

FOURTH ANNUAL
CATALOGUE

Messiah
Bible School
and
Missionary
Training Home

GRANTHAM,
CUMBERLAND COUNTY, PA.

1913-1914

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FOURTH ANNUAL CATALOGUE
of the
MESSIAH BIBLE SCHOOL
and
MISSIONARY TRAINING HOME.



Chartered

1909

GRANTHAM,
CUMBERLAND COUNTY, PENNA.

CALENDAR
for
1913 - 1914

1913								1914						
July								January						
S.	M.	T.	W.	T.	F.	S.		S.	M.	T.	W.	T.	F.	S.
		1	2	3	4	5						1	2	3
6	7	8	9	10	11	12		4	5	6	7	8	9	10
13	14	15	16	17	18	19		11	12	13	14	15	16	17
20	21	22	23	24	25	26		18	19	20	21	22	23	24
27	28	29	30	31				25	26	27	28	29	30	31
August								February						
						1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9		8	9	10	11	12	13	14
10	11	12	13	14	15	16		15	16	17	18	19	20	21
17	18	19	20	21	22	23		22	23	24	25	26	27	28
24	25	26	27	28	29	30								
31								March						
September								1	2	3	4	5	6	7
	1	2	3	4	5	6		8	9	10	11	12	13	14
7	8	9	10	11	12	13		15	16	17	18	19	20	21
14	15	16	17	18	19	20		22	23	24	25	26	27	28
21	22	23	24	25	26	27		29	30	31				
28	29	30						April						
October								1	2	3	4			
			1	2	3	4		5	6	7	8	9	10	11
5	6	7	8	9	10	11		12	13	14	15	16	17	18
12	13	14	15	16	17	18		19	20	21	22	23	24	25
19	20	21	22	23	24	25		26	27	28	29	30		
26	27	28	29	30	31			May						
November								1	2					
						1	2	3	4	5	6	7	8	9
2	3	4	5	6	7	8		10	11	12	13	14	15	16
9	10	11	12	13	14	15		17	18	19	20	21	22	23
16	17	18	19	20	21	22		24	25	26	27	28	29	30
23	24	25	26	27	28	29		31						
30								June						
December								1	2	3	4	5	6	
	1	2	3	4	5	6		7	8	9	10	11	12	13
7	8	9	10	11	12	13		14	15	16	17	18	19	20
14	15	16	17	18	19	20		21	22	23	24	25	26	27
21	22	23	24	25	26	27		28	29	30				
28	29	30	31											

ANNOUNCEMENTS

1913—*—1914



Fall Term, 1913.

Registration Day, Monday, September 8
Organization of Classes, Tuesday, September 9
Fall Term Ends, Thursday, December 4



Winter Term, 1913—1914.

Registration Day, Monday, December 8
Class Work Begins, Tuesday, December 9
Christmas Vacation, December 20—29
Bible Term, January 25—February 3
Winter Term Ends, Thursday, March 19



Spring Term, 1914.

Registration Day, Monday, March 23
Class Work Begins, Tuesday, March 24
Baccalaureate Sermon, Sunday, June 14
Class Day, Tuesday, June 16
Commencement, Wednesday, June 17



Summer Term, 1914.

Six Weeks, Monday, June 22—Friday, July 31

ORGANIZATION.

Board of Trustees.

1. *H. B. Hoffer, President*,Mt. Joy, Pa.
2. *J. D. Wingert, Vice President*,Fayetteville, Pa.
3. *Aaron Booser, Secretary*,Steelton, Pa.
4. *A. B. Musser, Treasurer*,Grantham, Pa.
5. *Isaac Shockey*,Abilene, Kans.
6. *Warren Doner*,West Milton, Ohio.
7. *D. W. Heise*,Gormley, Ont.

Board of Managers.

1. *J. R. Zook, President*,Des Moines, Iowa.
2. *A. Z. Hess, Vice President*,Mt. Joy, Pa.
3. *Eli M. Engle, Secretary*,Mt. Joy, Pa.
4. *D. V. Heise, Treasurer*,Clarence Center, N. Y.
5. *J. N. Engle*,Abilene, Kans.
6. *H. C. Shank*,Waynesboro, Pa.
7. *Ezra Zercher*,Mt. Joy, Pa.
8. *A. B. Musser, Sub-Treasurer*,Grantham, Pa.

ADMINISTRATIVE OFFICERS.

President, *S. R. Smith.*
Vice President and Secretary, *Enos H. Hess.*
Treasurer, *A. B. Musser.*
Preceptress, *Clara E. Hoffman.*
Hall Teacher,
Matron, *Emma Winger.*
Steward, *S. S. Wenger.*



FACULTY.

S. R. Smith, A. M.

Columbia College, N. Y., Eastman Business College, N. Y.
BIBLE.

Enos H. Hess, M. S.

Pennsylvania State College; Lancaster Business College, Pa.
BIBLE, SCIENCE, MATHEMATICS.

*P. J. Wiebe, M. E.

Shippensburg State Normal School; Valparaiso University.
GERMAN, ENGLISH.

†H. L. Smith, Pd. B.

Elizabethtown College, Pa.
ENGLISH, PEDAGOGY.

Edna Booser, A. B.

Ursinus College, Penna.
LATIN, LITERATURE.

John A. Climenhaga, A. H. C. M.

Conservatory of Music, Toronto, Can.
MUSIC, ELOCUTION.

Clara E. Hoffman, M. E.

Millersville State Normal School.
BOOKKEEPING, STENOGRAPHY, AND TYPEWRITING.

Barbara W. Musser.

Messiah Bible School.
MATHEMATICS, MODEL SCHOOL.

*On leave of absence for advance study.

†On leave of absence as missionary to India.

Joseph A. Smith.
Messiah Bible School.
PEDAGOGY, HISTORY.

Mrs. John A. Climenhaga.
Messiah Bible School.
GRAMMAR, PHYSICAL CULTURE.

Asa W. Climenhaga.
Central Holiness University, University Park, Iowa.
PENMANSHIP, DRAWING.



CHARTER.

IN THE COURT OF COMMON PLEAS OF DAUPHIN COUNTY,
APPLICATION FOR CHARTER OF THE FIRST CLASS.

TO THE HONORABLE, THE JUDGE OF SAID COURT:

Agreeable to the provisions of the act of the General Assembly of Pennsylvania, entitled, "An act to provide for the incorporation and regulation of certain corporations," approved 29th day of April, A. D. 1874, and the several supplements thereto, the undersigned, three of whom are citizens of Pennsylvania, have associated themselves together for the purpose and upon the terms, and by the name set forth, and to the end that they may be duly incorporated according to law, hereby certify:

1. The name of the intended corporation is "Messiah Bible School and Missionary Training Home."
2. The purposes for which the said corporation is formed are as follows: To educate men and women for home and foreign mission or evangelistic work; for the dissemination of a knowledge of the Bible, and Christian spiritual training according to the faith and discipline of the Brethren in Christ; and to give men and women an opportunity of preparing themselves in secular studies for future occupations, especially for religious work.
3. The business of the corporation is to be transacted in the city of Harrisburg, Pa.
4. The corporation shall have perpetual succession by its corporate name.
5. The corporation shall have no capital stock.
The names and residences of the subscribers are as follows:
 - S. R. Smith, Harrisburg, Pa.
 - A. B. Musser, Harrisburg, Pa.
 - Eli M. Engle, Mt. Joy, Pa.
 - Daniel V. Heise, Clarence Center, N. Y.
 - Benjamin F. Hoover, Mansfield, Ohio.
6. The number of the Trustees is fixed at seven, and the names and residences of those who are chosen for the first year are as follows:
 - Sammuel R. Smith Sr., Harrisburg, Pa.
 - Amos B. Musser, Harrisburg, Pa.
 - Eli M. Engle, Mt. Joy, Pa.
 - Daniel V. Heise, Clarence Center, N. Y.
 - Benjamin F. Hoover, Mansfield, Ohio.
 - John R. Zook, Des Moines, Iowa.
 - Jacob N. Engle, Abilene, Kans.

The Trustees shall be elected annually by a majority vote of the General Conference of the Brethren in Christ, and shall perform their duties and exercise their powers in accordance with a constitution and By-Laws adopted by a majority of their number and ratified by the General Conference of the Brethren in Christ aforesaid.

7. The corporation has no capital stock.

Witness our hands and seals this twenty-sixth day of April, (26), A. D. nineteen hundred and nine (1909).

1. Samuel R. Smith Sr.,
2. Daniel V. Heise,
3. Amos B. Musser,
4. Benjamin F. Hoover,
5. Eli M. Engle.

(The Charter was properly advertised, recorded and attested.)

DECREE.

And now, May 18, A. D. 1909, the within certificate of incorporation having been filed in the office of the Prothonotary of said Court, since April 27, A. D. 1909, and it appearing that publication of the intended application was made in the "Harrisburg Telegraph," a newspaper of general circulation, on the 27th day of April, and the 4th, 11th and 17th days of May A. D. 1909, and in the "Star Independent," also a newspaper of general circulation, on the 27th day of April, and the 4th and 11th days of May, A. D. 1909, as it appears by the entry therein, and due proof having been therewith presented to us, we do hereby certify that we have pursued and examined the said instruments and find the same to be in proper form and within the purpose named in the first class of corporations, specified in Sec. 2, of the corporation act of April 29, 1874, and that said purposes are lawful and not injurious to the community.

It is therefore ordered and decreed that the said charter be approved and upon the recording of said charter and its endorsements and this order in the office of the Recorder of deeds, in and for the county of Dauphin, which is now hereby ordered, the subscribers thereto and their associates and successors shall henceforth be a corporation for the purposes and upon the terms and under the name therein stated, the yearly income of said corporation other than from real estate, to be limited to the sum of fifteen thousand dollars (\$15,000.00).

By the Court,

GEORGE KUNKEL, P. J.

..Recorded June 3, 1909.

HISTORY.

Beginning with twelve enrolled students Sept. 26, 1910, the Messiah Bible School and Missionary Training Home grew in work, interest and numbers. After its first year's work, it had in the educational field several representatives as teachers. Its Missionary Department also was represented as far away as South Africa, and will soon have representatives in India.

From twelve students the number increased during the first year to thirty-seven, during the second year to fifty-four and the third year will probably reach seventy-five inclusive of the model school pupils. This is about a forty percent increase for each year.

The number of instructors increased from five to seven during the first year, from seven to nine during the second and from nine to eleven during the third.

A model school was opened in November, 1912, in order to give the pedagogical students an opportunity for practice in teaching and to meet an urgent demand by the community for such a work.

The total enrollment for the year was twenty-one.

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LOCATION.

1. *Historic.*

The historic site of the Messiah Bible School and Missionary Training Home is 46 North 12th St., Harrisburg, Pa.

The close proximity to the State Library and other educational privileges that the Capitol City of the state had to offer gave to the school special educational advantages. But the limited accommodations of the school building which was built for a private dwelling, as well as the general undesirable state of immorality existing in the city, made it necessary to choose a less limited site and purer moral environment.

2. *Permanent.*

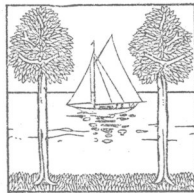
The school's permanent site is in the south eastern part of the scenic Cumberland Valley, at Grantham, ten miles southwest of its first home (Harrisburg).

Far famed is Cumberland Valley. Cities and towns lie stretched along its fertile plains. Numerous educational institutions stand as monuments to its inhabitants, of intellectual integrity and social advancement; but if shorn of these the Valley still retains its own rare beauty of varied scenic landscape, its wealth of flora, its geological rarities and its peaceful nestling homesteads.

Grantham is little more than a growing hamlet, but it has received the valley's crowning benediction. Meandering streams, wooded hilltops, fertile, verdant meadows and charming stretches of vision, heighten the general beauty of this place, and silently breathe Nature's most eloquent praise to Nature's God.

Railroad Accommodations.

The Cumberland Valley branch of the Reading Railway passes through Grantham, bringing the school into convenient touch with Harrisburg, Gettysburg, Carlisle and Shippensburg. There are five trains to and from Grantham both ways daily, except Sunday when there is but one train each way. The Station was granted express and telegraph privileges January 1, 1913.



COURSES OF STUDY.

- I. General Preparatory Department.
 1. Model School (eight grades).
 2. General Preparatory Course (one year).
- II. Bible Department.
 1. Bible Course (three years).
 2. Missionary Training Course (two years).
 3. Special Bible Course (one or two years).
 4. Annual Bible Conference (ten days).
- III. Academic Department.
 1. English Scientific Course (three years).
 2. College Preparatory Course (four years).
 3. Agricultural Course (four years).
- IV. Normal Department.
 1. Pedagogical Course (four years).
 2. Special Summer Course (six weeks).
- V. Music Department.
 1. Music Teachers' Course (two years).
- VI. Commercial Department.
 1. Commercial Course (one year).

THE PURPOSE OF THE DIFFERENT COURSES.

The different courses offered by this institution aim to give the students the necessary discipline and culture to qualify them to enter the world's arena without a moral or intellectual handicap, and to faithfully represent the standard of conduct implied in the name of the school. Considerable prominence is given to Bible study; and it is hoped that many of the students as they complete their courses will engage in active Christian work. Specialization in studies is not advisable until a general comprehensive foundation has been laid. The time one should spend in school must be determined largely by the individual. We have yet to hear of that person who regretted having had too much education; but there are many who keenly feel their lack of it.

In order that prospective students may be able to more clearly determine what course of studies to pursue, a description of the different courses with the work required under each branch is given below.

I. GENERAL PREPARATORY DEPARTMENT.

a. Model School.

The course in the model school will be made to conform to the standard curriculum of the state of Pennsylvania for an eight grade primary school.

b. General Preparatory Course.

Studies listed for this course are the same as those taught in the common school. Our experience has taught us that students having completed the eighth grade work of the common school are generally not well enough grounded in the preparatory branches to take up the academic branches efficiently. (While there is necessarily some duplication of the common school work, the methods used and the thoroughness required make it equivalent to ninth grade work).

Students holding common school or eighth grade certificates from County or City Superintendents will be admitted into the preparatory year without examination, and will be allowed to take examination in the branches of the preparatory year in which they have covered the required work as outlined, and thereby secure advanced standing.

II. BIBLE DEPARTMENT.

a. Bible Course (three years).

In order to graduate in the regular Bible or Missionary Training courses, a person must pass the studies in the General Preparatory course first. Bookkeeping will be substituted for Arithmetic in the spring term of the preparatory year for Bible and Missionary students. Bible subjects may be taken up by special students without meeting the full entrance requirements; but experience has taught that satisfactory results cannot be obtained in advanced studies without a thorough knowledge of the fundamental branches; we therefore strongly recommend that students pursue a regular course as outlined.

b. Bible Course (one or two years).

While the regular is preferable to a special course, there are those who cannot afford the time and means to complete such a course, and yet feel their need of a more thorough knowledge of the Bible as a preparation for their life work; to all such will be given the privilege to select from the regular course such studies as will most directly meet their need,

and which they are capable of taking with profit. No diploma will be granted for a partial course.

c. Missionary Training Course (two years).

The experience of Missionaries is that a thorough education is very essential to do the most effective work, and the recognition of this fact was one of the prime factors which led to the establishment of this school.

The studies offered are similar to those given in the Bible Course. In the second year a special study is made of the Mission field and its problems, and the opportunity for actual mission work in the surrounding community.

d. Bible,—Elective Studies.

All students of the school will be required to take one period of Bible work throughout their entire course or pass a satisfactory examination on the subject covered during a given term or terms.

Bible Biography will be required in the preparatory year, or the first year the student is in the school and Bible Outline the second year. In the subsequent years the student shall have the privilege of selecting Bible work from the regular Bible or Missionary Training courses, subject to the approval of the faculty.

The elective subjects shall be taken in their logical order.

A third or fourth year class of five or more may elect a Bible subject not being taught during a given term in the Bible Course.

e. Special Bible Term.

On January 25, 1914, the fourth annual Bible Term will open and continue for ten days. If we can judge by results obtained in the previous Special Bible Terms we can strongly recommend the course as a rare opportunity for ministers and church workers to better qualify themselves for their work. The Conference of 1910 was poorly attended and looked upon with considerable disfavor. The attendance and interest since then has increased each year. Nearly all the districts of the Church in Pennsylvania and Canada, and one each of Ohio, Iowa and Kansas were represented in the Conference of 1913. Vital and mooted questions were discussed in love, with a wholesome unifying effect.

The Conference of 1912 resulted in a great spiritual revival with a widespread influence for good. The Conference of 1913 did not result in so many conversions, but many of

the believers were definitely helped to a deepening of experience and widening of spiritual horizon. Our hope and prayer is that the Conference of 1914 will be a stronger factor for good than any of the previous conferences.

The teachers and subjects will be a matter for future arrangement. Due notice will be given in the Evangelical Visitor.

III. ACADEMIC DEPARTMENT.

a. English Scientific Course.

This course purposes to give a basic instruction in English and the Sciences. It is a very desirable course for those who wish an elementary knowledge of the different sciences and arts. It also affords a general introduction to the study of the languages, and a special preparation for extended study in English. It will be noted that a year has been added to the course, as the former requirement was too heavy for thorough and efficient work. It also allowed for an addition of several important subjects.

b. College Preparatory Course.

The requirements for entrance into the larger colleges and universities of our country are met in this course. It is nearly parallel with the English Scientific Course for the first three years, so that persons completing the English Scientific Course can complete the College Preparatory by an additional year's study. Those who do not wish to enter college, but merely to get a good English education, which will fit them for business or teaching, will find this course adequate for that purpose.

C. Agricultural Course.

The fact that most of the patrons of the school are engaged in agricultural pursuits, and many students will return to the farm after completing their school work has given the Board of Managers justification for the introduction of this course. The course includes sufficient English, Language, Mathematics and Science to serve as a preparatory course for college, and for those who purpose to engage in farming, but who cannot take a college course, this course gives a good fundamental knowledge of agriculture.

We believe it largely embodies the ideal of an Agricultural High School Course and bespeak for it a large patronage.

IV. NORMAL COURSES.

a. Pedagogical Course.

One of the aims of this school is to thoroughly prepare students, desiring to teach in high schools, to meet the strongest possible State requirements, in addition to giving a general instruction in the elements of science, and language, the course offers special instruction in educational Pedagogy as related to the history of, theory of, and practice in, teaching.

This course at present more than meets the requirements, and will be enlarged and strengthened as the needs demand.

b. Summer Course.

For students who have several conditions in their courses, but more particularly for those students who are otherwise engaged during the school year, a six week's summer session has been established. The first year's work is very encouraging, representing in fact some of the strongest studies in the advanced courses: Logic, Psychologic Foundations of Education, Sociology, Etymology, Latin, Algebra, etc., are among the subjects offered and taught.

V. VOCAL MUSIC COURSE.

The purpose of this course is to qualify our young men and women to intelligently interpret the standard compositions of the great masters of music, and to conduct creditably music classes and special song services.

It aims to train the ear and voice, and, along with the Bible, to make possible, singing full of grace and beauty.

VI. COMMERCIAL COURSE.

In the complete commercial course we are prepared to give a thorough training in business fundamentals.

The work is conducted on the actual business plan and is made to compare favorably with that of the best commercial colleges.

In the bookkeeping department the student is taught the theory of accounts, banking, office routine and general business practice and is made competent to open, conduct, and close in either single or double entry according to scientific principles and established usage the books of any kind of business.

Short hand and typewriting is also given in this course.

GENERAL PREPARATORY COURSE.

FALL TERM		WINTER TERM		SPRING TERM	
	Periods		Periods		Periods
Arithmetic ‡	5	Arithmetic	5	Arithmetic †	5
Grammar	5	Grammar	5	Grammar	5
U. S. History	5	Physiology	5	Civics	5
Political Geography	5	Algebra ½term	5	Algebra	5
Physical Culture §		Political Geography ½term	5		
Spelling	5	Reading	5	Reading	5
Penmanship*	(5)	Penmanship	(5)	Music	5
Bible Biography	4	Bible Biography	4	Bible Biography	4

MISSIONARY TRAINING COURSE

First Year

Rhetoric	5	Rhetoric	5	Rhetoric	5
German	5	German	5	German	5
General History	5	General History	5	Church History	5
Elocution	5	Bible History and Geography	5	History of Religions and Reformers	5
Life of Christ	5	Gospels	5	Prophecy	5
Music	5	Drawing	(5)	Acts of the Apostles	5
Bible Outline	4	Bible Outline	4	Bible Outline	4

Second Year

German	5	German	5	German	5
Psychology	5	Psychology	5	Ethics	5
Pentateuch	5	Major Prophets	5	Minor Prophets	5
Types & Shadows	5	Types & Shadows	5	Psalms	5
Pauline Epistles	5	General Epistles	5	Revelations	5
Missionary Enterprise	5	The Foreign Missionary	5	Missionary Principles and Practice	5
Mission Work		Mission Work		Mission Work	

‡For texts used and amount of work required see pp. 25 to 49 under departments of instruction.

§Two periods of physical culture per week will be required of all students in the school except day students who have one and a half or more miles to walk to and from school.

† Bookkeeping to be substituted for Arithmetic in the Bible and Missionary Training Courses.

Periods,—Forty-five minutes each.

*Italic figures enclosed in parentheses indicate double class periods.

BIBLE COURSE

FALL TERM			WINTER TERM			SPRING TERM		
<i>First Year</i>								
	Periods			Periods			Periods	
Rhetoric	5	Rhetoric	5	Rhetoric	5	Latin or German	5	Latin or German
Latin or German	5	Latin or German	5	Latin or German	5	Church History	5	Church History
General History	5	General History	5	Church History	5	Prophecy	5	Prophecy
Elocution	5	Bible History and Geography	5	History of Religions and Reformers	5	Bible Outline	4	Bible Outline
Music	5	Drawing	5	Bible Outline	4			
Bible Outline	4	Bible Outline	4					
<i>Second Year</i>								
Rhetoric	5	English Literature	5	American Literature	5	Latin or German or Greek	5	Latin or German or Greek
Latin or German or Greek	5	Latin or German or Greek	5	Latin or German or Greek	5	Psychology	5	Psychology
Psychology	5	Psychology	5	Ethics	5	Pentateuch	5	Ethics
Pentateuch	5	Major Prophets	5	Minor Prophets	5	Life of Christ	5	Minor Prophets
Life of Christ	5	Gospels	5	Acts of the Apostles	5	Types & Shadows	5	Acts of the Apostles
Types & Shadows	5	Types & Shadows	5	Psalms	5			Psalms
<i>Third Year</i>								
Latin or German or Greek	5	Latin or German or Greek	5	Latin or German or Greek	5	History of Education	5	Latin or German or Greek
History of Education	5	Sociology	5	Sociology or Ethnology	5	Bible Antiquities and Hebraic History	5	Sociology or Ethnology
Bible Antiquities and Hebraic History	5	History of Doctrines	5	Doctrines	5	Pauline Epistles	5	Doctrines
Pauline Epistles	5	General Epistles	5	Revelations	5	Homeletics, Theoretical	5	Revelations
Homeletics, Theoretical	5	Homeletics, Historical	5	Homeletics, Practical	5	Archeology	5	Homeletics, Practical
Archeology	5	Theology	5	Theology	5			Theology

ENGLISH SCIENTIFIC COURSE

FALL TERM		WINTER TERM		SPRING TERM	
<i>First Year</i>					
	Periods		Periods		Periods
Algebra	5	Algebra	5	Algebra	5
Rhetoric	5	Rhetoric	5	Rhetoric	5
Latin	5	Latin	5	Latin	5
Biology (Botany) (1)	4	Biology (Zoology) (1)	4	Biology	
Elocution	5	Drawing	(5)	Physiology (1)	4
Music	5			Drawing	(5)
Bible Outline	4	Bible Outline	4	Bible Outline	4
<i>Second Year</i>					
Commercial Arith.	5	Commercial Arithme- tic ½ term.	5	Civil Government	5
Rhetoric	5	English Literature	5	American Literature	5
Latin	5	Latin	5	Latin	5
General History	5	General History	5	General History	5
Physical Geo. (1)	4	Botany ½ term	5	Botany (2)	3
Bible Elective	5	Bookkeeping (5)	5	Bible Elective	5
		Bible Elective	5		
<i>Third Year</i>					
Plane Geometry	5	Plane Geometry	5	Plane Geometry	5
Classics or *Bookkeeping	5	Classics or *Commercial Law	5	General Literature or *Commercial Law	5
Latin or German	5	Latin or German	5	Latin or German	5
Physics (1)	4	Physics (1)	4	Physics (1)	4
Psychology	5	Psychology	5	Ethics	5
or Chemistry (2)	3	or Chemistry (2)	3	or Chemistry (2)	3
Bible Elective	5	Bible Elective	5	Bible Elective	5

*When Bookkeeping and Commercial Law is substituted for Classics and General Literature, it will not be consistent for those contemplating teaching to make the substitution unless they subsequently specialize on Classics and General Literature.

COLLEGE PREPARATORY COURSE

FALL TERM		WINTER TERM		SPRING TERM	
<i>First Year</i>					
	Periods		Periods		Periods
Algebra	5	Algebra	5	Algebra	5
Rhetoric	5	Rhetoric	5	Rhetoric	5
Latin	5	Latin	5	Latin	5
Biology (Botany) (1)	4	Biology (Zoology) (1)	4	Biology (Physiology) (1)	4
Elocution	5				
Music	5	Drawing	(5)	Drawing	(5)
Bible Outline	4	Bible Outline	4	Bible Outline	4
<i>Second Year</i>					
Commercial Arith.	5	Commercial Arithme- tic ½term	5	Civil Government	5
Rhetoric	5	English Literature	5	American Literature	5
Latin	5	Latin	5	Latin	5
General History	5	General History	5	General History	5
Physical Geography (1)	4	Bookkeeping	(5)		
		Botany ½term	5	Botany (2)	3
Bible Elective	5	Bible Elective	5	Bible Elective	5
<i>Third Year</i>					
Plane Geometry	5	Plane Geometry	5	Plane Geometry	5
Classics	5	Classics	5	General Literature	5
Latin or Greek; Ger- man or French or Zoology [(1) 4]	10	Latin or Greek; Ger- man or French or Physiology [(1) 4]	10	Latin or Greek; Ger- man or French or Physiology [(1) 4]	10
Physics (1)	4	Physics (1)	4	Physics (1)	4
Bible Elective	5	Bible Elective	5	Bible Elective	5
<i>Fourth Year</i>					
Solid Geometry	5	Solid Geometry Plane Trigonometry	5	Plane Trigonometry	5
Classics or Psychology	5	Classics or Psychology	5	Classics or Ethics	5
Latin or Greek;] German or French] 10	10	Latin or Greek;] German or French] 10	10	Latin or Greek;] German or French] 10	10
Chemistry (2)	3	Chemistry (2)	3	Chemistry (2)	3
Bible Elective	5	Bible Elective	5	Bible Elective	5

AGRICULTURAL COURSE

FALL TERM	WINTER TERM	SPRING TERM
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First Year

Periods		Periods		Periods	
Algebra	5	Algebra	5	Algebra	5
Rhetoric	5	Rhetoric	5	Rhetoric	5
Latin or German	5	Latin or German	5	Latin or German	5
Biology (<i>Botany</i>)(1)	4	Biology (<i>Zoology</i>)(1)	4	Biology (<i>Physiology</i>)(1)	4
Elocution	5				
		Drawing	(5)	Drawing	(5)
Bible Outline	4	Bible Outline	4	Bible Outline	4

Second Year

Commercial		Commercial		Civil Government	5
Arithmetic	5	Arithmetic ½term	5	American Literature	5
Rhetoric	5	English Literature	5	Latin or German	5
Latin or German	5	Latin or German	5	General History	5
General History	5	General History	5		
		Bookkeeping	(5)		
Physical Geo. (1)	4	Botany ½term	5	Botany	(2) 3
Bible Elective	5	Bible Elective	5	Bible Elective	5

Third Year

Plane Geometry	5	Plane Geometry	5	Plane Geometry	5
Classics	5	Classics or		General Literature or	
or Book Keeping (5)		Commercial Law	5	Commercial Law	5
Latin or German	5	Latin or German	5	Latin or German	5
Zoology (1)	4	Principles of Breeding and Breeds of Live Stock	(1) 4	Geology	(1) 4
Physics (1)	4	Physics	(1) 4	Physics	(1) 4
Bible Elective	5	Bible Elective	5	Bible Elective	5

Fourth Year

Solid Geometry	5	Solid Geometry		Trigonometry, Plane	5
		Trigonometry, Plane	5		
Classics or Psychology	5	Classics or Psychology	5	Classics or Ethics	5
Chemistry (2)	3	Chemistry (2)	3	Chemistry (2)	3
Farm Crops	5	Farm Machinery and Farm Buildings (1)	4	Soils, Fertilizers and Farm Management (1)	4
Fruit Growing and Entomology (1)	4	Dairying and Stock Feeding (1)	4	Vegetable Gardening (1)	4
Bible Elective	5	Bible Elective	5	Bible Elective	5

PEDAGOGICAL COURSE

FALL TERM		SPRING TERM		WINTER TERM	
<i>First Year</i>					
	Periods		Periods		Periods
Algebra	5	Algebra	5	Algebra	5
Rhetoric	5	Rhetoric	5	Rhetoric	5
Latin	5	Latin	5	Latin	5
Biology (<i>Botany</i>)(1)	4	<i>Biology (Zoology)</i> (1)	4	Biology (<i>Physiol'y.</i>)(1)	4
Elocution	5	Elementary Pedagogy	5	Methodology	5
Music	5	Drawing	(5)	Drawing	(5)
Bible Outline	4	Bible Outline	4	Bible Outline	4
<i>Second Year</i>					
Rhetoric	5	English Literature	5	American Literature	5
Latin	5	Latin	5	Latin	5
Physical Geography (1)	4	Botany ½term	5	Botany	(2) 3
		Bookkeeping ½term	(5)		
Educational Economics	5	School Management	5	School Hygiene & Law	5
General History	5	General History	5	General History	5
Bible Elective	5	Bible Elective	5	Bible Elective	5
<i>Third Year</i>					
Plane Geometry	5	Plane Geometry	5	Plane Geometry	5
Classics	5	Classics	5	Physiological Peda-	5
Latin	5	Latin	5	Latin [gogics	5
*Physics (1)	4	*Physics (1)	4	*Physics (1)	4
Methods	5	Methods,-History, Geo-	5	Methods,-Grammar,	5
		graphy, Physiology	5	Arithmetic	5
Psychology, General	5	Psychology, General	5	Psychology, Genetic	5
Bible Elective	5	Bible Elective	5	Bible Elective	5
<i>Fourth Year</i>					
Solid Geometry or Sociology	5	Solid Geometry and Plane Trig. or Sociology & Ethics	5	Plane Trigonometry or Ethics	5
Latin	5	Latin	5	Latin	5
Chemistry (2)	3	Chemistry (2)	3	Chemistry (2)	3
Teaching Practice	5	Teaching Practice	5	Teaching Practice	5
History of Education	5	Systems of Education in the U. S.	5	Educational Classics	5
‡Psychologic Founda- tions of Education	5	‡Phil. of Education	5	‡Philosophy of Teach- ing	5
Bible Elective	5	Bible Elective	5	Bible Elective	5

* Elective. If not taken in 3rd. year may be taken in the 4th. year instead of Chemistry.

‡ Elective.

MUSIC COURSE

FALL TERM			WINTER TERM			SPRING TERM		
<i>First Year</i>								
	Periods		Periods		Periods		Periods	
Rhetoric	5	Rhetoric	5	Rhetoric	5	German	5	General History
German	5	German	5	General History	5	Elementary Theory	3	Harmony
General History	5	General History	5	Elementary Theory	3	Sight Singing	5	Ear Training
Elementary Theory	3	Elementary Theory	3	Sight Singing	5	Voice Culture	2	Voice Culture
Sight Singing	5	Sight Singing	5	Voice Culture	2	Chorus	3	Chorus
Voice Culture	2	Voice Culture	2	Chorus	3	Bible Outline	4	Bible Outline
Chorus	3	Chorus	3	Bible Outline	4			
Bible Outline	4	Bible Outline	4					
<i>Second Year</i>								
Rhetoric	5	English Literature	5	American Literature	5	Psychology	5	Teaching
Psychology	5	Relation of Psychology to Music	5	History of Music	5	Acoustics	5	History of Music
Acoustics	5	History of Music	5	Harmony	2	History of Music	5	Harmony
History of Music	5	Harmony	2	Voice Culture	2	Harmony	2	Voice Culture
Harmony	2	Voice Culture	2	Chorus	3	Voice Culture	2	Chorus
Voice Culture	2	Chorus	3	Bible Elective	5	Chorus	3	Bible Elective
Chorus	3	Bible Elective	5			Bible Elective	5	
Bible Elective	5							

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COMMERCIAL COURSE

Commercial Arithmetic	5	Commercial Arithmetic	5	Rapid Calculation	5
Orthography	5	Commercial Law	5	Commercial Law	5
Grammar	5	Grammar and Correspondence	5	Business Practice and Correspondence	5
Bookkeeping	(5)	Bookkeeping	(5)	Bookkeeping	(5)
Introductory Short-hand	5	Shorthand and Typewriting	5	Shorthand and Typewriting	5
Penmanship	5	Penmanship	5	General Office Work	5
Bible Outline	4	Bible Outline	4	Bible Outline	4

TABLE OF UNIT REQUIREMENTS IN THE DIFFERENT COURSES.

COURSE	BIBLE			MISSIONARY TRAINING		ENGLISH SCIENTIFIC			COLLEGE PREPARATORY				AGRICULTURAL				PEDAGOGICAL				VOCAL MUSIC		COMMERCIAL	
	1	2	3	1	2	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	1	
MATHEMATICS	*					I	1/2	I	I	1/2	I	I	I	1/2	I	I	I		I					I
ENGLISH	*	I	I		I		I	I		I	I	I		I	I		I	I	2-3			I	I	4-3
LANGUAGE	*	I	I	I	I	I	I	I	I	I	I	2	I	I	I		I	I	I	I		I		
HISTORY	*	I			I		I			I				I			I					I	I	
SCIENCE	*					I	3-2	I	I	3-2	I	I	I	3-2	2	3	I	I		I	2-3	I		5-3
ART	*	I			I		4-3			4-3				4-3			4-3					5-3	I	2
PEDAGOGY	*																2-3	I	4-3	I				
EDUCATION	*		I	I		I													I	2			I	
BIBLE	*	5-3	3	4	8-3	5	2-3	I	I	2-3	I	I	I	2-3	I	I	I	2-3	I	I	I	2-3	I	2-3
TOTAL UNITS	*	5 2/3	6	6	6 2/3	7	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	§																							

* REQUIRED WORK § ELECTIVE WORK.

Three halves equals one and one-half and eight thirds equals two and two-thirds etc.

UNITS OF CREDIT IN THE DIFFERENT COURSES.

The basis of a unit credit according to the Carnegie Foundation is 120 one hour class periods or 160 three fourth hour class periods. Two periods of practicum are equivalent to one class period.

Our school year consists of thirty-six weeks of class work and three weeks of examinations, a total of thirty-nine weeks.

The class periods are forty-five minutes, making a total of 180 periods per year for subjects given daily. The four bible periods per week of the first year are given a two-third unit credit as the amount of outside work required will not be as much as in the other branches taught. One period per week will be given to lectures on general subjects by members of the faculty and persons of knowledge and experience along the various lines of religious and secular work. Opportunity will be given for discussion of subjects of specific interest to the student body from time to time.

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DEPARTMENTS OF INSTRUCTION,

I. PREPARATORY DEPARTMENT.

Arithmetic.

Texts: Written,—Wentworth & Smith's Complete.
Mental,—Brooks' Normal.

The entire text is to be covered, including the metric system. Special emphasis will be placed upon accurate and rapid calculation and oral explanation.

Algebra.

Text: Wentworth's New School Algebra.

Algebra will be taught one-half year, requirement to be 202 pages of text including simultaneous equations.

Grammar.

Text: The Mother Tongue, Part II. Ketttridge & Arnold.

The entire text is to be covered. Special emphasis will be placed on parsing, and the analysis of complex and compound sentences. The work in Grammar includes the correction of false syntax.

U. S. History.

Text: Barnes.

The aim in teaching this subject will be to help the student to appreciate more fully the blessings of the country in which he lives. Facts are not merely taught but their cause and effect as related to each other will be pointed out.

Political Geography.

Text: Frye's Grammar School.

The study of Geography aims to give the student a faint idea of the marvelousness of God's creative power, and of His work in making the earth a suitable habitation for man. The entire text will be covered but special emphasis will be placed upon the Geography of the United States and Pennsylvania.

Physiology.

Text: Our Bodies and How We Live, Blaisdell.

The essential facts concerning the structure, form, position and functions of the different parts of the body are carefully studied. The application of the simple laws of health, the nature and propagation of bacteria, the causes and restrictions of contagious diseases, and the care of the sick room constitute a part of the required work in this course.

Civics.

Text: The Government of Pennsylvania and of the United States, by Shimmel.

The general principles and the important points of the State Government will be taught first, after which the principles of government as pertains to the Nation will be studied. An increased regard and love for home and country is fostered by a study of the laws which have been made for the common weal, and the principles underlying the Constitution upon which the laws are based.

Spelling.

Text: Progressive Course in Spelling Complete, by J. N. Hunt.

In this course special attention is given to the formation, meaning and spelling of words, both by letters and phonetically. Diacritical marking will also be required. The class work in spelling will be supplemented by correction of misspelled words in all classes.

Reading.

Text: Brumbaugh's Fifth Reader.

Proper reading is thinking the thought of the author and expressing it correctly to the hearer. In order to do this special attention is given to the interpretation and meaning of the selections studied, the cultivation of the imagination, proper enunciation and prevention of improprieties.

Penmanship and Drawing.

The free-arm movement of penmanship according to the Palmer Method will be taught two periods daily for two terms.

For full outline see under Music and Art department, page 45.

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II. BIBLE DEPARTMENT.

Text: The Bible will be the main text for all the Bible subjects. Authoritative texts on the different phases of Bible truths will be used as supplementary helps to the proper study and comprehension of the subject under consideration.

1. *Bible Biography—Two-thirds Unit.*

The leading characters of the Bible will be studied, the influences of heredity and environment that shaped their life and character will be considered, and present day applications will be made. Parallels and contrasts will be drawn between Christ and different Bible characters. Attention will be paid to elementary typology and prophecy. Simple essays may be required. Persons wishing to pass the subject by examination will be required to give a satisfactory sketch of twentyfour Bible characters, covering twentyfour different periods.

2. *Bible Outline—Two-thirds Unit.*

The authenticity, general structure, language, translations, divisions or epochs, institutions and books of the Bible, with general leading statements of their contents, will be studied in order to give the student a general knowledge of the Word and qualify him to take up a detail study of the various parts and phases of the Bible in the subsequent years of his course.

3. *Bible History and Geography—One-third Unit.*

The marvelous way in which the Bible has been preserved is one of the strongest proofs of its inspiration. The numerous attempts to destroy it have only resulted in its increased dissemination. A

study of the history and geography of the lands in which its scenes were laid will throw light on many passages that would otherwise remain dark. The canon, writings, versions, translations, beginning of history, the leading characters, the institutions, the laws, the customs and climate will receive their due share of attention.

4. *History of Religions and Reformers—One-third Unit.*

In order to appreciate the superiority of the Christian religion one must know what other religions teach, under what influences they have developed and what effect they have had upon the lives of those who were guided by them. The first part of the study will consist in acquiring a knowledge of the doctrines and customs of the principal religions of the world. The Tribal, Ethnic and Catholic religions will be studied in their proper order. The second part of the study will aim at determining what they all teach on the different points of human belief; what each declares concerning God, the Soul, the Future Life, Sin and Salvation, Human Duty, Prayer and Worship, Inspiration and Art; what the Idea is of God; how it began and in what way it was developed.

5. *Church History—One-third Unit.*

The Holy Ghost dispensation, or history of the Christian Church will be considered under this head. Special attention will be given to the Catholic Church in its relation to nations, the Crusades, the Reformation and the latter day Missionary Movement.

6. *Prophecy—One-third Unit.*

The study of prophecy will reveal God's accurate foreknowledge and demonstrate that only He could have been the source of the Book. The predictions made regarding Tyre and Sidon, Egypt, Idumea and the Sea Coast of Palestine, Judea and Babylon, and their fulfillment as recorded in the Bible itself and corroborated by profane history, will be studied.

Special subjects of study will be:—

- (a) The forecast of the World's History as given by Daniel.
- (b) Prophecies fulfilled in the Coming, Life, and Works of Christ.
- (c) The predictions fulfilled in the history of the Jews.

7. *Types and Shadows—Two-thirds Unit.*

The Types and Shadows will be classified and studied under the three heads of types of Father, Son and Holy Spirit,

(a) Types of the Father:—

Some of the more important miracles, especially those having their fulfillment in the Gospels, will be studied in the light of signs and fore-gleams of God's character, plans and purposes. God's true character is more fully seen as the signs which portray His varied attributes are studied;—for instance, the signs of God Almighty as seen in the plagues of Egypt.

(b) Types of the Son:—

The types of Calvary will receive special attention in this division of the study. Many of the types have a double application, or there may be several types referring to the same phase of Christ's life,—thus the shewbread and the hidden manna both point to Christ, as being in the presence of God for us. Typical characters, places, garments, colors and substances will also be studied, as they exhibit the eternal purposes of God:—

(c) Types of the Holy Spirit:—

A few of the many figurative representations which set forth the work of the Spirit as illustrating a certain phase of His grace and love, will be studied. A few of the most important are:—

1. The Seal as indicating the security of the Spirit's grace and the proprietorship of His love.
2. The Oil as typical of the Spirit's grace and of the illuminating of His teaching.
3. The Earnest as delineating the promise and sample of the Spirit's promise of Glory.

8. *Pentateuch—One-third Unit.*

Only the most important points of the Pentateuch can be considered in a term's study; first, the study of the laws governing the proper growth and development of the physical, intellectual and spiritual man; second, the study of man and his proper relation to his Creator; third, the purpose and value of the Mosaic and Ceremonial laws.

9. *Psalms—One-third Unit.*

The Pentateuchal, historical, and prophetic psalms will be studied in their relation to the Law, to the Old Testament History and Prophecy, and to Messianic Promise and Prophecy. Of the seventy-five quotations from the Psalms in the New Testament more than fifty apply to Christ, or represent Him as the speaker.

The Messianic Psalms will be studied under the following divisions:—

1. The Coming Messiah.
2. The Suffering Messiah.

3. The Glorified Messiah.
4. The Royal Messiah.

10. *Major and Minor Prophets—Two-thirds Unit.*

The prophet's call, characteristic and works, with the period and conditions of the prophecy will be the principal points studied.

11. *Life of Christ—One-third Unit.*

This subject will be studied under the following heads:—

- (a) The birth, infancy and youth of Jesus.
- (b) The nation and the time.
- (c) The final stages of His preparation.
- (d) Divisions of His public ministry.

12. *The Gospels—One-third Unit.*

The aims and purposes of the Gospels will be studied and compared under the following general outline:—

1. Matthew, the Jew wrote the gospel of the Kingdom to the Jews to prove that Jesus of Nazareth was the Messiah of prophecy. The gospel deals especially with the past.
2. Mark, the Roman wrote the gospel of action to the Romans to prove that Jesus of Nazareth was all powerful. This gospel deals especially with the present.
3. Luke, the Greek, wrote the gospel of sympathy and good cheer to the Greeks to prove that Jesus of Nazareth was a perfect man. This gospel deals especially with the future.
4. John, the Loving Disciple, wrote the gospel of spiritual life to the Christian to prove that Jesus of Nazareth was the Savior of the world. This gospel deals especially with eternity.

13. *Acts of The Apostles—One-third Unit.*

The book of Acts will be studied under the main divisions of:—

1. The Messianic Church as established in Jerusalem.
2. The movement from Jerusalem toward the Foreigners.
3. The testimony given to Jehovah-worshiping Foreigners.
4. The testimony given to Foreigners having no connection with the Jewish Synagogue.
5. The testimony carried to Gentiles in the Roman provinces.
6. The establishment of the Gospel in Rome by Paul.

A thorough study of the Acts can scarcely fail of being an incentive to Missionary effort.

14. *Pauline Epistles—One-third Unit.*

The book of Acts so far as it centers around the life of Paul will be reviewed in connection with the study of his epistles. The cause and purpose of the letters, the state and condition of the Church addressed, and the application of the truths to present-day conditions will be the main subjects for study.

15. *General Epistles—One-third Unit.*

The study of the General Epistles will be under the same general headings as outlined for the Pauline Epistles.

16. *Revelations—One-third Unit.*

The book of Revelations, while full of mysteries, was given, we believe, that we might know some of the eternal purposes of God. The method of interpretation will be literal when no sign or figure is mentioned in the text. Christ's coming is taught as being pre-millennial and imminent. The seals, trumpets, signs, vials and judgments, while having had a measure of fulfillment in the past, will have a more complete fulfillment in the future. A reverent study of the subject can scarcely fail to bring about a more complete preparation for, and anxious expectation of, His coming.

17. *Missions—One Unit.*

A year's study will be given to this subject in the Missionary course. The work for the first term will consist of a study of the Missionary Enterprise in general. The work for the second term will consist of a study of the Missionary and his problems. During the third term the principles and practice, or science of Missions will be studied under the following heads:—

1. General Principles of Mission Work.
2. The Proper Application of Principles.
3. The Need of the Field and Results Obtained.
4. The Privilege and Duty of the Christian.

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III. MATHEMATICAL DEPARTMENT.

Algebra—One Unit.

Text: Wentworth's New School Algebra.

The requirements for the preparatory year will have to be met for entrance. During the first half of the second year the first year's work will be reviewed and the text finished. Logarithms and Graphs will be included.

The work of the preparatory year will be reviewed and the entire text covered during the year.

Commercial Arithmetic—One-half Unit.

Text: Williams and Rogers.

The exercises as given in the text are intended as a general review of arithmetic and practice in rapid and accurate calculation. The applied problems refer to the ordinary commercial life of today.

Plane Geometry—One Unit.

Text: Wentworth and Smith.

Books I and II, including the problems, will be required during the fall term; Books III and IV, including the problems, during the winter term; and Book V and a general review of the entire text, during the spring term.

Solid Geometry—One-half Unit.

Text: Wentworth and Smith.

Books VI, VII and fourteen propositions in book VIII will be required during the fall term; book VIII is to be finished and the subject reviewed during the first half of the winter term. The propositions and problems of the appendix may be taken at the option of the teacher.

Plane Trigonometry—One-half Unit.

Text: Wentworth.

Trigonometry functions or acute angles, the right triangle and goniometry will be required during the last half of the winter term. Oblique triangles, miscellaneous examples, construction of tables and a general review of the entire subject will be the requirement for the spring term.

IV. ENGLISH DEPARTMENT.

Elocution—One-third Unit.

Text: Steps to Oratory by Southwick.

Posture, descriptive, logical and dramatic expressions, correct breathing, distinct articulation and the development of a clear, round musical tone; together with the art of graceful and intelligent expression, are the essentials of good speaking, all of which will be taught in this course.

Rhetoric—One and one-third Units.

Text: Lockwood and Emerson's Composition and Rhetoric.

The first term's work begins with punctuation, exercises in retelling the thoughts of others, including instructions in making translations, in taking notes, in making outlines, and answering examination questions. Particular attention is paid to the choice of words.

The second term's work deals with Figures of Speech, poetic forms, the development of the theme, and its preparation,, Description and Narration.

The third term's work takes up Exposition and Argument. The chief Characteristics of the dramatic method are fully explained and illustrated. Practice in oral expression is given.

The work of the fourth term includes the writing of Essays, Oration and Debates. Attention is given to public speaking in proportion to its importance in every-day life.

English Literature—One-third Unit.

Text: Halleck's History of English Literature.

Teachers of Literature have repeatedly found that without consecutive instruction in the history of English Literature, students have the most vague ideas of its development and the relation of its parts. In consideration of this fact the student's attention is directed to the essential qualities of the various periods of literary activity. By comparing the general characteristics of one author with those of another, the habit of critical thought and appreciation is cultivated in the student. Reading of the best works of notable writers will be required.

American Literature—One-third Unit.

Text: Newcomer's History of American Literature.

For the purpose of giving the student the relation between literature and history, as well as the relations in literature itself, the pe-

riods of literary activity, with their representative writers are studied. The study is supplemented by required readings from the authors discussed.

Classics—First Year, One Unit.

First Term: George Eliot's "Silas Marner", Lowell's "Sir Launfal."

Second Term: Longfellow's "Evangeline," Shakespeare's "Merchant of Venice."

Third Term: Whittier's "Snow Bound," Shakespeare's "Julius Cæsar."

Second Year—One Unit.

First Term: Chaucer's "Canterbury Tales," Shakespeare's "Macbeth."

Second Term: Milton's "L'Allegro," "Il Penseroso," "Comus," and "Lycidas," Wordsworth's "Ode on Immortality."

Third Term: Macaulay's "Life of Johnson," "Burke's Speech on Conciliation with America."

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V. LANGUAGE DEPARTMENT.

Latin—First Year, One Unit.

Text: First Year Latin, by Collar and Daniell.

The aim of this course is to give the student a good foundation in the forms and construction of the Latin language. The association of Latin words with English derivatives receives special attention.

Latin—Second Year, One Unit.

Text: Walker's Cæsar and Allen and Greenough's Grammar.

Beginner's Latin is reviewed and four books of Cæsar are read. Special emphasis is placed upon correct syntax.

Latin—Third Year, One Unit.

Text: Allen and Greenough's Grammar and Cicero.

Six orations of Cicero are read in connection with a study of the grammar. Special attention is paid to syntax.

Latin—Fourth Year, One Unit.

The requirement for the year is a translation of six books of Virgil's Aeneid into good, idiomatic English. The rules of Latin prosody are carefully considered. Special attention is paid to oral scan-

sion. Throughout the year there is an effort made to have the student receive a thorough understanding of the subject matter of this masterpiece.

German—First Year, One Unit.

Text: Duerr's Essentials of German Grammar.

Gluck Auf.

The aim of this course is not so much to qualify the student to speak the language as to enable him to translate easy texts at sight.

German—Second Year, One Unit.

First year German is reviewed and Wilhelm Tell is read. Heyse's L'Arrabiata and Storm's Immensee are required as supplementary reading.

Greek—First Year, One Unit.

Text: White's First Greek Book.

In the study of elementary Greek, the aim is to give the pupil a thorough drill in the form and the simple principles of syntax, both in reading and writing. By an extensive use of small vocabularies, the pupil acquires new words in a most satisfactory way. The exercises based on Xenophon's Anabasis prepare the pupil for the rapid reading of a book of "Anabasis" during the spring term of the first year.

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VI. HISTORY DEPARTMENT.

General History—One Unit.

Text: Ancient History, West. Mediæval and Modern History, Robinson. Collateral Reading, Translations and Reprints, Ridpath's History of the World, Historian's History of the World, Gibbon's Decline and Fall of Rome, Robinson & Beard Readings in European History, Guizot's History of France.

Ancient History is a term study, and is advised as essential to Mediæval and Modern History. This course will cover the time intervening between the beginning of History and the fall of the Western Roman Empire. Special reference will be made to the four great world Empires, together with the cause of their rise and

downfall. Mediæval and Modern History comprises a two term course. This course includes the time from the rise of Christianity to recent date. Comprehended in this course is a brief history of Christianity as manifested through the Catholic Church in its relations to nations, the Crusades, and special attention to the Reformation, the French Revolution and the Modern History of England.

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VII. SCIENCE DEPARTMENT.

Biology—One Unit.

Text: Elements of Biology by G. W. Hunter.

Laboratory Manual of Biology by Hunter and Valentine.
Experimental Physiology and Anatomy by Eddy.

The object of this course is to correlate the allied subjects of botany, zoology and human physiology. The foundation principles upon which this correlation is made are that the life processes of plants and of animals are similar, and in many respects, identical; that the properties and activities of protoplasm are the same whether in the cell of a plant or of an animal, and that the human body is a delicate machine built out of that same mysterious matter, protoplasm.

Botany will be studied in the fall term, Zoology in the winter term and Physiology in the spring term. Enough laboratory and field work will be given to properly illustrate and inculcate the lessons in the text.

Physical Geography—One-third Unit.

Text: Davis.

The subject as treated in the text will be supplemented as much as possible by field trips for observation. The student will be required to make proper deductions as to the cause of the physical features of the surrounding country.

Botany—One-half Unit.

Text: Elements of Botany by Bergen.

The subject matter of the text covered under biology will be reviewed, the remainder of the text completed, and twenty-five plant specimens collected and classified.

Zoology—One-third Unit.

Text: Steele.

The study of Zoology increases our appreciation of the kindness and wisdom of God manifested in creation. The school has a col-

lection of zoological specimens which afford an opportunity for study outside of the text book. The student is encouraged to bring zoological specimens to class for classification.

Geology—One-third Unit.

Text: Norton.

The external and internal agencies in the earth's formation and the historical phase of the subject will be studied. An outline of the text will be required from the student. Field trips will be taken in order to study the various formations of the surrounding country, and to supplement the theory of the text by observation.

Physics—One Unit.

Text: A First Course in Physics by Milliken and Gale.

The subject of the text, including the principal experiments will be given in class. The student will be required to work out and properly record the fifty experiments as given in the laboratory manual by the same authors.

Chemistry—One Unit.

Text: A Briefer Course in Chemistry by Remsen.

The subject as treated in the text will be supplemented by laboratory experiments to enforce the principles of the subject upon the mind of the student.

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VIII. AGRICULTURAL DEPARTMENT.

The texts for the subjects as listed in the course and the amount of work required had not been completed at the time this catalogue was published. Information given upon request.

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IX. PEDAGOGICAL DEPARTMENT.

The following is an explanative conspectus of the course in pedagogy:

I. Studies designed to give the teacher a proper knowledge of of the the PUPIL,—THEORETICAL.

- i. In terms of the physical.
 - a. School Hygiene.

- b. Physiological Pedagogics.
- 2. In terms of the Mental.
 - a. General Psychology.
 - b. Psychology of Childhood.
 - c. Genetic Psychology for Teachers.
- II. Studies designed to give the teacher an adequate knowledge of the MATERIAL *and* RESOURCES to be used in uniting the teacher's mental—moral experience, and the child's mind.—PRACTICAL.
 - 1. Mnemonics.
 - 2. Elementary Pedagogics.
 - 3. Methodology.
 - 4. School Economy.
 - 5. School Supervision and Management.
 - 6. School Law.
 - 7. Practice in Methods.
- III. Studies designed to reveal the IDEAL, and the ultimate ground of UNITY, in Education.—IDEALISTIC.
 - 1. As discovered in History.
 - a. History of Education.
 - b. Systems of Education.
 - c. Educational Classics.
 - 2. As supported by Social Science.
 - a. Ethics.
 - b. Sociology.
 - 3. As clarified and proved by Philosophy.
 - a. Psychologic Foundations of Education.
 - b. Philosophy of Education.
 - c. Philosophy of Teaching.

For the purpose of a proper presentation of the relations existing among the various subjects comprehending a consistent course in pedagogy, the order of subjects as presented in the course could not be retained.

In the following explanation and synopsis, the order of the outline given above will be observed for the sake of preserving unity of thought. The Christian spirit is incorporated in the body of truth, and the Christian view point preserved in the presentation of any author or authors.

School Hygiene—One-third Unit, Including School Law.

Text: Shaw's School Hygiene.

The physical attention which the pupil should receive makes necessary the presentation and investigation of the requisites of the ideal school room, building and ground, with attention given to

heating, ventilation, sanitation, baths, etc. Special light is brought to bear upon the evils of false posture, the need of exercise, and the care of the eyes and ears of school children. The student will be required to become familiar with the more common diseases of children prevalent in America, their symptoms, preventives and cures. Too much emphasis cannot easily be laid upon this phase of pedagogical pre-requisites, since healthful mental work is largely dependent upon the enlightened activity of the teacher.

Physiological Pedagogics—One-third Unit.

Text: Halleck's Education of the Central Nervous System.

Comprehensive notes and outlines are given and required.
Various experiments will be made.

Not only should the teacher know his pupils hygienic wants and needs, but he must understand the direct bearing of the body upon the mind. Physiological Pedagogics presents truths concerning the destructive laws of fatigue and disease, the protective and preservative laws of exercise, rest, repair, growth and habit, the precosities of temperament and adolescence, and the necessity of sensory training as a pre-requisite to any adequate self-expression.

Psychology—General—One-third Unit.

Text: Dexter and Garlick's Psychology in the School room.

Ladd's Outlines of Physiological Psychology.

Putman's Psychology.

Roark's Psychology in Education.

From Psychology the teacher may hope to glean his most important truths concerning the mental action of pupils.

The study covers the general truths of consciousness, viewed in its strictly mental aspect and also in its more modern physical interrelations. The resultant problems of sensation, perception, imagination, memory, conception, judgment and reasoning in the field of the intellect; the varied forms of emotions, affections, sentiments and desires in the field of the sensibilities; the physical, mental and moral modes of expression and reaction, in the field of volition, together with their faculties, and their combined relation to education, will be considered.

Essays will be required.

Experiments will be made.

For collateral reading, Halleck's Psychology and Psychic Culture.

Psychology of Childhood—One-third Unit.

Text: Tracy's Psychology of Childhood.

Numerous experiments are performed and recorded.

Essay required based on observation and experiment.

Collateral reading required when necessary.

Distinct from general psychology, genetic psychology considers the problems of childhood, the child's mental beginnings and growth. The early consciousness of sense perception and sensory reactions, the first scintillations of simple mental acts, the first vague responsive feelings, the chimeric reflexes of volition, the strange problems of language modifications, and psychopathic states, and the appearance of first religious ideas are considered in this study.

Genetic Psychology for Teachers—One-third Unit.

Text: Judd's Genetic Psychology for Teachers.

This study differs from the general problems of psychology purposely. It attempts a series of experiments upon the preparing teacher, leading to the conclusion that even trained persons follow the same laws of acquisition as the untrained child. Its greatest work is to awaken sympathy for the struggling pupil. Special attention is given to the problems of individuality, adaptation, expression, habits of reading and writing and number thinking, human nature limitations and the origin of some educational ideals.

Elementary Pedagogics—One-third Unit.

Text: Seeley's Elementary Pedagogy.

In elementary pedagogy, the problems of education, including its aim, nature, and form—the application in the methods of instruction, the course of study, and the physical, intellectual and moral training of the child will be considered. These, together with a discussion of the "Science of Education," "Limits of Education," and "Stages of Intellectual Development," constitute the general scope of the work required to prepare the pupil for a more exhaustive study of Educational Principles and Practise.

Methodology—One-third Unit.

Text: Roark's Method in Education.

The student having reviewed the elements of Pedagogy and having familiarized himself with the foundation truths upon which Methods are built, will then be instructed in the General Principles of Methods and their manifold applications. Practise work of an elementary nature will be required when convenient. Consideration will be given to class drills, reviews, examinations; relative values of subjects in the curriculum; object lesson work; and the supreme aim of character building.

School Economy—One-third Unit.

Text: Roark's Economy in Education.

This division of pedagogy has as its special concern, the economical use of external factors of education. This gives rise to a discussion of the problems of organization, equipment and maintenance of schools; the wise use of unit systems; the formation and use of the curriculum; and the correlation of School, Home, and Society.

School Supervision and Management—One-third Unit.

Text: Colgrove's The Teacher and the School.

Notes will be given.

Collateral reading required.

- (a) Basic truths relating to the teacher's personality, preparation, responsibility and duty form a preliminary to the proper study of the Management of the school.

Principles and rules of school government are laid down and classified,—resulting in a consideration of, (1) The classification of pupils; (2) Disciplinary administration, to punish, to correct school evils, to inculcate school virtues and to build up school morals; (3) Promotions, and (4) The Recitation, its unity, its five formal steps, its four variations, and its double four-fold method.

Text: Seeley's A New School Management.

- (b) For the benefit of special Normal students desiring to meet teacher's requirements for Cumberland County, a course of elementary instruction is offered in Elementary Pedagogics, School Management and Methods, combined.

School Law—One-third Unit with School Hygiene.

Text: Hamilton's The Recitation. Rein's Outlines of Pedagogics.

Written weekly reports of work done and methods used are required.

The new State Code on Education will receive special consideration. The purpose is to familiarize the student with the educational requirements, his state rights, his state of interdependence, and the general working of the administrative authorities of the school.

Practise in Methods.

At least one year of practise in Methods is required. In this subject the general method is reviewed, and its application to the subjects of the curriculum.

Special consideration is then given to the formal steps in the recitation and special methods in the teaching of the different school branches. Practice work is required daily throughout the year under a director or superintendent.

History of Education—One-third Unit.

Text: Kemp's History of Education.

Collateral reading:—Painter's History of Education, and Extracts from Ante Nicene Fathers.

- (a) Ancient Educational systems are analyzed and criticized, embracing the oriental and classical schools. Their methods, courses, schools and theories are studied.
- (b) Special attention is paid to the Hebraic system of education, and to early and mediæval Christian education. Emphasis is laid upon the fundamental principles of teaching revealed in Christ's methods. Later monastic, episcopal and parochial schools and their systems are discussed.
- (c) The historical transition from religions to semi-religions, or philosophical, then to secular educational ideals is traced through the dark ages, the renaissance period, reformation period, period of innovation, period of newer humanism, to the present; emphasis being laid upon the work of the great school men, and the changing of the content of the Ideal.

Educational Systems—One-third Unit.

Text: Boone's Education in the United States.

Collateral reading—Educational Bulletins, Magazines and Reports.

This course is a specialization of the History of Education confined to the United States. For correlative purposes the Systems of Education in England, Germany and France are briefly studied. This work embraces the Beginnings in American Education; later colonial institutions; and modern systems, including the growth of the present multi-form course of study; the development of the public school; the transitions and reorganizations of college and universities; and a brief history of the higher education of women.

Educational Classics—One-third Unit.

Text: Painter's Great Pedagogical Essays.

Collateral reading—Extracts and Biographies from Warner's World's Best Literature.

Biographical sketches of the great educators are studied.

Extracts from representative educational documents, and books are analyzed, with an immediate aim to discover and synthesize the theory or ideal of the writer. The remote end sought is to present

an adequate idea of the development of our present educational system and ideal, as added to, or expanded, by the masterful genius of the whole school of educators from Confucius to the present time.

Ethics—One-half Unit.

Text: Mackenzie's Manual of Ethics.

Essay—Original.

The ideal self self-active, is the purposed goal of all pure Ethical thought. The scope and interrelations of this science are explained. The main problems of Ethics considered are (1) Ethical truth, considered psychologically, evolving a discussion of the emotional, real, and rational self and the variations of will in wish, desire, motive, purpose, and intention; (2) Ethical truth, considered Sociologically, giving rise to discussions on Character, Conduct, Freedom of Will and Conscience; (3) Ethical Theories of the Moral Standard, as presented by the ancient, medieval and modern schools and philosophers, with special emphasis paid to the theories of the Standard as Law, as Happiness, or as Perfection in their relation to the Intuitionistic, the Utilitarian, the Evolutionistic, and the Idealistic views; (4) and The concrete Moral Life, made possible by social unity seen in the five social institutions, retarded by social pathology, and promoted and protected by duty and virtue.

Sociology—One-half Unit.

Text: Small and Vincent's An Introduction to the Study of Society.

Collateral reading—Gidding's Elements of Sociology; Adam Smith's Wealth of Nations.

Outline and note book work required.

Original Essay on some sociological condition or problem.

The class work includes a discussion of (1) The origin and scope of Sociology; (2) The Natural History of Society; (3) Social Anatomy; (4) Social physiology and Pathology; and (5) Social Psychology. Descriptive, State and Dynamic Sociology are briefly discussed. Social Unity, Modes of likemindedness, aggregations, Social organizations and Social progress are emphasized both as to their theory and their existing forms. Analyses of social problems in the immediate vicinity are insisted upon.

Psychologic Foundations of Education—One-third Unit.

Text: Harris' Psychologic Foundations of Education.

Collateral reading—Turner's History of Philosophy; Schwegler's History of Philosophy; Ormond's Concepts of Philosophy.

This course presents the problem of Self-Activity as the fundamental psychic foundation in Education. Its immediate aspect begins with introspection; development of three-fold thought progression; necessity of ideas of time, space and causality to produce experience; meaning of Absolute and Infinite; the syllogism versus sense-perception; and concludes with a prolonged discussion of these fundamental concepts in their relation to the body, mind, localized functions, and will freedom.

The remote aspect is the presentation of a progressive movement of self-activity thru method, to reveal a system of psychologic growth.

Self-activity of plants, animals and man compared, reveal an ascending order from plant assimilation, thru animal digestion, and memory, to human speech, understanding, reason, and insight and will, or enlightened self-determination.

The ultimate aspect reveals the various psychological foundations and resultants of the human activity, (1) of Society and its institutions, (2) of Nations revealed thru history, (3) in art and literature, (4) in science and philosophy, (5) in the course of studies in the school, (6) in grading of schools as elementary, secondary, and higher. This aspect culminates in the presentation of the philosophical attitude, discoverable in the five intentions of the mind.

Philosophy of Education—One-third Unit.

Text: Horne's Philosophy of Education.

Collateral reading—De Pressense's A Study of Origins.

In an attempt to evolve a definition of education, broad enough yet sufficiently specific, (1) the field of Education is shown to include the History, Science, Practise and Philosophy of Education; (2) the aspects of Education, viz, Biological, Physiological, Sociological, Psychological and Philosophical, are analyzed and connotated, with special attention paid to their relation to education and the school course.

Philosophy of Teaching—One-third Unit.

Text: Tompkin's Philosophy of Teaching.

Collateral reading—Review of parts of Harris's Psychologic Foundations of Education. Horne's Philosophy of Teaching. Dewey's Pedagogical Creed.

The first purpose in Philosophy of Teaching is the elucidation of the term *Teaching* thru a discussion of its nature, the result of which evolves a definition of the teaching process as a whole.

The second purpose is to consider, (1) the diversity of aims, (2) the discovery of aims, (3) the unification of aims.

The third purpose is the presentation, analysis and synthesis of the *Method* in teaching, rising into a discovery of a universal *law* co-existent with truths relating to the original phases and factors of the teaching process, and the ultimate ground of unity. A consideration of the specific phases of the Law of Method results in categorematic principles regulating our (1) thinking the individual as fixed and as moving, by means of attributes and parts, (2) thinking the general, by the formation of a notion of content and extent; and by the application of the notion of relation, and cause and effect.

The fourth purpose is the successful contemplation of the philosophic truth of the Teaching Process, viewed under its varied forms, but cleared of its apparent inconsistencies, and representing itself in its universal aspect as a complex whole, a universal method unified, affecting, from this final view point, not only the mind, but the body, the heart and the morals of the individual.

A thesis of no less than four thousand words will be required to complete the work in pedagogy. The thesis must be the result of original research work in the field of pedagogy, and must be presented in type written form, after correction by teacher or teachers in pedagogy, to the president for permanent record.

Upon the completion of the course in pedagogy, an examination will be given by county superintendents from neighboring counties.

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X. MUSIC AND ART DEPARTMENT.

Penmanship—Two-thirds Unit.

Palmer System.

Considering the fact that so many of our young men and women of toady, leave high school with a comparatively good fundamental education but are very poor penman; and as this so often keeps them from being placed in the best position where the pen must be used, therefore each student is required to take a certain amount of plain, rapid, muscular movement writing. Any student may continue his penmanship work beyond the requirement as outlined in the different courses, until he has become a proficient writer. Students that meet a certain requirement will receive a beautiful certificate as given by the Amercian Penman. The work is given in the preparatory year.

Drawing—Two-thirds Unit.

Two terms consisting of two daily periods will be required in drawing. Special arrangement can also be made with the teacher of this department for more advance work,

especially on the line of Landscape painting in oil. Grantham is surrounded with beautiful scenery and affords a splendid opportunity for this kind of work.

The drawing is divided into two lines of work and the student enrolling in the regular courses of study in which drawing is a requirement, may choose which line of work he or she wishes to pursue.

1 Free Hand Drawing.

Under this head is given.

- a. Pictorial Representation, which includes, Modes of Expression, Pictorial Quality, Color Values, Landscape Drawing, etc.
- b. Perspective Drawing.
- c. Figure and Animal Drawing.
- d. Constructive Drawing, including Geometric Problems.
- e. Architectural Drawing.
- f. Design, including Expression of Ideas and the principle of harmony.
- g. A brief study of Art History will be given to all students taking this line of work.

2. Mechanical Drawing.

The work given under this head is based on reliable texts, such as, Junior and Intermediate courses in Mechanical Drawing by William H. Thorne, and Mechanical Drawing by Anson K. Cross.

At first the student will be required to study materials and their use, after which a thorough knowledge of Geometrical Problems will be required. Subsequently the work will be taken from one of the texts which have been named.

Preservation of Drawings.

Each student must preserve his drawings individually in a self-made folder or portfolio. Each sheet must be neatly lettered with the students name, school, year in school, and date.

Music—One-third Unit.

A thorough knowledge of the rudiments of music, including Rhythmics, Melodies and Dynamics, which necessitate an acquaintance with Notes, Time, Signatures, Speed Markings, Scales, Key Signatures, Interludes and Force Markings, are requisites of the music class.

Elementary Theory—One-third Unit.

Text: Elements and Notation of Music, by Laughlin.

In Elementary Theory notation (notes and rests, the staff, clefs, and ordinary musical signs), Intervals, Time, Scales (Major and Minor diatonic scales—the latter in both harmonic and melodic

forms—and the chromatic scale, including also key signatures), Transposition, Expression, Voices and Instruments, and general Definitions of Musical Terms are taught.

Harmony—One-half Unit.

Text: Stephen A. Emery's Elements of Harmony. (Complete).

A review of Intervals and Scales, and a thorough knowledge of the use of Triads, Sevenths both Dominant and Secondary, with their inversions, Sequences, Cadences, the Italian, French, German and Neapolitan Sixths, Modulations, Suspensions, Appoggiaturas, Passing and Changing Notes, Chromatic Changes, Chants and Chorals will be taught in the study of Harmony. The student will also be required to harmonize, given and original melodies for all voices.

Sight Singing—Two-thirds Unit.

Text: The Student's Manual of Sight Singing by George Whelpton. (Complete).

Familiarity with the symbols used, musical notation and their significance to the ear, with rhythmic forms more or less simple or complicated, with harmonic and melodic combinations, with the capability of singing at sight exercises containing all kinds of intervals are the requirements of Sight Singing.

Ear Training—One-third Unit.

Text: Ear Training by Arthur E. Heacox. (Complete).

In this course a systematic study of Scales, Intervals, Modulation and Chords is made for the purpose of training the mind to more readily perceive the correct tone and kind of chord. The student will be required to write by memory, tones, intervals and short, easy songs.

Voice Culture—One Unit.

Text: Concone and Marchesi Vocalises for the Medium Voice.

Instruction in this department includes everything that assists in the development of the vocal artist, among which details of study may be mentioned the union of registers, physiology of the vowels and consonants, solfeggi and the application of words to music, exercises for obtaining flexibility of voice, exercises in the scales, major and minor, the chromatic scales and arpeggios, the embellishments suitable to different styles of singing; cultivation of the voice considered as an organ of æsthetical feeling in art and the singing of songs suitable to the voice of the individual.

Chorus—Two-thirds Unit.

During the chorus period sacred and secular songs, with a good moral, are practised for the purpose of preparing music for the different exercises of the school.

Acoustics—One-third Unit.

Text: Sound and its Phenomena by Rev. E. Cobham Brewer, D. D.

The Cause, Qualities, Transmission and Velocity of sound with the numerical valuation of sonorous vibrations are studied. A knowledge of vibratory musical instruments, Practical Acoustics, the Echo, Voice and Organs of Hearing also receive due attention in the study of Acoustics.

History of Music—One Unit.

Text: N. J. Baltzell's History of Music. (Complete).

A concise study is made of the early music of the Chinese, Japanese, Hindoos, Babylonians, Egyptians and Hebrews. Greek and Roman music receive special attention. The systems of the different schools placing special emphasis on the forms which each school has added is carefully studied. Special emphasis is placed on the lives and works of the great writers and musicians of both the early and modern schools. In connection with this a careful study of the development of the different musical instruments, the opera, oratorio, and orchestra is required. Lastly, American music and its development is studied.

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XI. COMMERCIAL DEPARTMENT.

Grammar and Correspondence—One Unit.

Text: Williams and Rogers.

The plan of the text used assumes some previous knowledge of the subject on the part of the student, and the design is to present the essential features of Grammar briefly enough to enable the student to complete the course of lessons in a comparatively short time.

The study of Grammar and Language are made to go hand in hand. The student by selecting and supplying proper expressions called for throughout the work is led to exercise his power to criticise and originate, and to develop an increased and corrected vocabulary.

Attention is given to the correction of false syntax to cultivate the judgment and critical power of the student.

The final part of the work consists of composition and letter writing arranged in such a manner as to be practical.

Commercial Spelling—One-half Unit.

Text: Seventy Lessons in Spelling by Osborn and King.

The collection of words of this text has been selected with two considerations in view.—first, that the word be in common use; second, that it be one liable to be misspelled. The definitions of the words are also given so as to assist the pupil to attain the ability to use the right word readily and to understand the meaning of the words, as it is regarded as a waste of time and labor for advanced pupils to study the spelling of words without having any knowledge of their meaning or use. Attention is also paid to correct pronunciation.

Commercial Arithmetic and Rapid Calculation—One Unit.

Text: New Commercial Arithmetic by J. H. Moore.

The student is expected to have the general subject of Arithmetic as taught in the Preparatory Course completed before he enters upon this course of study.

Oral and written work will be alternated as outlined in the text. Special attention will be given to rapid and accurate addition. Percentage problems in their application to business will be taken up from the accountants' standpoint. The student will be taught to understand a process before being taught to summarize it in a rule.

*Book Keeping—One-third Unit in Science Courses,
One Unit in Commercial Course.*

Text: Williams and Rogers.

Four sets, or eight months, of double entry as given in the above text, will be required in all the courses except the Commercial.

The work for the Commercial Course shall include double and single entry to the end of April of the second year, special column journal, and banking, and one additional set as given in the complete text, the latter to be selected by the pupil.

Commercial Law—Two-thirds Unit.

Text: Gano.

The entire text must be covered. The student must be able to give a proper decision as outlined in the text, in at least fifty cases.

Shorthand—One Unit.

System: Gregg.

The text books used are the Gregg Manual, a complete exposition of the Gregg System; Progressive Exercises, a supplement to the Manual, designed to test the student's knowledge of each lesson and to develop independent reading and writing ability; and Gregg Speed Practice. The latter text combines introductory and advanced dictation and bridges over the period between theory and practice.

Typewriting—Two-thirds Unit.

Text: Rational Typewriting by Cutler and SoRelle.

The Rational idea in touch typewriting is to proceed from the simple to the complex. The student begins work with the first fingers, which he can naturally use with comparative ease, and the other fingers are brought into use by easy stages. Practice is continued until a thorough command of the key board is obtained.

The mechanical features of the machine are taken up in progressive order.

The student is taught the forms and arrangement of business correspondence, law papers and financial statements.

Constant attention is paid to accuracy, as typewriting that is not accurate has no commercial value.

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GRADUATION AND DIPLOMAS.

Students on entering school are advised to pursue a regular course of studies as outlined in the catalogue; and they should remain in the school long enough to complete one of the prescribed courses. Diplomas will be granted upon the successful completion of any of the regular Courses, except the Preparatory Course, to persons maintaining a good moral character, and paying the requisite fee.

The fee for the diplomas in the different courses is three (\$3.00) dollars, except in the pedagogical course in which the fee is five (\$5.00) dollars.

EXPENSES.

Nearly all the higher institutions of learning depend on endowments as a partial means of support. In few schools is the student obliged to pay full value for that which he receives.

Although we have a small temporary endowment it is inadequate to meet the current expenses. And since the students are directly benefited we have fixed such rates as will have them share in the burden, and enable us to provide for efficient instruction and suitable apparatus, so that the courses offered may compare favorably to like courses in other institutions.

Tuition per Week.

MODEL SCHOOL.

Grades 1 to 4,25
Grades 5 to 8,30
General Preparatory Course,75
Bible and Missionary Training Course,90
Scientific, College Preparatory, Agricultural, Pedagogical, Music and Commercial Courses,	1.00

SUMMER SCHOOL.

Per subject, per regular school term work.	
First subject,	4.00
Second subject,	3.00
Third subject,	2.00
Fourth subject,	1.50
Boarding per week,	2.75
Boarding per single meal,	15-20
Room rent per week, (two to a room)	50-75
Room rent per week, (one in a room)	75-1.00
Light and fuel, per Fall and Spring term,	2.00
Light and fuel, per Winter term,	3.50
Contingent fee for day students, per term,	1.75
Light per Summer term,	1.00
Library fee, per term,50
Rent of Typewriter.	
Fall and Spring term, each	
One period daily,	2.50
Two periods daily,	3.50
Winter term.	
One period daily,	3.00
Two periods daily,	3.50
Voice Culture, per lesson,50
Laboratory fee for Chemistry, per term,	1.50
Key deposit,25

Saturday and night classes, as per special arrangement.

Students wishing to pursue special or advanced studies along lines not listed in any of the regular courses or studies not in the prescribed course, that would necessitate a special class will be re-

quired to pay an extra fee depending upon the subject to be taught and the number in the class.

The variable price in room rent is made on account of difference in size and location of rooms. There are several rooms provided with two sleeping alcoves which can be shut off from the study room by means of curtains.

Where two or more students are from one family a reduction of five (5) per cent. in tuition will be allowed for the second member and an additional five (5) per cent. for each additional member of the same family.

A reduction in tuition of ten (10) per cent. is made to minister's children of Pennsylvania.

A reduction in tuition of twenty (20) per cent. is made to ministers' children who live East of Chicago, but not in Pennsylvania, and thirty-five (35) per cent. if the same reside West of Chicago.

A reduction in tuition of ten (10) per cent. will be made to all students not from Pennsylvania, but East of Chicago, and twenty-five (25) per cent. to students West of Chicago. Double discounts will not be given.

Those recommended by the Foreign and Home Mission Boards of the Brethren in Christ as prospective mission workers shall have tuition free and shall receive a special reduction in board and sundry expenses, as may be agreed upon by the Board of Managers of the school and the respective Mission Boards.

No reduction will be made on the board for absence from breakfast, or for less than three consecutive days. Where students go home weekly, by permission, over Sunday, the charge will be fifteen cents per meal. Single meals twenty cents.

Tuition, room rent, light and fuel and contingent fees must be paid at the opening of each term, except by special arrangement. The board is expected to be paid at the end of each month.

Students will be held responsible for the care of their rooms and furniture, and will be expected to pay all damages incurred by themselves or in party.

Rooms include bed with springs, mattress, pillows, chairs and table. Students will be expected to furnish needed linens, pillow slips and covers. A small extra fee may be charged by the school for extra furnishings or special commodities.

LAUNDRY.

The institution assumes the laundry expenses for pillow cases and sheets. Special arrangements can easily be made to meet the demands of weekly attention to washable apparel, the expenses of same to be met by the student.

All bed clothing must be surrendered for fumigation upon arrival.

TOILET.

Students must furnish wash towels, soap, combs, towels, laundry bag, etc., for their individual use. All washable bed and personal clothing should be carefully marked with indelible ink before coming to school. The full name should be placed on the article.

PRIZES.

The school does not want to encourage worldly emulations much less strife. Proper recognition of commendable effort however is a potent factor to stimulate application and industry in the student.

Through the generosity of Miss Fannie Eby, a Summer resident of Grantham, and an anonymous giver, \$95.00 were given in prizes to the students doing the best work throughout the school year of 1911-12.

For the school year of 1912-13, Miss Fannie Eby gave \$50.00 in prizes under the following conditions:—

First,

A prize of Five Dollars for the best average grade in spelling during the entire year.

Second,

A prize of Five Dollars for the best average grade in the Preparatory Department, for the entire school year, on the basis of six subjects per term.

Third,

A prize of Fifteen Dollars and a second prize of Ten Dollars for the best average grade in the advanced departments, for the entire school year, on the basis of six subjects per term.

Fourth,

A first prize of Ten Dollars and a second prize of Five Dollars for the best delivered oration, either original or selected, by any member of the student body in attendance the entire year.

Note,

No student having a department mark of less than 90 per cent. was eligible to any of the above prizes.

We are not in a position at this time to state definitely what prizes will be offered for the school year of 1913-14, but there is a probability of a renewal of the former prizes and several others in addition.

To students who have to pay their own way through school a prize of \$10.00 to \$25.00 is of considerable importance. We would be glad for the privilege of offering more and larger prizes if our friends of means would make it possible. The help to the

student will, we believe, be greater than the sacrifice of the giver. The blessing would be two-fold and multiplying in its effect.

PHYSICAL CULTURE.

The Messiah Bible School and Missionary Training Home recognizing the imperative need of a systematic development of all the normal powers of man, has found it expedient to insist upon a certain amount of physical exercise. This school intends in no way to affiliate itself with the modern irrational forms of games. It however encourages both indoor training and outdoor exercise of a safe and rational nature.

Two periods of forty-five minutes each per week, of physical culture will be required of all, excepting day students who have a mile and a half, or more, to walk to school.

SCHOOL GOVERNMENT.

General Deportment:

The Golden Rule shall be the keynote of government and discipline. The school management must insist upon a deportment that will be a credit to the institution, and will comport with the name it bears,—Messiah Bible School and Missionary Training Home.

Because of the destructive and demoralizing influence of gambling and the use of tobacco, stimulants, and drugs, and the barbaric and hideous custom of hazing, these practices or indulgences are positively prohibited.

Loitering in the halls not permitted.

Clubs and organizations of any kind will not be permitted except by consent of the faculty.

Rules regulating absences:

Permission to go home or leave the premises by boarding students which entails an absence from class or study period, must be secured in advance in writing. The excuse card must be signed by the Vice President, or by the Preceptor in his absence, and countersigned by the Preceptress for the ladies and by the hall teacher for the gentlemen.

When a boarding student goes home regularly each week one properly signed excuse card per term will be required.

Permission for an absence from class periods by day or boarding students may be secured verbally prior to the absence from the teacher in question, or from the Vice President, when such absence can be previously announced in chapel.

Permission to leave the premises or go beyond the limits at other times must be secured verbally in advance from the Preceptress by the ladies and from the Preceptor by the gentlemen.

If for any justifiable reason it is impossible to secure a properly signed excuse card prior to the absence, the student may secure it upon his or her return.

Demerits:

Demerits are given as follows:

For each unexcused absence from recitation, lecture, or church, five; for each unexcused absence from chapel, 3; for special offenses such number as the Faculty may direct. 40 demerits subject the student to a first reproof; 60, to a second; 80, to a third and last; and 100 severs his connection with the school. (Failure of a student to receive notice of reproof will not prevent the infliction of the penalty prescribed for 100 demerits.)

At the end of each year one-half of all the demerits above 25 on the student's record are carried over to the next year's record.

Class and Study Periods:

Class and study periods shall be from 8.00 a. m. to 12.00 m., 1.00 p. m. to 5.00 p. m.—Monday to Friday inclusive.

Study period shall be 6.30 to 9.30 p. m. Fall and Winter terms; 7.00 to 10.00 p. m. Spring term; 10.00 to 12.00 a. m. and 7.00 to 9.00 p. m. Saturday, unless otherwise announced.

Study period is to be opened each evening, except Tuesday, by a ten to fifteen minute prayer service on the ladies' and gentlemen's halls, at which attendance is required.

Reports:

Reports are made at the close of each term, also at the end of any month in which the work of students has been unsatisfactory. Monthly reports mean *danger*, and should be carefully considered.

The following will explain the marks under "Grade of Work.:

Work grading 95 per cent. and above is marked "A" or very good; 85 to 95 per cent. "B" or good; 75 to 85 per cent. "C" or passable; 60 to 75 per cent. "D" re-examination required; under 60 per cent. "E" subject-must be reviewed.

Students averaging 93 per cent. or over will be exempt from examination at end of term.

A 25 per cent. reduction shall be made on the mark of the students' Monday record if such student shall be apprehended to have studied the subject on Sunday,—required classic reading excepted.

Dropping Studies:

No student shall be allowed to drop a study without the consent of the Faculty and the teacher concerned.

Recitations:

There shall be two bells for each class period, the first bell to be rung five minutes before the scheduled time for the change of

period, the last bell to be rung at the scheduled time for the change of period, at which time all students shall be in the class room ready for work.

Tardy Marks:

Students reporting tardy to any class shall have their grade for the day reduced such number of points as the time of and reason for the tardiness may merit.

Hall Restrictions:

Student government will be allowed so far as will be considered expedient by the Faculty.

Gentlemen, whether students or visitors, are not permitted on the ladies' hall without the presence or permission of the Preceptress.

Ladies, whether students or visitors, are not allowed on the gentlemen's hall without the presence or permission of the hall teacher.

Students are not allowed to visit or receive visitors in their rooms during school and study periods without the consent of the hall marshal or Preceptress.

Loud talking and unnecessary noise in the rooms during study hours is not allowed.

Rising and Retiring:

A breakfast bell is rung every morning at 6.00 a. m., except Sunday morning, when it is rung at 6.30 o'clock. All students are expected to rise at the ringing of this bell, and are expected to retire regularly at 10.15 p. m.

Dining Hall:

Breakfast is served at 6.30 a. m., except Sunday, when it is served at 7.00, followed immediately by family worship.

First bell for dinner is rung at 12.00 m.; second bell at 12.05 m.

Supper is served during the week at 5.10 p. m., only one bell being rung. Saturday and Sunday at 5.00.

Persons coming late will ask pardon of the teacher in charge of the table at which he takes his place; and also of their opposite.

No one will be allowed to leave the table before closing prayer without the permission from the teacher in charge of the table.

The time for meals shall be 25 minutes, at the end of which time the bell is tapped for prayer and any who have not finished may remain.

Attendance at Services:

Students will be expected to attend Young Peoples' Meeting Tuesday evening, and are encouraged to attend all other school ac-

tivities, as Missionary, Purity and Literary Society Meetings, etc.

Boarding students are required to attend at least two services,, one of which shall be the evening service, on each Lord's Day.

No student will be permitted to be absent from the required services on Lord's day except by special permission.

Boarding students are required to remain in the building during religious services unless they shall have secured permission from the preceptor or preceptress or other properly authorized person in their absence, such permission to be granted only for the purpose of attending to religious duties at some other place.

Library:

Reference books and magazines must not be taken from the library at any time. Upon securing the permission of the Librarian other books may be taken out for a period not exceeding two weeks.

Talking above a whisper not allowed in the Library.

Rules Regulating Social Intercourse:

The time intervening between the noon meal and 1.00 p. m. may be employed in social intercourse or study at the option of the students.

Between supper and study period the time may be employed in physical exercise, or social calling.

Outdoor exercise permitted outside of school and study hours during the day, with the condition that male and female students shall not associate with each other except with the presence of a teacher.

The conduct during such times must comport with the Christian standard of the school.

Gentlemen boarding students desiring to escort or visit lady boarding students shall secure the permission of the Preceptress.

Gentlemen boarding students desiring to escort or visit ladies not boarding at the school shall secure the permission of the Hall Teacher, or in his absence, that of the Preceptor.

Gentlemen visitors desiring to escort or visit lady boarding students shall secure the permission of the Preceptress. (These rules shall be subject to the rules regulating absences.)

Students shall be allowed to associate in the reception room on Sunday between 3.30 and 5.00 p. m. by permission of the Preceptress.

Gentlemen may call upon ladies in the reception room by the permission of the Preceptress and approval of parents or guardian, not to exceed once per week, such calls not to exceed one hour.

MORAL AND LITERARY CULTURE.

Religious Meetings.

The special activities of the school afford the student religious and moral as well as intellectual training.

Besides the Sabbath school and regular church services of the Lord's day, a Young Peoples' meeting in charge of one of the students is held every Tuesday evening.

A Thursday night prayer meeting together with the daily Bible study and devotional exercises gives the students still further opportunity for spiritual growth and development.

The Missionary Circle.

The organization holds meetings every Lord's-day morning, and aims to have topics for discussion of special interest to those who contemplate engaging in mission work; however, the membership is not limited to such and all who join will find the meeting interesting.

The "Circle" has opened correspondence with missionaries in the different fields and letters received from those in the work are always full of interest to its members.

The Purity Association.

Students will find in this organization benefits not to be obtained from any other school activities. There is a public meeting the first Monday night of each school month in which some phase of the purity question is discussed.

A carefully selected list of books on purity and kindred subjects, with lectures on important subjects are the special features the association has to offer its members.

The Literary Society.

The Literary Society meets every Friday evening and aims to train the students in public address and parliamentary rules governing deliberative bodies. The ability to express one's thoughts intelligently before an audience is an accomplishment that every one should possess. Although active work in the society is not compulsory, all the students are urged to avail themselves of this means of development and culture.

Suggestions.

1. Come at the opening of the term and remain until its close.
2. The Fall term is the best time to commence your course.
3. Give each subject in the course its full amount of attention.
4. Establish a reputation for character as well as scholarship.
5. Be prompt and regular in your attendance upon classes.

6. Regard all the regulations of the school as intended for your benefit.

Equipment.

A steady growth has been noticeable in our possessed resources for efficient work.

(a) *Library*:-Already the school possesses a library of several hundred volumes, representing science, literature, history, philosophy and religion. In addition to these volumes, the available library represented by the Faculty, numbers nearly three thousand volumes, and several thousand valuable agricultural pamphlets.

(b) *Museum*:-Through the kindness of Bishop H. P. Steigerwald, a museum has been instituted. A number of rare articles and weapons of defense, made and used by the natives of South Africa were presented for placing in the school museum.

The U. S National Museum donated eighty-three mineralogical specimens upon the recommendation of Hon. W. W. Greist.

The wealth of geological and floral specimens of the vicinity will make possible a rapid enlargement of this department.

(c) *Laboratory*:-The laboratory is equipped with proper apparatus for biological, physical and chemical experimentation.

(d) *Apparatus*:-Surveying instruments for practical use are available. A large six-inch lens telescope will be used in astronomy. Maps, charts, globes, etc., used in geography and physiology aid in bettering our equipment.

A skeleton complete was presented to the school for use in teaching physiology.

* * * * *

ENDOWMENT FUNDS.

Few if any of the higher institutions of learning are without endowments. If the Messiah Bible School and Missionary Training Home is to fulfill its mission as an efficient help in the training of the rising generation, there will need to be a hearty co-operation on the part of its friends in the way of supplying ample funds for the work. As the number of students increases, enlarged buildings and increased equipment will be needed. There are often worthy men and women who have a desire to attend school, but cannot for lack of funds. We believe that a special endowment should be established to aid such students.

For the benefit of those wishing to help in this laudable work, suitable forms of pledges are given below.

LIFE ENDOWMENT.

\$ _____ Date _____

In consideration of an Act approved by General Conference of the Brethren in Christ, in the United States and Canada, 1907 under Article 25 and 26, and their respective sections, and under Article 8 of General Conference, 1908, I, therefore, promise to pay the sum of _____ Dollars, being interest at five (5) per cent, on _____ Dollars, on or before the first day of April of each year during my life time, with the condition, that as soon as possible after my decease, the principal sum of _____ Dollars shall be paid to the Mesisah Bible School and Missionary Training Home, located at Grantham, Pennsylvania, to be used as shall be deemed proper by the Board of Managers of the Bible School, appointed from year to year by General Conference of the Brethren in Christ.

Name, _____

Address, _____

* * * * *

SPECIAL ENDOWMENT FUND.

\$ _____ Date _____

In consideration of an Act approved by General Conference of the Brethren in Christ, in the United States and Canada, 1907, under Articles 25 and 26, and their respective Sections, and under Article 8 of General Conference, 1908, I, therefore, agree to donate the sum of _____ Dollars, for the Mesiah Bible School and Missionary Training Home, located at Grantham, Pennsylvania, on condition that the same shall be invested in real estate, or some good securities, the interest of which only is to be used for the sustaining of the work of the School, and if the School should ever be abandoned or discontinued, I, for myself, or my heirs, or assigns, reserve the right to say what disposition shall be made of my donation.

Name, _____

Address, _____

INSTALLMENT.

\$ _____ Date _____

In consideration of an Act approved by General Conference of the Brethren in Christ, in the United States and Canada, 1907, under Articles 25 and 26, and their respective Sections, and under Article 8 of General Conference, 1908, I, therefore, promise to pay the sum of _____ Dollars to the Treasurer of the Messiah Bible School and Missionary Training Home, located at Grantham, Pennsylvania, for the maintenance of, or for the construction of, buildings, on condition that one-half of the above sum shall be paid on _____, and the remainder on _____

Name, _____

Address, _____

* * * * *

STUDENT AID ENDOWMENT.

\$ _____ Date _____

In consideration of an Act approved by General Conference of the Brethren in Christ, in the United States and Canada, 1907, under Articles 25 and 26, and their respective Sections, and under Article 8 of General Conference, 1908, I, therefore, agree to pay the sum of _____ Dollars, to the Messiah Bible School and Missionary Training Home, located at Grantham, Pennsylvania, to be invested in real estate or good securities, the interest of which only is to be applied for educating or training such applicants who have no means to pay their tuition fees, or to support them while taking a course of studies; under no condition shall such proceeds be used for any other purpose, with the further consideration that if the Bible School shall be abandoned or discontinued, I reserve the right for myself, or my heirs, or assigns, to say what disposition shall be made of my donation.

Name, _____

Address, _____

ALUMNI.

Emma L. (Smith) Climenhaga, English Scientific, 1911.
Grantham, Pennsylvania.

Sarah E. (Wenger) Gish, English Scientific, 1911.
Carlstadt, Alberta, Canada.

Smith, Joseph A., English Scientific, 1911.
Grantham, Pennsylvania.

ROLL OF STUDENTS.

Model School.

Bucher, Catherine E.	Grantham, Pa.
Heisey, Vincent M.	Allen, Pa.
Huntsberger, William	Bowmansdale, Pa.
Keefer, Ada M.	Grantham, Pa.
Keefer, Edgar S.	Grantham, Pa.
Keefer, Samuel R.	Grantham, Pa.
Kitzmiller, Lloyd	Grantham, Pa.
Otstott, Russell	Grantham, Pa.
Rosenbery, Rachel S.	Grantham, Pa.
Smith, Elizabeth M. C.	Grantham, Pa.
Smith, Louck M.	Dillsburg, Pa.
Souder, Pearl	Mechanicsburg, Pa.
Stoner, Jacob	Grantham, Pa.
Stoner, Martha	Grantham, Pa.
Stoner, Mary	Grantham, Pa.
Stoner, Ruth	Grantham, Pa.
Stump, Martha	Grantham, Pa.
Westfall, Mary	Mechanicsburg, Pa.
Varner, Charles	Grantham, Pa.
Varner, Frances	Grantham, Pa.
Zarger, Anita C.	Grantham, Pa.

Preparatory Course.

Ashenfelter, Raymond,	Bowmansdale, Pa.
Athanasian, Hrand N.	Ismidt, Turkey
Baker, Harry L.	Mechanicsburg, Pa.
Byer, Archie	Hamlin, Kans.
Billet, Ada M.	Dillsburg, Pa.
Berkheimer, Catherine L.	Mechanics-
	burg, Pa.
Crist, Guy C.	Mechanicsburg, Pa.
Crist, Ray H.	Mechanicsburg, Pa.

Ditmer, Abram	.. Dillsburg, Pa.
Ditmer, Mary A.	Dillsburg, Pa.
Ekmekjian, Jacob J. H.	Aintab, Turkey
Hess, Barbara M.	Mount Joy, Pa.
Hess, Emma R.	Lancaster, Pa.
Hess, Henry M.	Mount Joy, Pa.
Mann, Howard H.	Washington Boro, Pa.
McCullough, Archie S.	Morrison, Ill.
Moran, Benj. H.	St. Louis, Mo.
Shaffer, J. Aldous	Siddonsburg, Pa.
Sircar, Joy B.	Calcutta, India
Smith, Kathryn M.	Grantham, Pa.
Stoner, Clara E.	Grantham, Pa.
Stump, Samuel	New Paris, Ind.
Surface, Harley B.	Mechanicsburg, Pa.
Walker, Benj. D.	Siddonsburg, Pa.
Wenger, Avery	Grantham, Pa.
Wenger, Irvin S.	Grantham, Pa.
Wetzel, Bertha M.	Boiling Springs, Pa.
Westfall, Wm. M. K.	Mechanicsburg, Pa.

Special.

Brubaker, Elmer G.	Mt. Hope, Pa.
Epler, Raymond R.	Colebrook, Pa.
Evans, H. C. M.	Nyack, N. Y.
Krikorian, Meshack P.	Hassanboyly, Turkey
Lehman, Virgie L.	Harrisburg, Pa.
Nissley, Frances H.	Landisville, Pa.
Nye, Mabel B.	Grantham, Pa.
Zarger, Mrs. Lottie	Grantham, Pa.

Scientific Course.

First Year.

Eavey, Charles B.	Morrill, Kans.
Engle, J. Avery	Mt. Joy, Pa.
Garman, John H.	Harrisburg, Pa.
Heisey, Miriam M.	Allen, Pa.
Wingert, Laban	Fayetteville, Pa.

Second Year.

Krikorian, Samuel	Aintab, Turkey
Zercher, Ira J.	Florin, Pa.

College Preparatory Course.

First Year.

Climenhaga, Asa W. Stevensville, Ont.

*Commercial Course.*Dick, Amos D. M. New Cumberland, Pa.
Evans, Lydia M. Nyack, N. Y.*Bible Course.*Bossert, Earl C. Chantler, Ont.
Markel, Earl P. Mechanicsburg, Pa.*Missionary Training Course.*

First Year.

Smith, Mrs. H. L. Grantham, Pa.

Second Year.

Hess, Ada M. Lancaster, Pa.

Pedagogical Course.

First Year.

Berkheimer, Helen E. Mechanicsburg, Pa.
Hoover, Ethel M. Boiling Springs, Pa.

Third Year.

Climenhaga, Mrs. J. A. Grantham, Pa.
Musser, Barbara W. Florin, Pa.
Smith, J. A. Grantham, Pa.

* * * * *

Summary of Students.

Model School,	21
Preparatory	28
Special	8
Scientific	7
College Preparatory	1
Commercial	2
Bible	2
Missionary Training	2
Pedagogical	5
Total	76