

1898-1899  
FIFTEENTH YEAR.



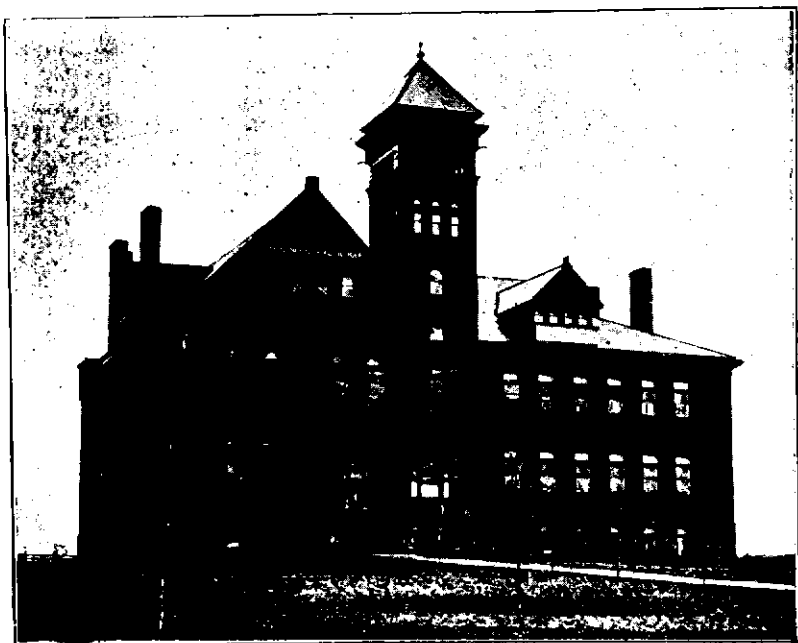
**FERRIS  
INDUSTRIAL  
SCHOOL.**



**BIG RAPIDS,  
MICH.**

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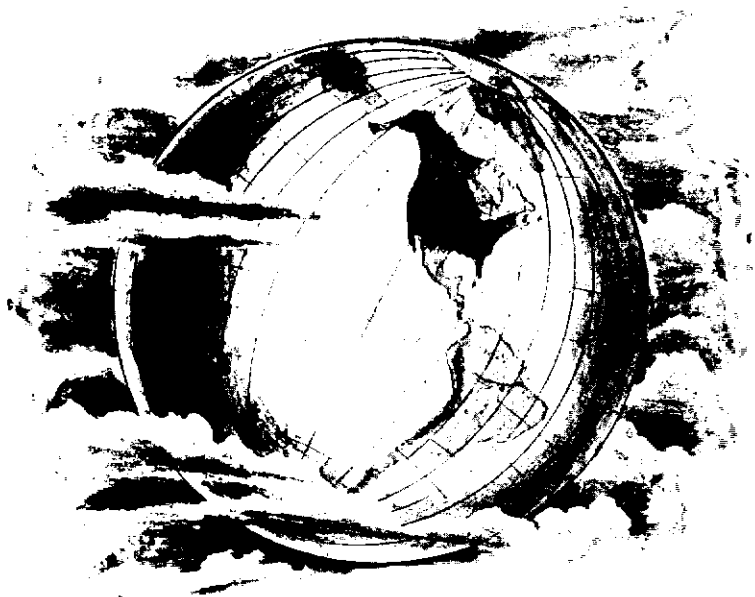
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**FERRIS INDUSTRIAL BUILDING**

WITH ALL MODERN EDUCATIONAL APPLIANCES.

**The  
MISSION of the  
Ferris Industrial  
School**



**IS TO MAKE  
THE WORLD  
BETTER~**

*CATALOG*

OF

*FERRIS INDUSTRIAL  
SCHOOL*

*BIG RAPIDS, MICH.*



*FIFTEENTH YEAR*

*1893-1899.*

## HISTORY.

Fourteen years ago W. N. Ferris organized the Ferris Industrial School. He received no encouragement; indeed, the idea of organizing a private school in a town in which there were good public schools was looked upon as little less than folly. Mr. Ferris had faith in himself, however, and in 1884 he began with an enrollment of fifteen pupils. His plans were well defined; his methods original. He was a firm believer in the gospel of hard work. He inspired his pupils to herculean effort, and as a result their progress was phenomenal. The school grew rapidly, and new quarters were added from time to time. Still the attendance increased. A new building became imperative. In 1893 there was erected the fine new home which the school now occupies.

The erection of a new building, however, was only one of the steps in the development of the institution. With the new home came new demands; with increased facilities came also an increased attendance. From this time the school took on new life. The course was broadened; specialists were engaged; new departments were added. In addition to its usual normal work it now began to prepare annually a large class of advanced students for the teachers' State examination (life certificate course). A college preparatory department was also organized. Soon after, it was placed on the list of approved schools by the University of Michigan. Other colleges and universities of like standing recognized it. In this phase of its work, the school met with unusual success—success not only in making the department popular, but also in the fact that its

# INSTRUCTORS

W. N. FERRIS,

Methods. Rhetoric. Literature. Teachers' Arithmetic.

W. D. HENDERSON,

Science.

C. A. WESSEL,

Bookkeeping. Business Arithmetic. Commercial Law. Penmanship.

CHARLES CARLISLE,

Elocution. Physical Culture. Vocal Music. Orthography.

W. R. SMITH,

Shorthand. Typewriting. Telegraphy.

H. H. BARROWS,

History. Geography. Geology. Drawing.

B. S. TRAVIS,

Civics. Grammar. Spelling.

ROSE ANDERSON,

Greek. Latin. Algebra.

GERRIT MASSELINK,

Geometry. Trigonometry. German.

S. B. NORCROSS,

Arithmetic. Correspondence. Penmanship.

GERTRUDE TREIBER,

Kindergarten.

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French.

\* Teacher to be elected.

graduates proved themselves worthy, intellectually and morally, of the school which sent them forth.

The rapid growth of the college preparatory department is mentioned merely to indicate the development which has taken place along all lines. Perfection and progress have been the watchwords in all departments. Its growth as a whole has been symmetrical, and in many respects, phenomenal. Without further comment, its history may be summed up in the following statement: Fourteen years ago a single room and fifteen pupils; to-day, a fine modern school building and an annual enrollment of over a thousand students. In view of the fact that the school has not had a penny of endowment, and that it has grown during a time of great financial depression, this history is surely as remarkable as it is significant.

### MISSION.

The phenomenal growth of the school has not been the result of chance; back of it all there has been a well defined plan. The Ferris Industrial School has a mission. It has not made war upon the public schools; it has not aped the colleges; nor has it resorted to sensational methods of advertising. It has opened its doors to the people; it has appealed to them from the standpoint of nineteenth century education. The bright student and the backward plodder, the child in the kindergarten and the gray haired man have all found within its walls welcome and inspiration. Its only entrance requirement has been a thirst for knowledge—a desire for growth. It has for the backward student infinite patience; for the mentally quick, rich rewards.

The school was organized to meet the demands of three classes of students. First: That large class of men and women who, in early life, were deprived of the advantages of school, but who in later years have come to feel the need of an education. To this class the Industrial has been a godsend. For them its doors are always open and it is not strange that hundreds of this class, many of them twenty-five to thirty-five years of



age, have entered the school, sometimes for only six weeks, oftener for three months, and frequently for one year, in order to be assisted in developing their capacity for usefulness. It is this feature of the school to-day that lies nearest the heart of the Principal. He feels that those who have had superior advantages in early life, those who have already occupied good positions, are best able to take care of themselves; in other words, they need the assistance of the schools of this country least. The Industrial will, therefore, continue to appeal to all young men and young women regardless of their age, regardless of their mental attainments, regardless of their present condition, who desire to make themselves stronger and better. Second: It offers to the ambitious student who has his own way to make in the world a practical education. It enables him in the shortest possible time, consistent with thorough work, to fit himself for a useful position in life. In the great world to-day there is a demand for bookkeepers who can keep books, for stenographers who can write shorthand, for teachers who can teach; in other words, there is a demand for people who can do things well. The school has met this demand, and as a result hundreds of its students are to-day holding responsible positions. Along this line it has won its greatest victories. It is said that nothing succeeds like success. It has succeeded to a remarkable degree, and its students have been benefited thereby. Third: From the first, the school has stood for higher education. It has kept in touch with the college and the university, and to-day its graduates are admitted to the University of Michigan and other institutions of similar standing. To the student who is looking to college life, this school offers a rapid but thorough preparation.

### EQUIPMENT.

So far as equipment is concerned, the Industrial is one of the finest private schools in the United States. The cut which appears opposite the title page of this catalogue will give the reader a very good idea of the appearance of the main school

building. It stands on a slight rise of ground facing the north. It is constructed of red brick, and is roofed with "Vermont" purple slating. While no special effort has been made to construct a showy building, the style of architecture is in harmony with good taste.

The main entrance is on the north side and opens into a hallway. Opening from this hall is the main assembly room. This is the largest room in the building, and is occupied by students of the English, Normal and College Preparatory departments. Here, also, the students of the various other departments assemble for morning exercises, entertainments, etc. Opening from this room are four class rooms.

The basement floor is divided into a north and a south division by a hallway running the entire length of the building. In the north division are the cloak rooms, and the elocution and music room. In the south division are two recitation rooms, the kindergarten room and the laboratories.

The commercial department occupies the western division of the third floor and consists of a business theory room, a business practice room and a recitation room. The stenographers have, in their department, a typewriting room and three recitation rooms, the latter being connected with folding doors. From the commodious commercial rooms to the recently equipped laboratories it is a model of convenience. Its study rooms are large and well lighted; the commercial and shorthand departments are provided with the fixtures of a first-class modern business college. Its laboratories are such as make it possible for students to do work in science in accordance with modern laboratory methods. The school building will now accommodate six hundred students, exclusive of those who study in their rooms.

Buildings and furniture, laboratories and apparatus, however fine they may be, alone do not make a school. Back of it all there must be the living teacher. The faculty of the Industrial School is composed of men and women, specialists in many lines, who are thoroughly in sympathy with its peculiar

mission—men and women who are consecrated to the work of helping every student, the dull and slow as well as the bright and quick, to get possession of the best that is in him.

### SUBJECTS OFFERED.

One of the most remarkable things about this school is the great variety of subjects offered. The very nature of the institution would lead one to look for a broad and varied course. A school that in the line of mathematics, for instance, offers everything from common fractions to trigonometry; a school where may sit side by side the beginner, puzzling over the difficulties of elementary English grammar, and the advanced student deep in the intricacies of Latin and Greek, would have to present a course as notable for its diversity as the school is remarkable for its success. Notwithstanding their diversity, however, they may be grouped under the following eleven well defined heads: College Preparatory, Normal, Kindergarten, Elocution, Common English, Pharmacy, Commercial, Short-hand, Civil Service, Telegraphy, Typewriting.

### SUCCESS.

Under this topic we quote the following from "THE PRACTICAL AGE:" Of late years many people have asked, "Wherein lies the success of the Ferris Industrial School?" Back of its wonderful success is no single cause, but a number that have operated to bring about the present results. First, the school from the beginning has stood for something. It has stood for thorough work as against superficial cramming; it has stood for downright honesty as against questionable modern business methods; it has stood for manhood and self-respect as against every form of littleness and sham. And again, it has enabled its students to go out in the world and accomplish something. It has been the means of not only training hundreds, but it has also enabled them to secure positions of trust and honor. Young people are willing and anxious to patronize such a school.

Another powerful factor has been the untiring and faithful work of old students in behalf of their alma mater. An army of graduates and others who have attended are doing effective work in recruiting the ranks of the new students. This work on the part of old students is one of the finest compliments the school can receive.

The factor of factors, however, the one that stands above all others, is the principal, W. N. Ferris—a man whose personality attracts and holds, whose untiring energy wrings success from defeat and whose boundless enthusiasm permeates the very walls of the institution that stands as a monument to his labors. This man, now in some respects a national figure, is blessed above many teachers in that he has the power to win the esteem, the confidence, the love of young people. No small part of his success, however, has been due to his wife, who has given to her husband magnificent encouragement and help. Long may the principal and his noble wife, through the Ferris Industrial School, continue to make the world better.

VIII. Rhetoric. The choice of words; phraseology; special objects in style; organization of materials; the paragraph; the whole composition. This is essentially a college course. Work continuous, students entering at such times as indicated by instructor. Course equivalent to forty weeks.

IX. Literature. The history of literature is important, the literature itself is of greater importance. This course simply introduces the student to the greatest English and American authors. Through this introduction he becomes acquainted with many of the best books. "In the best books great men talk to us, give us their most precious thoughts and pour their souls into ours." Time of organization of classes arranged with instructor. Equivalent to twenty weeks.

#### GERMAN—

I. Beginning German. This course aims to give the student a mastery of the fundamentals of the grammar. Much practice is given to correct pronunciation, together with regular drills in translations. Elementary reader used in connection.

II. Advanced German. Prose reading and composition, together with the reading of Schiller's Tell or an equivalent.

Time of organization of classes arranged with instructor. Each course in German equivalent to forty weeks.

#### FRENCH—

I. Beginning French. This course is devoted mainly to the grammar, together with drills in easy translations.

II. Advanced French. Prose reading, accompanied by writing exercises and drills.

Time of organization arranged with instructor. Each course in French equivalent to forty weeks.

#### LATIN—

I. Beginning Latin. Special attention given to pronunciation, forms, easy translation into English and into Latin, fundamental principles of syntax. Classes organized in September, January, May, July. Equivalent to forty weeks.

II. Cæsar. Books 1, 2, 3, 4. Translation into idiomatic English with study of forms; syntax; geography and Cæsar's military tactics; prose composition; translation into Latin of passages based upon the Cæsar read. Also Jones' Text. Time of organization arranged with instructor. Equivalent to forty weeks.

III. Cicero. Books 1, 2, 3, 4, 5, 6. Interpretations of the text, with study of forms, syntax, and history of the times; prose composition as in Cæsar. Time of organization arranged with instructor. Equivalent to forty weeks.

IV. Virgil's Aeneid. Books, 1-9. Translation, prosody, mythology, ancient geography. Equivalent to forty weeks.

Students who have had sufficient preparation may enter Courses II, III or IV at any time during the year.

#### GREEK—

I. Beginning Greek. Easy translation with special attention to forms, syntax and writing Greek with the accent. Class organized in September. Equivalent to twenty-four weeks.

II. Anabasis. Books I, II, III. Translations into idiomatic English with study of forms, syntax, geography, Greek art of war. Prose composition—Jones' Exercises, with special reference to writing Greek with the accents, and to the general principles of syntax. Also translation into Greek of passages based upon the Anabasis read. Time of organization to be arranged with instructor. Equivalent to forty weeks.

III. Homer. Iliad. Translations; prosody; mythology; comparison of Homeric forms with Attic forms. Time of organization to be arranged with instructor. Equivalent to sixteen weeks.

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### HISTORY AND CIVICS.

#### HISTORY—

I. United States History. In this course the student learns not only the facts of the history of our country, but his attention is called repeatedly to the causes which operated to bring about

the mighty changes that have made for national development. Classes organized September, February. Time, twenty weeks.

II. English History. In addition to the usual topics, special emphasis is laid upon the relations which exist between English history and our own. Time of organization arranged with instructor. Time, twenty weeks.

III. General History. In the treatment of this subject, as well as in I and II, the laboratory method is pursued in addition to the usual daily recitations from the text. Organized September, January. Equivalent to thirty-six weeks.

#### CIVICS—

I. United States Civil Government. This course aims to give the student more than a mere outline of the facts of the constitution of the United States. An attempt is made to make clear those fundamental principles of national life and well being, in which every citizen and especially every teacher should be grounded. Classes organized September, January, May. Equivalent to twelve weeks.

II. State Civil Government. This course is in a sense a continuation of and supplementary to Course I. Classes organized September, January, May.

III. School Law. Arranged especially for teachers. Time of organization arranged with instructor.

IV. Current Events. This course consists of a series of reviews and summaries of important events outlined from current newspaper and magazine articles. Organization arranged with instructor.

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### MATHEMATICS.

#### ARITHMETIC—

I. Elementary Arithmetic. For beginners. The course involves the fundamental operations to fractions.

II. Intermediate Arithmetic. Fractions, denominate numbers, applications of measurements, percentage, ratio and proportion.

III. Advanced Arithmetic. For advanced students, and teachers who wish a review. Methods of teaching arithmetic receive special attention in this course.

IV. Commercial Arithmetic. Students who take this course should be prepared on Course I. The work is presented with reference to the needs of the students of the commercial department.

V. Mental Arithmetic. Every phase of practical arithmetic is taught. Correct reasoning, mental quickness, and accuracy are the ends sought.

VI. Rapid Calculation. Tabulating and adding. Short processes.

VII. Chemical and Pharmaceutical Arithmetic. Drill work and problems. Course arranged especially for students of the department of pharmacy.

In all classes in arithmetic time of organization to be arranged with reference to the needs of the students.

#### ALGEBRA—

##### I. Beginning Algebra.

1. Definitions; addition; subtraction; multiplication; division; simple equations. Classes organized September, January, March, May, July.
2. Special rules of multiplication and division; factoring; highest common factor; least common multiple; reduction of fractions. Classes organized September, October, February, May, July.
3. Fractional equations; simultaneous equations; application of principles in the statement of problems; indeterminates; inequalities. Classes organized September, November, December, April, July.

##### II. Advanced Algebra.

1. Involution and evolution; theory of exponents; radicals; imaginary quantities. Classes organized in October, December, February, May, July.



2. Quadratics: pure, affected, simultaneous; properties of quadratics. Classes organized September, December, March, May, July.
3. Ratio and proportion; variables; series; binomial theorem; logarithms. Organized November, February, May, July.

These courses and their subdivisions should be taken in the order here given. Courses I and II are each equivalent to thirty weeks.

#### GEOMETRY—

I. Plane Geometry. Students of geometry are expected not only to demonstrate all the theorems involved in a logical presentation of the subject, but in addition are required to solve a large number of original problems bearing upon the different phases of the work. Classes organized September, January, April. Time, thirty weeks.

II. Solid and Spherical Geometry. Continuation of course I. It is imperative that students who elect this course be prepared in course I or an equivalent. Classes organized September, January, April. Time, twelve weeks.

#### TRIGONOMETRY—

I. Plane and Spherical. The course in trigonometry is arranged to meet the needs of students preparing for college work, especially for those who are planning to enter technical schools. Time of organization arranged with instructor.

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### SCIENCE.

#### GEOGRAPHY—

I. Elementary Geography. The course covers the principal phases of physical, mathematical and descriptive geography. Classes organized in September, February. Time, twenty weeks.

II. Physical Geography. For teachers and those who wish to supplement their knowledge of elementary geography. The

course should be preceded by I or an equivalent. Time for organization arranged with instructor. Equivalent to twenty weeks.

#### GEOLOGY—

I. Dynamical, Structural and Historical Geology. This course is arranged especially for students preparing to meet the requirements of the State examination. Class organized September, March. Equivalent to twenty weeks.

#### PHYSIOLOGY—

I. Anatomy and Physiology. Recitations and laboratory exercises. Classes organized September, January, May.

II. Hygiene. The course includes lectures and recitations on the laws of health, with special reference to the effects of alcohol, communicable diseases, emergency cases, such as poisoning, drowning, etc. Time of organization arranged to suit classes in Course I.

In the foregoing courses, the study of physiology is made a science, not a mass of unrelated facts. The use of the microscope for the study of minute structure, a human skeleton for the study of the bony system, class demonstrations, and many experiments on the living human body, all combine to give the subject a scientific disciplinary value, far beyond the scope of ordinary text-book physiology. Courses I and II, equivalent to twenty weeks.

#### BOTANY—

I. Beginning. Structural Botany of Phanerogams. Daily recitations accompanied by laboratory work. This course involves a study of the structure and functions of root, stem, leaf, flower and fruit. Common and typical forms are used as a basis for study. Classes organized September, May.

II. Advanced. Structural Cryptogamic Botany. Text book and laboratory work, supplemented by lectures. Special attention given to economic phases of the subject. Time of organization arranged to follow Course I.

III. Systematic Botany. Class exercises and field work. This course is carried on simultaneously with Courses I and II. From one to three exercises a week in plant analysis are given throughout the term. Time of organization arranged to accompany Courses I and II. Courses I, II and III equivalent to twenty weeks.

#### ZOOLOGY—

I. Comparative and Systematic Zoology. Text book, supplemented by lectures. Classes organized September, March, although students may profitably enter on other dates.

II. Structural Zoology. Laboratory work to accompany I. For this course there is outlined a study, by laboratory methods, of a number of representative and typical forms, as for example, under Echinodermata, the starfish; Vermes, the earthworm; Mollusca, fresh water mussel; Arthropoda, crawfish, etc. Time of organization arranged with reference to laboratory material.

The object of the work of these courses is not only to give the student a general survey of the animal kingdom, but also to arouse in him an interest that will lead him to observe more closely, to think more deeply. Courses I and II, equivalent to twenty weeks.

#### PHYSICS—

I. Beginning. Properties of matter; mechanics; heat. Daily recitations, accompanied by laboratory work. Classes organized September, January, May. Equivalent to twenty weeks.

II. Advanced. Electricity; sound; light. Daily recitations, accompanied by laboratory work. Classes organized September, January, May. Equivalent to twenty weeks.

The laboratory work which accompanies Courses I and II is mainly qualitative in character, and is designed to illustrate the fundamental laws of the science. Students who are preparing to teach find the laboratory work invaluable.

## CHEMISTRY—

I. Beginning. Non-metals; general laws. Daily recitations, accompanied by laboratory work. Classes organized September, January. Equivalent to twenty weeks.

II. Advanced. Metals; common organic compounds; general review. Daily recitations accompanied by laboratory work. Classes organized in January. Equivalent to twenty weeks.

III. Analytical Chemistry (Qualitative). Laboratory course. Time of organization arranged with instructor.

IV. Organic Chemistry. Lectures. Time of organization arranged with instructor.

In chemistry great emphasis is placed upon the laboratory exercises, with respect to the thoroughness of the work. In course I the primary object is to teach essential facts and laws. A thorough study of the most important elements and their compounds is insisted upon, special stress being laid upon relations which exist between the phenomena observed and the fundamental principles which underlie the science.

## PHARMACY—

I. Metrology. Weights, measures; Specific gravity, etc.

II. Pharmaceutical Operations. Recitations and laboratory exercises.

III. Official Preparations of Pharmacopœia. Recitations and drill work on important official preparations.

IV. Materia Medica. Recitations and drills.

V. Pharmacognosy. Laboratory exercises.

VI. Toxicology. Lectures.

Classes in courses I, II and III, as outlined above, to be given in order, beginning in September. Course IV, organized in January. Courses V and VI to be arranged with instructor.

**SPECIAL.****EXPRESSION—**

I. Reading. The work of this course is conducted with reference to two classes of students, viz.: those who wish to make use of the work in the schoolroom and those who wish it purely for self-improvement. Not only is the character of the work arranged as indicated above, but the terms with respect to length are planned to meet the demand of the classes. Organized, October, January, April. Twelve weeks.

II. Junior Elocution. Emphasis, picturing, tone-colors, quality; voice production, resonance, projection; gesture, attitude, bearing; recitation, exercises in criticism. Class organized, October. Time, thirty-six weeks.

III. Senior Elocution. Modulation, simplicity, energy; poetic and prose forms; dialogue, monologue, oratory, representative and suggestive gesture, pantomime, recitation for criticism, public recitals. Class organized, October. Time, thirty-six weeks.

IV. Physical Culture. Classes in this course are arranged to accommodate the largest number of students. Exercises as follows: Order movements—facing, marching, etc.; exercises for equalization of circulation and stimulation of nutritive processes; exercises for relaxation and freedom of movement; exercises for correcting faults of poise and carriage of the body; exercises for personal use; exercises with clubs, bells, wands. Classes organized, October, January, April. Time, twelve weeks.

V. Vocal Music. Preparation for note reading, songs and scale; reading from chart and primer; rythmical forms, chromatic tones, key-notes and transposition, major and minor scales; reading from books I, II, III. The Natural System of instruction used throughout course. Classes organized October, January, April. Time, twelve weeks.

**KINDERGARTEN—**

I. History of Education. Organized in September. Time, twelve weeks.

II. Gifts. Theoretical and experimental work with first, second, third, fourth, fifth and sixth gifts. The work involves abstracts on each of the foregoing, and a final test. Organized, October. Time, eight weeks.

III. Study of Songs and Games. Class organized, September. Time, forty weeks.

IV. Mother-play. Study of nine plays. Class organized, January. Time, fifteen weeks.

V. Occupations. Technical training in. Class organized, January. Time, eight weeks.

VI. Practice-teaching in Kindergarten. Class organized, October. Work continuous, each student teaching in turn.

VII. Education of Man. Class organized, September. Time, twelve weeks.

VIII. Stories. Study of eight selected stories from standard literature, each to be adapted to the kindergarten. Class organized, October. Time, twelve weeks.

IX. Gifts. Continuation of Course II. Class organized, November. Time, eight weeks.

X. Mother-play. Continuation of Course IV. Class organized, January. Time, twenty weeks.

XI. Book Reviews. The following are selected: Emile, Leonard and Gertrude, Symbolic Education, Lectures to Kindergarteners. Class organized, March. Time, eight weeks.

XII. Program-work. Class organized, June. Time, four weeks.

XIII. Practice-teaching. Continuation of Course VI.

#### DRAWING.

I. Perspective. This course includes those features of perspective required by the teacher for work in the public school. It is also preparatory for work in polytechnic schools. Classes organized in September, November, February, April.

II. Blackboard Sketching. Especially designed for teachers who wish to use blackboard illustrations as an aid in the teaching of geography and kindred subjects. Classes organized September, February.

III. Pencil Sketching. Time of organization to be arranged with instructor.

PENMANSHIP—

I. Vertical Penmanship. Materials, position, movement, analysis, practice. This course is given with special reference to meeting the present demands of the public schools. Time of organization arranged with instructor.

II. Slant Penmanship. Material, position, movement, analysis, practice. This course is given with special reference to the demands of the business world. These demands are expressed by two words, rapidity and legibility. Work continuous.

III. Blackboard Writing. Position, movement, analysis, practice. This course includes both vertical and slant, and meets the demands of teachers and supervisors of penmanship. Time of organization arranged with instructor.

THEORY AND ART OF TEACHING—

I. Psychology. Modern psychology with special reference to the development and growth of the child's mind. Time of organization to be arranged with instructor.

II. Pedagogy. History of education; school organization and management; the teaching of language, literature, science, mathematics, etc., in the light of psychology. Organization to be arranged with instructor.

BOOKKEEPING—

I. Elementary Bookkeeping. Theory of debit and credit; use of ledger; proof sheet, closing ledger; use of auxiliary books. Work of this course based on text-book. Daily class drills in the science of accounts.

II. Advanced Bookkeeping. Text-book and business practice. Before entering upon the course of Business Practice, the student is required to pass a rigid examination in course I. Business Practice involves all fundamental phases of accounts.

III. Banking. Candidates for graduation must not only pursue courses I and II, but they must pursue a brief course in the theory and practice of banking.

Courses I, II and III are continuous. Students may enter any course when prepared.

#### COMMERCIAL LAW—

I. In this course no attempt is made to make lawyers of the business students. Recognizing the importance of the subject, however, the school gives regularly thorough instruction in contracts, negotiable paper, agency, guaranty, corporations, insurance, interest and usury, liens, tender, payment and allied topics. Classes organized, October, January, March.

#### TYPEWRITING—

I. In this course the student is taught the correct fingering of the machine, the all-finger method being used. The student is not allowed to do advanced work until the proper fingering has been learned. He is also taught to take care of the typewriter. All his work is filed and corrected daily. Students may begin at any time.

#### TELEGRAPHY—

I. The work of this course is not intended to fit the student for the actual work of the railroad station agent. Instruments are furnished, and the student is allowed to practice as many hours a day as he wishes. After three or four months' practice he is advised to enter a railroad office to learn the routine work. Time of organization arranged with instructor.

#### SHORTHAND—

I. Amanuensis Course. This course fits the student for all ordinary amanuensis work. The first three months are devoted to the mastering of the principles of shorthand, and the second three months are devoted to the dictation of the various kinds of matter that the student will encounter in actual business. Classes organized, September, January, April, July.

II. Teacher's Course. This course includes all the work of course I, and in addition, three months' actual teaching. The student completing this course satisfactorily receives a written statement certifying to his ability as a teacher of shorthand. Time of organization arranged with instructor.



## DEPARTMENTS.

### COLLEGE PREPARATORY DEPARTMENT.

This department was organized with reference to two lines of work. First, to prepare in the shortest possible time consistent with thorough work those candidates who wish to enter the regular literary departments of our universities and colleges. Second, to meet the requirements of that large class of students who are striving to satisfy the ever increasing demands of our technical and professional schools, law, dentistry, medicine, etc. The requirements of the department are identical with those recommended by the University of Michigan, it being assumed that the requirements of this institution do not differ materially from those of similar institutions of learning. The courses fall under five groups: Classical, Latin, Scientific, English and Professional.

#### REQUIREMENTS FOR GRADUATION.

CLASSICAL. (Preparatory for course leading to degree of A. B.)

Language: English, courses II, IV, VIII, IX; Latin, courses I, II, III, IV; Greek, courses I, II, III, (pages 12-14).

History and Civics: History, courses I, III; Civics, course I, (pages 14-15).

Mathematics: Arithmetic, course II; Algebra, courses I, II; Geometry, courses I, II, (pages 15-17).

Science: Physics, courses I, II; Botany, courses, I, II, III, (pages 17-20).

LATIN (Preparatory for course leading to degree of Ph. B.)

Subjects and requirements are the same as for A. B., with the exception that in place of Greek, courses I and II in French, or courses I and II in German are substituted.

SCIENTIFIC (Preparatory for course leading to degree of B. S.)

Language: English, courses II, IV, VIII, IX; German, courses, I, II, or French, courses, I, II; Latin, courses I, II, III, book 1, (pages 12-14).

History and Civics: History, courses I, III; Civics, course I, (pages 14-15).

Mathematics: Arithmetic, course II; Algebra, courses I, II; Geometry, courses I, II, (pages 15-17).

Science: Physics, courses I, II; Chemistry, courses I, II; Botany, courses I, II, III, (pages 17-20).

ENGLISH (Preparatory for course leading to degree of B. L.)

Requirements same as for B. S., except in history and in foreign language. In addition to courses I and III in history, course II is demanded. The requirement in foreign language may be satisfied by Latin, courses I, II; or German, courses I, II; or French, courses I, II.

PROFESSIONAL (Preparatory for technical or professional schools).

The courses in this group are arranged for the student with reference to the demands of the particular school he is preparing for.

## NORMAL DEPARTMENT.

Broadly speaking, this State recognizes four grades of teachers' certificates, the lowest being the Third Grade, good for one year in the county issued; the highest, the State Certificate, valid for life. Of late years, the requirements have become more and more rigid. In many respects, this is as it should be. To meet these increased demands, however, the teachers have found it necessary to make the most of every available moment, many finding it profitable to spend even the few weeks of vacation in the Ferris School. For this class, as well as for those who can complete the work of the department, the school has rendered most valuable assistance. Its terms are short, its courses elastic, and the number of classes organized throughout the year numerous. While its success in preparing teachers to meet the requirements of the State has been marked, and while hundreds of its worthy students have secured through its efforts desirable positions, yet to enable the student to "pass," or to secure for him a position has not been the principal business of the school. Its

mission has been, its mission ever will be, to give to the teachers of Michigan a broader view of life, to give to them an enthusiasm for their work, to give to them an uplift that will enable them to carry to the boys and girls of our State that which will make for manhood, for character, for happiness.

### FOR THIRD GRADE CERTIFICATE.

Language: English, courses II, III, IV, VI, (pages 12-14).

History and Civics: United States History, course I; Civics, courses I, II, III, IV, (pages 14-15).

Mathematics: Arithmetic, courses II, V, (pages 15-16).

Science: Geography, course I; Physiology, courses I, II, (pages 17-18).

Special: Theory and Art of Teaching, courses I, II, (page 23).

The following additional courses are recommended: Reading, Physical Culture, Vocal Music, Penmanship, Drawing.

### SECOND GRADE CERTIFICATE.

All courses outlined for Third Grade, and in addition the following:

English, course V, (pages 12-13); Arithmetic, course III, (page 16); also of the following subjects two must be elected: Algebra, courses I, II, (pages 16-17); Botany, courses, I., II., III, (pages 18-19); Physics, courses I, II, (page 19); General History, course III, (page 15).

### FIRST GRADE CERTIFICATE.

In addition to the preceding courses, the following are required: Geometry, courses I, II, (page 17).

### STATE (LIFE) CERTIFICATE.

In addition to the foregoing, the following: English, courses VIII, IX, (page 13); Geology, course I, (page 18); Zoology, courses I, II, (page 19); Chemistry, courses I, II, (page 20).

## DEPARTMENT OF EXPRESSION.

While we cannot offer every variety of work obtainable in the special schools of large cities, we can and do present every course necessary for the successful preparation of the student at about one-third of the usual cost. The better the student's education, the better his preparation for this special work, the greater is likely to be his success. The lack of early advantages is a great hindrance, but not an absolutely insuperable obstacle, if the student is a hard worker and has genuine talent. It may make it advisable, however, for him to take preparatory studies before entering upon his course.

### REQUIREMENTS FOR GRADUATION.

Language: English, courses VI, VII, VIII, IX, (pages 12-13).

Expression: Courses I, II, III, IV, (page 21).

Special: The following courses or equivalents: Study of Shakespeare's Plays, twelve weeks; English poetry and prose, twelve weeks.

## KINDERGARTEN DEPARTMENT.

The welfare of the nation involves the home. The home exists primarily for the little ones, for the children. Children are not men and women in miniature, they are undeveloped men and women. The school proper is incapable of developing a happy, growing child. This is the function of the kindergarten. The kindergarten aims to give children an approximately ideal environment. This environment can be furnished by teachers who have been fittingly trained. The kindergarten department of the Ferris School gives to young women this training. To complete the work of the department requires two years' (eighty weeks) work.

### REQUIREMENTS FOR GRADUATION.

Language: English, courses II, IV, IX, (pages 12-13).

Science: Botany, course I, (page 18).

Kindergarten: All courses (pages 21-22).

Special: Physical Culture, Vocal Music, Penmanship, Drawing.

## DEPARTMENT OF COMMON ENGLISH.

As stated elsewhere in this catalog, the mission of the Ferris Industrial School lies along three lines, not the least important of which is to give to the backward student a helping hand, to make it possible for the young man and the young woman who have had but few opportunities to acquire the elements of a common English education. In this department young men from the farm, the shop, the woods, find a place. Here too the student who is preparing to enter the commercial or the shorthand departments, and who feels the need of a thorough grounding in the fundamentals of English and allied studies, lays a foundation, without which bookkeeping and shorthand too often prove of little value. What the business world demands of the young man to-day is, next to character and accuracy, the ability to use clear, simple and forcible English.

The work of the department includes Reading, Spelling, Grammar and Composition, Letter Writing, Arithmetic, Geography, U. S. History, Civil Government.

## DEPARTMENT OF PHARMACY.

The work of the department of pharmacy is the outgrowth of a number of years of actual experience in preparing students to meet the requirements of the Michigan State Board. In outlining the work, an effort was made to prepare a course of study that is practical, systematic and thorough—a course not too elaborate and advanced for the student who needs to begin at the foundation, yet complete enough for the student who wishes to become a thorough and practical pharmacist.

According to the requirements of the State Board of Pharmacy, candidates for examination as registered pharmacists who do not present a certificate from an accredited school of pharmacy must have at least three years' actual experience compounding drugs in a retail drug store under the supervision of a registered pharmacist. For assistant, two years' experience is required.

Students, however, may offer one year's experience in a store and eighteen months' work in the department of pharmacy of any accredited school for registered, and one year's actual experience, together with nine months' school work, for assistant pharmacist.

To meet the requirements of this department the student must pass a satisfactory examination in the following courses:

Language: English, courses II, III, VII, (page 12); Latin, course I, (optional, page 13).

Mathematics: Arithmetic, courses II, VII, (pages 15-16); Bookkeeping, course I, (optional, page 23).

Science: Physiology, courses I, II; Botany, courses I, II, III; Physics, courses I, II; Chemistry, courses I, II, III, IV; Pharmacy, courses I, II, III, IV, V, VI, (pages 17-20).

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## BUSINESS DEPARTMENT.

Nineteenth century progress demands that man be educated for business pursuits. The great world of commerce no longer refuses to recognize the value of special training. American push and enthusiasm, not infrequently, prevent our business colleges from offering a broad and dignified course of study. This school holds out no inducements to the youth who cannot spell and capitalize correctly, who cannot use his mother tongue with ease and propriety. This school seeks the patronage of men and women who believe in the dignity of business, who believe in making thorough preparation for business. The business department of this school is essentially professional. It aims to meet the most exacting demands of the business world. Therefore, the candidate who graduates from this department has reason to be proud of his chosen vocation.

### REQUIREMENTS FOR GRADUATION.

Language: English, courses II, III, VII, (page 12).

Mathematics: Arithmetic, courses IV, V, VI, (page 16).

Special: Bookkeeping, courses I, II, III, (page 23); Commercial Law, course I, (page 24); Penmanship, course I or II, (page 23).

## SHORTHAND DEPARTMENT.

In this age of steam and electricity, man feels the need of rapid graphic expression. Stenography supplies this need. The business man no longer toils at his desk for hours writing letters with a quill pen. He dictates his letters to a thoroughly trained stenographer. This stenographer turns to the typewriting machine and transcribes these letters rapidly and accurately. The stenographer of superior tact and skill not infrequently improves the language of the dictator. This department recognizes the value of tact and skill, and advises only the active and ambitious candidate to enter upon this course. The business world has too many incompetent stenographers. The superior scholar, as a rule, becomes the superior stenographer.

### REQUIREMENTS FOR GRADUATION.

Language: English, courses II, III, VII, (page 12).

Special: Shorthand, course I, (page 24); Typewriting, course I, (page 24); Bookkeeping, course I, (optional, page 23).

## TELEGRAPHY.

The business world makes a variety of demands. The Ferris Industrial School is on the alert to meet these demands. Railroad officials seek the services of competent men. Among the railroad employees are found telegraphers. Three or four years ago the Ferris School organized a telegraphic department. After studying carefully the needs of telegraph operators, it was decided to recommend that candidates practice telegraphy three or four hours a day, and in addition to this give considerable attention to spelling, penmanship, typewriting and the elements of bookkeeping. After attaining a fair degree of proficiency in receiving and sending, the student is advised to enter a railroad office and perfect his work. The candidate does not, therefore, complete his course in the school. The earnest student completes his school-preparation in five or six months.

## TYPEWRITING.

One of the features most commonly neglected in shorthand schools is rapid and accurate typewriting. Typewriting cannot be learned in any haphazard way. Skill in any line of work is secured by intelligent practice. We give a course in typewriting, unsurpassed by any other school in this country. We have fifteen "Rem-Sho" machines in use daily. This course is pursued in connection with shorthand and telegraphy.

## PREPARATION FOR CIVIL SERVICE.

Through the influence of friends, we now introduce special work along Civil Service lines. We have just had made to order, by Rand & McNally, a set of civil service maps. Students will find here every means for making preparation in the shortest possible time at the very lowest cost. The candidate who meets our requirements will certainly meet the requirements of the government. Young men and young women of ordinary ability and excellent character can make preparation in a comparatively short time for a situation that will pay a salary of \$750 to \$1,000 to \$1,200 to \$1,500 per annum. We advise the interested reader to address a letter to the Civil Service Department, Washington, D. C., and obtain information concerning the positions subject to civil service requirements. The reader should bear in mind that students are admitted for this work at any time.



# GENERAL INFORMATION.

## EXPENSE SUMMARY.

### TUITION—(PAYABLE IN ADVANCE).

#### COMMON ENGLISH.

One Term, 12 weeks .....	\$10 00
For less than one term, per week .....	1 00

#### COLLEGE PREPARATORY, NORMAL, KINDERGARTEN, PHARMACY, CIVIL SERVICE.

One Term, 12 weeks .....	\$12 00
For less than one term, per week .....	1 25

#### SHORTHAND AND TELEGRAPHY.

One Term .....	\$20 00
Two Terms .....	35 00
For less than one term, per week .....	2 50

Shorthand students have the privilege of selecting studies from the Common English and Normal departments without additional charge.

#### BUSINESS COURSE.

One Term, 12 weeks .....	\$25 00
Two Terms .....	35 00
Three Terms .....	40 00
For less than one term, per week .....	2 50

#### ELOCUTION.

Full Course (72 weeks) .....	\$85 00
Full Course, by the term, 12 weeks .....	20 00
Elocution only, per term .....	10 00
Physical Culture only, per term .....	10 00
Physical Culture and Elocution, per term .....	15 00

#### SPECIAL COURSE IN PENMANSHIP.

For those who wish to become teachers of the art.

One Term, 12 weeks .....	\$12 00
For less than six weeks, per week .....	1 50

#### TYPEWRITING.

For one hour and twenty minutes a day, 12 weeks .....	\$ 2 00
For two hours and forty minutes a day, 12 weeks .....	3 00

### LIVING EXPENSES.

Notwithstanding the effort that many schools have made to establish cheap boarding houses, students can live in Big Rapids for as little money as in any other city in the United States. The school has no boarding-houses. We place our students in first-class private families. Parents are thus given an additional security as regards the supervision that will be exercised over their sons and daughters. We use all possible diligence in looking after the habits and morals of every one entrusted to our care. We consider character the first essential to success, and parents and guardians who are anxious to place young people in an institution that is determining to a great extent their future success, will, we are confident, give this thought due weight.

Good board, with room included, can be obtained in private families for \$2.00 per week. Club board \$1.75 to \$1.85 per week. Students can rent rooms and board themselves at very low rates. It should be remembered that students can live just as cheaply in Big Rapids as in any other school town in the United States. If convenient, applicants should write the Principal concerning board, rooms, etc., etc., at least a week before joining the school.

### PARENTS AND GUARDIANS.

The problem of selecting a school for a son, daughter, or friend, is by no means easy. Its solution involves the welfare of a human life. Every reader of this catalog will concede that development of character is the chief aim of education. The school cannot in itself do everything for a young man or young woman. It can only contribute its share of influence. The highest aim of the Ferris Industrial is the work of character building. The Principal of the school studies every student, advises every student, looks after the welfare of every student, and when he finds that he is powerless to do him good, he informs the parent or guardian. This makes the Ferris Industrial a safe place for the young person who is to receive a

training for usefulness. When parents ask for special supervision, the request is granted. The school that does not make a young man or woman better physically, intellectually and morally, fails to fulfill its chief mission.

### **BACKWARD YOUNG MEN AND YOUNG WOMEN.**

In almost every village, in almost every rural district, there are young men and young women who are devoting their time to manual labor, who, through economy, have laid by a little money. They look about them and observe the advantages of an education. In earlier years they failed to use their opportunities, or, what is more frequent, they had no opportunities for obtaining an education. They would now enter some school and begin at the bottom and work up if they were confident such a school could be found; a school where they would not be humiliated; where they would not be embarrassed by being forced to recite with more advanced students. No school in the United States has done more for this backward class of young men and young women than has the Ferris Industrial. In fact, every possible effort has been made to serve this class of students.

### **NO EXAMINATION FOR ADMISSION.**

In order to make admission to the Ferris Industrial School easy, no examinations are required for admission. This does not imply that this institution is to be held responsible for results in those instances where a student disregards the conditions of successful work. For example, a candidate who is poor in English wishes to study shorthand, bookkeeping, or telegraphy. The Principal of the Ferris Industrial School tells such a candidate that success is impossible without the necessary preparation. This school guarantees satisfactory results to every student who is in full sympathy with the ideas expressed in this catalog.

### DIPLOMAS.

Diplomas are granted in the departments of College Preparatory, Normal, Kindergarten, Elocution, Pharmacy, Business, Shorthand.

In February, 1894, the Ferris Industrial was incorporated. In due time special honors will be conferred upon worthy graduates.

### TEXT-BOOKS—(PARTIAL LIST).

Mental Arithmetic .....	Kirk & Sabin
Commercial Arithmetic.....	Goodyear
Bookkeeping .....	Williams & Rogers
Bookkeeping, Actual Business .....	Williams & Rogers, Goodyear, Ellis
Commercial Law .....	Williams & Rogers
English Grammar .....	Reed & Kellogg
Physiology .....	Martin
United States Civil Government.....	Townsend
State Civil Government .....	Pattengill
United States History.....	Thomas
Speller.....	Reed
Orthography .....	Pattengill
Geography, Political .....	Werner
Geography, Physical.....	Tarr
Physics.....	Carhart & Chute
Algebra .....	Wentworth
College Algebra .....	Wentworth
Geometry .....	Wentworth
Trigonometry .....	Wentworth
Botany.....	Gray, Bergen
Chemistry.....	Williams
Zoology.....	Chapin & Rettger, Packard
Geology .....	Leconte
English Literature.....	Kellogg
Rhetoric .....	Genung
Political Economy.....	Laughlin
Pedagogy .....	Roark
General History.....	Myers
Shorthand (Graham System).....	Case
Latin Lessons (Revised) .....	Jones
Cæsar.....	Kelsey
Cicero.....	Kelsey
Latin Grammar .....	Bennett
Greek Lessons.....	Boise and Pattengill
Anabasis .....	Kelsey

Homer .....	Keep
Greek Grammar .....	Hadley and Allen
Vocal Music .....	Natural Series
Pharmacy .....	Remington
French .....	Alm
German .....	Joynes Meissner

### LITERARY ADVANTAGES OF THE FERRIS INDUSTRIAL.

For several years there has been a large literary society, offering all the advantages peculiar to such an organization. During the larger part of the year two or more of the teachers of the school have supervision over as many extemporaneous classes. These classes are limited in numbers, and require that at every meeting every member speak without notes. There is also a religious meeting, non-denominational, held in the rooms regularly, every Friday night. As the school increases in numbers, as its work becomes more complex, further advantages will be offered along the line of enabling young people to grow intellectually, morally and religiously.

### THE LITERARY VOICE.

The *Literary Voice* is issued monthly by the students of the Ferris Industrial School. Its object is to keep old students in touch with the workings and spirit of the school. The name of the paper does not indicate its real mission. Its *literary* features are purely incidental. During the past year, the *Literary Voice* has won a hearty support. The coming year will be a year of progress because old students are anxious to learn something of the new ideas and new plans that are presented from time to time in relation to the Ferris Industrial. They are also anxious to have the pleasure of observing the progress of fellow-students.

All inquiries concerning the *Literary Voice* should be sent to A. J. Dann.

### THE FERRIS CO-OPERATIVE ASSOCIATION.

In 1891 there was founded in the school an organization known as the Ferris Co-operative Association. The organization was the work of some of the more earnest students. It grew out of a desire on their part to establish in connection with the school something that would correspond, in a measure at least, to the alumni associations of high schools and colleges. The object as stated by the constitution was, "to weave more closely the bonds of fellowship and love, so natural in pupils of the same school; to uphold the New Education; and to raise its members to a higher plane of usefulness." Added to this was a clause in the original constitution stating that a further object was to assist students in obtaining positions. At the annual meeting of '96, however, the co-operative feature, with respect to positions was abandoned, and the F. C. A. became a purely fraternal organization. In order to become a member of the association twelve weeks' attendance at the Ferris Industrial School are required. A statement of attendance, signed by the Principal of the school, together with the recommendation of three members, and an initiation fee of \$1.00 constitutes the applicant a member of the association.

The meetings of the association are annual, and are held in July at the Ferris Industrial School. At these gatherings, students, ex-students and their friends lay aside for a day or two the cares of study or business, and direct their attention wholly to those things that make for intellectual and social enjoyment. The programs are prepared with great care, and touch upon the various phases of student life. At each meeting a lecture or concert is given, for which the highest talent is secured. At the close occurs what corresponds to the usual alumni banquet, to which in the case of the F. C. A., however, all members of the school together with their friends are invited.

During the six years of its existence the Ferris Co-operative Association has grown steadily, both in numbers and in the excellence of its programs. Each meeting has been better than the preceding—'98 surpassing all the others in numbers, in the

character of the program, and in enthusiasm and good fellowship. The F. C. A. has become one of the established features of the school. It is fulfilling its mission nobly. Its past has been a history of successes, its future is bright with promises of continued helpfulness and inspiration.

### SUMMER SCHOOLS.

Schools differ as much as banks and other institutions. At first thought, the reader might innocently suppose that it makes little difference where he secures his summer review. It is on this basis that hundreds and thousands attend summer schools where there are no special facilities for work. We do not wish to discourage any of these enterprises. They frequently accommodate young people who could not go elsewhere for training. There are many students, however, who are misled through economy, who are misled through a false idea that summer normals are all alike, and exercise no choice in the matter of determining what school to attend. Thirteen years ought to enable any school to achieve something, ought to enable any school to accumulate an experience of great value to its students. At the Ferris Industrial school are to be found fine facilities for work, an excellent faculty, and, best of all, the spirit of "new education." Every teacher who comes under the influence of this school for even six weeks, feels that he has been benefited for all time. Make your decision with reference to the benefit you can get at a school. Do not let a few miles of travel hinder you from coming. The influence of a school is usually lasting. It either inspires or discourages. It ought always to inspire; it ought always to make the possessor happier; it ought always to make the learner more useful. In March of each year a special summer catalog is published. Send for it.

#### SUMMER SCHOOL PROGRAM, 1898.

- 7:00. Mental Arithmetic.
- 7:40. Morning Exercises.
- 8:10. Methods, Zoology, Algebra—Quadratics, Algebra—Fractional Equations, State Civil Government, Orthography, Grammar—Beginning, German, Perspective Drawing, Vertical Penmanship, Slant Penmanship, Shorthand.

- 8:52. Rhetoric, Physics Beginning, U. S. History—Administrations, Latin—Beginning, Algebra—Review, Geometry Book I, Arithmetic—Percentage, U. S. Civil Government, Physical Culture, Vertical Penmanship, Kindergarten, Shorthand.
- 9:35. Arithmetic—Review, Physics—Heat and Electricity, Geology, Algebra—Factoring, Geometry—Book I, Originals, Geometry—Review, Physical Culture, Grammar—Elementary, Kindergarten, Shorthand.
- 10:17. Bookkeeping, Physics—Sound and Light, Geography Review, Algebra—Involution, Geometry—Book II, Grammar—Review, Grammar—Modifications, Kindergarten, Shorthand—Beginning.
- 11:10. Arithmetic—Review, Arithmetic Fractions, Chemistry—Beginning, Blackboard Drawing, Latin—Jones, Algebra Beginning, Trigonometry, Grammar—Advanced, Vocal Music, Arithmetic—Compound Interest, Kindergarten.
- 1:10. English Literature, Physics—Beginning, U.S History—Beginning, Algebra—Quadratics, Geometry—Book IV, Geometry—Solid (Beginning), Grammar—Review, Orthography, Spelling, Blackboard Penmanship, Kindergarten, Literature.
- 2:00. Mental Arithmetic, Physics—Heat and Electricity, Algebra—Factoring, Geometry—Book II—Originals, Geometry—Solid (Book VIII), United States Civil Government, Primary Reading, Arithmetic—Equation of Accounts, German, Kindergarten—Occupations, Vertical Penmanship, Slant Penmanship, Shorthand—Beginning.
- 2:42. Methods, Physiology—Beginning, General History—Beginning, Algebra—Properties of Quadratics, Algebra—Review, Botany—Beginning, Current Events, Advanced Reading, Pharmacy, Kindergarten Stories, Shorthand—Dictation.
- 3:25. Business Correspondence, Chemistry—Advanced, Geometry—Book III., Botany—Beginning, State Civil Government, Physical Culture, Reading, Elocution, Arithmetic—Denominate Numbers, Kindergarten and School, Shorthand, Dictation.
- 4:07. Mental Arithmetic, Arithmetic—Percentage, Physiology—Advanced, Blackboard Drawing, Caesar, Geometry—Solid (Book VIII), Botany—Advanced, Grammar—Review, Physical Culture.
- 4:50. Rapid Addition, General History, Medieval, Botany—Advanced, School Law, Vocal Music.

#### SPECIAL CLASSES—EVENING.

Human Nature, six weeks, twice a week; Mensuration, three weeks, twice a week; Geography Methods, three weeks, three times a week; Extemporaneous Speaking, six weeks, once a week.



### **A WORD TO FORMER STUDENTS.**

In fourteen years the Ferris Industrial School has enrolled nearly 12,000 students. Owing to changes which are inevitable, we are unable to reach directly through the mails all of this number. This we keenly regret. We therefore suggest that every former student who chances to see this paragraph, send us at least a word once a year as to his whereabouts and success. Every faithful student who has attended the Ferris Industrial School has in some measure contributed to its success. We wish to keep in touch with every former student.

### **ASK QUESTIONS.**

It is impossible to make a catalog so comprehensive that every reader will obtain just the information he desires. To earnest inquirers we cheerfully write letters answering all questions relating to the work of the Ferris Industrial School. Questions should be specific, not general.

## LIST OF STUDENTS

ENROLLED AT THE FERRIS INDUSTRIAL SCHOOL FROM AUGUST 13,  
1897. TO AUGUST 13, 1898.

STUDENTS IN ALL DEPARTMENTS EXCEPT COMMERCIAL,  
SHORTHAND AND KINDERGARTEN.

Abbott, Inez	Baker, Joey	Bertelson, Floy U.
Acker, Kirt	Baker, Julia	Bettes, Lucy
Acker, Melvin	Baker, Katie A.	Beuthien, Elizabeth
Ackley, Merle	Baker, Sheldon	Rice, Annie
Adams, Cora	Baldwin, Emerson F.	Bird, Lewis
Ady, Clara	Baldwin, George	Bitely, Sylvio A.
Aitken, Jennie	Balkwell, Anna	Bixby, Ray
Aldrich, Asa Hazen	Bancroft, Carlton	Blackman, Sidney D.
Aldrich, Charlotte Z.	Bancroft, Mrs. M. M.	Blaker, Estella
Allen, Frances	Bonner, Blanche E. M.	Blain, Leila
Alexander, Mary E.	Barber, David A.	Blaisdell, Rose
Allison, Joseph	Barker, Edna	Blum, Minnie
Allison, W. C.	Barlow, Lillian	Blystone, Sadie M.
Alvord, J. W.	Barnard, George	Borland, Maud
Alvord, Mrs. J. W.	Barnhardt, Minnie	Borto, Flora
Anderson, Chas. H.	Barnes, Emma E.	Boprie, Ernest R.
Anderson, Art J.	Barr, Eva M.	Bottcher, Gust
Anderson, Emil	Barto, Pearl.	Boughner, Floyd
Anderson, Flora B.	Barton, Mary	Bovay, Blanche
Anderson, Jesse S.	Bates, Rena	Bowen, Oliver E.
Anderson, Minnie	Baum, Lou Ada	Bowerman, W. H.
Anderson, Morley	Beach, Jennie V.	Bowman, Miles
Anderson, Robt. J.	Beach, Eugene	Boyd, Alexander
Andrew, Art J.	Beach, Mrs. Eugene	Boyle, William J.
Aniba, E. Walter	Beardslee, Murlin J.	Boynton, John E.
Arbogast, John H.	Beckley, Lizzie	Bracker, Adolph
Archer, Grace A.	Bedford, Harriet C.	Bradford, Ira
Armstrong, Lottie	Beem, John M.	Bradshaw, Sarah E.
Arnold, David S.	Behrenwald, H. C.	Brady, Mrs. Marie C.
Artlip, George H.	Bellamy, Lucia	Braman, R. W.
Atkins, Samuel	Bellis, Glenford	Bransell, Anna
Atchison, Nellie	Bennett, M. Eleaze	Brennan, Julia
Babcock, Florence A.	Bentley, Leroy E.	Briggs, Harry
Bagley, Emma	Bentley, Maud	Briggs, Laura
Bailey, James	Berry, Luther M.	Bringleson, Anna

Brink, Jennie	Clark, Agnes	Curtis, Ruth
Brink, Satie	Clark, Burt	Curtiss, Jeanne Belle
Brooks, Jennie	Clark, Clara	Curtiss, Maud Irene
Broomfield, Archie	Clark, Edith E.	Cummings, Gertrude
Bromley, Julia	Clark, R. J.	Currie, Leone
Brown, Belle	Clark, Wm.	Currie, Maria
Brown, Celia	Clifton, Grace	Cushman, Sumner D.
Brown, Charles	Cline, Nina	Dalziel, Matie
Brown, Clarence	Clise, Watt I.	Dann, A. J.
Brown, Katharine	Close, Matie	Dann, Mrs. A. J.
Brown, Lillian	Clothier, Wilbur	Darr, Gertrude
Brown, Maud M	Codington, Mae	Darr, Sadie
Brown, Willard	Cody, Agnes	David, Nella
Bruce, Carrie C.	Cogger, Mrs. Etta	Davidson, Ella
Bruske, B. Louise	Cole, Bert	Davis, Ella
Buchanan, Mac B.	Cole, Blanch	Davis, Ella G.
Buhler, Helen M.	Cole, Wm.	Davis, Frank R.
Bunting, Clara	Collins, Dudley	Davis, Manley
Burch, Luman	Collins, Grace	Davis, Nellie
Burgess, Anna L.	Conklin, Anna	Dawe, Emma
Burgess, Oriellia	Conner, Mae	De Cair, Arthur
Burklund, Oscar	Conrad, Wilbert A.	De Cair, Bertha
Burns, Geo. G.	Cook, Alma	De Cair, Myrtle
Burt, Chas. W.	Cook, J. Gratz	De Graw, Byron
Burzloff, Wm. F.	Cook, Minnie E.	De Long, Carrie
Cahow, Freeman C.	Cooper, Birdena	De Long, Harriet
Campbell, Ella	Corey, Catherine	De Motte, Edith
Campbell, Russell	Corey, Otis F.	De Witt, Jessie
Cannon, Merton	Cory, Fred J.	Dee, Nora
Carey, Catherine	Covey, Grace	Dean, Dossia
Carlisle, Frank	Cowden, W. E.	Dearing, Harvey W.
Carlson, Amelie	Cox, Anna	Decker, Ray
Carr, Glenn	Cox, Josephine	Dell, Charles
Carrigan, James	Cox, J. J.	Deneweth, Kate
Carrington, Mrs. E. W.	Cox, Zachie	Densic, Martha
Cartwright, Wm.	Craig, John A.	Densmore, Ernest D.
Carver, Pearl J.	Craft, Mabel	Deuel, Harry
Caughlin, Harry	Cramer, Florence	Dewey, Mary
Cavanagh, Coryell C.	Cramer, Nettie	Diehm, Louis
Chamberlain, Joseph	Crane, Nettie Edna	Doneth, Anna
Chamberlain, Mrs. M.	Crawford, Addie B.	Doty, Jessie
Chapel, Samuel	Crawford, D. J.	Dougherty, Georgia
Chappell, Nina	Cripps, George	Downes, Arthur
Charboneau, Villa	Craft, A. L.	Downes, Mrs. Arthur
Chisholm, John S.	Crotty, Jennie	Dow, Elgie E.
Christiansen, Ed	Crump, Ola	Dow, Gesler C.
Clack, Mary	Curtis, Omar C.	Dow, Russell C.

Dowling, Daisy	Ford, Bertie	Hachmuth, Ernest
Doyle, Libbie	Ford, James H.	Hagadorn, Maude
Drake, Eva	Ford, Mary E.	Hagerman, Bertha R.
Du Bois, Milford	Foster, Bessie	Haines, Jessie
Du Ganne, Anna	Foster, Lula	Hale, Claude B.
Du Ganne, Mela	Fraser, Will J.	Hale, Lotta
Dunning, Hugh	Freeborn, Maud	Hall, Marion
Dunston, Ida E.	Freley, Vigo	Halsted, Lillian
Dunston, Will E.	French, Howard	Hall, Nellie
Dunstone, Harry T.	Fribley, Mary B.	Hamilton, Helen E.
Duttenhofer, Nellie	Fribley, Katie	Hanchett, Arthur
Eaton, Benjamin	Fribley, Laura	Hardy, Harry A.
Eddy, Wm. John	Fribley, Sarah	Hardy, Walter
Elchlepp, Albert	Frue, Archie R.	Harger, Chas. E.
Eldred, Archie M.	Fulkerson, C. B.	Harper, A. W.
Eldridge, Fred L.	Fulkerson, Lola	Harper, Gertrude
Eldridge, John	Fuller, H. H.	Harper, Wallace L.
Elkius, Belle	Fuller, Leslie C.	Harrington, Anna
Ellis, Frederick	Furlong, Marguerite	Harrington, Don
Elliott, C. M.	Furlong, Philip J.	Harrington, Matie
Elliott, Marion	Furney, Lavern	Harris, Alice
Ellsworth, Archie A.	Galloway, M. Clare	Harris, Bertrand
Eschliman, Clara	Galloway, W. M.	Harris, Emery E.
Evans, Oren F.	Gardner, Milton	Harrison, Floyd
Evarts, Geo. W.	Garling, Emagene	Harrison, John A.
Evarts, William H.	Garling, R. B.	Harrison, Laura
Ewald, Fred A.	Garrigan, Mattie	Harrison, Roy
Ewing, J. Andrew	Gaze, Flora	Harvey, Claude
Eyer, Henry W.	Geiger, Albert J.	Hatfield, Chas.
Face, Mira	Gerber, Harry	Haven, Laty
Fair, Estella	Gibbs, Roy	Hawken, Maybel
Fairchild, Frances	Giberson, W. Clark	Hebert, Zebila
Fairchild, Leonard	Gifford, Libbie	Hehl, Mamie
Fay, Mabel	Giltman, Luman H.	Helwig, Dora
Felton, J. L.	Gillespie, E. O.	Henry, Addie M.
Felch, Ralph L.	Gillette, Rena	Henderson, James J.
Ferguson, Lue	Gleason, Janie E.	Henderson, Jessie
Ferguson, Fred R.	Goodale, Lillian	Hendricks, Bertha
Ferrill, Frank	Gordon, Jennie A.	Herbert, Mabel
Fineout, Nellie	Gordon, Stephen	Herrick, Nona
Fisher, Essie	Graham, Alberta	Hesse, E. L.
Fitzgerald, Nellie	Graham, Guy	Hessler, Wm.
Fitzpatrick, Julia	Grant, Nellie	Higgins, Annie
Flickeger, Edward	Gray, Edwin	Hildreth, Milton F.
Foote, Cora	Gray, Hettie	Hill, Flora E.
Forbes, Armonilla	Grey, Ethel	Hill, W. E.
Force, Myrtle	Griffin, Maybell A.	Hilton, G. Delbert

Hindes, Charlotte	Johnson, Maggie	Larson, Mart
Hodges, Lewis S.	Johnson, Sadie	Latham, Edith K.
Hoffman, Ellsworth	Johnston, Tilla	Laubach, Alice
Hogle, Clara E.	Joiner, Abbie Wells	Lee, Onnie
Holcomb, Fred B.	Jones, Harry A.	Lee, Rufus
Holdsworth, Kate	Jones, Mollie	Leeman, Matilda
Holdsworth, Matilda	Joslin, Chas. F.	Leidholm, Carl A.
Hollister, Cora	Kaden, Mrs. Amelia	Leonard, Fred.
Holmes, Clara	Katen, Mrs. Isabella	Lewis, Edna
Holt, Gertrude	Kellogg, Myrta M.	Lewis, Henry W.
Horton, Chas. J.	Kelly, John F.	Lewis, Mary A.
Horton, Nora	Kelly, J. H.	Lewis, Mary E.
House, Etta	Kelly, Nellie	Lightfoot, Adelbert B.
Howard, Effie C.	Keltner, Edith	Lightfoot, Jacob
Howard, Isa C.	Kennedy, Nettie	Lindeman, Fred W.
Howard, Mabel	Kenyon, Fred W.	Lindhout, Dennis K.
Howard, Stanley E.	Keyes, Abbie	Lindhout, Johann K.
Howes, Carleton L.	Kyes, Dora	Lindhout, Henry K.
Howes, Edith	Kidd, Becca	Lindsey, Allie
Howorth, Hugh T.	Kidder, Alice	Lindsey, Margaret E.
Huey, Henry	Kier, Cora C.	Lippert, Peter M.
Hulbert, Omer F.	Kilbourne, Louise	Livermore, Ella G.
Hunt, Beckie	Kimball, Byron	Long, Alma
Hunt, Mamie	King, Agnes	Long, Harry P.
Hunter, John	King, Della	Longhouse, Lewis
Hyma, Albert	King? Clayton	Lonsbury, Maude
Hynes, Ella	Kiuney, Minnie	Loomis, Dora E.
Hynes, Jeremiah	Koopman, Dieuwke	Lordon, Anna
Hyser, F. H.	Knapp, Fred	Losey, Henry B.
Ingalls, Maude	Kneale, Effie	Louch, Frank
Innes, Nettie	Knight, Ernest	Loudon, Roy
Irwin, Lou	Knight, C. Walter	Loudon, Nettie
Iverson, Nina	Knisely, Samuel H.	Lowrey, Harvey H.
Jack, Angus	Knowles, Clara	Lundberg, Hannah
Jackson, Alberta	Knowles, Pearl	Luts, Cora
James, Clara	Knudson, C. N.	Lutke, Frank
James, Della M	Kunzman, Emil	Lutke, Etta
Jameson, Burt	Ladner, Clayton	Lynch, James
Jamieson, Donald	Ladner, J. Monroe	Lynch, Margaret
Jamieson, Mrs. Don.	La Londe, M. D.	Lyon, George
Jenks, Edna	Lake, John A.	Lyons, Elizabeth
Jensen, Peter	Lake, Lotta H.	McCarthy, Etta
Johnson, Caroline	Langerwisch, Mrs. Ida	McCarthy, John
Johnson, David A.	Lankin, Fred A.	McCarty, George
Johnson, Edith	Lansing, W. J.	McCarty, Lizzie
Johnson, Ella M.	Lantz, Maude	McClain, Ira C.
Johnson, Mabel	Lardie, Rosalie	McCormick, Kath.

McCoy, John P.	Meyer, John A.	Nye, Olive
McDonald, Kate	Meyers, John	O'Brien, F. J.
McDonald, Mabel	Miller, Allison I.	O'Brien, John D.
McEachron, Matt	Miller, Bert R.	O'Connell, Dennis
McElroy, Mary	Miller, Geo. D.	O'Neil, Catharine
McGeachey, S. S.	Miller, Hilma	O'Neil, Will
McGill, Alice	Miller, William J.	O'Neill, Jennie
McGillivray, Marg.	Mills, Ernest B.	O'Neill, Vernie
McGrath, Johanna	Milner, Georgia M.	Oakes, I. H.
McGraw, A. Leone	Nilor, Carroll J.	Oakes, Mazie
McGuire, Nora	Minor, Irving W.	Oliff, Lillian
McIntosh, Charlie	Misner, Arthur A.	Olson, John
McKeel, Norris	Misener, Belle	Ormond, Anna
McMahon, Nellie	Mitick, Nellie	Osborne, Grace M.
McNaughton, Jennie	Moffett, William R.	Osgood, Esse Irene
McNaughton, Nellie	Montague, Minnie	Oswald, Mayme
McNiel, Mae	Montgomery, Vivian	Owen, Bert
McWhinney, Percy	Montgomery, Gertr.	Palmer, Alvira
Macdonald, Marion	Moore, B. Carman	Palmer, C. I.
Macomb, Minnie	Moore, E. Berde	Palmer, Mrs. C. I.
Maguire, Myrtle	Moore, Edith Annah	Palmiter, Edna
Mahon, James A.	Moore, Edith U.	Paughorn, DeWitt
Maier, Lewis	Moore, Iva	Parkill, O. T.
Manigold, C. E.	Moore, Jennie	Parks, Chas.
Manigold, Mrs. C. E.	Moore, John M.	Partch, Hoyt C.
Manigold, Pearl	Moore, Pearl	Pattie, Daniel D.
Manross, Maud	Morrison, Hattie	Pease, Genette
Marks, Madge M.	Morrison, James S.	Peckham, Arlie C.
Marshall, John Wm.	Morse, Alva G.	Pelton, Viola E.
Marshall, May	Morse, Jennie	Penny, Arthur
Marshall, Nettie	Mulholland, Ada	Perry, Fricie
Marshall, Mrs. W. E.	Mulholland, Ida	Peterson, Eva
Martin, Daisy	Mulvey, Mary	Peterson, Mrs. Maud
Martin, Grace	Munson, Clara	Peterson, Nellie
Mason, Maona V.	Munson, J. M.	Philipo, Alice
Mauseau, E. A.	Murphy, Annie	Piper, Lottie E.
Maxson, Mamie	Murphy, Wells S.	Pittwood, Will P.
Maxson, Ray R.	Myers, Will H.	Plowman, Joseph
Melhus, S. G.	Nelson, Eric E.	Polmanteer, Leroy
Melinn, Lida	Nelson, Ole F.	Pomeroy, James R.
Menere, Ruth	Nelson, Tillie	Pomeroy, Lottie
Merigold, Jessie A.	Nesbitt, Alice	Pope, Leroy C.
Merrill, Belle	Nesbitt, Vic. A.	Potter, S. Bertha
Merrill, Myrnie	Newhall, Belle	Potter, Clara
Mero, Gertrude	Nicholl, Robt.	Potter, Lorenzo A.
Menut, Gertrude	Norcross, Clarence A.	Potter, Mrs. Nellie M.
Meyer, Louise C.	Norcross, Will C.	Preston, Ernest

Preston, Olive M.	Roxburgh, Geo. F.	Smith, Edmund L.
Preston, Will F.	Ruddy, Thos. L.	Smith, Ella M.
Prevost, Allie	Rushman, Agnes	Smith, Geo. A.
Puffer, Cordilla	Russell, Mary	Smith, Geo. J.
Pursley, Edward F.	Russell, Will	Smith, Herman
Purseley, Eva	Ruthruff, Clarence E.	Smith, James C.
Puterbaugh, Lillian	Rutherford, Inez	Smith, Lora
Puterbaugh, Myron	Ryan, Kitty A.	Smith, Mabel
Quail, Margaret	Sandall, Lila	Smith, Nellie
Ramsdell, Ella	Sanford, Addie	Smith, Nina
Randall, Ina B.	Sawyer, Almond	Smith, Robert C.
Ransom, Alice	Schciars, Adolph	Snyder, Mary B.
Rasmussen, Christina	Schoner, Teresa	Snyder, Paul
Rasmussen, Otto A.	Schuyler, Paul M.	Sobotta, Otto
Rathburn, Effie	Scott, Bert	Somers, Frank
Rathburn, Etta	Scott, F. P.	Somerville, Clemmie
Redhouse, Lucy L.	Scott, Nellie	Somerville, Mamie
Reading, Lillian	Scott, Ora	Sooy, Frank H.
Reavey, B. B.	Scott, T. H.	Sparks, Belle
Reavey, Belle	Scribner, Sidney	Spaulding, A. E.
Redick, Frank O.	Sealey, Nellie	Spaulding, W. A.
Redding, Mrs. Ida	Sellars, Jessie	Speaker, May
Reed, Guy	Sellars, Roy W.	Spencer, Emma
Reed, Jessie	Sellars, Will H.	Squire, Arthur P.
Reeves, John	Severance, J. W.	Starns, Rosalie
Rice, Edna	Shafer, Bert	Stead, A. G.
Rice, Harry	Shannon, Ethel	Stead, C. G.
Richard, Effie	Shannon, Mattie	Steadman, James
Richardson, Sarah	Sharpe, Annie	Stearns, Orpha
Richley, Ed. D.	Shaw, Victoria	Steffers, Millie
Ricker, Chas. I.	Sheldon, Carrie	Steffens, Nettie
Riggle, Oliver N.	Sheldon, Blanche	Stevens, Edna
Risch, Leone	Sheppard, Arthur	Stevens, W. R.
Robbins, Vernie L.	Sheppard, Bertha	Stevens, Zadie
Roberts, Eli G.	Sibilsky, Tony W.	Stickley, Albert
Roberts, Hamilton F.	Sieber, Kittie	Stickney, George F.
Roberts, May	Simmons, Minnie M.	Stiles, Frank
Robertson, Laura	Sippell, Wm.	Stiles, Mrs. Estella
Robinson, F. E.	Sisson, Claude E.	Stinson, Chas. B.
Robinson, Minnie	Sisson Elva	Stockham, W. W.
Rockwell, Eva	Skinner, S. J.	Stocking, Electa
Rolph, Daisy A.	Slaughter, J. W.	Stockwell, A. Ross
Roof, J. Fred	Slaughter, Mrs. J. W.	Stockwell, Glenn
Ronan, Alice	Smith, Anna	Stokely, Libbie
Rowell, Edith L.	Smith, Bertha	Stone, Harriet E.
Royce, Ernest	Smith, Chas. O.	Stone, Mabel M.
Royce, Edwin	Smith, Daisy	Stone, Maud I.

Storz, Augusta R.	Veltman, Hattie	Wiley, Robert
Stowell, C. F. B.	Voorhees, Mary L.	Williams, Maude
Stowell, May V.	VonWagoner, Blanche	Williams, Warren
Straub, Ethel	Vreeland, Ella	Williamson, Perry L.
Streng, Frances	Waal, Morris G.	Wilkinson, Chas. H.
Stroud, Laura	Wade, Carlton	Willison, Albert
Stuart, Alexander	Wagener, Charles	Williston, Adah E.
Sundell, Alfred	Wait, Bernard	Willman, G. H.
Sundell, Hulda	Walcott, Nellie	Wilsie, Ida
Sullivan, John L.	Walcott, Horace	Wilson, Devillo
Sutherland, Grace M.	Walker, Anna	Wilson, E.
Swan, Guy	Walker, J. I.	Wilson, Frank
Swarthout, Matt	Walsh, Katie	Wilson, Mrs. Frank
Swem, Bert E.	Wallsted, Geo. T.	Wilson, H. J.
Swem, Cloyd E.	Ward, James	Wilson, J. E.
Swift, Dora Isabel	Ward, Henry	Wilson, Katie A.
Symonds, C. D.	Ward, Warren C.	Wilson, Tillie
Tabberer, Frederick	Ward, Wm.	Winger, Irving C.
Tanner, Clyde B.	Ware, Eva	Winters, John
Taylor, Josephine	Warrant, Belle	Wiseman, Rose
Teed, Delmar E.	Washburn, Ed. R.	Wood, Anna L.
Tefft, Burton	Waters, John W.	Wood, Candace
Teeple, Sewall A.	Webb, Dora	Wood, Lila
Thomas, Leroy	Webb, Wm. E.	Woodman, Myra
Thomas, Sarah	Webster, Bertha	Woodward, Frances
Thompson, Geo.	Webster, Edith	Woodward, Laura
Thompson, Mrs. J. W.	Webster, Roy E.	Wool, Edith
Thornton, Cassie	Weeks, Ernestine	Wooster, Mrs. L. B.
Thornton, Fred	Welsh, Cornelius	Wolcott, Blanche H.
Tice, Jesse M.	Wessel, Mabel	Wolcott, Bert.
Tillottson, Emily	Westover, Mary	Woolpert, C. U.
Timmerman, Pearl	Whaley, Ella	Wolsey, David
Tomau, Carrie	Wheeler, Effie	Worcester, Alph. A.
Totten, Nell	Whillaus, Cora Belle	Worden, Winnie
Town, Burr E.	White, Katharine A.	Wren, Floyd
Trafford, W. H.	White, Milo A.	Wright, Bertha
Treadgold, Maude	White, Nellie	Wright, Etta
Tremper, Myron A.	Whiting, Hugh C.	Wright, May
Trimble, Ella	Whitton, Edwin	Wright, Vessie May
Tuck, Mertie	Whitney, Glenn	Wrigley, Mabel M.
Urch, Anna	Wiggins, Chas.	Wymau, May I.
Van Den Beldt, F. J.	Wilbur, Harry F.	Wyngharden, Etta
Vandenboom, F. H.	Wilbur, Juna	Young, Lizzie
Van Der Heide, B.	Wilbur, Lottie	Young, Laura
Van Norstrand, Nealie	Wilcox, Maggie	Zemke, Bertha
Vandermeer, Dora	Wilcox, Mabel Louise	Zimmer, Ruth



## COMMERCIAL DEPARTMENT.

Abbott, Chas. R.	Cross, Geo. W.	Henwood, Kathryn
Acker, Lee	Dagle, Mrs. Kate A.	Herrington, Esther
Ackley, M. A.	Darling, Arthur E.	Hessler, Wm.
Aly, Gertrude	Dell, Chas.	Hoag, Libbie
Alexander, Nellie	Denison, Mary	Hogan, Roderick
Andrews, Amelia M.	Derozier, Jos.	Hughes, Alice
Andrews, P. J.	Dougherty, Ed.	James, Luella
Bajari, Lena	Dougherty, Eileen	Jameson, Burt
Baldwin, Geo.	Douglass, Wm.	Jibson, Prince A.
Bawden, Stephen	Dow, Etta M.	Jones, J. Warren
Beach, Elmer	Du Bois, Milford	Jones, Laura
Beauvais, Geo.	Duttenhofer, G. Adolph	Jordan, Fred
Beck, Geo. D.	Dyer, Clarence L.	Kienbaum, B. H.
Bell, Clinton	Eastman, Floyd	Klesner, Frank C.
Bennett, Stanley D.	Engler, Wm.	Knapp, Fred
Berg, Chas.	Ewing, Milo J.	Ladner, Clayton
Bergelin, John E.	Fairbanks, Emmette S.	Leidholm, Carl Adolph
Bitely, Silvio A.	Faunce, Ben A.	Leonard, Fred
Bowen, Oliver E.	Ferris, Mrs. Maude	Loughouse, Lewis
Bowerman, W. H.	Fisk, Ray	Losey, H. B.
Boyd, Alexander	Fitzpatrick, Kate	Lovejoy, Edith M.
Bromley, Julia	Foley, Geo. R.	Loudon, Roy
Brown, Amasa C.	Foss, Chas. L.	McDonald, A.
Brown, Lewis	Foulks, Bertha	McElroy, James
Brownson, Jay J.	Fox, Charlotte C.	McKeown, Claire
Butler, Ross S.	Frederick, Lora E.	McMahon, James
Campbell, Russell W.	Freeborn, Sadie	Markham, Gertrude
Canaan, Stewart E.	Garnham, S. H.	Marks, Walter D.
Canaan, H. L.	Geer, Wm. A.	Marshall, May
Cannon, Belle	Geiken, Frank	Melvin, Mary
Cannon, Marie	Gerber, Harry	Mork, Paul C.
Carmony, J. R.	Gill, Ida	Morrissey, Leo
Case, Earl J.	Gleason, Albert J.	Myers, Mellie
Castle, C. H.	Gleason, Estella M.	Mynning, Mary
Cathcart, J. M.	Gordon, Oker	Nye, Alton L.
Cavanaugh, Mamie	Gorst, Elwin M.	O'Brien, John D.
Christiansen, Chas.	Grabowsky, Rhoda	Odgers, R. F.
Christiansen, Ed.	Griswold, Edna	Ostrander, Harry
Cole, Edwin S.	Groger, Roy H.	Otis, Byron
Collins, Jas. A.	Gumerson, Peter	Packard, Eugene
Collins, Hannah	Hanchett, Lula	Palmer, John C.
Cook, C. M.	Haney, Bert J.	Perkins, Jesse M.
Cook, Minnie	Harger, Fred J.	Peterson, Frank W.
Cornell, Ada	Hatch, Guy	Peterson, Mark D.
Covey, Grace	Henderson, Jos. L.	Pettigrove, Will A.

Pike, Wm. H.	Sager, John M.	Van Gilder, Winnie
Porter, Grace	Sauson, Mrs. Kate	Vivian, James D.
Puffer, Richard	Scheibe, Elias	Waal, Morris
Puterbaugh, Myron	Slack, Harry N.	Walker, George
Pyne, Maggie	Smith, Mahlon A.	Way, Daniel S.
Rasmussen, Octa C.	Smith, Michael	Wells, Floyd G.
Ray, Chas. H.	Spalding, Leon L.	Wells, Ross V.
Rennie, Chas. E.	Spring, Berton	Westerberg, John F.
Resseguye, Frank	Stewart, Marian	Wheelock, Amy
Richards, Will E.	Stocking, Emmet	Whitney, Glenn
Royce, Edwin	Thompson, Byrd H.	Wiley, Agnes
Richley, E. D.	Tislov, Lyda	Wolsey, David
Ruetz, M. J.	Tredway, Martha	Zeh, J. W.
Russell, Ralph	Upper, Norman	Zemke, Max
Sable, Wm.		

### SHORTHAND DEPARTMENT.

Abbott, Charles R.	Cowell, Chas.	Harris, C. H.
Alexander, Nellie	Crosby, Henry	Hennwood, Kathryn
Andrews, Amelia M.	Darling, Arthur E.	Herrington, Esther
Andrews, P. J.	Dell, Chas.	Hinds, Alma
Baker, Stephen	Denison, Mary	Hodges, Harry J.
Beach, Elmer	Dickinson, Myra	Horton, Belle
Benson, Rosa	Downes, Mrs. Arthur	James, Luellyn
Benton, J. Frank	Dow, Etta	Jones, Laura
Bott, Harry S.	Ellis, Frederick	Kienbaum, Bernard
Bower, Will C.	Engler, Theo. R.	Knight, Florence
Bozer, Effie	Esch, Louis	Kugler, August W.
Braman, George	Evens, Loyd	Ladner, Florence
Bromley, Julia	Fairbanks, Emmette S.	Leonard, Victoria C.
Butler, Ross	Faunce, Ben A.	Lewis, Edna
Cathcart, J. M.	Felch, R. P.	Loudon, Roy
Calkins, Hubert	Fern, Blanche	McElroy, James
Canaan, Herbert L.	Ferris, Mrs. Maude	McKeown, Claire
Canaan, Stewart	Fitzpatrick, Kate	Marks, Fred M.
Cannon, Marie	Fox, Charlotte C.	Marshall, May
Carlisle, Claude C.	Garnham, S. H.	Melvin, Mary
Carrington, Eugene W.	Geer, Maude	Miller, Mary
Castle, C. H.	Gill, Ida	Mitchell, Gertrude
Cavanaugh, Mamie	Gillette, Arthur	Morrison, Sarah Louise
Chambers, Mac	Glass, Amy S.	Morrissey, Leo
Conner, Ernest	Goodale, Lillian	Murphy, Wells
Corson, Frank	Grabowsky, Rhoda	Nevius, Edwin S.
Cornell, Ada	Groger, Roy H.	Packard, Eugene
Covey, Grace	Hanchett, Lula	Pennock, Clifford