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FIRST CATALOG

OF THE

FERRIS

INDUSTRIAL SCHOOL,

BIG RAPIDS, MICH.

ORGANIZED, 1884.--INCORPORATED, 1894.

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SYSTEMATIC

WORK



WINS

SUCCESS.



**W. N. FERRIS, PRINCIPAL,
FERRIS INDUSTRIAL SCHOOL, BIG RAPIDS, MICH.**

Our First Catalog.

For ten years we have refrained from publishing a catalog. Having recently converted *Useful Education* into a quarterly for advocating the leading ideas of the "New Education," we concluded to publish a summary of the most valuable items of information in catalog form. What this little book lacks in unity we trust it will make up in intrinsic merit. Its message is to all readers who seek to give themselves and their friends the best that there is in modern education. To the surprise of many a reader, we publish no list of Faculty Names, notwithstanding the fact that ten skillful teachers are already engaged for the coming year. The one great thing to be considered in a faculty is not names, not degrees, but men and women, consecrated, enthusiastic, determined to keep in the front rank of America's best educators. Inasmuch as students are admitted at any time, the school year is not divided into terms.

NEW BUILDING.

The cut which appears on the cover of this catalog will give the reader a very good idea of the appearance of the new Industrial 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 laid in fancy patterns. While no special effort has been made to construct a showy building, the style of architecture is in harmony with good taste.

THE MAIN FLOOR.

The main entrance is on the north side, and opens into a hallway, to the right of which is the private office, and to the left the general offices. Also 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 Scientific departments. Here also will assemble the students of the various other departments for morning exercises, entertainments, etc. Opening from this room are four class rooms.

THE BASEMENT FLOOR.

The main hall of the basement floor is reached by a flight of steps near the main entrance. This 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 the boiler room, gymnasium, and chemical and physical laboratories.

THE SECOND FLOOR.

The second floor is devoted to the Commercial, Shorthand, and Telegraphic departments. It is divided into an east and west division by a hallway, at each end of which are the cloak rooms. The Commercial department occupies the western division, and consists of a business theory room, a business practice room, and a recitation room. The stenographers have in their department a type-writing room, and three recitation rooms, the latter being connected by folding doors.

FURNISHING.

All the inside work and the furnishing of the rooms are of the best. The wainscoting, staircases, etc., are finished in natural wood; the blackboards are of the best slating material; the floors are of oiled maple; and the chemical and physical laboratories are furnished with the latest and best apparatus.

HEATING.

The building is heated on the most modern and scientific plan, the rooms throughout being warmed by direct steam radiation. By this method an even temperature can be maintained and the greatest degree of health and comfort insured.

VENTILATION.

Well furnished, well lighted, and well warmed rooms are very important factors in the construction of a school building, yet all will agree that the most important factor of all is the ventilation. While it will not be necessary here to enter into a detailed explanation, it may

he said that the ventilation of the new Industrial building is as nearly perfect as the ingenuity and skill of man can make it.

CAPACITY.

The building accommodates comfortably six hundred students. This is accomplished without having students go to their rooms during the day to study.

MISSION OF THE FERRIS INDUSTRIAL SCHOOL.

Ten years ago this school was organized in the city of Big Rapids, beginning its first week's work with an enrollment of fifteen students. The total enrollment for the year just closing has been nearly 1000. This growth is not remarkable from the standpoint of numbers. Considering the obstacles presented at the beginning of our career in this city this growth is regarded with feelings of more than ordinary pride. The school has never resorted to sensational methods of advertising. It has always appealed to the people from the standpoint of nineteenth century education. If there is any secret underlying this growth, it is the constant effort of the school to encourage worthy effort in every student, regardless of his previous condition or previous opportunities. In brief, this school has attempted to come into actual contact with the needs of the people; not in the sense of teaching them the art of getting rich in this world's goods, but rather in the sense of enabling them to make the most of themselves. The primary task of the school has been that of developing character; inspiring young people with a desire to do something, and to be something.

It is not, therefore, strange that hundreds of young men and young women, many of them twenty-five to thirty-five years of age, have entered the Ferris Industrial School; sometimes for only six weeks, oftener for three months, and frequently for one year, in order to be assisted in developing their powers 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 help 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 position, who desire to make themselves stronger and better.

The several departments--the Commercial, the Teachers', the Shorthand, the Type-writing, the Penmanship, the Common English, the Art, the Elocution--will continue as in the past, to send out into the busy world successful workers. The points already enumerated in relation to the mission of the school serve to make these departments strong. The Principal attempts to advise every candidate with reference to his actual needs. He is told just what he ought to expect from the school, just what the school expects from him. From that time on, every possible effort is made in behalf of his progress. In all these departments the Principal tries to exercise a personal supervision over every student. This has done much to induce thoughtful parents to send their sons and daughters to this school.

Where is there an institution in this country that has a grander mission? In conclusion, we extend to the young men and the young women, to the middle aged, in fact, to those of all ages, a hearty welcome. We shall be glad to see all who aspire to a noble life.

Courses of Study.

The reader who examines this catalog hoping to find a large number of courses of study outlined, will be greatly disappointed. For ten years we have made our work largely elective. In no sense can the Ferris Industrial School be called a college. It is true we have the privilege of making it a college. The aim of the institution has been and is to reach the masses, to reach men and women who have enjoyed comparatively few educational advantages. On this account, it has never required an examination for general admission. We have accepted students from every walk of life. We have encouraged men and women advanced in life to take up certain lines of work, and thus fit themselves for a higher degree of usefulness. As the school grows older, the number of courses of study will doubtless increase. Our essential aim, however, will remain the same. We are determined to make admission to this institution easy; we are determined, if possible, to command the attention of backward men and women; we are determined to adapt our institution to their needs. Therefore, if any reader lays down this catalog disappointed, in not finding some special course outlined, let him address a letter of inquiry to the Principal. Broadly speaking, this institution prepares men and women for the ordinary, every day duties of life; prepares them for teaching; prepares them for clerks and bookkeepers; prepares them for stenographers and typewriters; prepares them for the professions; prepares them for higher institutions of learning. It is not the aim of the institution to discourage higher education, on the contrary it would aim to do just the opposite. It would arouse such an enthusiasm as to induce the student to improve his first opportunity of attending a university or college, after having made due preparation. The courses of study are, therefore, simply suggestive. Four of them are in reality the same as reported by the Committee of Ten. These courses are subject to modification.

COMMON ENGLISH COURSE.

One of the educational problems, not yet fully solved, is that of how to teach English. We do not mention this fact because we intend to advocate any revolutionary method. We do it simply to call attention to the importance of English. If young people who enter our schools and colleges do not appreciate the value of English, they will, if left to themselves, neglect it. We, therefore, hope to have every candidate for the Industrial appreciate the great importance of a working knowledge of English.

Suppose the candidate for the teachers' department does not appreciate the value of English; he neglects it in his own course of study; he goes out as a teacher to neglect English, and worst of all, by example encourages a general disregard for the subject. If the candidate for shorthand neglects English, a reaction will come in his work some where along the line. Some intelligent employer will take him to task for his poor spelling, his bad capitalization, and his bungling construction. If he is a candidate for the commercial course, he may not meet, in after life, with the same exposure that is sure to beset the stenographer, but he will find himself surrounded by insurmountable obstacles to progress. He cannot write business letters with ease and accuracy; he cannot construct, with any mark of ingenuity, a common advertisement. Perhaps the bookkeeper is least likely to learn of his English deficiencies.

At the Industrial, we endeavor to impress these facts upon the minds of our candidates. We do not always succeed. Whenever we do, we are safe in saying that the happiest results follow. The great difficulty in getting young people to pursue a common English course lies in the fact that they are limited, both in time and means. They will, therefore, say that they must have stenography, type-writing, book-keeping, etc. If they understood the problem of education thoroughly they would realize that under no circumstances could they afford not to take the Common English Course. So successful have we been in thus persuading our students to look after their higher interests that the Industrial has won no small number of its laurels through this course of study. Year by year we become still more enthusiastic over this work. We believe, as stated in our address at Chautauqua, July, 1891, that a young man or a young woman is better fitted for business life with a thorough knowledge of English, without the so-called commercial training, than with the so-called commercial training minus the

English. At the Industrial, students are persuaded to take the English, and then, if circumstances compel it, return the succeeding season for the special course.

From the very beginning of a student's work, we encourage accuracy in speaking English, accuracy in writing English, and accuracy in the special study of English. We do not discard grammars, but make a judicious use of the same. The heavier part of the work, however, lies in using language. Exercises are carefully corrected and returned to the students. Thus students are led from the simple to the difficult throughout their course of study.

We do not wish to have it understood that because we put so much emphasis upon what is properly termed English, that we treat lightly the other subjects included in the course. They are necessary to the forming of a broader, deeper, and more lasting foundation for higher work.

Arithmetic, geography, U. S. history, and the remaining subjects are presented according to methods in harmony with the "new education." We wish to emphasize what we mean by using the expression "the new education." We mean that these subjects are not presented primarily with reference to the information to be obtained, stored up, possibly for examination, or for public exhibition. Primarily these subjects are presented simply as a means of developing and disciplining the mind. This idea necessitates the importance of limiting the number of studies pursued by the average pupil. If education is the end aimed at, eight to ten lessons a day will result in utter defeat.

It is impossible to state just how long a student must pursue this course in order to complete it. For example, if he enters the Industrial and is obliged to join the lowest classes, it may require the greater part of two years to do thoroughly the work. If he is already proficient in some subjects, he will only need to pursue the remaining studies. Whatever the length of time required for the course, every student who cares to fit himself for usefulness in the broadest sense, should pursue it with untiring care. Many of our business college graduates learn to their sorrow the unhappy consequences of having entered upon collegiate work without suitable preparation. Let the reader remember that a thorough English training without a college course is of more importance than a college course without the English training.

SCIENTIFIC AND NORMAL.

It is presumed that all who enter upon this course are thoroughly familiar with the work involved in the English Course. It must be remembered that the English is the foundation for all of our advanced work. Schools have too long neglected to insist upon this preparation. Our heading names two courses—the one stated below is the Scientific. By substituting theory and art of education for the modern languages, in the Scientific, we obtain the Normal. Every reader should bear in mind that either course may be modified in several respects, provided the amount of work or the logical arrangement of work is not materially changed. We regard these courses as thorough and far-reaching. Those who cannot pursue a college or university course will find in this just what they desire for a liberal education. Should the student desire to enter a professional school these courses furnish an admirable preparation.

We have numbered the terms and avoid the further division of the courses by years. We have done this because the student by working four terms each year can complete either course in three years, while the student who attends three terms each year will require four years.

Any reader who studies these courses will at once see that they are remarkable for thoroughness and breadth. Friends of the Industrial will at once proclaim that another step has been taken along the right line by this remarkable school.

COURSE OUTLINED IN TERMS.

FIRST TERM—	SEVENTH TERM—
Algebra,	General History,
Composition,	Literature, (American),
Arithmetic, (Review),	Chemistry,
Physical Geography.	Latin.
SECOND TERM—	EIGHTH TERM—
Algebra,	General History,
Composition,	Literature, (English),
Physical Geography,	Chemistry,
Political Economy.	Latin.
THIRD TERM—	NINTH TERM—
Algebra,	General History,
Composition,	Literature, (English),
Botany,	Drawing,
Political Economy.	German or French.

FOURTH TERM--

Geometry,
Composition,
Botany,
Latin.

FIFTH TERM--

Geometry,
Composition and Rhetoric,
Zoology,
Latin.

SIXTH TERM--

Geometry,
Composition and Rhetoric,
Zoology,
Latin.

TENTH TERM--

Physics,
Logic,
Drawing,
German or French.

ELEVENTH TERM--

Physics,
Logic,
Physiology,
German or French.

TWELFTH TERM--

Physics,
Astronomy or Geology,
Physiology,
German or French.

BUSINESS COURSE.

**BOOKKEEPING, PENMANSHIP, LANGUAGE, SPELLING,
CORRESPONDENCE, COMMERCIAL LAW, BUSINESS
ARITHMETIC, RAPID ADDITION.**

The average business college gives little or no instruction in the use of the English language; even spelling and business correspondence receive comparatively little attention. The Industrial believes that a bookkeeper who lacks the ability to construct a good English sentence, a bookkeeper who lacks the knowledge necessary to write and arrange a first-class business letter, a bookkeeper who is not quick and accurate in arithmetic, a bookkeeper who is not an easy, rapid penman, is not, in any high sense, a thoroughly competent commercial workman.

We have advised candidates for this course to take what is called an English preparatory course for at least six weeks. The result has been highly satisfactory.

BOOKKEEPING.

Business colleges not infrequently resort to various devices for securing the attention of the inexperienced, the uninitiated in business college work. These schools don't use a text-book; they have adopted an actual business course; their students are actual business

men from the time they enter upon their studies. These schools have grown out of the old practice of making the text-books the basis of all business college work. Their revolt is extreme and in many respects unsatisfactory from the standpoint of the business world. The average candidate for the business course is not accurate, does not know how to study, does not know how to obtain assistance from books, does not know how to help himself. No better means can be employed for securing desirable results than the use of a first-class text-book in book-keeping for several weeks, possibly for several months.

In this preliminary course, the student can be made thoroughly familiar with the principles of bookkeeping, thoroughly familiar with every form of business paper. In fact, three-fourths of the details involved in the record of almost any business, can be mastered by the pupil in this introductory work. The teacher is enabled to examine critically every piece of work that is executed, and in doing this secures a degree of accuracy not easily attainable by any other method. We maintain that it is impossible for any student to intelligently perform the work outlined in the "Complete Bookkeeping" by Williams and Rogers, without becoming familiar with what every bookkeeper must know when he steps into the counting-room.

At the Ferris Industrial, students are urged to work independently, each proceeding as rapidly and in such a manner as his particular needs require. Students are organized into classes for drills; this is a feature that many schools neglect. Thus the live pupil who is thoroughly familiar, theoretically and practically, with all the demands of the counting-room, can increase the value of the text-book's suggestion tenfold. For example, the writing, the indorsing, the receiving, and the disposing of drafts often confuses clear-headed bookkeepers. The commercial teacher in the Industrial gives drills day after day in this line of work. Scores of illustrations could be given to show the value of this kind of training.

A point worthy of serious consideration is this: Every kind of commercial paper, every step in the progress of a student is carefully examined, and results noted by the principal of this department. This costs an immense amount of labor, but the results confirm our belief in its value. In fact, it is impossible to train students to accuracy without a rigid system of checking. For example, a proof-sheet balances, but on closer examination the teacher discovers that several accounts are wrong. This is not an uncommon condition of things. The errors are checked and the pupil is required to revise. Can any business college, worthy of the name, afford to neglect this feature in its work of training men and women for the business world?

The course of instruction in the science of accounts embraces a careful study of all its principles and their application. The first sets in the text have to do, not with transactions illustrating a certain kind of business, but with a class of transactions which will illustrate the general principles of debit and credit. Further along in the work the student deals with a set of transactions which illustrates some particular phase of commercial dealing, for example, Shipments and Consignments, Wholesale Tea and Coffee Business, Hardware Business, Carpet Business, Retail Coal Business, Wholesale and Retail Lumber Business, Produce Commission Business, changing Double Entry books to Single Entry, use of Special Column Journal, Cash Journal, Jobbing, Installment and State Agencies, Manufacturing, Joint Stock Companies, Banking, Initiatory Business Practice, Classifying and Indexing Accounts. It is not imperative that the student should give his attention to every one of these phases of bookkeeping in order to graduate. To a certain extent, he may elect divisions, provided he is well grounded, as shown by written examination, in the principles of bookkeeping. If he has reason to believe that he will pursue a certain phase of work in the counting-room, he is given a text bearing on that subject and assisted and directed in mastering its difficulties. In this way students in the business department of the Industrial receive, to a certain extent, a kind of training similar to that received at universities in science, literature, etc.

ACTUAL BUSINESS DEPARTMENT NO. 1.

The student having pursued his course as heretofore indicated is now ready to enter upon what is popularly termed actual business practice. This course involves the use of three or five offices, in accordance with the desires of the principal of this department. In the Industrial, the three offices most used are the Bank, the Merchants' Emporium and the Commercial Exchange. In these offices are found all of the modern facilities for carrying on business. The books used therein are made especially for these offices.

The work in the first department covers three weeks of practice—five days to each week, or, in other words, fifteen days. This work involves the transacting of a variety of business each day; involves the handling of every form of business paper; involves dealing with the offices already mentioned. The student is obliged to make his entries, draw up his business paper, do his posting, balance his cash book, and make to the teacher a specific report. This report is checked and if the work is found to be correct, the student is allowed to go on with the transaction of business the next day. Under no circumstances can he

continue in business while an error remains standing against him. By this exacting method, the student is compelled to be self-reliant, accurate and prompt. A failure in any one of these respects compels him to drop out of the practice.

We wish to emphasize, particularly, the daily checking. Although no two students buy and sell at the same price, the authors of the system have arranged, for the teacher, all the possible results to be obtained by using the various price lists. Therefore, the checking of the work by the teacher, does not involve a simple glance at the work, and the use of a rubber stamp, without the teacher's having any knowledge of the accuracy of the work.

At the close of each week, every pupil in the department makes a proof-sheet. This is carefully checked by the teacher. At the end of three weeks, the ledger is closed and a complete statement of the results of the business.

In relation to the paper in the bank, it matures with reference to real, not fictitious time. In fact, every detail in this department is as nearly actual business as it is possible to make it. It must be evident to every thoughtful reader, that in this department the student furnishes the positive evidence of his ability in this specific line of work.

ACTUAL BUSINESS DEPARTMENT NO. 2.

This course differs from the former, not so much in the results aimed at, as in the details of securing these results.

THE OFFICE COURSE.

An office course of five to eight weeks can be made very profitable to students in the commercial course, by affording them drill in carrying out transactions as they are carried out by firms in a similar business. The student in the office course cannot regulate his transactions as the student who follows a book of instructions. He must take business as he finds it, he must not be disconcerted by a rush of transactions, and he must learn to use the slack periods in verifying his records and systematizing his work. Business men usually have special routine work, and we find that the student in the office course has routine training in a special line, the variety changing each week as he changes office.

THE FREIGHT OFFICE.

The routine of the freight office illustrates the standard method of railroad bookkeeping, and gives a freight tariff on all shipments

required in the business practice, and daily instructions regarding balancing cash and remitting proceeds.

THE COMMERCIAL EXCHANGE.

The routine for this office illustrates a system of keeping a cash book, journal and ledger, especially adapted to the transactions required. It also suggests a number of ledger titles that will be convenient for the bookkeeper.

THE WHOLESALE OFFICE.

The routine of this office describes a system especially fitted to the transactions with students in business practice, together with instructions regarding making purchases of merchandise and carrying out other general transactions.

THE COMMISSION OFFICE.

The routine for this office gives instructions regarding the sale of merchandise consigned to the commission firms, and the deducting of expenses and rendering of account sales; and it also suggests methods of making entries especially adapted to the transactions required.

THE BANK.

The routine for this office illustrates a complete system of banking, and gives a general routine of work for a bank teller, bookkeeper and cashier.

BUSINESS CORRESPONDENCE.

No student can graduate from the Industrial School without being able to write quickly and correctly, a good business letter. We have always emphasized this feature in the Business Course. As the years roll on we intensify this emphasis. Again and again we have found ourselves exasperated on receiving a letter from a graduate of some literary college, who, with all his learning, utterly failed in making his letter anything but a disgrace to the profession in which he would so willingly engage. In his wrongly folded sheet, in his illegible penmanship, in the wrongly arranged contents, in the careless capitalization and punctuation, in indifferent composition, he shows himself helpless in one of the most important requirements of the business world. Sometimes we do not wonder that such a graduate cannot easily earn his bread and butter. Four days each week during the entire school year, we give specific training and instruction in this invaluable art. This course consists in writing numerous letters from dictation. Every one of these letters is carefully examined and all errors marked. Later in the course, the substance of the letter is given,

and the pupil must formulate, arrange and elaborate for himself. Later on, he must make his own reply to the given letter without any instructions from the teacher; in other words he must do original work. In hundreds of instances, words of gratitude have come back to us from graduates, saying that they owe no small part of their success to the careful training given them in Business Correspondence.

BUSINESS ARITHMETIC.

At the Industrial School we attempt to give the student what may be termed a thorough course of intellectual arithmetic. The oral training is made to precede the written work in every step that is taken. We are successful to a limited extent only, because of the long years of what we feel like terming positive neglect. The student is trained to think rapidly, accurately and skillfully. He is not allowed to use a set of printed answers. Such answers are held in contempt by the young person who desires to become self-reliant.

In the application of arithmetic to business transactions, every feature is developed in harmony with the actual occurrence of such transactions. For example, in banking, the writing of notes, checks and drafts in conformity to business usage is required. This one example will illustrate something of our plan in presenting this subject.

In previous editions of *Useful Education*, we have designated the subjects in business arithmetic. This we no longer regard as being at all necessary. If the student will follow our suggestions, we will give him all the training that his limited time in the school will admit of. He will not get too much. He will find when he goes out into the business world, that rapidity and accuracy in adding, the ability to apply principles, the ability to secure results that he knows are right, will contribute amazingly to his success as a business man.

COMMERCIAL LAW.

The Ferris Industrial School does not attempt to make lawyers of its business students. It does recognize the fact that an immense amount of money is sacrificed every year through the ignorance of "those topics which every business man should thoroughly understand." Recognizing this fact, the Ferris Industrial School gives regularly, thorough instructions in "contracts, negotiable papers, agency, guaranty, corporations, insurance, interest and usury, liens, tender, payment," etc., and such other subjects as are embraced in the New Commercial Law. The high value of commercial law is now recognized, and the busy world has a right to demand of young men and women a practical knowledge of the subject.

PENMANSHIP.

The commercial student is required to give the subject of penmanship the attention it merits. However thorough he may be in bookkeeping, however skillful he may be in arithmetic, if he is a poor penman, the business world will hesitate to ask for his services. If the candidate on entering the Ferris Industrial will give bookkeeping comparatively little attention at first, and devote extra time to penmanship, he will find at the end of his course that he can write easily, gracefully, legibly and rapidly. Our first task is to develop movement. In other words, put the student in possession and control of the muscular machinery with which he writes. The teaching in this department is of a very high order, and invariably secures for the faithful student highly satisfactory results.

COURSE IN SHORTHAND AND TYPE-WRITING.

Since the organization of the Industrial School, Shorthand and Type-writing have received special attention. Every year has witnessed some modification of the course of study. Students who have graduated from this department, and have taken positions have given us the benefit of their experience. Official stenographers have given us the benefit of their criticisms. To-day, therefore, the shorthand department of this institution meets the demands of the business world as fully as does that of any other institution in the United States. We say this without fear of contradiction. Hundreds of firms in Michigan and adjoining states offer enthusiastic praise for our graduates.

HOW LONG WILL THE COURSE TAKE?

It is impossible for us to tell just how long it will take any student to complete our course. We will say, however, that schools advertising to give students a thorough course of shorthand training in one, two, or three months ought to be branded as frauds. Any young person of ordinary sense ought to be able to see clearly that if a preparation could be made in this length of time, the business world would soon have three or four stenographers for every position. It ought to be evident that a profession which commands a good salary, must necessarily require considerable time for preparation.

Granting that the student is ready for the study of shorthand, we never advise less than six months of diligent work. We prefer a course

extending over ten or twelve months. If the candidate has not sufficient means to enable him to enter upon such a course it is better to postpone the work until he can pursue it to a successful completion. At the end of this time he should be able to write with ease and accuracy one hundred and fifty words a minute of ordinary matter. He should be able to transcribe this matter in type-writing with ease and accuracy at the rate of from forty to fifty words a minute. When he can meet these requirements HE IS ABSOLUTELY SURE OF SECURING EMPLOYMENT. There isn't any risk or guesswork about it.

WHAT PREPARATION IS NEEDED?

The business world has been harrassed long enough by stenographers who are ignorant of the elements of English. Young men and young women who cannot spell, who cannot capitalize, who cannot punctuate, who cannot construct a simple sentence, should let the profession of shorthand alone. Nevertheless, unprincipled teachers do not hesitate to offer inducements to everybody, regardless of the requirements of the business world.

Any reader of this catalog who contemplates fitting himself for the work of a shorthander should be able to pass an examination for a third grade certificate, or, better still, be able to pass an examination for a second grade certificate. If the candidate is lacking in the necessary ability to spell, capitalize, punctuate, write an acceptable business letter, or in anything that pertains to ordinary business qualifications, he should first pursue a thorough course in English, such as is offered by the Ferris Industrial School. We are aware that this paragraph relating to preparation will have a tendency to lessen the number of applicants for this department. This is in harmony with our design. We prefer to have only students who will be a credit to themselves, and an honor to our institution. It is by pursuing this course, that the Industrial has won its high position.

DO WE GUARANTEE POSITIONS?

Our invariable answer is, No. The young man or the young woman who surveys the business world must discover that, as a rule, competency in any line commands attention; that it leads the possessor to a good salary. If the student has faith in himself, he will say that no such guarantee of a position is necessary on the part of any first-class school.

At this writing, we haven't a single thoroughly competent male graduate who is without a paying position. Owing to the fact that

some firms still believe that women are less competent to meet their demands than men, we sometimes have a little difficulty in placing ladies immediately after their graduation, but this need not deter ladies from studying. So far, we have been able to place every thoroughly equipped graduate. We say to every competent candidate who comes to us, prepare for the work. There is no reasonable doubt as to the securing of a position after graduation. We place something more than ninety per cent. of all who successfully pursue our course in shorthand. The other ten per cent. usually have positions in view when they enter upon the course. We doubt if any other school in the United States can surpass ours in the record made in placing competent stenographers.

WHAT THE COURSE INCLUDES.

Notwithstanding the fact that an excellent third grade or an average second grade certificate ought to be considered good evidence of suitable preparation, we find it advisable for most candidates to pursue one or more branches in English, such as composition with reference to punctuation, capitalization, construction, and the extension of the student's vocabulary; spelling, business correspondence, and, possibly, English grammar. We also advise the study of rapid computation in arithmetic, and the elements of bookkeeping. The broader a shorthanders knowledge, especially along the lines of literature, history and science, the more marked will be his success. We do not leave the choice of studies to the student, unless he wishes to assume all responsibility; in other words, unless he expects after graduation to secure a position without our assistance.

PENMANSHIP.

In most offices the stenographer is called upon to do more or less writing. This writing, to be of any value, must be executed with ease and rapidity, and must be perfectly legible. We do not allow the pupil to exercise his own choice in this matter. If we are to be responsible for results, he must heed our advice and learn to write.

TYPE-WRITING.

One of the features most commonly neglected in shorthand schools is rapid and accurate type-writing. Type-writing cannot be learned in any haphazard way. Skill in any line is secured only by practice. Our students are offered every facility in this regard. We give a course in type-writing, unsurpassed by any other school in this country.

WHAT DOES THE COURSE COST?

We make no effort to compete with cheap schools. We offer our course on precisely the same basis that a clothing merchant offers a suit of clothes, with this difference: That we put on the market only one grade. For the money paid us, WE GUARANTEE PERFECT SATISFACTION.

For the first term of twelve weeks we charge twenty dollars, and for each succeeding term fifteen dollars, unless the candidate arranges for what is called the unlimited continuous course, and pays for the same fifty dollars. By an unlimited continuous course, we mean that the pupil is allowed to pursue his shorthand studies as long as he pleases.

SHORTHAND.

One term, 12 weeks.....	\$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 Scientific Courses without additional charge.

TYPE-WRITING.

For one term, 12 weeks, two intervals per day.....	\$2 00
For less than one term, per month.....	1 00

WHEN TO ENTER.

Students pursue shorthand most successfully when they are put in classes numbering four or five students. Our patronage is so large that this can be done any month of the year. Therefore, we say to every person contemplating a course of shorthand with us, enter the Industrial whenever you are ready. Do not postpone beginning your life-work a week or a month in order to enter at the beginning of a term.

WHAT SYSTEM DO YOU USE?

When this question is asked, we are compelled to face the fact that a thousand and one "new systems" have sprung into being which are said to surpass everything in daily use by the older stenographers. All this indicates progress. Nevertheless, we ask the same consideration in the choice of a system of shorthand that is given to the selection of a life insurance company when a safe investment is desired.

After examining critically all of the older systems, we find that they have much in common. We find that their essentials are to be

found in Graham and Pitman. The Industrial School, therefore, presents to every candidate these two great systems. We make no pretense of knowing positively which of the two is superior. Young men and young women ought to be willing to listen to the advice of those who have had many years of experience in teaching and practicing shorthand, and it is undoubtedly true that at least ninety per cent. of the first-class stenographers of the present day are using one of these two systems, or some modification of them.

OUR RECORD.

In order that our readers may know something about what we have accomplished, we present herewith a partial list of those who have gone out within a comparatively short time into paying fields of labor. Do not hesitate to write to any one of these students, or, better still, do not hesitate to write to the firms for whom they are working.

WHERE GRADUATES OF THE SHORTHAND DEPARTMENT OF THE FERRIS INDUSTRIAL SCHOOL WORK.

- Frank King. Kelsey Lumber Co., Tonawonda, N. Y.
 W. H. Verity. State Agent, Cumberland Building and Loan Association, Big Rapids, Michigan.
 Myrtie Lawrence. Wrampelmeier Manufacturing Co., Louisville, Kentucky.
 W. A. Rawson. Pension Department, Washington, D. C.
 Libbie Knuttles. Ranny Refrigerator Co., Greenville, Michigan.
 Madge Butcher. 1118 Chamber of Commerce Building, Chicago, Ill.
 Lottie Morse. Refrigerator Manufacturing Co., Belding, Michigan.
 Claude Curtiss. Blodgett, Cummer & Diggins, Cadillac, Michigan.
 Millie Engel. Engel Lumber Company, Cadillac, Michigan.
 Grace Collins. Secretary of State, Lansing, Michigan.
 E. H. Mowen. H. F. Burch, Big Rapids, Michigan.
 Frank M. Byam. Michigan Trust Co., Eastlake, Michigan.
 A. A. Spoor. M. & N. E. R. R. Co., Manistee, Michigan.
 Georgia Filley. Casket Co., Belding, Michigan.
 Lillian Rood. Sanitarium, Battle Creek, Michigan.
 C. B. Peterson. Wabash Screen Door Co., Rhinelander, Wisconsin.
 Mae Milner. J. S. Stearns, Bennett, Michigan.
 Ora Bushert. Richardson Silk Co., Belding, Michigan.
 Homer Sly. Westinghouse Electric and Manufacturing Co., Pittsburgh, Penn.
 Belle Graham. Sargent Manufacturing Co., Muskegon, Michigan.

Thomas Gerls. Munson Type-writer Co., 1773 Division St., Chicago, Illinois.

W. H. Rawson. Cobbs & Mitchell, Cadillac, Michigan.

Emily Swan. Clerk of State Board of Equalization, Helena, Montana.

Hattie Seymour. W. H. Foster, Traverse City, Michigan.

Edith Palmer. Hall Brothers, New York, N. Y.

Libbie Hughes. The Fac Simile Press., 85 Fifth avenue, Chicago, Illinois.

Grace Green. Mrs. Rachel Foster Avery, Somerton, Penn.

Dora Horton. George Hart, Manistee, Michigan.

B. L. Webster. Carson, Scott, Pirie & Co., Chicago, Ill.

Lola Green. County Clerk, Grand Rapids, Minnesota.

Inez L. Hunter. Bardeen Paper Co., Otsego, Michigan.

Dollie Bethune. 1218 Wrightwood avenue, Chicago, Ill.

Caroline Sharpe. Hammond & Standish Packing Co., Saginaw, Michigan.

Vesta Conner. Trout Creek Lumber Co., Trout Creek, Mich.

Emma B. Hill. J. S. Stearns, Olanah, Wis.

Orlo Morse. 922-4 Opera House Block, Chicago, Ill.

Alice Wells. Alma College, Alma, Michigan.

Gem Canfield. A. H. Lyman Co., Manistee, Michigan.

Myrtle Goodman. W. W. Nugent, 823 Home Insurance Building, Chicago, Ill.

Eva Clark. Covell & Dodge, Traverse City, Michigan.

Mrs. F. Provo. Mann Brothers, Muskegon, Michigan.

Carrie Mosher. J. H. Megargle, Big Rapids, Michigan.

Harry Ladner. Dr. H. C. Keith, Rhinelander, Wisconsin.

Addie Gray. F. A. Clary, Turtle Lake, Michigan.

Nettie Letts. Chicago Trust and Savings Bank, 126 Washington St., Chicago, Ill.

Alice McCarthy. Columbia Investment Co., Saginaw, E. S., Michigan.

James P. Kelley. Totton & Phelps, Kalkaska, Michigan.

Addie King. Brown & Lovelace, Muskegon, Michigan.

J. A. Halsted. Emens Brick and Tile Co., Holton, Michigan.

A. J. Robinson. Dead River Mill Co., Marquette, Mich.

Gayle Griswold, Hannah & Lay Mercantile Co., Traverse City, Mich.

Edith Gray, E. E. Osborne, Ishpeming, Mich.

TELEGRAPHY--A NEW DEPARTMENT.

We now have a department in Telegraphy. We ask all students who enter upon this course to give English, Penmanship, Arithmetic, Spelling, etc., the attention they deserve. Students in this department are allowed all the privileges of the Commercial and Shorthand departments without extra charge. Graduates from this department will find their services in demand. We are in no hurry to secure a large number of students. We want workers, hard workers; students who are willing to follow our suggestions. Four months' practice in this school and two months in a railroad office will thoroughly prepare the intelligent and faithful candidate for a position. Tuition for this course is described in the expense summary.

ELOCUTION.

For three years we have offered advantages equal to those of the best schools of oratory. We do not mean to say that we have furnished the variety of features which are offered by schools in larger cities. We have, however, done better work in many respects than can be done in larger schools. We have every course of study which is intimately related to elocution.

Charles Carlisle, the principal of the Elocutionary Department, was for several years teacher in the Edna Chaffee Noble School of Elocution, Detroit, Michigan. For seven years he was supervisor of reading in the Ionia public schools. During the past three years he has devoted his entire time to the demands of the Industrial School. This department has grown steadily in numbers and interest. We have made no special effort to advertise this department. Mr. Carlisle is to remain during the ensuing year. This means that the Industrial School is to have permanently a school of oratory. We ask every person who contemplates pursuing a course in elocution and oratory to read carefully the list of expenses connected with our department. By careful comparison the reader will discover that the total cost for one year at the Industrial School does not exceed one third of the cost for the same work in the schools of larger cities. The course of physical culture is adapted to the requirements of public school teachers. We frequently have calls from school officers for teachers who are able to give systematic instruction in this line.

It is only a question of time when the teachers in the smaller as well as the larger cities will find this knowledge to be of immense value.

School boards will discriminate in favor of those who are familiar with the elements of music, who are familiar with physical culture, who, in short, know how to train and develop the entire nature of the child.

All who contemplate pursuing this course should write us specifically prior to coming here.

TUITION.

Until further notice, terms will be as follows:

Class in Elocution, 12 weeks.....	\$ 2 00
Class in Shakespeare, 12 weeks.....	2 00
Class in Physical Culture, 12 weeks.....	2 00
Class in Vocal Culture, 12 weeks.....	2 00
Full course, each term 12 weeks.....	18 00

The class in Elocution includes the general study of voice expression, and corresponds to Junior Work in a School of Oratory. Teachers will find this class of great value.

The class in Vocal Culture includes exercises in Note Reading and Singing.

The Full Course includes a class not mentioned above, arranged especially for students who wish to pursue a sixty weeks' course.

ART.

This feature of the school has been developed gradually. At first Drawing and Modeling were taught in our Summer Sessions. In January, 1894, we concluded to make this a permanent feature, so far as the needs of public school teachers are concerned. Every teacher should be more or less familiar with drawing. Every teacher should be able to do simple modeling. All schools of lower grade would be made more interesting if the teacher were able to sketch rapidly with a bit of crayon or pencil, if the teacher were able to model in clay some of the simplest forms that are to be found everywhere in nature. The additional expense of this work is but trifling.

KINDERGARTEN DEPARTMENT.

This is preeminently an age of progress, an age of brains. The grandest work of art, the most marvelous piece of mechanism is but an expression of thought. It has taken thousands of years to convince man that without thought there is no progress, no civilization, no life worth the living. It has taken ages to convince man that without symmetrically developed and well trained brains there is no thought worth the thinking. It has also taken ages to convince man that without symmetrically developed and well trained bodies there is no brains worth the having. Where is the real work of culture to begin? The modern teacher answers without hesitation, "In the home." The home of today does not give this culture. The primary school also fails to give it.

The kindergarten offers this culture. An appreciation of the possibilities of child culture would revolutionize modern teaching. The high school of today boasts of having skilled teachers, boasts of having elaborate facilities for training young men and young women. The masses never enter the high school.

The masses would enter the kindergarten if they but had the opportunity. Children love sunshine, love flowers, love animals, love play. The kindergarten recognizes what the child loves and furnishes the natural means of growth.

The Ferris Industrial School therefore offers superior advantages to all teachers who wish to become practical kindergartners. The course of study will be prepared by Miss Helen Morgan, of Muskegon. The number of candidates for this department is limited so that every member can have an opportunity for daily practice in the kindergarten.

Only teachers who love children, who have a good English education, who have a special aptitude for teaching should seek admission to this department.

PREPARATORY COURSE IN PHARMACY.

The aim of the Ferris Industrial School, in this department, is to give a one year's work in pharmacy that is, in most respects, identical with the first year's work outlined by the School of Pharmacy of the University of Michigan. All students who have completed one year's work at the Ferris Industrial School will be allowed one year's work at the University of Michigan, provided they are able to pass the required examination. Professor A. B. Stevens, secretary of the faculty of School of Pharmacy of the University of Michigan, has consented to this arrangement.

LABORATORY FACILITIES.

Everything necessary for the first year's work is to be found in the laboratories of the Ferris Industrial School. The aim is not to give simply just as little chemistry as is necessary to pass an examination, but to train the student in a scientific habit; to make him, within limits, an investigator; a discoverer.

While special preparation in pharmacy is being carried on, careful attention will be given to English, mathematics, Latin, physics, and botany.

The State Board of Pharmacy, at a meeting in Detroit the last of June, 1894, authorized Secretary Stanley E. Parkill, to state to the Principal of the Ferris Industrial School: "If when your students report for examination, they give good evidence of good training your school will be recognized and time will be allowed." Full credit will be given our students at the University of Michigan.

We guarantee thorough training and invite a liberal patronage.

COURSE OF INSTRUCTION.

From annual announcement School of Pharmacy University of Michigan.

STUDIES OF THE FIRST YEAR.

I.

Theory and Practice of Pharmacy.—History of pharmacopœias, and recitations from the U. S. Pharmacopœia. Specific gravity, weights, measures and their relations to each other. Problems in parts by weight from chemical proportions, weights, volumes, and percentages of strength. Apparatus and manipulations used in generating and regulating heat for pharmaceutical use. Solutions, filtration, decantation, clarification, pulverization, granulation, crystallization, sublimation, percolation, distillation, dialysis, etc. Also the galenicals, infusions, decoctions, extracts, and fluid extracts, oleoresins, tinctures, spirits, solutions, waters, syrups, ointments, suppositories, etc.

II.

Pharmaceutical Preparations and Operative Pharmacy.—The minor operations of pharmacy; prescription practice; the galenicals of the pharmacopœia, including solid and fluid extracts; the scale preparations. Distillation of acids and ethers; crystallization of salts; elaboration of chemicals. Preparation of prescriptions. Pharmacopœial methods, and the criticisms upon them. Satisfactory results required

in about one hundred and fifty preparations, which represent all of the different classes of preparations of the U. S. Ph. from the simplest to the most difficult. Problems in comparison of chemical proportions with parts by weight and by volume. Manufacture of salts from formulas obtained by chemical calculation. Students are given practical work in applying the pharmacopœial tests to commercial preparations.

III.

General Chemistry.—The underlying principles of chemical action; descriptive chemistry of the elements and inorganic compounds; molecular constitution; the periodic law of elements; studies of synthetic production. Heat, light, and electricity.

IV.

Pharmacognosy.—Recitations upon the characters, properties, and manufacture of the dry acids and salts of the pharmacopœia. Practice in the recognition of salts, acids, chemicals and preparations in all their commercial forms, the articles being studied in the hands of the student and under the eye of the teacher.

V.

Qualitative Analytical Chemistry.—A prefatory drill upon the notation of metallic salts. Laboratory training in reactions of acids and bases, solubilities of salts, and means of separation. Synthetic operations. Chemical equations to be written on demand. After completion of the foregoing, the course in actual analysis of unknown mixtures, solid and liquid. Mixtures presenting agents of oxidation and reduction; and the study of oxidation in the system of notation with positive and negative units of valence. A method of balancing equations by *rule* is in constant use.

VI.

Botany and Microscopy.—A review of the morphology and physiology of plants. Lectures illustrated by drawings, charts, herbarium specimens and crude medicinal drugs. This, followed by the course in microscopy. Structural botany and the delineation of cell-structure and cell-contents, tissues, and tissue-systems. Minute histological study of typical crude drugs and their adulterants. The microscopical examination of powder drugs, foods, and condiments, and the detection of adulterations. Reports upon commercial samples obtained in open market. Original investigation upon important crude drugs.

ADDITIONAL COURSES OF STUDY AS OUTLINED BY THE "COMMITTEE OF TEN."

In order to meet the wants of those who wish to prepare especially for higher institutions of learning we submit the following:

Year.

	CLASSICAL.	LATIN-SCIENTIFIC.	
	Three foreign languages, (one modern.)	Two foreign languages, (one modern.)	
I.	Latin 5 p. English 4 p. Algebra 4 p. History 4 p. Physical Geography 3 p. <hr style="width: 100%;"/> 20 p.	Latin 5 p. English 4 p. Algebra 4 p. History 4 p. Physical Geography 3 p. <hr style="width: 100%;"/> 20 p.	
II.	Latin 5 p. English 2 p. German (or French) begun 4 p. Geometry 3 p. Physics 3 p. History 3 p. <hr style="width: 100%;"/> 20 p.	Latin 5 p. English 2 p. German (or French) begun 4 p. Geometry 3 p. Physics 3 p. Botany or Zoology 3 p. <hr style="width: 100%;"/> 20 p.	
III.	Latin 4 p. Greek 5 p. English 3 p. German (or French) 4 p. Mathematics (Algebra 2) 4 p. (Geometry 2) <hr style="width: 100%;"/> 20 p.	Latin 4 p. English 3 p. German (or French) begun 4 p. Mathematics (Algebra 2) 4 p. (Geometry 2) Astronomy, one-half year, and Meteorology, one-half year 3 p. History 2 p. <hr style="width: 100%;"/> 20 p.	
IV.	Latin 4 p. Greek 5 p. English 2 p. German (or French) 3 p. Chemistry 3 p. Trigonometry and Higher Algebra 3 p. History <hr style="width: 100%;"/> 20 p.*	Latin 4 p. English (as in classical, 2.) (additional, 2.) 4 p. German (or French) 3 p. Chemistry 3 p. Trigonometry and Higher Algebra 3 p. History 3 p. Geology or Physiography, one-half year, Anatomy, Physiology, and Hygiene, one-half year 3 p. <hr style="width: 100%;"/> 20 p.*	

* Period, or recitation.

Year.

	MODERN LANGUAGES.	ENGLISH.
	Two foreign languages, (both modern.)	One foreign language, (ancient or modern.)
I.	French (or German) begun..... 5 p. English..... 4 p. Algebra..... 4 p. History..... 4 p. Physical Geography..... 3 p. <hr/> 20 p.	Latin or German or French..... 5 p. English..... 4 p. Algebra..... 4 p. History..... 4 p. Physical Geography..... 3 p. <hr/> 20 p.
II.	French (or German)..... 4 p. English..... 2 p. German (or French) begun..... 5 p. Geometry..... 3 p. Physics..... 3 p. Botany or Zoology..... 3 p. <hr/> 20 p.	Latin or German or French..... 5 or 4 p. English..... 3 or 4 p. Geometry..... 3 p. Physics..... 3 p. History..... 3 p. Botany or Zoology..... 3 p. <hr/> 20 p.
III.	French (or German)..... 4 p. English..... 3 p. German (or French)..... 4 p. Mathematics (Algebra 2)..... 4 p. (Geometry 2)..... 4 p. Astronomy, one-half year, Meteorology, one-half year..... 3 p. History..... 2 p. <hr/> 20 p.	Latin or German or French..... 4 p. English (as in others, 3.) (additional, 2.)..... 5 p. Mathematics (Algebra 2)..... 4 p. (Geometry 2)..... 4 p. Astronomy, one-half year, Meteorology, one-half year..... 3 p. History (as in the Latin-Scientific, 2.) (additional, 2.)..... 4 p. <hr/> 20 p.
IV.	French (or German)..... 3 p. English (as in classical, 2.) (additional, 2.)..... 4 p. German (or French)..... 4 p. Chemistry..... 3 p. Trigonometry and Higher Algebra..... 3 p. History or Physiography, one-half year, Anatomy, Physiology and Hygiene, one-half year..... 3 p. <hr/> 20 p.*	Latin, German, or French..... 4 p. English (as in classical, 2.) (additional, 2.)..... 4 p. Chemistry..... 3 p. Trigonometry and Higher Algebra..... 3 p. History..... 3 p. Geology or Physiography, one-half year, Anatomy, Physiology, and Hygiene, one-half year..... 3 p. <hr/> 20 p.*

* Period, or recitation.

EXPENSE SUMMARY FOR 1895.

TUITION.—(PAYABLE IN ADVANCE.)

COMMON ENGLISH COURSE.

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

SCIENTIFIC AND NORMAL.

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

"COMMITTEE OF TEN" COURSES.

One Term, 12 weeks.....	\$12 00
One Year, 48 weeks.....	42 00

BUSINESS COURSE.

One Term, 12 weeks.....	\$25 00
Two Terms.....	35 00
Three Terms.....	40 00
For less than one term, per week.....	3 00

SHORTHAND.

One Term, 12 weeks.....	\$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 Scientific Courses without additional charge.

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

ELOCUTION.

Until further notice, terms will be as follows:

Class in Elocution, 12 weeks.....	\$ 2 00
Class in Shakespeare, 12 weeks.....	2 00
Class in Physical Culture, 12 weeks.....	2 00
Class in Vocal Culture, 12 weeks.....	2 00
Full course, each term 12 weeks.....	18 00

TYPE-WRITING.

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

TELEGRAPHY.

One Term, 12 weeks.....\$20 00
Two Terms..... 35 00

PHARMACY.

One Term, 12 weeks.....\$12 00
One Year, 48 weeks..... 42 00

ART.

One term, six weeks, with other courses.....\$1 00
One Term, six weeks, without other courses..... 6 00

ONE SUBJECT.

For a single subject, in any one of the regular courses, the Principal determines the rate at the time of the student's admission.

For cash year rates, write the Principal.

LIVING EXPENSES.

Good board, with room included, can be obtained in private families for \$2.50 per week. Club board \$1.75 to \$2 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 school town in the United States. If convenient, applicants should write the Principal concerning board, rooms, etc., etc., at least one week before joining the school.

General Information.

SUMMER SCHOOLS.

Schools differ as much as banks and other institutions. At first thought the reader might innocently suppose that it made little difference where he secured 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. Ten 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. Kind reader, please ponder over these things. In April of each year a special Summer Announcement is published. Send for it.

PREPARATION FOR CIVIL SERVICE EXAMINATIONS.

Perhaps it would be difficult to find a school that has been more successful than the Ferris Industrial in preparing candidates for special examinations. During the past two or three years, our students have received credit, without examination, from several of the best colleges.

and universities of the Northwest. Last year several were successful in the Civil Service examinations. Through the influence of friends, we now introduce special work along Civil Service lines. 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. No reader need accept our statements unless they seem reasonable to him; he can address a letter to the Civil Service Department, Washington, D. C., and obtain abundant 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. Beyond a doubt, this feature of the Ferris Industrial will add materially to its fame.

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 the Principal of the school has supervision over not less than three 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.

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. They find themselves longing for 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 secure this class of students. The backward student need not enter a class when he first comes to the Ferris Industrial; he can receive personal instruction. He will find that the Ferris Industrial is anxious to help him. He will find that his associates are ever ready to give him encouragement.

When the reader considers that all happiness must come through the mind, he ought to be willing to make almost any sacrifice in order to get this culture. We live in an age when all ought to have educational advantages; when any young man or young woman who is willing to work, need not remain ignorant. It is true, it takes an immense amount of courage for a backward student to enter any school and seek the training he desires. This task is made so much easier at the Ferris Industrial than at most other schools, that the backward student need not hesitate to come.

Perhaps the reader is one who has had liberal educational advantages. He knows some worthy young man or young woman who desires to attain a good practical education. Please call the attention of such to this school. While this is a kind of missionary work that costs very little, it calls forth abundant gratitude.

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 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.

HUMAN NATURE.

For two years we have organized classes in human nature for the summer sessions. The results have been surprisingly gratifying. The

subject is treated from the standpoint of modern science. With the new year, beginning in September a class will be organized for an extended study of this most fascinating subject. During this year no extra charge will be made for this subject.

LIVING EXPENSES AT BIG RAPIDS.

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 great extent their future success, will, we are confident, give this thought due weight.

TEXT BOOKS--PARTIAL LIST.

Mental Arithmetic.....	Bailey
Commercial Arithmetic.....	Packard
Bookkeeping.....	Williams and Rogers
Bookkeeping, Actual Business...	Williams and Rogers, Goodyear, Ellis
Commercial Law.....	Williams and Rogers
English Grammar.....	Patterson, Reed and Kellogg
Physiology.....	Hutchison
U. S. Civil Government.....	Townsend
State Civil Government.....	Pattengill
U. S. History.....	Montgomery, Barnes
Speller.....	Reed and Kellogg
Speller Commercial.....	Shinn
Orthography.....	Pattengill
Geography, Political.....	Harpers', Frye
Geography, Physical.....	Houston
Physics.....	Gage
Algebra.....	Wentworth
Higher Algebra.....	Wentworth
Geometry.....	Wentworth
Trigonometry.....	Townsend
Botany.....	Gray
Chemistry.....	Shepherd

Zoology.....	Packard
Geology... ..	Leconte
English Literature.....	Kellogg
Composition	Chittenden
Rhetoric.....	Genung
Political Economy.....	Laughlin
Psychology.....	White
General History.....	Myers
Shorthand.....	Dement, Osgoodby
Latin	Harkness, Jones

DIPLOMAS.

Diplomas are granted in the departments of Shorthand, Business, Normal, Scientific, and Elocution.

In February the Ferris Industrial was incorporated. In due time special honors will be conferred. Graduating exercises occur twice a year—in December and June of each year.

TESTIMONIALS

We might publish thousands of testimonials, had we the time and space. Any reader who is desirous of knowing what other people think of us may write us, enclosing a stamp, making the request for references.

RECENT SUMMER SESSION.

The total enrollment for the session closing August 10th was 660, the largest in the history of the school. Almost every county in Michigan was represented and a considerable number came from Wisconsin, Illinois, Indiana, Ohio, and Canada. Every summer brings not only a larger number of students but a higher grade of workers. In no sense is the Ferris Industrial School an imitator. This institution presents methods in advance of the majority of the normal schools of to-day. These methods are being recognized by progressive teachers. Already the Summer School for Teachers has a national reputation. In the summer of '95 our efforts will surpass all previous undertakings.

NO EXAMINATION FOR ADMISSION.

In order to make the Ferris Industrial School easy of access, 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 ex-

ample, 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.

USEFUL EDUCATION.

Useful Education is issued quarterly in the interest of the "new education." It will in no sense attempt to compete with any other periodical. Former students of the Ferris Industrial School will be glad to learn from time to time something of the whereabouts and the success of their associates; best of all they will be glad to see in print many of the words that did so much to inspire and ennoble their own lives while in school. The editor, R. L. Nye, invites former students and all friends of the institution to send for specimen copy.

THE FERRIS CO-OPERATIVE ASSOCIATION.

The Ferris Co-operative Association is a fraternal society of the Industrial School, composed of students and ex-students, and deserves mention in our Catalog. It was organized three years ago with a membership of about fifty. At present it enrolls over one hundred twenty-five. All students who have attended the Industrial School three months or more are eligible to membership.

From the character of the school a pure alumni association is impossible, but the Ferris Co-operative Association is to the Industrial what an alumni association is to other colleges. Once a year the members meet in Big Rapids. The doors of the Industrial School are thrown open to them, and for two days the school sessions are given up for those of the association. Papers, discussions, and lectures, are leading features of these meetings. One evening is devoted to a banquet, and another to an entertainment of high order. The members are brought into closer relationship with each other and with the school, the spirit of helpfulness is fostered among them, and many ideas are gained that are valuable to them in their work. The Ferris Co-operative Association is destined to be a valuable adjunct to the Industrial.

A WORD TO FORMER STUDENTS.

In ten years the Ferris Industrial School has enrolled nearly 6000 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.

THE FUTURE OF THE FERRIS INDUSTRIAL SCHOOL.

Heretofore we have refrained from telling what "we were going to do" and kept on doing. Our present aim is not a school remarkable for a large enrollment, but a school remarkable for its power to help those who wish to help themselves. Our next step will be in the direction of manual training. Within two years we hope to erect a suitable building for the successful prosecution of this work.

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 FOR
THE YEAR BEGINNING SEPTEMBER, 1893, AND
ENDING AUGUST, 1894.

Abbott, W. G.	Bagley, Emma	Beach, Elmer
Ahrens, Emma	Bahr, Linda	Bedford, Robert
Albertson, Maud	Baird, Ella	Bedford, Annie M.
Allen, Albert	Bailey, Floyd A.	Behm, Ida
Allen, Ethamer	Bailey, Ida	Bell, Edgar
Allen, P. R.	Baker, Nora	Bell, Minnie
Alexander, J. A.	Bakely, Jno.	Bell, Verta
Alexander, Lydŕa	Ball, Frank	Beebe, Maude
Anderson, Aug. H.	Barnaby, Lottie	Beebe, Elmer
Anderson, Chas.	Bartholomew, Theron.	Belden, Alice
Anderson, Geo.	Bartholomew, Fred	Bennett, May
Anderson, Swen	Barnhardt, Lizzie	Biddle, Adney
Anderson, Delia	Bartron, Vera	Birmley, Rose
Anderson, Selma	Barnes, May	Bishop, Ruth M.
Anderson, Henry	Barto, Pearl	Blair, Harold
Anderson, Roxy	Barrows, Lola	Blair, C. F.
Andrews, Ida	Barnhart, Ward	Blakely, Chas.
Ardis, Robt.	Barker, Edna	Beuthien, Lizzie
Ardis, Mark B.	Barker, Edith	Bond, Fred
Armstrong, Lottie	Barman, Frederica	Booth, Alice
Ashmun, Minnie	Bartlett, L. A.	Botsford, Warren
Atwood, Guy	Barghoorn, Fred	Bouton, Ray T.
Avis, Alma	Barton, H. H.	Bouton, Homeria
Ayers, Walter	Barton, Jennie	Bovay, Blanche
Babcock, Florence	Barton, Alex.	Bowerman, Lydia
Bachelor, J. H.	Batey, Mrs. Maud	Bowling, Beulah
Backus, J. W.	Bauman, W. H.	Bowker, Kate

Boyd, Elva	Butler, E. C.	Clark, Geo.
Boynton, Jode.	Butler, Arthur	Clifton, Lois
Bray, Alice	Byers, Emile	Clifton, Geo. W.
Braman, Geo.	Byres, John A.	Clifton, Grace
Braford, Bert	Cahill, Frank	Clothier, Frank
Brady, Mary A.	Cahill, Matie	Coddington, May
Breen, Nellie	Campbell, Jno.	Coddington, Elmer
Brice, Jno.	Campbell, Alice	Cogger, Mary L.
Brock, Clemmie	Campbell, Ella	Cogger, Minnie
Brock, Jennie	Campbell, William	Cogger, Martha
Bromley, Carrie	Cantrell, James	Coggins, Mary
Brown, Florence	Canfield, Rose	Cole, Lulu
Brown, A. N.	Carver, Dave	Collins, Joseph
Brown, A. W.	Carpenter, Mary H.	Collins, Maud
Brown, Nellie	Carpenter, E. A.	Collins, R. J.
Brown, Carrie	Cartwright, Eva	Collins, James
Brown, Lewis	Cartwright, Myrnett	Collins, Grace
Brown, Margaret	Card, Margaret	Combs, C. J.
Brooks, Gussie	Carman, Ray	Conklin, Minnie
Brooks, LaVange	Carr, Glen	Conner, Dell W.
Brooks, G. M.	Case, M. K.	Conlee, O. C.
Bruce, Carrie	Castle, Lottie	Cook, Marcus A.
Bryant, H. J.	Castle, Austin	Cook, Maggie
Burtch, Harriet	Casey, Margaret	Cook, Nettie
Burhans, G. W.	Caswell, Franc	Cookingham, Charles
Burgess, Chas.	Caswell, Daisy	Cosper, Jeddie
Burgess, J. A.	Cassiday, Margaret	Cosper, Lillie
Burgess, Carrie	Caukin, Lucy A.	Cota, Milton E.
Burgess, Edith L.	Chamberlain, Maria	Cortright, Anna
Burke, Walter	Chapman, Stella	Cox, Fred J.
Burley, Mrs. E. M.	Chappell, A. J.	Cramer, Nettie
Burley, Geo.	Chappell, Inza	Crawford, Hannah
Burdge, Ella	Cheyne, Maud	Craine, Lottie M.
Burns, Harriet	Cheyne, Anna	Crane, Harry L.
Burns, Harry H.	Chesbro, S. B.	Creaser, Sidney
Burch, Myron B.	Chipman, Lena	Criger, F. H.
Burch, Byron	Childs, Lewis	Curtiss, Maude
Burch, Luman	Chisholm, Euphemia	Cushman, C. B.
Burgoyne, N. D.	Church, Lea	Cutler, Marcus
Burnette, E. A.	Church, E. C.	Damrell, Herbert
Bushert, Ivy	Churchhill, Myrtle	Damrell, Agness
Bushert, Ora	Clark, Addie	Davis, Irene
Butler, W. V.	Clark, Edith	Davis, Gertrude

Davis, Martha	Eddy, Grace	Foster, Bessie
Davenport, A. H.	Edick, C. H.	Fox, Jas.
Davenport, William	Edwards, Carrie L.	Fragan, Victor
Daniels, M. M.	Edwards, George	Freeland, Mattie
Davison, Burt	Ehret, Rufus C.	Frederick, Oveda
Day, Emma	Elderkin, A. J.	Fribley, Mary
DeBoer, Alice	Elliott, Carrie	Frook, Martha
DeBree, Emery	Emens, O. K.	Fuller, Hattie
Decker, Glenn	Emerson, Daisie	Fuller, Susie
Decker, Philip	Erickson, Nellie	Fuller, Harry
Dekker, Henry	Erickson, Emma	Fuller, H. H.
Dell, F. E.	Errington, Mabel	Fulton, Jesse
Dell, Charles	Eschliman, Emma	Furman, Allison
DeMott, Edith	Eschliman, Clara	Gallagher, Anna
Denton, I. C.	Eschliman, Cora	Garniss, Nellie
Devine, Sophia	Esch, Anna	Garling, Emma
DeWitt, Rose	Evarts, William	Gardner, Alma
Dewey, May	Evarts, Geo. W.	Geiger, Martha
Dickinson, Minnie	Evarts, E. C.	Geedey, Jessie
Diehm, F. L.	Everett, Gaylord	Gibbs, Mattie
Diehm, J. J.	Falconer, James R.	Gidner, Mary
Diehm, Adam	Falconer, Myrtle	Gillespie, E. O.
Dixon, Lulu	Falconer, Jessie	Gilbert, Ava
Doe, Edith	Farley, Friend D.	Gillis, Tracy
Dougherty, May	Fay, Mabel	Gillette, Clayton
Dougherty, Geneva	Felton, Eva	Gillette, W. L.
Douglass, William	Ferris, Carleton G.	Gingrich, Edith
Downey, M. P.	Ferris Ida	Givens, Wallace
Dowland, W. F.	Ferris, S. H.	Gleason, A. J.
Dowland, Addie	Ferrell, Frank	Gleason, Estella M.
Downs, Geo.	Ferrell, Paul	Gleason, Janie
Doxsie, Georgia A.	Figg, Edgar	Goodsell, J. C.
Drake, May	Filley, Edna	Gordanier, Minnie M.
Drew, Marie	Fish, E. C.	Gorbal, L. W.
Drury, Ed.	Fitzgerald, Jno.	Gordon, Sarah
DuBois, DeWitt C.	Fitzpatrick, Kate	Gormley, J. B.
Dunn, Fannie	Flack, Lizzie J.	Goss, Minnie
Dunn, W. H.	Frank, Ernest	Grant, Mrs. Minnie
Dye, Mary	Flagg, E. B.	Grant, Prudie
Eastman, Emma R.	Fortine, Addie	Green, Platt
Eaton, Mrs. Dora	Fortine, Maggie	Green, W. H.
Eddy, Ida	Foster, Ray	Gregg, B. S.
Eddy, W. Jno.	Foster, Byron E.	Grinold, Jno.

Griffith, Glenn	Hendricks, Mrs. Edna	Hurley, Belle
Griswold, Geo.	Henderson, T. J.	Husted, A. A.
Griswold, Docia	Henderson, Mrs. T. J.	Hutchinson, E. M.
Griswold, Jno. M.	Hendrick, Edna	Hutson, Ina
Griffin, Daisy	Herren, Minnie	Hutchins, L. C.
Griffin, Hamilton	Herendeen, Ida	Hyatt, Gladys
Groulx, D. M.	Herrick, Nona	Hyde, Ida
Grundeman, Leo	Hesselsweet, Merrit J.	Hyde, Royal
Hafner, Albert	Hesselsweet, C. E.	Imus, Georgia
Halsted, Jas. A.	Hewett, Mae	Ingraham, Fannie
Halpin, Elma	Hickox, B. P.	Jack, Angus
Halsey, Etta	Hicks, Percy	Jackson, H. N.
Hall, Jennie	Hicks, G. D.	Jacobson, Chas.
Hall, Florence	Higgins, Annie	Jamieson, Donald
Hall, Nellie	Hilson, Nellie	Jefferson, Roy
Halliwell, Minnie	Hilton, H. J.	Jenks, Robert
Halliwell, Zetta M.	Hilton, Geo.	Jenks, Percy R.
Hamilton, Harry E	Hines, A. A.	Jersey, Vernice
Hammond, Chas.	Hoffman, Ida	Jickling, Euphemia
Hammond, Frank	Hogan, Roderick	Johnson, Gustie
Hancock, Luke B.	Hollister, Cora	Johnson, Geo.
Hanchett, Arthur K.	Holmes, Annie	Johnson, Florence
Hangstorfer, Carrie	Hollibaugh, Lulu	Johnson, E. D
Haney, Bert	Hollibaugh, Cora	Johnson, R. G.
Hannifin, Pearl	Hollibaugh, Minnie	Johnston, G. E.
Hansen, Jno. E.	Hoover, Myrtelle	Johnston, Uretta
Hartsock, Katie	Hopkins, Clare	Johnston, Tillie
Hardy, W. C.	Hopkins, Agnes	Jones, F. U.
Hardy, Frank	Hopkinson, Cora	Jones, Du Wayne
Harrison, Fred	Hoppins, F. H.	Jordan, Fred
Harrison, Ethelwyn	Horton, Belle	Judkins, Fred
Hartley, Adella H.	Houlding, Agnes	Katen, Mrs. Isabel
Harding, Minnie	Hovey, Don	Keillor, Ina
Harding, Vesta	Howland, Estella	Kelley, Rose
Harter, Henry	Howe, Grace	Kelly, Myrtle
Harter, Nellie	Howe, Miriam	Kelley, A. C.
Harter, James E.	Howe, Nettie	Kelley, Jas.
Harvey, M. H.	Hulbard, Mrs. M. E.	Kelley, Dora
Hayward, Nina	Hubbard, Fred	Kelley, Edith
Hayward, Gertie	Humphreys, Alfred	Kelley, W. J.
Hayden, James	Hunt, Mabel	Kelley, I illian
Helps, Georgina	Hunter, Grace B.	Kellar, Lila
Hemphill, Robt.	Hurlbut, Walter	Kelsey, Fred

Kendrick, Edna	Lewis, Edna	McCall, M. H.
Kerr, Annie	Lewis, Flora	McCallum, Archie
Kerley, A. C.	Lich, Lelia	McCallum, Maggie
Kerley, H. J.	Lightfoot, J. W.	McCloskey, Geo.
Keyes, Tena	Lightfoot, A. B.	McClellan, Mary
Kidder, Emma	Lindhout, Dennis K.	McClellan, Bessie L.
Kidder, Allie	Lindhout, J. C.	McCarthy, Agnes
Kilmartin, Chas. A.	Lindeman, T. W.	McDonald, D. E.
King, Addie	Lindenau, Fred W.	McEllroy, Jas.
King, Mrs. Dora	Lind, Geo.	McFarlane, Bertha
King, Bertha	Link, Myrta	McFarlane, Alexander
King, Claire	Lindsley, Ora	McGowan, Mildred
Kinney, Florence	Lindholm, Adolph	McGinnis, Esther
Kinney, Chas. H.	Lloyd, Nellie	McGinnis, Nettie
Kincaid, May	Locey, Myrtie V.	McGillivray, Maggie
Kinne, Harriet M.	Lockwood, A. E.	McKinnis, Alice
Kitchen, William	Losie, E. J.	McLeod, Frank
Klesner, F. C.	Louther, Jennie	McLeod, J. A.
Knight, Robt. E.	Loudon, Grace	McLean, Ernest
Knudsen, Will	Lovejoy, Edith	McMillan, Annie
Kohler, Anna	Loveless, Georgia M.	McMullen, Bertha
Kolder, Oa	Lovegran, Leora	Meggison, Thomas D.
Kroupa, A.	Lyon, Harvey	Merritt, S. M.
Kugler, A. W.	Mahon, E. W.	Messimer, J. B.
Kugler, W. C.	Mallison, G. W.	Meyer, Lulu
Ladner, Harry	Mallison, Salome	Meyer, F. A.
Ladner, Raymond	Manning, Celia	Meyer, Carl O.
Ladner, Vernie	Manning, Ella	Meyer, Jno. A.
Ladner, Florence	Manigold, Casimir E.	Miller, W. H.
Laird, Jessie	Mapes, M. A.	Miller, Rose
Landon, Grace	Markham, Geo.	Miller, Irene
Langerwisch, Ida	Markham, Gertrude	Miller, Mate
Lausing, Stanley	Marzolf, Laura	Minor, E. B.
Larson, Pauline	Marzolf, Emma	Mitchell, D. J.
Lareva, Mary	Marshall, Lois	Mitchell, Bertha
Lapham, Frank R.	Martin, Clemmie	Mitchell, Geo.
Lathrop, Simeon	Marks, Walter D.	Mitchell, Lillie
Laycock, E. R.	May, Jos.	Mitchell, Floyd
Leach, Frances	McAllister, Ella	Mohr, Minnie
Leach, Frank	McBrian, Mrs. Carrie	Monahan, Frank F.
Leach, Edie	McClory, Agnes	Montague, Nellie
Lassard, David	McCutcheon, Mabel	Montague, Minnie
Lewis, Arthur E.	McCutcheon, Robert	Montague, Blanche

Mong, Ina	Orr, Linnie	Preysz, L. R.
Monroe, W. R.	Osborne, F. G.	Prescott, Alice
Moon, Geo.	Owen, Clair B.	Prevost, Allie
Moore, Glenna	Packard, Rosa	Price, Herbert G.
Moore, Minnie	Paddock, Eugene D.	Pritchard, Cora
Moore, Ettie	Palmer, Bert	Proctor, Jos.
Moore, Allen	Palmer, C. I.	Proctor, Almon
Moody, Jas.	Palmer, W. K.	Provin, Lida
Morse, Jennie	Pangborn, Claude	Puffer, Geo.
Morton, Anna	Paris, Lulie M.	Putnam, Don D.
Mould, Sadie	Parr, Mrs. Lula	Rall, Harriet
Mould, Minnie	Pattie, D. D.	Ramsdell, Ella
Moyer, W. L.	Pautz, A. Cora	Rasmussen, Helen
Mulholland, Ida	Payne, Lula	Rathvon, Ilau
Mulvey, Anna L.	Payne, Lena	Raub, Dora
Mulvey, Jennie	Payne, Vernon	Raub, Frank
Mulvey, Mary	Peavy, Ellis	Ray, C. H.
Mulholland, Ada	Pearson, A. L.	Rea, Mary L.
Munson, O. F.	Peck, Rose A.	Reagan, Kate
Murphy, Minnie	Peet, Joseph	Redding, Ida
Myers, Julia	Pegg, W. W.	Redhouse, Mary E.
Nelson, J. E.	Pemberton, William	Redhouse, R. J.
Nelson, J. J.	Pemberton, Frank	Reed, Sadie
Nester, Martin H.	Pemberton, Grant	Reeves, Leona
Newman, E. O.	Pentlin, Russell	Renney, Ella
Nichols, D. F.	Perry, Myrtle	Rettinhouse, George
Nolan, Mattie	Peterson, Eva	Reynolds, Emma H.
Norcross, G. L.	Peterson, Lola	Rickerd, Luella
Norcross, S. B.	Peterson, Tony	Rickerd, Mabel
Northcott, W.	Peters, F. E.	Richards, W. J.
Noyes, Fred S.	Pettigrove, Will	Richard, Effie
Nye, R. L.	Phenix, May	Rieh, Nina
Oakes, I. H.	Phelps, W. M.	Rice, Ed
O'Brien, Mary	Pinkerton, Jennie	Robinson, Maud
O'Brien, Justina	Pinkerton, Oscar	Robinson, Minnie
O'Donnell, Florence	Pittwood, Georgia	Robinson, A. J.
O'Laughlin, Lizzie	Place, Gertrude	Roberts, Mae
Oleson, Della	Potter, Geo. B.	Roecker, J.
Oleson, Anna	Potter, L. A.	Rogers, Sherman
Oleson, Annie R.	Potter, Mrs. Nettie M.	Rohn, Ida
Oles, Angus	Potter, Bert	Roof, Chas. D.
Olson, Constance	Powers, Mary E.	Root, Oran
Orlop, Lena	Preysz, O. H.	Ross, Jessie

Roxburgh, Geo.	Smith, L. E.	Stroud, Geo.
Royston, Anna	Smith, Florence	Straud, Anna
Royston, Maggie	Smith, Kittie	Stroup, Warren
Roy, J. W.	Smith, Clara	Streator, C. P.
Royle, Chas. L.	Smith, Elsie	Straight, Martin
Royce, Edwin	Snyder, Chas.	Straight, Chester
Rublin, Percy	Snyder, Matie	Stryker, Edna
Ruetz, M. J.	Snyder, Paul	Stuart, Anna B.
Russell, W. L.	Snyder, Glen	Sturges, Merton A.
Russell, Arthur	Sobotta, Fred	Sumner, Mildred
Ryan, Anna	Sorenson, H. P.	Swanson, Chas. J.
Sage, Roy	Sorenson, Jno.	Swan, Guy
Sager, Hannah	Soule, Thornton	Swenson, Nettie
Saunders, W. J.	Southwick, Maud	Swenson, Carl
Sawyer, Minnie	Sparks, Belle	Swift, Ray
Sayles, W. T.	Spafford, Burton	Symonds, Grace
Schick, Cecile H.	Spencer, Harry	Symonds, Chas. D.
Schiedel, Maggie	Spencer, Grace	Tarrant, Geo.
Scott, Mary	Spencer, Mamie	Tarrant, Wesley
Scott, Hattie M.	Squires, Carrie M.	Taylor, Hattie
Scribner, W. L.	Squance, Blanche	Taylor, Mary
Seaman, Kate	Staines, Carrie	Taylor, E. L.
Seegmiller, Minnie	Starr, Laura	Taylor, H. T.
Seegmiller, Lucy	Stafford, Anna	Thomson, Hugh M.
Segar, Nina	St. Clair, Wm.	Thompson, Claudia
Sharpe, Annie	Steere, Ina	Thompson, Benita
Sharpe, Isaac	Steere, W. J.	Thompson, Mertie
Sharpe, Ben.	Stevens, Marcus	Thompson, L. E.
Shattuck, Alice	Stevens, Clare	Thompson, Alice
Share, Gertrude	Stevens, J. W.	Thomas, Weltha
Shaw, Marie	Stewart, Eva	Tobin, R. Helen
Sheatsley, Dora	Sterzik, E. A.	Torrey, Maude
Sherk, Maggie	Steele, Cella	Totten, James M.
Sine, Allie B.	Stilson, H. H.	Towers, Willard
Skelton, Luella	Stilson, Mrs. H. H.	Tower, Mrs. Louise
Skinner, M. T.	Stickney, Nettie	Town, Claudia
Skinner, M. G.	Stokie, May	Trafford, Martha E.
Slawson, Susie	Stokie, Ora	Travis, Holmes
Slee, William	Stone, Lottie	Tracy, Ora
Sloan, Elva	Stokely, Cora	Tracy, Myron F.
Sloan, Emma	Stocking, Merrick	Treadgold, A. N.
Smith, Geo.	Storrs, Geo.	Tripp, Elwin
Smith, L. G.	Stratton, Letta	Trieber, Gertrude

Tucker, E. B.	Ward, Louise	Williamson, George
Udall, Ralph	Ward, E. B.	Williamson, R. D.
Updike, Ida	Ward, Anna D.	Williamson, Della
Upton, Geo.	Warren, W. T.	Williamson, Myra
Upton, Franc V.	Waters, Myrtle	Williston, Adah E.
Ureun, Anna V.	Webster, Roy	Wilmarth, Pearl
Van Deinse, Dora	Webb, W. E.	Wiley, Laura
Van Deventer, Ellis G.	Weeks, Alva	Wilsie, Stanley
VanGilder, Minnie	Welch, E. R.	Willman, G. H.
Vandusen, W. A.	Wellman, W. O.	Wilber, H. Z.
Vanderhoof, Dora	Wente, Robert C.	Wilcox, Anna
VanAntwerp, Leslie	Wenzel, Harvey	Wixon, Bertha
Vickrick, Will	West, R. M.	Wood, Stella
Voice, Laura	Weyant, James E.	Wood, Zetto
Volmer, Katherine	Whalley, Nympha	Wood, Thomas C.
Volmer, John	Whalley, Millicent	Woods, Maggie M.
Voorhess, Lana	Whipple, Inez	Woods, Mary E.
Wade, Florence D.	Whitman, Flora	Woolpert, Tyner
Wade, Florence	Whitman, Helen	Worcester, Alpha
Wagner, Charles	White, Frank	Wright, George
Wallsted, George T.	White, W. A.	Wyman, May
Waldo, Clyde	Whillans, Cora	Yocky, Rose
Walsh, M. J.	Whitney, Fannie	Young, Lizzie
Walsh, Kate	Winter, Henry S.	Zeller, Myrtha
Walrath, Lillie	Wilson, Lottie	Zeller, Clinton
Ward, Drusie	Wilson, Mae	