

SIXTH ANNUAL  
CATALOGUE

Messiah  
Bible School  
and  
Missionary  
Training Home

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GRANTHAM,  
CUMBERLAND COUNTY, PA.

\*\*\*\*\*

1915-1916

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



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Chartered  
1909

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GRANTHAM,  
CUMBERLAND COUNTY, PENNA.

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CALENDAR  
for  
1915-1916

1915

July

S.	M.	T.	W.	T.	F.	S.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

S.	M.	T.	W.	T.	F.	S.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

S.	M.	T.	W.	T.	F.	S.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

S.	M.	T.	W.	T.	F.	S.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

S.	M.	T.	W.	T.	F.	S.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

S.	M.	T.	W.	T.	F.	S.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1916

January

S.	M.	T.	W.	T.	F.	S.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

S.	M.	T.	W.	T.	F.	S.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March

S.	M.	T.	W.	T.	F.	S.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

S.	M.	T.	W.	T.	F.	S.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

S.	M.	T.	W.	T.	F.	S.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

S.	M.	T.	W.	T.	F.	S.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

ANNOUNCEMENTS

1915-1916

FALL TERM 1915

REGISTRATION DAY, .....Monday, September 13  
ORGANIZATION OF CLASSES, ..... Tuesday, September 14  
FALL TERM ENDS, .....Friday, December 17

WINTER TERM 1915-1916

ORGANIZATION OF CLASSES, .....Monday, December 27  
CLASS WORK BEGINS, ..... Tuesday, December 28  
BIBLE CONFERENCE, ..... January 20 to 30  
WINTER TERM ENDS, .....Thursday, March 23

SPRING TERM 1916

ORGANIZATION OF CLASSES, .....Monday, March 27  
CLASS WORK BEGINS, .....Tuesday, March 28  
BACCALAUREATE SERMON, .....Sunday, June 11  
COMMENCEMENT, .....Wednesday, June 14

SUMMER TERM 1916

SIX WEEKS, .....Monday, June 19 to Friday, July 28

## ORGANIZATION

## BOARD OF TRUSTEES

1. *H. B. Hoffer, President*, ..... Mt. Joy, Pa.
2. *J. D. Wingert, Vice President*, ..... Fayetteville, Pa.
3. *Aaron Booser, Secretary*, ..... Elizabethtown, 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. *H. C. Shank*, ..... Waynesboro, Pa.
6. *A. B. Musser*, ..... Grantham, Pa.
7. *Ezra Zercher*, ..... Mt. Joy, Pa.
8. *S. B. Stoner, Sub-Treasurer*, ..... Grantham, Pa.

ADMINISTRATIVE OFFICERS



President, .....	<i>S. R. Smith</i>
Vice President and Secretary, .....	<i>Enos H. Hess</i>
Treasurer, .....	<i>S. B. Stoner</i>
Preceptress, .....	<i>Clara E. Hoffman</i>
Matron, .....	<i>Mrs. Lottie Zarger</i>
Hall Teacher, .....	<i>C. Benton Eavey</i>

## FACULTY

S. R. Smith, A. M.  
*Columbia College, New York.*  
 BIBLE.

Enos H. Hess, M. S.  
*Pennsylvania State College.*  
 BIBLE, SCIENCE.

Edna Booser, A. B.  
*Ursinus College, Penna.*  
*Summer School, Chicago University, 1913.*  
 LATIN, LITERATURE.

J. A. Climenhaga,  
*Harrisburg Conservatory of Music, Harrisburg, Pa.*  
*Summer School, Grove City College, 1912,*  
*and Bethany College, 1913.*  
 MUSIC, BIBLE, EXPRESSION.

Clara E. Hoffman, M. E.  
*Millersville State Normal School, Pa.*  
*Summer Normal Course, Gregg School, Chicago Ill., 1913.*  
 BOOKKEEPING, STENOGRAPHY, TYPEWRITING.

Barbara W. Musser, Pd. B.  
*Messiah Bible School, Pa.*  
*Summer School, Ursinus College, 1914.*  
 PEDAGOGY, MATHEMATICS.

Jos. A. Smith, Pd. B.  
*Messiah Bible School, Pa.*  
*Summer School, Juniata College, 1912.*  
*and Moody Bible Institute, 1913.*  
 HISTORY, ENGLISH, BIBLE.

Mary E. Hoffman  
*Permanent Teachers' Certificate.*  
*Student, Millersville State Normal School, Pa.*  
MODEL SCHOOL, PEDAGOGY.

Asa W. Climenhaga,  
*Palmer School of Penmanship, Cedar Rapids, Ia.*  
*Student, C. H. University, University Park, Ia.*  
ART, BIBLE.

Geo. C. Haagen,  
*Iron City College, Pittsburg, Pa.*  
*Student, Messiah Bible School.*  
COMMERCIAL LAW, ARITHMETIC.

C. Benton Eavey,  
*Student, Messiah Bible School.*  
*Summer School, Grove City College, 1914.*  
MATHEMATICS.

J. Lester Myers,  
*Student, Elizabethtown College, Pa.,*  
*Student, Messiah Bible School.*  
ARITHMETIC, GRAMMAR.



## 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:

Samuel 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,

*Recorded June 3, 1909.*

GEORGE KUNKEL, P. J.

## 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. There were eighteen former students engaged in teaching during 1914-15. Its Missionary Department also is represented as far away as South Africa, and India.

From twelve students the number increased during the first year to thirty-seven, during the second year to fifty-four, the third year to seventy-six inclusive of the model school pupils, the fourth year to eighty-nine inclusive of twenty-three model school pupils and the fifth year to one hundred forty-one inclusive of fifty-seven model school pupils.

The number of instructors increased from five to seven during the first year, from seven to nine during the second and from nine to ten during the third and fourth year and ten to twelve during the fifth year.

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.

## 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.

### 3. *Railroad Accommodations.*

The Cumberland Valley branch of the Reading Railroad passes thru Grantham, bringing the school into convenient touch with Harrisburg, Gettysburg, Carlisle and Shippensburg.

The station was granted express and telegraph privileges on January 1, 1913. There are three outgoing and four incoming mails each week day.

## PHILADELPHIA & READING R. R. SCHEDULE.

### WEST BOUND

	Week-days					Sunday	
	a. m.	a. m.	m.	p. m.	p. m.	a. m.	p. m.
Harrisburg	7.30	9.15	12.00	4.45	7.15	8.35	4.50
Grantham	7.52	9.37	12.22	5.07	7.37	9.05	5.12
Gettysburg	9.25	.....	1.45	....	9.05	10.35	6.35
Shippensburg	....	11.00	.....	6.22	....	.....	....

### EAST BOUND

	a. m.	a. m.	m.	p. m.	p. m.	a. m.	p. m.
Shippensburg	....	7.30	.....	1.15	....	....	....
Gettysburg	5.55	....	11.00	....	4.00	7.15	4.30
Grantham	7.28	8.38	12.23	2.56	5.45	8.38	5.58
Harrisburg	7.50	9.00	12.45	3.20	6.10	9.00	6.23

## COURSES OF STUDY.

- I. General Preparatory Department.
  1. General Preparatory Course (one year).
- II. Academic Department.
  1. Academic Course (four years).
  2. Agricultural Course (four years).
  3. Special Agricultural Courses (one term to two years).
- III. Normal Department.
  1. Pedagogical Course (two years).
  2. Normal Course (ten weeks).
  3. Special Summer Course (six weeks).
- IV. Bible Department.
  1. Bible Course (three years).
  2. Missionary Training Course (two years).
  3. Special Bible Course (one year).
  4. Annual Bible Conference (ten days).
- V. Music Department.
  1. Music Teachers' Course (two years).
- VI. Commercial Department.
  1. Combined Course.
  2. Shorthand Course.
  3. Business Course.
  4. Short Business Course.

## 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.

### 1. 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. ACADEMIC DEPARTMENT.

### 1. Academic Course.

The requirements for entrance into the larger colleges and universities of our country are met in this course. It is so arranged that students can prepare for work either in a College Classical or in a Scientific Course. 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.

### 2. 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.

### 3. Special Agricultural Courses.

Students should whenever possible take the full course of four years. Realizing that this will be impossible for some the school management will permit a student to take a two

year course consisting of English, Commercial Arithmetic and Bookkeeping, Biology, Chemistry and Bible the first year, and Bookkeeping, Commercial Law, Physics, two periods daily of Agriculture and Bible the second year.

A short course will also be given during the winter term to meet the needs of persons who cannot attend school during the summer season.

In the above Winter term course one period will be devoted daily to the principles of breeding and feeding of live stock and the characteristics of the different breeds of horses, cattle, sheep, swine and poultry. Practice work will be given in judging.

One period will be devoted daily to the study of soils, fertilizers and farm crops. The student in this study is taught to compute the value of commercial fertilizers, and determine approximately the kind and amount to apply in particular instances.

Besides the required daily period of Bible study the student in this course may elect two or three other studies as given in any of the regular courses as may best suit his need.

### III. NORMAL DEPARTMENT.

#### 1. Pedagogical Course.

In order to graduate in the Pedagogical course the Academic course or its equivalent is required for entrance.

One of the aims of this school is to meet the highest possible State requirements for, and to give thorough preparation in teaching. In addition to giving general instruction in music and Bible, the course offers special instruction in educational pedagogy as related to the history of, theory of, and practice of teaching.

#### 2. Normal Course.

Special classes will be provided during the spring term for students desiring to apply for a teachers' provisional certificate. The charge for tuition in the special classes will depend upon the nature of work desired and number in the class.

#### 3. Special 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. Any of the studies as given in the regular courses may be elected by the student for the summer course, subject to the approval of the faculty of the school.

#### IV. BIBLE DEPARTMENT.

##### 1. 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 before taking the Bible Course. The full Academic Course should be taken first whenever possible.

##### 2. 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 similiar 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.

##### 3. Special Bible Course.

There are some earnest Christians who have not the time to engage in a full course of study, but who could devote a year or part of a year to the study of the Bible. This course is especially adapted to the needs of such people. Students desiring to take only one term of study will find this course so arranged that they can take any term of work, that their time will allow. The studies listed are merely suggestive. Accordingly, if any one finds himself or herself sufficiently strong in one or more sub-



jects offered, they have the privilege of substituting such a subject by any other study in the corresponding term of the regular courses.

We heartily recommend this course to busy christian workers.

#### 4. 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 ten or more may elect a Bible subject not being taught during a given term in the Bible Course.

#### 5. Special Bible Term.

On January 20, 1916, the sixth 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 work has been increasing in interest and attendance each successive year. Eighteen districts of the brotherhood were represented at the last term. Vital and mooted questions were discussed in love, with a wholesome unifying effect.

The evenings will be devoted to evangelistic services. The subjects and speakers will be announced later.

### 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.

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.

### 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 three-fourths unit credit since 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.

## 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	Political Geography ½ term	5	Algebra	5
§Physical Culture		Algebra ½ term	5		
Reading	5	Reading	5	Spelling	5
Penmanship	5	Penmanship	5	Music	5
Bible Biography	4	Bible Biography	4	Bible Biography	4

§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 school.

†Bookkeeping to be substituted for Arithmetic by students preparing to enter the Bible and Missionary Training Courses.

Periods,—Forty-five minutes each.

## TEXTS AND AMOUNT OF WORK REQUIRED.

*Arithmetic.*

Texts: Written,—Wentworth & Smith's Complete.  
Mental,—Brook's 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: Hawkes, Leiby and Touton.

Algebra will be taught one-half year as an introduction to the study of the subject. An advanced text will be used in the Freshman year of the regular courses.

*Grammar.*

Text: The Mother Tongue, Part II. Kettridge & 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: Practical Physiology, 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. 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. Diacritical marking will also be required.

*Penmanship—Two-thirds Unit.*

Considering the fact that so many of our young men and women of today, 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 writing. Any student may continue his penmanship work beyond that which is outlined in the different courses. Students that meet a certain requirement will receive a certificate as given by the American Penman. The name of the student, teacher, and school will be engrossed on this certificate.

*Bible Biography—Three-fourths 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.

## ACADEMIC COURSE.

FALL TERM		WINTER TERM		SPRING TERM	
<i>First Year</i>					
	Periods		Periods		Periods
English I	5	English I	5	English I	5
Latin I	5	Latin I	5	Latin I	5
Algebra	5	Algebra	5	Algebra	5
Drawing	3	Drawing	3	Drawing	3
Expression	2	Expression	2	Expression	2
Bible	4	Bible	4	Bible	4
<i>Second Year</i>					
English II	5	English II	5	English II	5
Latin II	5	Latin II	5	Latin II	5
History	5	History	5	History	5
Biology	*(1) 4	Biology	(1) 4	Biology	(1) 4
Bible	4	Bible	4	Bible	4
<i>Third Year</i>					
English III	5	English III	5	English III	5
Latin III	5	Latin III	5	Latin III	5
†German I or Chemistry * (2)	5 3	†German I or Chemistry * (2)	5 3	†German I or Chemistry * (2)	5 3
Plane Geometry	5	Plane Geometry	5	Plane Geometry	5
Bible	4	Bible	4	Bible	4
<i>Fourth Year</i>					
English IV	5	English IV	5	English IV	5
Latin IV	5	Latin IV	5	Latin IV	5
†German II or Solid Geometry	5 5	†German II or Solid Geometry and Plane Trigonometry	5 5	†German II or Plane Trigonometry	5 5
*Physics	(1) 4	*Physics	(1) 4	*Physics	(1) 4
Bible	4	Bible	4	Bible	4

†Those who contemplate entering a college classical course will take German. Those who contemplate entering a college scientific course will take chemistry and geometry.

\*Practicum periods of one and a half hour each.

## AGRICULTURAL COURSE

FALL TERM		WINTER TERM		SPRING TERM	
<i>First Year</i>					
	Periods		Periods		Periods
English I	5	English I	5	English I	5
Latin or German	5	Latin or German	5	Latin or German	5
Algebra	5	Algebra	5	Algebra	5
Drawing	3	Drawing	3	Drawing	3
Expression	2	Expression	2	Expression	2
Bible	4	Bible	4	Bible	4
<i>Second Year</i>					
English II	5	English II	5	English II	5
Latin or German	5	Latin or German	5	Latin or German	5
Com. Arithmetic	5	Com. Arithmetic	5	Bookkeeping	5
Biology	*(1)4	Biology	*(1)4	Biology	*(1)4
Bible	4	Bible	4	Bible	4
<i>Third Year</i>					
English III or		English III or		English III or	
Bookkeeping	5	Commercial Law	5	Commercial Law	5
History	5	History	5	History	5
Chemistry	*(2)3	Chemistry	*(2)3	Chemistry	*(2)3
Plane Geometry	5	Plane Geometry	5	Plane Geometry	5
Bible	4	Bible	4	Bible	4
<i>Fourth Year</i>					
English IV or		English IV or		English IV or	
Soils and Fertilizer	5	Farm Engineering	5	Vegetable Gardening	5
Field Crops	5	Animal Husbandry	5	Fruit Growing	5
Physics	*(1)4	Physics	(1)4	Physics	(1)4
Solid Geometry	5	Solid Geometry and		Trigonometry	5
		Trigonometry	5	Bible	4
Bible	4	Bible	4	Bible	4

TEXTS AND AMOUNT OF WORK REQUIRED.

*Drawing—Three-fifths Unit.*

Three terms consisting of three periods a week will be required in drawing. Arrangement can also be made with the teacher

of this department for more advanced work. This special class meets on Saturday of each week. The work consists of charcoal drawing and Painting in either water color or oil. The school is surrounded with beautiful scenery such as hills, valleys, and fresh streams of water. This affords a splendid opportunity for landscape painting.

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.

*Drawing—Fall Term.*

Sketching in pencil and charcoal of familiar objects; good examples of proportion and perspective, and the Principles of light and shade.

*Winter Term.*

Sketching from casts, Figure and Animal Drawing, Design, including expression of Ideas and the principle of harmony.

*Spring Term.*

Use of water colors, sketching from nature, such as, flowers, trees, rocks, buildings, etc., including landscape.

A brief study of Art History will be given to all students taking this line of work.

*Mechanical Drawing.*

Text: Mechanical drawing by William H. Thorne.

The Junior and part of the Intermediate courses will be taught in the fall term.

The intermediate course will be completed in the winter term.

The Spring terms work will be taken from the Senior course.

Preservation of Drawings.

Each student must present his drawings individually in a self-made folder or portfolio.

*Expression—Two-thirds Unit.*

Text: Natural Drills in Expression by Philips.

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.

### III. MATHEMATICAL DEPARTMENT.

#### *Algebra—One Unit.*

Text: Wentworth's New School Algebra.

At least one-half year of work in Algebra will be required for entrance. The study for this year will include Logarithms and Graphs.

#### *Commercial Arithmetic—One-half Unit.*

Text: John H. Moore's New Commercial Arithmetic.

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.

Trigonometric functions of 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.

### III. ENGLISH DEPARTMENT.

#### *English I—One Unit.*

Text: Lockwood & Emerson's Composition & Rhetoric.

The work of this year begins with a brief review of Grammar, includes exercises in retelling the thoughts of others, in taking notes, in developing outlines, compositions, paragraphs, and sentences. Particular attention will be paid to the choice of words, theme development, description, figures of speech, and poetic diction will receive their proper attention.

#### *English II.—One Unit.*

Text: Manual of Composition & Rhetoric by Gardener, Kittredge and Arnold.

The work of this year is devoted to the study of Narration, Exposition and Argumentation. Practise in story writing, essay writing, and the writing of debates, orations and other forms of Argument is given, together with a drill in oral expression.

#### *English III.—English Literature—One-half Unit.*

##### *First half of year.*

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-half Unit.**Second half of year.*

For the purpose of giving the student the relation between literature and history, as well as the relations in literature itself, the periods of literary activity, with their representative writers are studied. The study is supplemented by required readings from the authors discussed.

*English IV.*

During the fourth year the following selections will be studied. Fall term—Milton's "L'Allegro," "Il Penseroso," "Comus or Lycidas," Shakespeare's "Macbeth." Winter term—Selections from Wordsworth, Keats, Shelley, Burke's "Speech on Conciliation." Spring term—Carlyle's "Essay on Burns," Macaulay's "Life of Johnson."

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READING COURSE FROM THE COLLEGE ENTRANCE REQUIREMENTS, ARRANGED FOR THE MESSIAH BIBLE SCHOOL & MISSIONARY TRAINING HOME.

The following is a list of the readings required of all students in the Academic and Agricultural Courses. The reading is prescribed according to the four years of study. Students of the first year will be expected to pursue the first year's readings, the second year students the second year's readings etc. Each student will be expected, to give either an oral or written report at least three times a year.

## A. REQUIRED READINGS.

## I. First Year.

- (a) Old Testament: Genesis, Exodus, Joshua.
- (b) New Testament: I John, Acts.
- (c) Prose Fiction
  - 1. Robinson Crusoe ..... DeFoe
- (d) Essays

- I. Lincoln's
    - (a) Two Inaugural Addresses
    - (b) Speeches in Independence Hall
    - (c) Speech at Gettysburg
    - (d) Last Public Address
    - (e) Letter to Horace Greely
  2. A Memoir or Estimate of Lincoln
  - (c) Poetry
    1. Elegy in Country Church Yard ..... *Gray*
    2. Deserted Village ..... *Goldsmith*
    3. Ode to a Nightingale ..... *Keats*
    4. Crossing the Bar ..... *Tennyson*
    5. Home Thoughts from Abroad ..... *Browning*
    6. Home thoughts from the Sea ..... *Browning*
- II. Second Year.
- (a) Old Testament: Judges, I and II Samuel.
  - (b) New Testament: Ephesians, James.
  - (c) Prose Fiction
    1. Pilgrim's Progress ..... *Bunyan*
  - (d) Essays
    1. Sir Roger DeCoverly Papers (200 Pages)  
*Addison & Steele*
  - (e) Poetry
    1. Cotter's Saturday Night ..... *Burns*
    2. Tam O'Shanter ..... *Burns*
    3. Prisoner of Chillon ..... *Byron*
    4. Childe Harold Pilgrimage ..... *Byron*
    5. Eve of St. Agnes ..... *Keats*
    6. Horatius ..... *Macaulay*
    7. Evelyn Hope ..... *Browning*
    8. The Forsaken Mermaid ..... *Arnold*
    9. Rugby Chapel ..... *Arnold*
    10. Little People of the Snow ..... *Bryant*
    11. Vision of Sir Launfal ..... *Lowell*
    12. Snow Bound ..... *Whittier*
    13. The Bells or the Raven ..... *Poe*
- III. Third Year.
- (a) Old Testament: Ruth, I and II Kings, Esther.
  - (b) New Testament: Romans, Philippians.

- (c) Drama
  - 1. Merchant of Venice ..... *Shakespeare*
- (d) Prose Fiction
  - 1. House of Seven Gables ..... *Hawthorne*
- (f) Poetry
  - 1. Alexander's Feast ..... *Dryden*
  - 2. Rape of the Lock ..... *Pope*
  - 3. Rhyme of the Ancient Mariner ..... *Coleridge*
  - 4. Ode to the West Wind ..... *Shelley*
  - 5. Ode on a Grecian Urn ..... *Keats*
  - 6. Sonnet on the Grass Hopper & Cricket ..... *Keats*
  - 7. Lady of Shalott ..... *Tennyson*
  - 8. Ulysses ..... *Tennyson*
  - 9. My Last Duchess ..... *Browning*
  - 10. Dover Beach ..... *Arnold*
  - 11. The Last Leaf ..... *Holmes*
  - 12. The Courtship of Miles Standish ..... *Longfellow*

#### IV. Fourth Year.

- (a) Old Testament: Job, Ecclesiastes, Hosea.
- (b) New Testament: Galatians, Hebrews.
- (c) Epic
  - 1. Illiad ..... *Homer*
- (d) Drama
  - 1. Henry V ..... *Shakespeare*
- (e) Prose Fiction (One required)
  - 1. Ivanhoe ..... *Scott*
  - 2. Vanity Fair ..... *Thackeray*
  - 3. Silas Marner ..... *Eliot (Evans)*
  - 4. Last of the Mohicans ..... *Cooper*
- (f) Essays
  - 1. Any ten of Bacon's or any of Emerson's
- (g) Poetry
  - 1. Prologue to Canterbury Tales ..... *Chaucer*
  - 2. Faerie Queene, (Book I, Canto I) ..... *Spencer*
  - 3. Sonnets
    - (a) To the Lord General Cromwell ..... *Milton*
    - (b) On his Blindness ..... *Milton*
  - (c) London 1802 (To Milton) ..... *Wordsworth*
  - (d) Sonnet XVIII ..... *Shakespeare*
  - 4. Ode on Intimation of Immortality ..... *Wordsworth*
  - 5. Ode to Duty ..... *Wordsworth*

6. A Glance Behind the Curtain ..... *Lowell*
7. Oh, Captain, My Captain ..... *Whitman*
8. Idylls of the King ..... *Tennyson*
  - (a) Careth & Lynette
  - (b) Lance lot & Elaine
  - (c) Passing of Arthur
9. Oenone ..... *Tennyson*
10. Andrea Del Sarto ..... *Browning*
11. Rabbi Ben Ezra ..... *Browning*

#### B. SUGGESTED READINGS (Special Credits)

- I. Prose Fiction
  1. Oliver Twist ..... *Dickens*
  2. Tom Brown's School Days ..... *Hughes*
  3. Hosier Schoolmaster ..... *Eggleston*
  4. Betty Alden ..... *Austin*
  5. Westward Ho ..... *Kingsley*
- II. Essays
  1. Representative Men ..... *Emerson*
  2. Autocrat of the Breakfast Table ..... *Holmes*
- III. Biography
  1. Autobiography ..... *Franklin*
  2. Book of Golden Deeds ..... *Yonge*
- IV. Dramas
  1. The Tempest ..... *Shakespeare*
  2. Hamlet or Macbeth ..... *Shakespeare*
  3. Othello ..... *Shakespeare*
  4. King Lear ..... *Shakespeare*
  5. She Stoops to Conquer ..... *Goldsmith*
- V. Poetry
  1. Lady of the Lake ..... *Scott*
  2. Hiawatha ..... *Longfellow*
  3. Paradise Lost (Books I & II) ..... *Milton*
  4. Paradise Regained ..... *Milton*
  5. In Memoriam ..... *Tennyson*
  6. Marion ..... *Browning*
  8. Evangeline ..... *Longfellow*
- VI. Orations
  1. True Grandeur of Nations ..... *Summer*
  2. On the Increase of the Navy ..... *Clay*
  3. The Federal Constitution ..... *Henry*

- 4. Death of Webster ..... Choate
- 6. Orations on the Crown ..... Demosthenes
- 5. Adams and Jefferson ..... Webster
- VII. Supplement
  - 1. Poems from James Whitcomb Riley

#### IV. 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 scansion. 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.

## V. HISTORY DEPARTMENT.

*General History—One Unit.*

Texts: 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.



## VI. SCIENCE DEPARTMENT.

*Biology—One Unit.*

Text: Elements of Biology by G. W. Hunter.  
Laboratory Manual in Biology by R. W. Sharpe.

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.

*Chemistry—One Unit.*

Text: Chemistry of Common Things by Brownlee, Fuller, and Whitsit supplemented by First Principles of Chemistry and Laboratory Manual by the same authors.

The chemistry of every day affairs such as burning fuels, stoves, lamps ventilation, water etc., will be considered. Enough of the general principles of chemistry will be studied and demonstrated by experimentation to give the student a comprehension of the subject as a whole.

*Physics—One Unit.*

Text. A first Course in Physics by Millikan 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.

## VII. AGRICULTURAL DEPARTMENT.

*Soils and Fertilizers—One-third Unit.*

Text: Soils and Soil Fertility by Whitson and Walster.

Under this subject will be studied:—conditions essential in plant growth; origin and classification of soils; nitrogen, phosphoric acid,

potash; soil analysis; farm manures; physical properties of the soil; water supply; tillage; humus and management of different kinds of soils.

*Agricultural Engineering—One-third Unit.*

Text: *Agricultural Engineering* by Davidson.

The work in this subject will be considered under the following divisions:—Agricultural surveying, drainage, irrigation, roads, farm machinery, farm motors, farm buildings, farm sanitation and rope work.

The aim in the instruction will be to acquaint the student with the best up-to-date mechanical equipment for the farm and home and enable him to provide a more comfortable and healthful home.

*Vegetable Gardening—One-third Unit.*

Text: *Vegetable Gardening* by Watts.

The subject will include a description and classification of the more important garden crops but special attention will be given to cultural methods and the fundamental principles involved in the various operations of vegetable gardening.

The subject will be considered under the general divisions of soils, tillage and tillage tools, manure and fertilizers, insect enemies and diseases, hot beds, cold frames, green houses, marketing and storage.

*Field Crops—One-third Unit.*

Text: *Field Crops* by Wilson and Warburton.

A general classification of field crops will be given and some of the more important principles of plant growth. The grain crops of corn, wheat, oats, barley, rye, flax, etc., and the principal forage and root crops will be studied as to origin, fertilization, planting, cultivation and harvesting.

*Animal Husbandry—One-third Unit.*

Text: *Beginnings in Animal Husbandry* by C. S. Plumb.

The different breeds of horses, cattle, sheep, swine and poultry will be studied.

The aim will be to use one period each week for practical judging. The principles of breeding and feeding farm animals will

receive special attention. The feeding standards and computation of rations will be explained. The student will be required to compound rations from different lists of feed.

*Fruit Growing—One-third Unit.*

Text: Popular Fruit Growing by Samuel B. Green.

The subject will be studied under the divisions of: principles of plant growth, planting and cost of the orchard, pruning, insects and diseases injurious to fruits, spraying and spraying apparatus and harvesting and marketing. The pome and tone fruits will be considered as to origin, propagation, enemies and varieties. Grapes, small fruits and nuts will be considered. The school is located near a large fruit growing section which will afford ample opportunity for demonstrations.

VIII. PEDAGOGICAL DEPARTMENT.

PEDAGOGICAL COURSE.

FALL TERM		WINTER TERM		SPRING TERM	
<i>First Year</i>					
	Periods		Periods		Periods
Elementary Pedagogy	5	Ed. Economics	5	Music	5
Psychology (General)	5	Psychology (General)	5	Genetic Psychology	5
School Management	5	School Hygiene and law	5	Physiological Pedagogics	5
Methodology	5	Special Methods	5	Special Methods	5
Practice Teaching	5	Practice Teaching	5	Practice Teaching	5
Bible	4	Bible	4	Bible	4
<i>Second Year</i>					
History of Ed.	5	History of Ed.	5	Educational Classics	5
Systems of Education in U. S.	5	Sociology	5	Ethics	5
Psychological Foundations of Education	5	Philosophy of Ed.	5	Phil. of Teaching	5
Practice Teaching	5	Practice Teaching	5	Practice Teaching	5
Bible	4	Bible	4	Bible	4

## TEXTS AND AMOUNT OF WORK REQUIRED.

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

- I. Studies designed to give the teacher a proper knowledge of the PUPIL,—THEORETICAL.
  1. In terms of the physical.
    - a. School Hygiene.
    - b. Physiological Pedagogics.
  2. In terms of the Mental.
    - a. General Psychology.
    - b. Psychology of Childhood.
  3. 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 and moral experience, and the child's mind.—PRACTICAL.
  1. Elementary Pedagogy.
  2. Methodology.
  3. School Economy.
  4. School Supervision and Management.
  5. School Law.
  6. 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. The new State Code on Education will receive special consideration.

*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 precocities of temperament during adolescence, and the necessity of sensory training as a pre-requisite to any adequate self-expression.

*Psychology—General—Two-third Unit.*

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

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.

*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 Pedagogy—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.

*Educational Economics—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.

*Special Methods—Two-thirds Unit.*

Methods for teaching each of the common school branches will be given during the winter, and spring terms of the first year, the time being proportioned among the different subjects. In this work students will be called upon to prepare lesson plans and illustrate methods of presentation.

*History of Education—Two-thirds 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-religious, 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 colleges and universities; and a brief history of the higher education of women.

*Educational Classics—One-third Unit.*

Text: Painter's Great Pedagogical Essays.  
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 as an ideal, as added to, or expanded by, the masterful genius of the whole school of educators from Confucius to the present time.

*Ethics—One-third Unit.*

Text: System of Ethics Schuyler.  
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-third 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. Analysis 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 psychological 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—DePressense'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, Practice 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 in 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.

## IV. BIBLE DEPARTMENT.

## BIBLE COURSE

FALL TERM			WINTER TERM			SPRING TERM			
<i>First Year</i>									
	Periods		Periods		Periods		Periods		
English*	5	English	5	English	5	Life of Christ	5	Acts of Apostles	5
Life of Christ	5	Gospels	5	Old Test. History	5	New Test. Times	5	Bible Outline	4
Old Test. History	5	Bible Outline	4	Music	3	Music	3	Expression	2
Bible Outline	4	Expression	2						
Music	3								
Expression	2								
<i>Second Year</i>									
Greek	5	Greek	5	Greek	5	Pauline Epistles	5	Revelation	5
Pauline Epistles	5	Gen. Epistles	5	Prophetic Literature	5	Prophetic Literature	5	Ethics	5
Prophecy	5	Psychology	5	Types & Shadows	4	Psalms	4		
Psychology	5								
Types & Shadows	4								
<i>Third Year</i>									
Greek	5	Greek	5	Greek	5	Hebrew†	5	Hebrew	5
Hebrew†	5	Hebrew	5	Church History	5	Church History	5	Homiletics	5
Comp. Religions	5	Church History	5	Homiletics	5	Bible Doctrine	5		
Homiletics	5	Homiletics	5						
Bible Doctrine	5	Bible Doctrine	5						

†Hebrew—One Unit.

Hebrew grammar and composition besides a translation of short passages from the Hebrew Bible will be given.

\*English—One Unit.

Any one of English I, II, III or IV, which the student can take depending upon previous work and qualification.

## MISSIONARY TRAINING COURSE.

FALL TERM		WINTER TERM		SPRING TERM	
<i>First Year</i>					
	Periods		Periods		Periods
*Old Test. History	5	Old Test. History	5	New Test. Times	5
Life of Christ	5	Gospels	5	Acts of Apostles	5
Prophecy	5	Prophetic Literature		Prophetic Literature	
Bible Outline	4	Bible Outline	4	Bible Outline	4
Music	3	Music	3	Music	3
Expression	2	Expression	2	Expression	2
<i>Second Year</i>					
Comp. Religions	5	Church History	5	Church History	5
Pauline Epistles	5	Gen. Epistles	5	Revelation	5
Missions	5	†Foreign Missionary	5	†Missionary Prin. and Prac.	5
		or		or	
		*Home Missionary	5	*S. S. Organization and Management	5
Types & Shadows	4	Types & Shadows	4	Psalms	4
Bible Doctrine	5	Bible Doctrine	5	Bible Doctrine	3

## SUGGESTIVE ONE YEAR COURSE.

Bible Outline	4	Bible Outline	4	Bible Outline	4
Life of Christ	5	Gospels	5	Acts of Apostles	5
Pauline Epistles	5	Gen. Epistles	5	Revelation	5
Prophecy	5	Prophetic Literature	5	Prophetic Literature	5
Old Test. History	5	Old Test. History	5	New Test. Times	5

†Students preparing for Foreign Mission Work will take Foreign Missionary and Missionary Principles and Practice.

\*Students preparing for Home Mission Work will take Home Missionary and Sunday School Organization and Management.

*Texts and Amount of Work Required.**Bible Outline—One Unit.*

The authenticity, general structure, divisions, 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 in detail a study of the various parts and phases of the Bible in the subsequent years of his course.

*Old Testament History—Two-thirds 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 and consequent epochs of history, the leading characters, the institutions, the laws, the customs, climate and geography according to periods, will receive their due share of attention.

*New Testament Times—One-third Unit.*

In this study will be considered the life customs and habits of the people immediately following the birth of Christ. Bible Geography and the problems of this period will receive their due attention.

*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.

*Prophetic Literature—Two-thirds Unit.*

A general survey of the conditions met by the prophets, of the burning inspiration and import of their messages, and of the doctrines propounded, will be taken. Particular attention will be paid to the peculiarities of literary construction of the prophetic books.

*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.

*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 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.

*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-worshipping 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.

*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. An exegetical study of the books will be made as much as the time will permit.

*General Epistles—One-third Unit.*

The study of the General Epistles will be under the same general heading as outlined for the Pauline Epistles. The exegesis will be along practical lines as applied to present-day conditions.

*Revelation—One-third Unit.*

The book of Revelation, 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 premillennial 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.

*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.



*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.

*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.

*Bible Doctrine—One Unit.*

In the Bible Doctrine department, we especially emphasize the elimination of Men's doctrines, views, creeds, customs and traditions, except in so far as they may be called into question by the Scriptures themselves. The Holy Scriptures must be their own interpreters. A special effort is made to cull out Men's views which have been interwoven into the Scriptures, and thus forming a conglomerate mass of beliefs and isms nigh on to Babel itself. Simplicity of Bible analysis is observed, instead of considering conditions and Bible rendering in a far fetched way, that they become tainted or colored with Men's views or selfish designs, so that the purpose of the Holy Spirit's inspiration in the Scriptures is lost. Bible doctrine is the essential of all Bible efforts among the class of Bible Geography, Bible Outline, Bible Biography, etc., and should therefore have a prominent place in the Bible School program.

## V. VOCAL MUSIC DEPARTMENT.

## VOCAL MUSIC COURSE.

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

*Texts and Amount of Work Required.**Music—One-third Unit.*

A thorough knowledge of the rudiments of music, including Rhythmics, Melodics 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. Hearox. (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 artists, 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.

## VI. COMMERCIAL DEPARTMENT.

The business department gives, in the shortest possible time, instruction and training in those special branches that are vitally necessary for a successful business course.

The knowledge to be gained and the general culture that is so naturally acquired when in a healthy atmosphere with proper literary and social advantages, gives the student confidence in himself and a consciousness of power to meet the competition of the world in the affairs of trade.

The strength and ability of the individual determines his rate of progress and no effort is made to hold any one longer than necessary.

*Combined Course.*

Bookkeeping	Commercial Law
Business Spelling	Commercial Arithmetic
English	Penmanship
Business Customs and Forms	Shorthand
Correspondence	Typewriting
Office Practice	Bank Accounting
	Bank Practice

The person having the combined course has a special advantage for he can serve as stenographer or bookkeeper or both and is ever prepared to take the general oversight of an entire office force. Knowledge is power and it applies here as every where else.

Business men recommend this course.

*Business Course.*

Bookkeeping	Commercial Law
Business Spelling	Penmanship
English	Correspondence
Business Customs and Forms	Office Practice
Calculations	Bank Accounting
	Bank Practice

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

The work is conducted on actual business plans—the student being equipped for the routine of general office work where stenography is not required.

*Shorthand Course.*

Shorthand	Typewriting
English	Calculations
Penmanship	Business Spelling
	Correspondence
	Office Practice

This course prepares the student to do the special work of a stenographer and typist, and also includes a thorough general training for business duties.

Four periods of Bible per week, is required of every student.

*Short Course.*

A special short course in bookkeeping is offered for those who find it impossible to take the whole course as outlined above.

Here the student is taught the science of debit and credit, how to open, conduct and close a set of books in either single or double entry, the making of trial balances, etc.; in fact everything included in the theory of accounts. He is permitted to enter the regular commercial classes that are in progress during his stay in the institution.

Students desiring to take the shorthand course should enter at the beginning of terms, if possible, or preferably at the beginning of the school year. Those taking the combined course, the business course, or the short course, can enter at any date most convenient to them.

The time required for graduation depends upon the application and the previous education of the individual. Each is allowed to finish in the shortest time possible, his own good being considered.

The value of a knowledge of shorthand is conceded and there is no longer any necessity to set forth the advantages of the art.

A good education is a prerequisite to a competent shorthand writer. He should be good in English Grammar and Rhetoric.

The Gregg System of Shorthand is taught. The principles of the system are presented so as to make it possible for the student

to grasp the subject readily. The pupils receive instruction in dictation from the very start.

In typewriting the machines used include the Underwood and L. C. Smith. Instruction is given in the mechanism and care of the machines; so that an operator can readily learn the use of machines of other makes.

A certificate of proficiency will be given to students completing in a satisfactory manner the business or shorthand courses, and a diploma upon the completion of the combined course.



## 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.*

General Preparatory Course, .....	\$ .75
Bible and Missionary Training Course, .....	.90
Academic, 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
Twenty-five per cent. reduction on light and fuel when two students occupy one room.	
Contingent fee for day students, per term, .....	1.75
Light per Summer term, .....	1.00
Library fee, per term, .....	.50
Rent of Typewriter, per term.	
One period daily, .....	2.50
Two periods daily, .....	3.50
Voice Culture, per lesson, .....	.50
Laboratory fee for Chemistry, per term, breakage extra, .....	2.50
Laboratory fee for Biology and Physics, per term, .....	.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 required 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 minister's 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 when pursuing the regular studies as outlined

in the Missionary Training or Bible Course providing sufficient funds can be raised by the School for said purpose.

No reduction will be made on the board for absence from breakfast. When two or more consecutive days are missed a reduction will be made providing the matron is notified prior to the absence.

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 of all students rooming in the school building.

The gentlemen students can easily make arrangements for their personal laundering with private families living in the village.

The personal clothing of the lady boarding students will be washed by the school. The ironing to be done by the student with the school equipment. In compensation for the washing of the personal clothing the school will require one hour's work per week in laundry, dining room, kitchen or halls, by each student. Fancy and embroidered clothing must be cared for by the student.

All bed clothing must be surrendered for fumigation upon arrival.

#### TOILET.

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

## 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 popular 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, for two years unless they receive a doctors certificate of physical weakness, 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.

Firearms will not be allowed in the building, nor hunting on the campus.

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

Persons who are members of secret societies or fraternities will not be admitted or held as students.

*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 shall be secured in writing prior to the absence, from the Vice President or his assistant.

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 12.00m., 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. 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 98 to 100 is marked A plus; 95 to 97, A; 92 to 94 A minus; 88 to 91, B plus; 85 to 87, B; 82 to 84, B minus;

78 to 81, C plus; 75 to 77, C; 60 to 74, D; re-examination required; under 60, E; subject must be reviewed.

Students averaging 92 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.

*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 in the room 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, or before 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 11.55 a. m.; second bell at 12.05 p. m.

Supper is served during the week at 5.10 p. m. Saturday and Sunday at 5.00 p. m.

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

No one will be allowed to leave the table before the 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 eating, may remain.

*Attendance at Services:*

Students will be expected to attend Young Peoples' Meeting Tuesday evening, and are encouraged to attend all other school activities, 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:*

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

Outdoor exercise is 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 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. with permission of the Preceptress.

Gentlemen may call upon ladies in the reception room by the permission of the Preceptress and in the case of minors by the joint 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, 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 at classes.
6. Regard all the regulations of the school as intended for your benefit.

*Equipment.*

The equipment for doing more efficient work has been steadily increasing.

(a) *Library*—The school possesses a library of over a thousand volumes, representing science, literature, history, philosophy and religion. In addition to this, the available library owned by the Faculty, numbers nearly three thousand volumes, and several thousand 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. Griest.

During the present year, Mr. Harry D. Rotz, of Chambersburg, Pa., donated and loaned to the school a fine collection of mounted birds and mammals representative of the fauna of Pennsylvania.

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 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.

There should be a permanent endowment fund of not less than \$10,000 raised; the interest of which may be used for general maintenance and in paying the tuition of prospective recommended or returned missionary students and to aid worthy students who do not have sufficient means to pursue a prescribed course of studies. Students of insufficient funds who are not prospective missionaries should be helped in the way of a loan bearing a nominal rate of interest. The loan to be paid back into the original fund as soon as possible in order that it may be used again in the same way.

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 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, 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 Messiah 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 Messiah 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 constrution 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.

- Climenhaga, Mrs. J. A.,.....Grantham, Pennsylvania  
ENGLISH SCIENTIFIC—1911; PEDAGOGICAL—1913.
- Smith, Joe A., .....Grantham, Pennsylvania  
ENGLISH SCIENTIFIC—1911; PEDAGOGICAL—1913.
- Gish, Mrs. Paul, .....Carlstadt, Alberta, Canada  
ENGLISH SCIENTIFIC—1911.
- Musser, Barbara, .....Mt. Joy, Pennsylvania  
PEDAGOGICAL—1913.
- Zercher, Ira J., .....Grantham, Pennsylvania  
ENGLISH SCIENTIFIC—1913.
- Krikorian, Samuel, .....Grantham, Pennsylvania  
ENGLISH SCIENTIFIC—1913.
- Haagen, Mrs. George, .....Grantham, Pennsylvania  
MISSIONARY TRAINING—1913.
- Dick, A. D. M., .....Grantham Pennsylvania  
COMMERCIAL—1914.

## ROLL OF STUDENTS.

## GENERAL PREPARATORY COURSE

Billet, Glenn,	Mechanicsburg, Pa.
Coble, Victor,	Mechanicsburg, Pa.
Cocklin, Robert,	Mechanicsburg, Pa.
Eberly, Chester,	Quarryville, Pa.
Firestone, Russel M.,	Boiling Springs, Pa.
Gish, Ralph,	Elizabethtown, Pa.
Heisey, Vincent M.,	Allen, Pa.
Hess, Ada,	Lancaster, Pa.
Hoover, Estella,	Detroit, Kans.
Hostetter, Christian,	Washington Boro, Pa.
Kraybill, Elizabeth	Boiling Springs, Pa.
Mann, Harry,	Grantham, Pa.

Martin, Rhoda,	Mt. Joy, Pa.
Olson, Hazel,	Chicago, Ill.
Pattison, Nettie,	Perry Station, Ont.
Stoner, Arthur,	Mechanicsburg, Pa.
Stoner, Helen,	Bowmansdale, Pa.
Stouffer, Jonathan A.,	Bowmansdale, Pa.
Strong, William,	Mechanicsburg, Pa.
Wetzel, Roy,	Boiling Springs, Pa.
Williams, Reba,	Dillsburg, Pa.

*Special.*

Yeramian, John,	Grantham, Pa.
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## ACADEMIC COURSE

Byer, Archie,	Hamlin, Kans.
Byer, Lydia,	Hamlin, Kans.
Climenhaga, Asa W.,	Stevensville, Ont.
Crist, Guy,	Mechanicsburg, Pa.
Crist, Ray,	Mechanicsburg, Pa.
Eavey, C. Benton,	Morrill, Kans.
Heisey, Miriam,	Allen, Pa.
Hess, Edna C.,	Greencastle, Pa.
Hess, Ira C.,	Greencastle, Pa.
Lady, Harvey C.,	Abilene, Kans.
Shaffer, J. Aldous,	Siddonsburg, Pa.
Smith, Frances A.,	Chicago, Ill.
Stoner, Mary A.,	Grantham, Pa.
Wenger, Irwin,	Grantham, Pa.
Wolgemuth, Rhoda,	Mt. Joy, Pa.

*Special.*

Hertzler, Henry C.,	Mechanicsburg, Pa.
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## AGRICULTURAL COURSE

Mann, Howard,	Washington Boro, Pa.
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*Special.*

Musser, Abram,	Elizabethtown, Pa.
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## PEDAGOGICAL COURSE

Eberly, Abram D.,	Quarryville, Pa.
Gayman, B. Ella,	Chambersburg, Pa.
Kipe, Anna,	Waynesboro, Pa.
McCulloh, Anna,	Morrison, Ill.
Stoner, Clara,	Grantham, Pa.
Stump, Samuel,	Grantham, Pa.
Walker, Ben.,	Siddonsburg, Pa.

*Special.*

Berkheimer, Helen,	Mechanicsburg, Pa.
Coble, Ruth,	Elizabethtown, Pa.
Engle, Anna,	Mt. Joy, Pa.
Engle, J. Avery,	Mt. Joy, Pa.
Moyer, Christian H.,	Elizabethtown, Pa.
Musser, Martha,	Florin, Pa.
Peffer, J. Almeda,	Allen, Pa.
Wetzel, Bertha,	Boiling Springs, Pa.
Wolgemuth, Irwin,	Mt. Joy, Pa.

## BIBLE COURSE

Books, B. M.,	Cleona, Pa.
Ekmekjian, Jacob H.,	Aintab, Turkey
Krikorian, Meshach P.,	Aintab, Turkey

*Special*

Climenhaga, Sarah,	Stevensville, Ont.
Eavey, Lottie,	Morrill, Kans.
Sider, Abbie,	Marshville, Ont.
Sider, Nellie,	Marshville, Ont.
Sider, Earl,	Perry Station, Ont.

## MISSIONARY TRAINING

Byer, Ruth E.,	Upland, Cal.,
Haagen, Geo. C.,	Grantham, Pa.
Lehman, Virgie E.,	Harrisburg, Pa.
Myers, J. Lester,	Greencastle, Pa.
Tucker, Anna,	Clayton, Ohio
Zarger, Lottie,	Grantham, Pa.

*Special*

Kern, Naomi,	Abilene, Kans.
Myers, Mrs. J. Lester, (nee Emma Keefer),	Greencastle, Pa.
Rohrer, D. E.,	Ludlow Falls, Ohio.
Steckley, Anna,	Bethesda, Ont.
Wenger, D. B.,	Upland, Cal.
Winger, Mrs. Daniel B., (nee Mabel B. Nye),	Grantham, Pa.

## COMMERCIAL COURSE

Ashenfelter, Raymond,	Bowmansdale, Pa.
Baum, Paul,	Palmyra, Pa.
Brenneman, Lester,	Pleasant Hill, Ohio.
Ditmer, Jno. Abram,	Dillsburg, Pa.
Huntsberger, Ida,	Bowmansdale, Pa.
Ickes, Ruth,	Dillsburg, Pa.
Lane, Anna,	Lititz, Pa.
Myers, Clarence A.,	Greencastle, Pa.

## TOTAL ENROLLMENT.

Model School, . . . . .	57
General Preparatory	22
Academic	16
Agricultural	2
Pedagogical	16
Bible	8
Missionary Training	12
Commercial	8
Total	141