor Keys in Sharps and Flats, Chorus, Solos, Quartets, Directing. Ear Training (2 hours a week.) Chords, Minor Scales, Harmony, Hymn Analysis.

SENIOR YEAR.

First Quarter.— A Chorus (3 hours a week.) Major and Minor Keys. Glees, Anthems, Sight Reading, Directing, Public Recitals, Ear Training and Harmony (2 hours a week.) Choral Analysis. (Chadwick's Harmony) History of Music.

Second Quarter.— A Chorus. (3 hours a week.) General choruses, Madrigals, Anthems, one public Concert, Ear Training and Harmony. (2 hours a week.) Choral Analysis. (Chadwick.) History.

Third Quarter.— A Chorus. (3 hours a week.) General Choruses, Cantata, Public Directing, Practice Teaching. Ear Training and Harmony. (2 hours a week.) Analysis of Choral or Oratoria, Composition, Hymn Reading.

Fourth Quarter.— A Chorus. (3 hours a week.) Cantata, Oratorio or Opera, Public Directing, Practice teaching, One Public Concert. Ear Training and Harmony. (2 hours a week.) Analysis, Counterpoint, Composition, Hymnology.

In addition to the course outlined there will be required: One semester of Expression, one semester of Bible, one year of English, two years of Voice Culture, one year of Piano.

The course in Voice Culture will include Breath Management, Relaxation, Placing, Intonation, Attack, Legato, Sustainuto, Enunciation, Accent, Rhythm, Phrasing and Interpretation of songs and Arias from the best composers.

Also studies from "Systematic Voice Training" by D. A. Clippinger, Sieber, Conccone, Lutgen, Marchesi and others.

CERTIFICATE AND DIPLOMA

A certificate will be given to those completing the Normal Course. A diploma will be awarded to those having completed the full Vocal Course.

TIME.

It will require at least one year after finishing the Normal Course to finish the full Vocal Course, but that will be decided in each case upon the merits of the individual.

TUITION.

| | |
|--|---------|
| Voice Culture, | \$17.00 |
| Ear Training (in classes of six to ten) per quarter .. | 5.00 |
| A Chorus Class, per quarter | 2.00 |
| Single lessons, each..... | 1.00 |

All tuition in advance. Lessons will be altered in case of sickness, otherwise no deduction for absence.

THE BIBLE SCHOOL.

FAULTY.

J. A. CLEMENT, PH. D.
President.

*E. FRANTZ, A. M.
Hebrew, Bible and Theism.

ELDER J. J. YODER.
Bible and Theism.

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

E. LEROY CRAIK, A. B.
Greek.

G. E. ROOF, A. B.
English.

E. M. STUDEBAKER.
Bible.

*On Leave of Absence.

NATURE AND SCOPE.

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.

THE MEN.

The Bible department will be fuller this year than ever before, and it is the purpose to make it as strong as any of the other departments. Prof. E. Frantz is still off on leave of absence. Elder J. J. Yoder will have charge of the Collegiate Department. He is a man of long practical experience and is successful as a teacher. Prof. E. M. Studebaker comes back to the Col-

lege with strong development. He spent three years at Bethany Bible school since dropping his studies with us. The past year he spent in the field as a Bible teacher and in evangelistic work. Everywhere he is spoken of in terms of the highest praise. He will have charge of the Academic Bible work.

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 the 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 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 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.

Three courses will be offered in the Academic department and two in the Collegiate department throughout the year 1911-1912.

Collegiate Bible Course.

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

Academic Bible Course.

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

COMMERCIAL.

BETTER PREPARATION FOR BUSINESS IS AFFORDED AT McPHERSON COLLEGE.

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 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.

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, transportation. Tuition in this course same as regular tuition. Those completing this course will receive the degree Master of Accounts.

Diploma fee, \$5.00.

BOOK-KEEPING.

In this department, the science of accounts is

reated in a logical manner. The student is thoroughly drilled in the correct and practical use of all the various books used in business.

Transaction 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.

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.

BUSINESS LETTER WRITING.

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 what is necessary to success.

President Garfield said: "Men succeed because

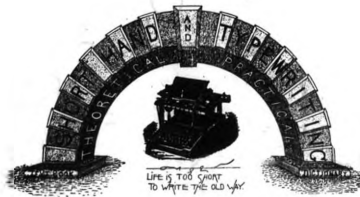
they deserve success. Their results are worked out; they do not come to hand ready made. Poets may be born; but success is made."

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.



REGG 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. Kelley is a mere stripling in shorthand experience—a young man 22 years old—and his record is the highest ever achieved by any one so young.

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

COURT REPORTING.

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

MEDICAL REPORTING.

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

"This was Mr. Nikolaus' 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. Nikolaus 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 AND BOOK-KEEPING.

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.

STUDENT REGISTER, 1910-11.

COLLEGIATE.

POST GRADUATE.

Craik, E. LeRoy, McPherson, Kan.

SENIOR.

Beyer, L. J. Little River, Kan.

Collins, Bertha McPherson, Kan.

Lichtenwalter, Homer O. McPherson, Kan.

Russel, Julette C. Canton, Kan.

Vanman, Ernest D. McPherson, Kan.

JUNIOR.

Arnold, B. Ira Leeton, Mo.

Bayer, Adolph Inman, Kan.

Brubaker, H. M. Conway, Kan.

Barnes, C. F. Harper, Kan.

Classen, P. W. Hillsboro, Kan.

Detter, Edna McPherson, Kan.

Dotzour, Grover C. Kingman, Kan.

Flory, Raymond C. McPherson, Kan.

Sandy, Chas. H. McPherson, Kan.

Sawyer, Mary McPherson, Kan.

Steele, D. C. McPherson, Kan.

Studebaker, M. M. Mont Ida, Kan.

Thompson, Walter McPherson, Kan.

Trostle, Evelyn McPherson, Kan.

SOPHOMORE.

Benelt, Bessie McPherson, Kan.

Dudts, Margaret Walton, Kan.

Hollinger, H. T. McPherson, Kan.

Horner, R. H. Ottawa, Kan.

Jacobs, Jessie McPherson, Kan.

Jackson, Maude McPherson, Kan.

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| Kuns, Vada | McPherson, Kan. |
| Royer, W. D. | Newton, Kan. |
| Simas, Earl | McPherson, Kan. |
| Wynn, Geo. | Marquette, Kan. |

FRESHMAN.

| | |
|-----------------------------|-----------------|
| Haldwin, J. W. | McPherson, Kan. |
| Berg, Rhea | McPherson, Kan. |
| Brubaker, C. F. | McPherson, Kan. |
| Buckman, Elsie | Conway, Kan. |
| Carlson, D. E. | McPherson, Kan. |
| Deeter, J. W. | Minot, N. D. |
| Dresher, O. S. | McPherson, Kan. |
| Fasnacht, Ruth | McPherson, Kan. |
| Hoffert, A. T. | Carlton, Nebr. |
| Hope, Nannie | McPherson, Kan. |
| Jacobs, Sara | McPherson, Kan. |
| Kerr, P. H. | Galva, Kan. |
| Lichtenwalter, Nettie | Columbus, Kan. |
| Lundeen, David | McPherson, Kan. |
| Nash, Alice | McPherson, Kan. |
| Neff, Ditha | McPherson, Kan. |
| Price, Edna | McPherson, Kan. |
| Seidel, P. W. | McPherson, Kan. |
| Vaughn, Oren | McPherson, Kan. |
| Young, Clay | McPherson, Kan. |

NORMAL.

SENIOR.

| | |
|------------------------------|------------------|
| Elam, E. M. | Anthony, Kan. |
| Hope, Nannie | McPherson, Kan. |
| Kerr, Procter H. | Kansas City, Mo. |
| Lichtenwalter, Annetta | Columbus, Kan. |

ACADEMY.

SENIOR.

| | |
|--------------------|------------|
| Breed, Guy L. | McPherson, |
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|-------------------------|------------------|
| Dierdorf, Elva | Surrey, N. D. |
| Hildebrand, Myrta | Mound City, Mo. |
| John, G. M. | McPherson, Kan. |
| Lents, Roscoe V. | Kansas City, Mo. |
| Nitinger, H. H. | Guthrie, Okla. |
| Stump, Alice | Miami, Texas. |
| Stump, Effel | Miami, Texas. |
| Stump, Levi A. | Miami, Texas. |
| Thompson, Blanche | Mitchell, Kan. |

JUNIOR.

| | |
|--------------------------|-------------------|
| Ball, Elmer | McPherson, Kan. |
| Brubaker, Monta | Lyons, Kan. |
| Caldwell, Lee | Moundridge, Kan. |
| Cripe, Eunice | McPherson, Kan. |
| Daggett, Martha | Covert, Kan. |
| Delp, Addie | New Murdock, Kan. |
| Guy, Clea | McPherson, Kan. |
| Harnly, Paul W. | McPherson, Kan. |
| Lucas, C. R. | Johnson, Kan. |
| Miller, Jesse R. | St. John, Kan. |
| Mohler, Frank E. | Leston, Mo. |
| Muir, Gladdys | McPherson, Kan. |
| Nelson, Orval | McPherson, Kan. |
| Nickel, Pat | Miami, Texas. |
| Parlin, Leon A. | Maple City, Kan. |
| Robinson, Geo. | Roxbury, Kan. |
| Spohn, Chas. | Inman, Kan. |
| Wendt, A. H. | Groveland, Kan. |
| Wykoff, Clarence S. | McPherson, Kan. |
| Young, Almo | Conway, Kan. |

SOPHOMORE.

| | |
|--------------------------|---------------|
| Brubaker, Earl | Conway, Kan. |
| Burger, Flora | Powers, Colo. |
| Doerksen, Gertrude | Inman, Kan. |
| Ellenberger, Katie | Powers, Colo. |

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|----------------------------|----------------------|
| Eller, Earl J. | Larned, Kan. |
| John, C. G. | Macksville, Kan. |
| John, G. L. | Macksville, Kan. |
| Lautzenbiser, Fannie | McPherson, Kan. |
| Lucas, Maude | Johnson, Kan. |
| Martin, Rufina | Dighton, Kan. |
| Meyers, Chas. | Clarence, Iowa. |
| Schletzbaum, Rena | McPherson, Kan. |
| Stutzman, Deilah | Dallas Center, Iowa. |
| Taylor, Gladys | Wiley, Colo. |
| Toews, A. F. | Moundridge, Kan. |
| Ullom, Hazel | Lamar, Colo. |

FRESHMAN.

| | |
|---------------------------|-----------------------|
| Boyd, Bertha | Cordell, Okla. |
| Borton, Martha | Wiley, Colo. |
| Brubaker, Chas. | Sterling, Kan. |
| Burton, Minnie | Conway, Kan. |
| Carrier, J. W. | Coyle, Okla. |
| Crumpacker, A. H. | Hartman, Colo. |
| Crumpacker, Susie | McPherson, Kan. |
| Detter, Clinton | McPherson, Kan. |
| Dodge, Leone | Dighton, Kan. |
| Doerksen, Justina | Inman, Kan. |
| Eash, Jesse | Conway, Kan. |
| Foiger, Carl | McPherson, Kan. |
| Gayer, Eva | McPherson, Kan. |
| Gray, Alice | Miami, Texs. |
| Goodaheller, Jennie | McPherson, Kan. |
| Guy, Walter | McPherson, Kan. |
| Hildebrand, Mary | Mound City, Mo. |
| Hudson, Letha | Wiley, Colo. |
| Hylton, R. P. | McPherson, Kan. |
| Long, Hilbert | Fredericksburg, Iowa. |
| McClelland, Nellie | McPherson, Kan. |
| Mishler, Edna | Conway, Kan. |
| Misler, Floyd | Conway, Kan. |

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| Murphy, Melva | Maple Hill, Kan. |
| Myers, R. W. | Paola, Kan. |
| Miller, S. A. | Decatur, Ind. |
| Norvell, Floy | Lonkeha, Okla. |
| Nyquist, Carl | Windom, Kan. |
| Oxley, Chas. | McClave, Colo. |
| Oxley, Minnie | McClave, Colo. |
| Parr, Florence | McPherson, Kan. |
| Phillips, Edna | Red Cloud, Nebr. |
| Price, Arthur | McPherson, Kan. |
| Robb, Albert | McPherson, Kan. |
| Sackett, Ethel | McPherson, Kan. |
| Sandstrom, Alice | McPherson, Kan. |
| Raul, Grace | McPherson, Kan. |
| Schmidt, J. D. | Burton, Kan. |
| Shepp, Geneva | Versailles, Mo. |
| Shepp, William | Versailles, Mo. |
| Shirky, Nellie | Norborne, Mo. |
| Sliger, L. B. | Athens, Tenn. |
| Spencer, Ethel | McPherson, Kan. |
| Thompson, Avery | Mitchell, Kan. |
| Ullem, Mae | Lamar, Colo. |
| Vaniman, Clarence | McPherson, Kan. |
| Vogt, Alice | Versailles, Mo. |
| Vosbell, Cecil | McPherson, Kan. |
| Wendt, Etta | Groveland, Kan. |
| Wiltfong, Pearl | Cordell, Okla. |

BIBLE SCHOOL.

COLLEGIATE.

| | |
|-----------------------|-----------------|
| Arnold, B. Ira | Leaton, Mo. |
| Brubaker, H. M. | Conway, Kan. |
| Buckman, Eiele | Conway, Kan. |
| Collins, Bertha | McPherson, Kan. |
| Dudt, Margaret | Heston, Kan. |
| Deeter, J. W. | Minot, N. D. |

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|---------------------------|-----------------|
| Flory, R. C. | McPherson, Kan. |
| Flory, James A. | McPherson, Kan. |
| Hollinger, H. T. | McPherson, Kan. |
| Hoffert, A. T. | Carleton, Nebr. |
| Lichtenwalter, H. O. | McPherson, Kan. |
| Price, Edna | McPherson, Kan. |
| Russel, J. C. | Canton, Kan. |
| Sandy, Chas. | McPherson, Kan. |
| Vaniman, Mary | McPherson, Kan. |

ACADEMIC.

| | |
|-------------------------|----------------------|
| Boyd, Bertha | Cordell, Okla. |
| Carrier, J. W. | Coyle, Okla. |
| Cullen, R. R. | Holmesville, Nebr. |
| Eash, Maude | Conway, Kan. |
| Green, J. W. | Kingfisher, Okla. |
| Guy, Clea | McPherson, Kan. |
| Keller, Ida | Larned, Kan. |
| Miahler, Edna | Conway, Kan. |
| Murphy, Melva | Maple Hill, Kan. |
| Niswander, Earl | Guthrie, Okla. |
| Oxley, C. F. | McClave, Colo. |
| Phillips, Edna | Red Cloud, Nebr. |
| Quakenbush, Lizzie | Olpe, Kan. |
| Sandy, Kate | Norborne, Mo. |
| Seizer, Harry E. | Canton, Kan. |
| Sligar, L. B. | Athens, Tenn. |
| Stutzman, Delfiah | Dallas Center, Iowa. |
| Wiltfong, Pearl | Cordell, Okla. |

EXPRESSION.

SENIOR.

| | |
|-----------------------------|-----------------|
| Brubaker, H. M. | Conway, Kan. |
| Detter, Edna | McPherson, Kan. |
| Guy, Clea | McPherson, Kan. |
| Lichtenwalter, Annetta | Columbus, Kan. |
| Martin, Vida | Lamar, Colo. |

| | |
|-----------------------|-----------------|
| McMaw, Modena E. | McPherson, Kan. |
| Stuebaker, M. M. | Mont Ida, Kan. |
| Trostle, Evelyn | McPherson, Kan. |
| Vaniman, Viola | McPherson, Kan. |

JUNIOR AND SPECIAL.

| | |
|---------------------------|----------------------|
| Brubaker, Olive | McPherson, Kan. |
| Clark, Marion | McPherson, Kan. |
| Dilley, Gladdys | McPherson, Kan. |
| Dierdorf, Elva | Surrey, N. D. |
| Dreaher, O. S. | McPherson, Kan. |
| Dudte, Margaret | Heaston, Kan. |
| Fasnacht, Ruth | McPherson, Kan. |
| Hall, Margaret | McPherson, Kan. |
| Holstrom, Beulah | McPherson, Kan. |
| Horton, Gilberta | McPherson, Kan. |
| Lautzenbiser, Fannie | McPherson, Kan. |
| Muir, Gladdys | McPherson, Kan. |
| Price, Edna | McPherson, Kan. |
| Snyder, Gladys | McPherson, Kan. |
| Steisman, Delilah | Dallas Center, Iowa. |
| Young, Clay | McPherson, Kan. |

NORMAL.

| | |
|--------------------------|--------------------|
| Barton, Minnie | Conway, Kan. |
| Caldwell, H. L. | Moundridge, Kan. |
| Crumpacker, Verne | McPherson, Kan. |
| Cullen, Ray | Holmesville, Nebr. |
| Curtis, Rex | McPherson, Kan. |
| Delp, Addie | New Murdock, Kan. |
| Fasnacht, Ruth | McPherson, Kan. |
| Gray, Alice | Miami, Texas. |
| Green, J. W. | Kingfisher, Okla. |
| Martin, Mrs. Rufina | Dighton, Kan. |
| Miller, J. R. | St. John, Kan. |
| Muir, Gladdys | McPherson, Kan. |
| Murphy, Melva | Maple Hill, Kan. |

| | | |
|------------------|-------|----------------------|
| Niswander, Earl | ..... | Guthrie, Okla. |
| Oxley, C. F. | ..... | McClave, Colo. |
| Phillips, Edna | ..... | Red Cloud, Nebr. |
| Robinson, Geo. | ..... | Roxbury, Kan. |
| Sackett, Ethel | ..... | McPherson, Kan. |
| Spencer, Ethel | ..... | McPherson, Kan. |
| Seizer, Harry E. | ..... | Canton, Kan. |
| Spohn, C. A. | ..... | Inman, Kan. |
| Stutzman, Dellah | ..... | Dallas Center, Iowa. |
| Sligar, L. B. | ..... | Athens, Tenn. |

MUSIC STUDENTS.

| | | |
|------------------------|-------|-----------------|
| sp, Ellen | ..... | McPherson, Kan. |
| Andes, Orpha | ..... | McPherson, Kan. |
| Andes, Ethel | ..... | McPherson, Kan. |
| Berkeyble, Esther | ..... | McPherson, Kan. |
| Brubaker, Olive | ..... | McPherson, Kan. |
| Blackman, Pearl | ..... | McPherson, Kan. |
| Buckman, Elsie | ..... | Conway, Kan. |
| Breneman, Ruby | ..... | Mead, Kan. |
| Crumpacker, Mrs. A. J. | ..... | McPherson, Kan. |
| Crary, Laurina | ..... | McPherson, Kan. |
| Conoway, Mrs. | ..... | McPherson, Kan. |
| Detter, Clinton | ..... | McPherson, Kan. |
| Dryer, F. H. | ..... | Heaton, Kan. |
| Daggett, Martha | ..... | Covert, Kan. |
| Eash, Maude | ..... | Conway, Kan. |
| Eilenberger, Katie | ..... | Prowers, Colo. |
| Fasnacht, Ruth | ..... | McPherson, Kan. |
| Frohman, Emma | ..... | Elmo, Kan. |
| Garst, Nettie | ..... | McPherson, Kan. |
| Gray, Alice | ..... | Miami, Texas. |
| Hall, Nora | ..... | McPherson, Kan. |
| Hall, Lois | ..... | Inman, Kan. |
| Hylton, Roy | ..... | McPherson, Kan. |
| Heaton, Gladdys | ..... | McPherson, Kan. |
| Johnson, Bernice | ..... | McPherson, Kan. |

| | |
|----------------------------|------------------|
| Flora, Myrtle | McPherson, Kan. |
| Fahlgren, Millie | McPherson, Kan. |
| Keller, Ida | Larned, Kan. |
| Kitchel, Mae | McPherson, Kan. |
| Jacobs, Sara | McPherson, Kan. |
| Ingram, Alton | Canton, Kan. |
| Ingram, Nettie | McPherson, Kan. |
| Nartish, Mrs. Rufina | Dighton, Kan. |
| Martin, Vida | Wiley, Colo. |
| McClain, Hugh | McPherson, Kan. |
| McClain, Mae | McPherson, Kan. |
| Müller, Pauline | McPherson, Kan. |
| Muir, Gladdys | McPherson, Kan. |
| Murphy, Melva | Maple Hill, Kan. |
| Myers, Pearl | Paola, Kan. |
| Norvell, Floy | Lookeba, Okla. |
| Pearson Dorothy | McPherson, Kan. |
| Sandy, Kate | Norborne, Mo. |
| Schletzbaum, Dora | Conway, Kan. |
| Strabo, Bessie | McPherson, Kan. |
| Strahan, Mrs. | McPherson, Kan. |
| Sligar, L. B. | Athens, Tenn. |
| Stump, Alice | Miami, Texas. |
| Stump, Effel | Miami, Texas. |
| Ullom, Hazel | Lamar, Colo. |
| Ullom, Mae | Lamar, Colo. |
| Vaniman, Pauline | McPherson, Kan. |
| Vaniman, Susie | McPherson, Kan. |
| Vosbell, Milo | McPherson, Kan. |
| Zink, Elva | McPherson, Kan. |

COMMERCIAL.

POST-GRADUATE, MASTER OF ACCOUNTS.

| | |
|-------------------------|------------------|
| Spiller, W. C. | Cherubusco, Ind. |
| Stonebraker, J. A. | McPherson, Kan. |
| Swanson, Roy B. ✓ | McPherson, Kan. |
| Wolk, A. E. | Elko, Nevada. |

GRADUATES.

| | |
|-------------------------|-----------------|
| Anderson, Wilfred | Galva, Kan. |
| Colburn, Harry | McPherson, Kan. |
| Curtis, L. A. | McPherson, Kan. |
| Curtis, R. A. | McPherson, Kan. |
| Curtis, R. L. | McPherson, Kan. |
| Harrouff, W. E. | Hudson, Kan. |
| Witt, T. F. | Hudson, Kan. |

| | |
|--------------------------|--------------------|
| Anderson, Wilfred | Galva, Kan. |
| Austin, F. T. | Two Buttes, Colo. |
| Bailey, Lawrence | McPherson, Kan. |
| Ball, Elmer | McPherson, Kan. |
| Berg, Rhea | McPherson, Kan. |
| Boyd, Bertha | Cordell, Okla. |
| Borton, Martha | Prowers, Colo. |
| Brubaker, C. F. | McPherson, Kan. |
| Brubaker, Chas. | Sterling, Kan. |
| Brubaker, Earl | Conway, Kan. |
| Brubaker, H. M. | Conway, Kan. |
| Brubaker, Monta | Sterling, Kan. |
| Burger, Flora | Prowers, Colo. |
| Burton, Minnie | Conway, Kan. |
| Button, H. L. | Ramona, Kan. |
| Carrier, J. W. | Coyle, Okla. |
| Caldwell, Leo | Moundridge, Kan. |
| Cripe, Eunice | McPherson, Kan. |
| Crumpacker, A. H. | Hartman, Colo. |
| Crumpacker, May | McPherson, Kan. |
| Crumpacker, R. H. | Hiataville, Kan. |
| Crumpacker, Bessie | McPherson, Kan. |
| Crumpacker, Vern | McPherson, Kan. |
| Cullen, Ray | Holmesville, Nebr. |
| Daggott, Martha | Covert, Kan. |
| Dryer, F. H. | Heston, Kan. |
| Haeb, Jesse | Conway, Kan. |

| | |
|----------------------|-----------------------|
| Eller, Earl | Larned, Kan. |
| Jolger, Carleton | McPherson, Kan. |
| Mayer, Eva | McPherson, Kan. |
| Gillis, Arthur | Miami, Texas. |
| Goodsheller, Jennie | McPherson, Kan. |
| Gray, Alice | Miami, Texas. |
| Green, J. W. | Kingfisher, Okla. |
| Green, Kate | McPherson, Kan. |
| Guy, Clea | McPherson, Kan. |
| Guy, Walter | McPherson, Kan. |
| Hildebrand, Mary | Mound City, Mo. |
| Hits, H. C. | McPherson, Kan. |
| John, C. G. | Mackaville, Kan. |
| John, G. L. | Mackaville, Kan. |
| Kuns, Eldo | McPherson, Kan. |
| Lautzenhiser, Fannie | McPherson, Kan. |
| Lehman, J. | Guthrie, Okla. |
| Long, Hilbert | Fredericksburg, Iowa. |
| Lucas, C. R. | Johnson, Kan. |
| Lucas, Maude | Johnson, Kan. |
| McClelland, Nellie | McPherson, Kan. |
| McLean, Erwin | McPherson, Kan. |
| Miller, J. R. | St. John, Kan. |
| Miller, S. A. | Decatur, Ind. |
| Misbier, Edna | Conway, Kan. |
| Misbier, F. E. | Conway, Kan. |
| Molzen, Harry | Newton, Kan. |
| Murphy, Melva | Maple Hill, Kan. |
| Meyers, Chas. Q. | Clarence, Iowa. |
| Myers, R. W. | Paola, Kan. |
| Norvell, Floy | Lookaba, Okla. |
| Nelson, Orval | McPherson, Kan. |
| Niswander, Alpha | Guthrie, Okla. |
| Niswander, Earl | Guthrie, Okla. |
| Nyquist, Carl | Windom, Kan. |
| Oxley, Minnie | McClave, Colo. |

| | |
|-------------------|-------------------|
| Ozley, C. F. | McClave, Colo. |
| Parlin, L. A. | Maple City, Kan. |
| Parr, Florence | McPherson, Kan. |
| Pierson, Dorothy | McPherson, Kan. |
| Phillips, Edna | Red Cloud, Nebr. |
| Robb, Albert | McPherson, Kan. |
| Robinson, Geo. | Roxbury, Kan. |
| Saylor, Geo. | McPherson, Kan. |
| Sandstrom, Alice | McPherson, Kan. |
| Sandy, Kate | Norborne, Mo. |
| Saidel, P. W. | McPherson, Kan. |
| Selzer, Harry, E. | Canton, Kan. |
| Shepp, Geneva | Versailles, Mo. |
| Shepp, William | Versailles, Mo. |
| Shirky, Nellie | Norborne, Mo. |
| Sligar, L. B. | Athens, Tenn. |
| Smith, Clarence | Canton, Kan. |
| Snyder, Gladys | McPherson, Kan. |
| Spohn, Chas. | Inman, Kan. |
| Sweeney, Ross | McPherson, Kan. |
| Talhelm, Harry | Rocky Ford, Colo. |
| Terry, Lulu | Canton, Kan. |
| Thomas, Chice | Celling, Okla. |
| Thomas, Jay | Celling, Okla. |
| Thomas, Guy | McPherson, Kan. |
| Ullom, Hazel | Lamar, Colo. |
| Ullom, Mae | Lamar, Colo. |
| Vaniman, Royal | Wichita, Kan. |
| Webster, John | Miami, Texas. |
| Westrick, J. E. | Belleville, Kan. |
| Wittfong, Pearl | Cordell, Okla. |
| Young, Almo | Conway, Kan. |

STENOGRAPHIC STUDENTS.

| | |
|------------------|-----------------|
| Crumpacker, May | McPherson, Kan. |
| Ellenberger, Ora | Polo, Mo. |
| Fortner, Harvey | Canton, Kan. |

| | |
|------------------------|------------------|
| McLean, Erwin | McPherson, Kan. |
| Miswander, Alpha | Guthrie, Okla. |
| Smith, Clarence | Macksville, Kan. |
| Spitler, W. C. | Cherubusco, Ind. |
| Swanson, Roy | McPherson, Kan. |
| Terry, Lela | Canton, Kan. |
| Thomas, Chloe | Colling, Okla. |
| Thomas, Jay | Colling, Okla. |

ALUMNI ROLL.

CLASS OF 1881

ACADEMIC.

| | |
|----------------------------|--------------------|
| Harrison W. Miller, | Hinton, Okla. |
| Theodore Sharp, | Lapwai, Idaho. |
| Mary Kuns-Klepingar, | Independence, Kan. |

CLASS OF 1882

ACADEMIC.

| | |
|-----------------------------|---------------------|
| Hattie Yoder-Gilbert, | Los Angeles, Calif. |
| Myrtle Miller-Nesley, | McPherson, Kan. |
| Etta Kuns-Sharp, | Lapwai, Idaho. |
| Samuel J. Miller, | |
| *Maurice Sharp, | |
| Sue Blumber-Baylor, | Ramona, Kan. |

CLASS OF 1883

ACADEMIC.

| | |
|----------------------------------|-----------------|
| Theodore Snowberger, | Skidmore, Mo. |
| Hattie Ecker-Sohlberg, | Guthrie, Okla. |
| Elmer E. Vagman, | Virden, Ill. |
| *Laura McQuoid, | |
| *Hattie Flickinger-Potter, | |
| Modena Hutchinson-Miller, | McPherson, Kan. |
| Badie Whitehead-Baughly, | Sabetha, Kan. |
| C. E. Wallace, | Yankton, S. D. |
| Francis A. Vaniman, | McPherson, Kan. |

CLASS OF 1894

COLLEGIATE.

J. Z. Gilbert, Los Angeles, Calif

NORMAL.

J. J. Caldwell, Meridian, Idaho.

ACADEMIC.

Z. F. Clear, East St. Louis, Mo.

*B. W. Glab.

Dr. A. N. Gray, Green River, Utah.

Ed. M. Eby, Centerville, Mo.

Dr. J. C. Kiepinger, Independence, Kan.

Fls Bamage-Harter, Custer, Mich.

J. J. Yoder, McPherson, Kan.

CLASS OF 1895

COLLEGIATE.

Albert C. Wisand, 3436 West Van Buren St., Chicago, Ill.

B. J. Miller, McPherson, Kan.

ACADEMIC.

Carris Snyder-Lichty, Wellington, Kan.

Myrtle Hoff, Lordsburg, Calif.

M. Bernice Galaka-Rits, Chickasha, Okla.

Claude J. Shirk, Ottawa, Kan.

CLASS OF 1896

COLLEGIATE.

Sue Blusher-Saylor, Romona, Kan.

S. B. Fahnstock, McPherson, Kan.

ACADEMIC.

C. E. Kemp, Sharon, Wis.

David E. Harder, Hillsboro, Kan.

Anna Witmore-Strickler, El Centro, Calif.

P. F. Duerksen, Fairview, Okla.

| | |
|--|-------------------|
| Dr. J. Harvey Saylor, | Ramona, Kan. |
| G. M. Lauver, 3435 West Van Buren St., | Chicago, Ill. |
| Ratie Bowers-Dyck, | Moundridge, Kan. |
| G. B. Darling, | Gypsum City, Kan. |
| H. V. Wiebe, | Elk Park, N. C. |

CLASS OF 1897

NORMAL.

| | |
|--|---------------------|
| P. F. Duarksen, | Fairview, Okla. |
| R. W. Powers, | Darham, Kan. |
| Claude J. Shirk, | Ottawa, Kan. |
| C. L. Hollam, | Lawton, Okla. |
| J. W. Coons, | Miami, Kan. |
| R. K. Gernert, | Cloud Chief, Okla. |
| J. K. Reish, | Los Angeles, Calif. |
| G. M. Lauver, 3435 West Van Buren St., | Chicago, Ill. |
| *J. H. Tracy, | |
| Maud Chisholm-Miller, | Canton, Kan. |

CLASS OF 1898

COLLEGIATE.

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

NORMAL.

| | |
|------------------------------|------------------|
| Mrs. Lillian Matthews, | McPherson, Kan. |
| Dora Sherfy-Stainour, | Murtaugh, Idaho. |
| J. B. Shirkey, | Custer, Mich. |

ACADEMIC.

| | |
|--------------------------------|------------------|
| Lester E. Williams, | Belleville, Kan. |
| Mrs. Susie R. Williams, | Belleville, Kan. |
| Anna Fakes-McCullough, | St. Joseph, Mo. |
| *J. E. Studebaker, | |
| Florence Butler-Shirkey, | Custer, Mich. |
| Byron Talheim, | Waldo, Kan. |
| B. K. Masterson, | Chatsworth, Ill. |

CLASS OF 1898
POST GRADUATE, A. M.

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

COLLEGIATE.

C. F. Gustafson, Kansas City, Mo.

NORMAL.

A. L. Harter, Herington, Kan.

J. A. G. Sbirke, Ottawa, Kan.

Byron Talhelm, Walden, Kan.

Flo Bamage-Harter, Custer, Mich.

Dr. J. Harvey Saylor, Ramona, Kan.

Lizzie Arnold, Hillrose, Colo.

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

W. J. Sifer, Kansas City, Mo.

ACADEMIC.

Dr. G. J. Goodsheller, Marion, Kan.

Laura Harshbarger-Haugh, McPherson, Kan.

Emma Horner-Eby, Jhagadia, Rajpitha State, India.

Geo. D. Kuns, McLouth, Kan.

J. G. Law,

Sallie Sbirkey-Miles, Abilene, Kan.

R. C. Smith, Marion, Kan.

I. A. Toews, McPherson, Kan.

Lizzie Wiand-Kuns, McLouth, Kan.

CLASS OF 1900

NORMAL.

Anna Bowman-Rogers, Grand Junction, Colo.

*Anita Metzger,

Lizzie Wiand-Kuns, McLouth, Kan.

Anna Fakes-McCullough, St. Joseph, Mo.

*H. C. Sifer,

Herbert Caldwell, Sayre, Okla.

ACADEMIC.

| | |
|-----------------------------|---------------------------------|
| E. H. Eby, | Jhagadia, Rajppla State, India. |
| H. J. Vaniman, | Pomona, Calif. |
| Dr. J. F. Studebaker, | Fort Dodge, Iowa |
| *C. E. Law, | |

CLASS OF 1901

COLLEGIATE.

| | |
|------------------------------|-----------------|
| Claude J. Shirk, | Ottawa, Kan. |
| J. A. G. Shirk, | Ottawa, Kan. |
| Mrs. Lillian Matthews, | McPherson, Kan. |
| J. B. Shirkey, | Custer, Mich. |

NORMAL.

| | |
|--------------------------------|---------------------------------|
| B. B. Baker, | Daphne, Ala. |
| Ethel Bixby-Mackey, | Phoenix, Ariz. |
| Ollie Brubaker-Stutzman, | Chino, Calif. |
| *Mary E. Frantz-Hedine, | |
| Emma Horner-Eby, | Jhagadia, Rajppla State, India. |
| Dr. E. H. Kasey, | Mercedes, Texas. |
| B. Enos Miller, | Protection, Kan. |
| Henry M. Stutzman, | Chino, Calif. |
| Emma Vaniman-Yoder, | Conway, Kan. |

ACADEMIC.

| | |
|------------------------------------|-------------------|
| *W. B. Boone, | |
| Mrs. Retta Glick-Studebaker, | Fort Dodge, Iowa. |
| Lottie Fisher, | McPherson, Kan. |
| Maude Way-Dresher, | Canton, Kan. |
| B. B. Haugh, | McPherson, Kan. |
| J. H. B. Williams, | Elgin, Ill. |

CLASS OF 1902

POST GRADUATE, A. M.

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

COLLEGIATE.

| | |
|--------------------------|-------------------|
| John A. Clement, | McPherson, Kan. |
| James H. Clement, | Blue Rapids, Kan. |
| Flo Ramage-Harter, | Custer, Mich. |
| E. K. Masterson, | Chatsworth, Ill. |

NORMAL.

| | |
|---------------------------------|-----------------------|
| E. D. Baldwin, | Kansas City, Mo. |
| Margaret Bishop, | Los Angeles, Calif. |
| *W. B. Boone, | |
| G. C. Drescher, | Canton, Kan. |
| Margaret Goodwin-Hoffman, | Larned, Kan. |
| David E. Harder, | Hillsboro, Kan. |
| M. I. Kilmer, | Western, Kan. |
| Della McComber, | |
| C. H. Sifer, | Fort Lauderdale, Fla. |
| Edna Suffield-Kieginger, | Lyons, Kan. |
| Mauds Way-Drescher, | Canton, Kan. |

ACADEMIC.

| | |
|-----------------------|------------------|
| J. E. Wagner, | Red Cloud, Nebr. |
| D. Earl Bowers, | McLouth, Kan. |

CLASS OF 1905.

COLLEGIATE BIBLE COURSE.

| | |
|------------------------------|-----------------|
| Mrs. Amanda Fahnstock, | McPherson, Kan. |
|------------------------------|-----------------|

COLLEGIATE.

| | |
|-----------------------|-------------------|
| F. G. Kauffman, | Garden City, Kan. |
| H. A. Horton, | McPherson, Kan. |
| Alice Johnson, | Wichita, Kan. |

NORMAL.

| | |
|-------------------------------|--------------------------------|
| F. H. Crumpacker, | Ping Ting Chou, Shansi, China. |
| Dottie Wheeler-Clement, | McPherson, Kan. |
| P. C. Hiebert, | Hillsboro, Kan. |
| S. W. High, | Chicago, Ill. |
| Ruby Buckman, | Conway, Kan. |

| | |
|------------------------------|--------------------------------|
| R. W. Baldwin, | Conway, Kan. |
| D. Earl Bowers, | McLouth, Kan. |
| Anna Newland-Crumpper, | Ping Ting Chou, Shanai, China. |
| R. C. Strohm, | McPherson, Kan. |
| Ella White McFarland, | Truesdale, Kan. |
| O. B. Vaniman, | McPherson, Kan. |
| Chas. Shively, | Boulder, Colo. |
| Mrs. Jennie McCourt, | Cripple Creek, Colo. |
| Cordia Clement, | Canton, Ohio. |
| Alice Weaver-Wyrick, | Eaton, Colo. |
| J. J. Frantz, | Inman, Kan. |

ACADEMIC.

| | |
|-----------------------------|-----------------|
| Vernon Vaniman, | Virden, Ill. |
| Orral Matchetta, | McPherson, Kan. |
| Jessie Harter-Hylton, | Troutville, Va. |
| Gert Eicker, | McPherson, Kan. |
| Edith Allison, | McPherson, Kan. |
| Ethel Allison-Allen, | Lawrence, Kan. |
| Fern Kuna-Cophedge, | Topeka, Kan. |

CLASS OF 1904

POST GRADUATE, A. M.

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

COLLEGIATE.

| | |
|-------------------------------|--------------------------------|
| *Mary E. Frantz-Hedine, | |
| Geo. D. Kuna, | McLouth, Kan. |
| Lucetta Johnson, | Wichita, Kan. |
| M. O. Calvert, | Los Angeles, Calif. |
| H. C. Allen, | Lawrence, Kan. |
| *Anita Metzger, | |
| B. Enos Miller, | Protection, Kan. |
| Dr. J. Harvey Saylor, | Ramona, Kan. |
| E. H. Eby, | Jhagadia, Khyber State, India. |
| W. L. Harter, | Custer, Mich. |

NORMAL.

| | |
|--------------------------------|----------------------|
| W. O. Beckner, | Bogo Cebu, P. I. |
| P. N. Bollinger, | Bellgrade, Mont. |
| H. F. Toews, | Moundridge, Kan. |
| Elva Miller-Beckner, | Bogo Cebu, P. I. |
| Harvey B. Hoffman, | Abilene, Kan. |
| Chas. J. Davis, | Merril, Kan. |
| Harry C. Crumpecker, | Everett, Wash. |
| W. H. Yoder, | Conway, Kan. |
| Nellie Hinkson, | McPherson, Kan. |
| R. G. Mohler, | Lyons, Kan. |
| Mary E. Brubaker-Mohler, | Lyons, Kan. |
| Ernest Vaniman, | McPherson, Kan. |
| Mary E. Gibbel, | Carthage, Mo. |
| *J. E. Studebaker, | |
| Anna Stutzman-Buck, | Franklin Grove, Ill. |
| Gert Fieker, | McPherson, Kan. |

CLASS OF 1905

COLLEGIATE.

| | |
|-------------------------|--------------------|
| n. D. Baldwin, | Kansas City, Mo. |
| R. W. Baldwin, | Conway, Kan. |
| *H. M. Barwick, | |
| Dr. C. D. Weaver, | Twin Falls, Idaho. |

NORMAL.

| | |
|----------------------------------|-------------------|
| Edith Allison, | McPherson, Kan. |
| Verna Baker-Vaniman, | McPherson, Kan. |
| Melinda Beyer, | Lawrence, Kan. |
| Adolph Beyer, | Inman, Kan. |
| Clarence D. Caudle, | McPherson, Kan. |
| Anna Collins, | McPherson, Kan. |
| Sadie A. Engle-Wagaman, | Abilene, Kan. |
| Ralph W. Dettler, | Lordsburg, Calif. |
| Sarah H. Frieman-Helrichs, | Enid, Okla. |
| Lulu Gilchrist-Moore, | Hatfield, Mo. |
| Mary McGill-Felton, | McPherson, Kan. |

| | |
|------------------------------|------------------|
| Jas. R. Rothrock, | Conway, Kan. |
| Emily F. Shirky, | Rochester, Wash. |
| Helen Sloman-Carter, | Great Bend, Kan. |
| Edwige Stafford, | Hutchinson, Kan. |
| John B. Stutzman, | Conway, Kan. |
| Jacob M. Stutzman, | Conway, Kan. |
| Florence Upshaw-Kilne, | Clarandon, Iowa. |
| Nettie B. Wicklund, | Bushnell, Nebr. |

CLASS OF 1905

POST GRADUATE, PH. M.

| | |
|------------------|--|
| W. E. Ray, | |
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POST GRADUATE, A. M.

| | |
|-------------------------------|------------------|
| R. W. Baldwin, | Conway, Kan. |
| *Mary E. Frantz-Hedine, | |
| B. K. Masterson, | Chatsworth, Ill. |

COLLEGIATE.

| | |
|--------------------------------|--------------------------------|
| S. C. Miller, | Elgin, Ill. |
| C. H. Blifer, | Fort Lauderdale, Fla. |
| 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, | Ping Ting Chou, Shanai, China. |
| F. H. Crumpacker, | Ping Ting Chou, Shanai, China. |
| Anna Newland-Crumpacker, | Ping Ting Chou, Shanai, China. |

NORMAL.

| | |
|------------------------|-------------------|
| Bertha Delp, | New Murdock, Kan. |
| Maude Ball, | McPherson, Kan. |
| P. V. Wiebe, | Lehigh, Kan. |
| Grace Wright, | McPherson, Kan. |
| Stella B. Andes, | McPherson, Kan. |
| Martha Bartels, | Inman, Kan. |
| Geo. Edgecomb, | McPherson, Kan. |
| Aca May Caudle, | McPherson, Kan. |

| | |
|----------------------------------|------------------------|
| Ida E. Brubaker, | Conway, Kan. |
| Lulu Hildebrand, | Baler, Tayabas, P. I. |
| Harvey M. Brubaker, | Conway, Kan. |
| Clara A. Weisthaner-Cline, | Walsenburg, Colo. |
| Martha M. Weisthaner, | Wichita, Kan. |
| Theodore H. E. Aschman, | Lawrence, Kan. |
| Eoy Caudle, | Hutchinson, Kan. |
| Ivan G. Herr, | Hope, Kan. |
| Ruby Horton-Miller, | Cottonwood Falls, Kan. |
| Ella I. Jacobs, | McPherson, Kan. |
| Ellen A. Olson, | Windom, Kan. |
| Mary A. Pearson-Gauss, | Centerville, Mo. |
| Myrtle C. Picking-Ninings, | Leonardville, Kan. |
| Olive May Snyder, | McPherson, Kan. |
| Della S. Vaniman-Throne, | McPherson, Kan. |
| Foster W. Cline, | Walsenburg, Colo. |
| Grace P. Vaniman, | McPherson, Kan. |
| Edna Garst-Laughton, | Guymon, Okla. |
| Pearl Blondefeld-Stutzman, | Conway, Kan. |

CLASS OF 1907

POST GRADUATE, A. M.

| | |
|---------------------|---------------|
| Geo. D. Kuna, | McLouth, Kan. |
| B. C. Miller, | Elgin, Ill. |

COLLEGIATE.

| | |
|-------------------------------|-----------------|
| Dottie Wheeler-Clement, | McPherson, Kan. |
| Charles Shively, | Boulder, Colo. |

NORMAL.

| | |
|---------------------------------|--------------------------------|
| Furman H. Cline, | Walsenburg, Colo. |
| Margaret Duda, | Walton, Kan. |
| Raymond C. Flory, | McPherson, Kan. |
| Mary Flory-Miller, | Elgin, Ill. |
| Frances Goodsheller-Rasp, | Fairbury, Ill. |
| Guy T. Hudson, | Wiley, Colo. |
| Lealie G. Kieplinger, | Nueva Caceres, Canarias, P. I. |

| | |
|------------------------------|-----------------|
| Bruce A. Miller, | Darlow, Kan. |
| Mary E. Mohler-Miller, | Darlow, Kan. |
| Lizzie Neher-Flory, | McPherson, Kan. |
| Susie Neher-Vaniman, | McPherson, Kan. |
| William E. Sterner, | Abilene, Kan. |

CLASS OF 1908

POST GRADUATE, A. M.

| | |
|-------------------------------|--------------------------------|
| Franklin H. Crumpacker, | Ping Ting Chou, Shansi, China. |
|-------------------------------|--------------------------------|

COLLEGIATE.

| | |
|-------------------------------|------------------|
| Ruby Bockman, | Conway, Kan. |
| Corda Clement, | Canton, Ohio. |
| Emily Bbirky, | Rochester, Wash. |
| Iva Gillespie, | Kansas City, Mo. |
| Harry C. Crumpacker, | Everett, Wash. |
| Theodore H. E. Aschman, | Lawrence, Kan. |
| Henry W. Lobrenz, | Hillsboro, Kan. |
| Julius J. Treiber, | Hudson, Kan. |

NORMAL.

| | |
|---------------------------------|-----------------------|
| Katie Hiebert-Ebel, | Hillsboro, Kan. |
| Susie Cline, | McPherson, Kan. |
| Helan Goodsheller-Wiemer, | Aguliar, Colo. |
| Clara Neher-Vaniman, | Yellowstone, Okla. |
| Maude Jackson, | McPherson, Kan. |
| Mattie Stutzman, | Conway, Kan. |
| Lillian Young, | McPherson, Kan. |
| John W. Sudermann, | Hutchinson, Kan. |
| Gubert E. Barnhill, | Galva, Kan. |
| Ella Ebbert, | Quinter, Kan. |
| Frank S. Kraybill, | Fort Lauderdale, Fla. |
| Nellie G. Green, | Little River, Kan. |

COLLEGIATE BIBLE.

| | |
|-----------------------------|--------------------------------|
| Anna Newland-Crumpacker, .. | Ping Ting Chou, Shansi, China. |
|-----------------------------|--------------------------------|

CLASS OF 1908

COLLEGIATE.

| | |
|--------------------------|-------------------|
| Anna C. Collins, | McPherson, Kan. |
| Ralph W. Dettler, | Lordsburg, Calif. |
| A. E. Hedine, | McPherson, Kan. |
| B. E. Ebel, | Hillsboro, Kan. |
| H. B. Hoffman, | Abilene, Kan. |
| W. G. Bankner, | Bogo Cebu, P. I. |
| James R. Rothrock, | Conway, Kan. |
| Roscoe C. Ingalls, | Galva, Kan. |

NORMAL.

| | |
|--------------------------|-----------------|
| J. P. Schroeder, | Buhler, Kan. |
| Frank V. Wiebe, | Lehigh, Kan. |
| Howard E. Kasey, | McPherson, Kan. |
| Lulu M. Brubaker, | Conway, Kan. |
| Grover C. Dotzour, | Kingman, Kan. |
| J. LeRoy Carlson, | Windom, Kan. |
| Louis O. Hops, | McPherson, Kan. |
| Peter W. Claassen, | Hillsboro, Kan. |
| Pearl B. Way, | McPherson, Kan. |
| W. D. Boyer, | Newton, Kan. |

CLASS OF 1910.

POST GRADUATE, A. M.

| | |
|-------------------------|-------------------|
| Ralph W. Dettler, | Lordsburg, Calif. |
|-------------------------|-------------------|

COLLEGIATE.

| | |
|-----------------------------|------------------|
| Clinton W. Wright, | Shattuck, Okla. |
| Grace Vaniman, | McPherson, Kan. |
| Silva Miller-Beckner, | Bogo Cebu, P. I. |
| Conrad D. Rasp, | Fairbury, Ill. |
| E. LeRoy Crank, | McPherson, Kan. |
| Burton S. Trostle, | McPherson, Kan. |
| Diedrich Dalke, | Lawrence, Kan. |
| Henry M. Stutzman, | China, Calif. |

- Lulu M. Hildebrand, Baler, Tayabas, P. I.
 David Emil Harder, Hillsboro, Kan.

NORMAL.

- Robert Cram, Bird City, Kan.
 Lulu Pearl Ulloa, Lamar, Colo.
 Robert Russel, Canton, Kan.
 Peter B. Goertz, Hillsboro, Kan.
 Alice Celesta Hurgert, Warrensburg, Mo.

CLASS OF 1911.

POST GRADUATE, A. M.

- E. LeRoy Craik, McPherson, Kan.

COLLEGIATE.

- Bertha Collins, A. B., McPherson, Kan.
 Homer O. Lichtenwalter, B. S., McPherson, Kan.
 Jouette C. Russel, B. S., McPherson, Kan.
 Ernest D. Vaniman, A. B., Lordsburg, Calif.
 Dr. L. J. Boyer, A. B., Little River, Kan.

NORMAL.

POST GRADUATE, M. S. D.

- R. M. Elam, Anthony, Kan.
 E. M. Elam, B. S. D., Anthony, Kan.
 Nannie Hope, B. S. D., McPherson, Kan.
 Procter H. Kerr, B. S. D., Galva, Kan.
 Annetta Lichtenwalter, B. S. D., Columbus, Kan.

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