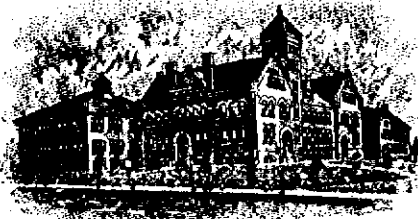


Revised Edition

FERRIS INSTITUTE
School Bulletin

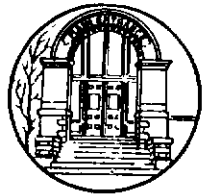


CATALOG
1927-1928

Published by
FERRIS INSTITUTE
BIG RAPIDS, MICH.

Entered as second class matter February 14, 1924, at the Post Office at
Big Rapids, Michigan, under Act of August 24, 1912

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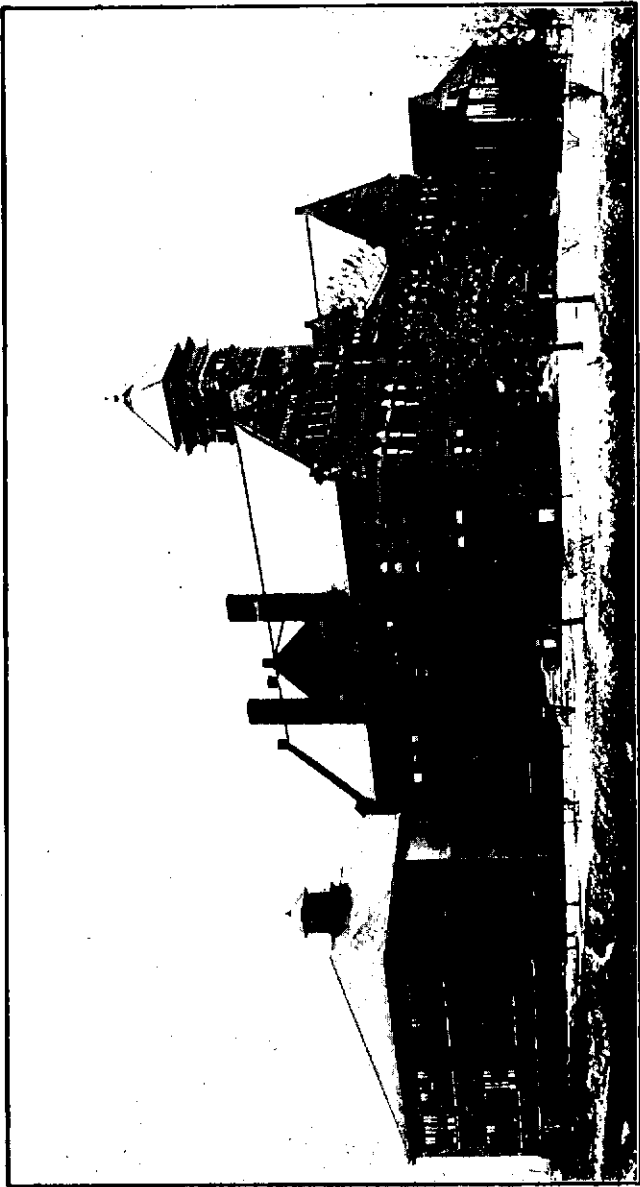
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THE FERRIS INSTITUTE

FOREWORD

This book is addressed to men and women interested in bettering their position in life. In the following pages we have set forth a brief sketch of our history, policy, scope and methods, which will enable you to visualize just how Ferris Institute may benefit you.

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Calendar for 1927

Winter Term

Students Enroll January 3
Classes Start January 4

Spring Term

Classes Start March 28

First Summer Term

Students Enroll May 23

Second Summer Term

Students Enroll July 4 and 5

Summer Vacation August 12 to September 3

Fall Term

Students Enroll September 5 and 6
Classes Start September 6

First Winter Term October 31

Calendar for 1928

Winter Term

Students Enroll January 2
Classes Start January 3

Spring Term

Classes Start March 26

First Summer Term

Students Enroll May 21

Second Summer Term

Students Enroll July 2
Classes Start July 3

Summer Vacation August to September

Fall Term

Students Enroll September 3
Classes Start September 4

First Winter Term October 29

Faculty

W. N. FERRIS, PRESIDENT,
Methods, Psychology, Vocational Guidance

GERRIT MASSELINK, VICE-PRESIDENT,
Mathematics

B. S. TRAVIS, SECRETARY,
Mathematics, Spelling

MARY J. MCNERNEY,
Languages

E. M. CLARK,
History, Geography, Civics

W. D. CRAMER,
Biology

GERALDINE TRAVIS,
English History, Mathematics

G. C. BAKER, FIELD SECRETARY

E. E. EMSHWILLER,
Physics, Mathematics

ALLEN L. MISEREZ,
Rhetoric, Literature, Composition

E. J. PARR,
DEAN OF PHARMACY DEPT.
Chemistry

R. E. DENO,
Pharmacy

CHARLES CARLISLE,

Expression, Physical Culture, Spanish

MRS. PHILINDA H. D. HOUSE,

English

K. G. MERRILL,

Accounting, Salesmanship, Advertising

E. W. PENNOCK,

Banking, Corporations, Law

W. T. HEIN,

Business Arithmetic, Bookkeeping, Business Organization

J. B. McPHERSON,

Bookkeeping and Rapid Calculation

R. R. REED,

Penmanship

ROY NEWTON

Psychology

LUCILE P. HUTCHINSON,

Teachers' Training

MRS. KATE W. WAINWRIGHT,

Shorthand

HELEN M. BELLEN,

Shorthand

EVELYN COREY

Shorthand, Model Office, Filing

MRS. R. R. REED,

Typewriting

H. H. NIGRO,

String and Wind Instruments

EDA VON GLAHN,

Piano



U. S. SENATOR WOODBRIDGE N. FERRIS

A Personal Note

DEAR READER:

Forty-two years ago, the founder of the Ferris Institute came to Big Rapids and organized what was then called the Ferris Industrial School. At the end of ten years, the character of its work suggested the name, Ferris Institute.

In 1894 the school, which had occupied rooms in the heart of the city, moved into its own building. From time to time new buildings have been added. At present the school has ample accommodations for twelve hundred students.

The fourteen departments of this great school offer superior advantages to all who wish to realize their best possibilities. This institution offers superior advantages without regard to age, sex, race, or previous condition of applicant.

No examinations are required for admission. Everybody is welcome. Not infrequently father and mother and their children are in attendance at the same time.

More than sixty-five thousand students have received training in this school. Among this number are bookkeepers, bankers, certified accountants, public school and specialty teachers, stenographers, college preparatory candidates, first year college, pharmacists, telegraphers, and Americanized foreigners.

This school offers the most and the best at the lowest cost in the shortest possible time. This school makes a powerful appeal to ambitious men and women who have not enjoyed school advantages in their early life. Thousands of this class recognize that they cannot make satisfactory headway without the aid of a worthwhile education. This school offers special advantages to all who hunger and thirst for educational riches.

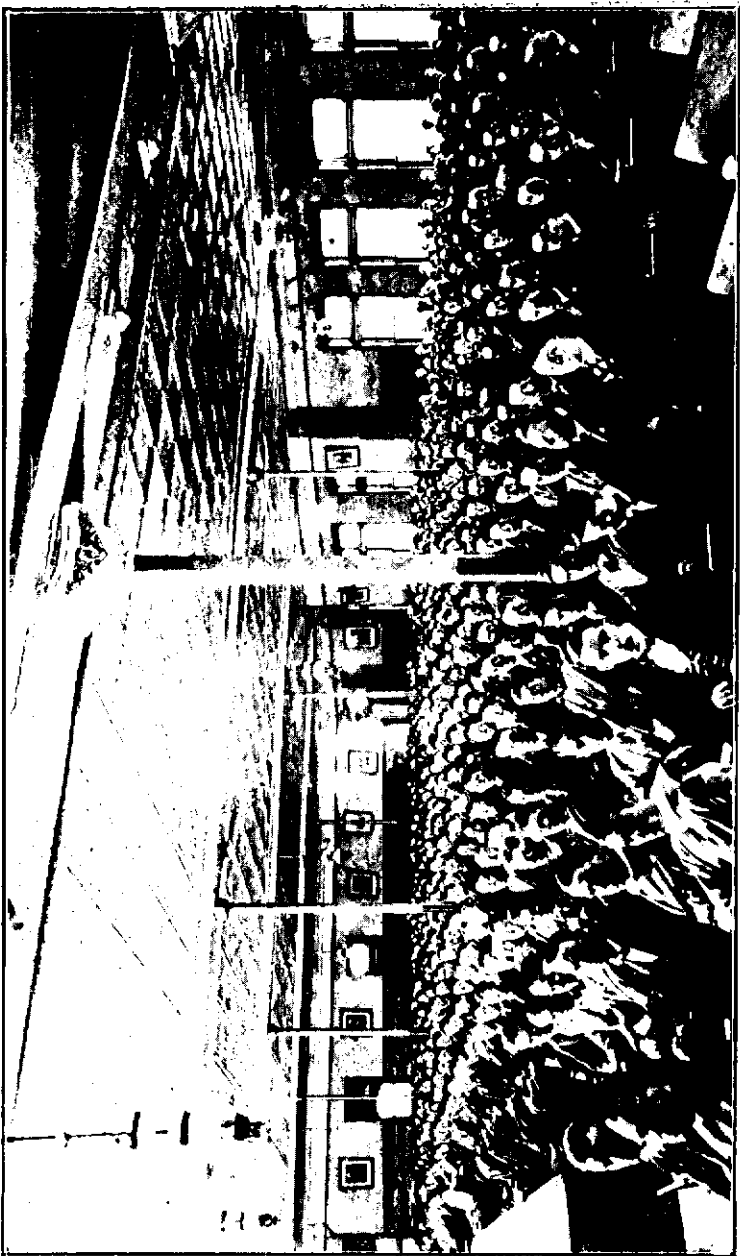
All of the colleges and universities of the United States eagerly accept Ferris Institute credits. The Institute has a national reputation. The state now grants certificates for teaching to F. I. students on the Normal School basis.

The slogan of the Ferris Institute is character first, brains second. This means that manhood is the objective of this great school.

You are invited to read and reread this letter, and then study the catalog of which this is an integral part.

Cordially yours,

Woodbridge W. Ferris



STUDENTS AT MORNING EXERCISES

Brains or Brawn, Which?

This word "opportunity" is misleading. Too many of us are imbued with the fancy that somewhere or other we may find awaiting us a snug little berth all designed to our own specifications. And that we call an opportunity.

When we fail to progress to our own satisfaction we are inclined to resort to that trite phrase;—"I never had an opportunity."

As a matter of fact, wherever you may go, in any conceivable walk of life, people are surrounded by glowing opportunities and never know they are there. Only a few are capable of discerning and capitalizing them.

And these we call "Trained" men or women.

Right now let's consider your possibilities.

We're not much interested in your physical prowess. If you're healthy that's enough.

The hat manufacturers tell us that the average man wears a size seven and one-eighth hat. The banker, the lawyer, the statesman, and the man who cleans the streets all have just about the same size head; and just about the same amount of gray matter inside.

What is it then that makes one man stand out above his fellowmen, that gives some men all the worthwhile things of life, while others must be content with a continual struggle for existence?

Some people call it the "Secret of Success." But there's no secret about it at all.

Analyze your own experience. Then look around you and consider *WHY* a certain man has succeeded.

And if you look far enough, you'll find that sometime in his career the successful man has put in a whole lot of time in training himself—learning his job.

**You
and
Opportunity**

And right there you have the answer to the question. It is purely and simply a matter of training.

How does this affect you?

It means this. You have the foundation. You have average ability, probably more than average or you wouldn't be reading this book. You have most of your life before you. What you do with it is entirely up to you. If you fail, there is no one at fault except yourself. If you drive ahead to a position of importance in life, you alone are responsible.

And if you are willing to pay the price, willing to put forth the effort necessary to gain this knowledge, there is no reason in the world why you cannot make of your life, the success that you so desire.

The first test comes right here.

Emerson says: "One of the illusions is that the present hour is not the critical, decisive hour. Write it on your heart that every day is the best day in the year."

Look this matter squarely in the face. Decide NOW what you are going to do with your life.

If you are content to take things as they come, drift along with the tide and make no effort to shape your own course—read no further in this book.

But if you are not satisfied with your present position, if you have a genuine desire to grow bigger, if you are determined to put forth every ounce of energy you possess in striving to reach your goal, if you are willing to work and learn and forge ahead step by step, then read on—. This book is intended for you.

And you may be sure—if you start with this kind of determination you'll win out in this game of life. Don't ever doubt that.

Ferris Institute

"The School for the Many"

Ferris Institute is the school the ambitious person, youth or maid, man or woman, needs.

This is because it is distinctly different from other colleges, universities or preparatory schools.

To the person who cannot undertake a full university course, it gives a comprehensive, practical education. To the student who has extensive study in view, it fills the gap between the high school and the university in a way that no ordinary preparatory school can.

In universities and preparatory schools many students fail because they are thrown suddenly upon their own resources, among unaccustomed surroundings, untrained to act upon their own initiative. Others fail because the individual is lost sight of, becoming merely a unit in an enrolled class, beset by the countless diversions of college life.

At Ferris Institute a personal interest is taken in each student. He is helped over the rough spots. He is taught how to adapt himself to university life with advantageous results. He is taught to be independent, or rather, self-dependent. While he gets encouragement and inspiration, he must work; must learn what it means to wrestle with difficult examinations and be held rigidly responsible.

Ferris Institute is different from other colleges in that it teaches its students the art of accomplishment, (that is, to do for themselves) rather than merely rehearsing accomplishments of others or how to use prescribed means to arrive at certain results. In this, it inspires individual success and useful life.

It is open to anyone who has an earnest desire to learn. The man or woman least able to pass an entrance examination is the one most in need of education. Therefore Ferris has no entrance examination.

*The
Plan
at
Ferris*

**Gives
Practical
Education**

It particularly welcomes men and women who were unable to go to school in their youth, whether for financial or any other reason, and who wish in later life to make up their educational deficiencies without feeling that they are out of place among hosts of younger students.

It essays to give practical education rather than one of book lore—an education that can be put to practical use by the every day man or woman after leaving college. It is a teaching that trains men and women to get the most out of life as they go along.

It particularly differs from other colleges and universities, in that IT DOES NOT TURN its graduates out into the world wondering what to do next, but equips them with a practical training that they can apply and capitalize right from the start.

While it recognizes the value of athletics as an aid to the prescribed physical culture studies and in developing the morale of the student body, it makes education the paramount object of every pupil. Ferris is not a college which young people can utilize for a four years vacation at the expense of their parents or guardians. But while it does not ape other universities, it does not quarrel with them. It works in fine co-operation with them. Its graduates are admitted to the University of Michigan and other colleges of the North Central Association of Colleges and Secondary Schools without examination.

**Encourages
the
Backward**

Ferris Institute encourages instead of discourages the backward student. It does not expel for failure in studies but encourages the pupil to try again if there is hope for him. It is designed to be a character builder as well as an educator. Therefore it does not turn away the youth inclined to be wild without an opportunity to make something of himself. Senator Ferris personally studies every student, analyzes his character and abilities and directs him into the course in which he can make the most of himself. If he finds one whom he feels powerless to aid, he informs the parents or guardian. When parents ask for special supervision, the request is granted. A fundamental

object is to make every student better intellectually, physically and morally. A college or school which does not do this fails in a great part of its mission. Ferris Institute guarantees results for those willing to do something and be something.

One of the ways of success in this matter is to permit or direct the student to study the subjects for which he is best fitted. Thus he is kept interested. Ambition is excited, rather than banished by forced study of distasteful subjects.

The student is taught to discover the riches within his own brain, and develop them. It gives to each one the training he needs, instead of grinding out graduates by a specific percentage system. This accounts for the high percentage of efficiency among Ferris graduates.

Nor is there a specified term of enrollment. The student who remains only a few weeks receives as careful attention as one who takes a four years course

The mentally alert profit as greatly, or more so, than the backward students, by the same system of training. They have more to start with, to base their training upon, and make more of their opportunities. Thus their rewards are great.

Ferris Institute is the ideal preparatory school, for its methods fit its students in the shortest possible time consistent with thoroughness for university entrance.

It is one of the best private schools in the country, and one of the finest business colleges, because of its size and appliances. It is equipped for 1,200 students. There are three large buildings, fitted in the most modern way for their purpose. A further advantage is the moderate cost of living for students while at the school. The restaurants and boarding houses make very reasonable rates to students. Besides, there is a cafeteria at the Institute which will accommodate 450 students at which self-served meals may be obtained practically at cost. It saves students an average of one dollar a week each.

**Rich
Rewards
for
Alert
Students**

Equipment

Cafeteria

A Non-Profit Institution

In 1923 the stockholders of the Ferris Institute voluntarily reorganized the Ferris Institute. The school is now incorporated under the general educational law of the state.

The stock is non-dividend bearing. The change was made in order to make the Ferris Institute of a more permanent character and to insure its future expansion. In 1925 the Ferris Institute Benefit Association was organized. This has received valuable concessions from the Ferris Institute trustees, and has for its purpose the raising of funds for buildings, equipment and whatever is necessary to carry on the work of the Institute. This association is incorporated under the laws of the State of Michigan. Any donations to the Institute are made to this association. The officers are:

C. P. Judson, *President*

D. C. Morrill, *Secretary*

J. E. Bergelin, *Treasurer*

All of these are business and professional men of Big Rapids. They serve without pay. The plan is to erect an Alumni Memorial Building costing one hundred thousand dollars. From time to time other buildings will be erected. The object is to meet the educational needs of the present age and to render greater service to the students who enroll from time to time.

The Ferris Institute has a great past. It has made for itself a reputation that is more than nation wide and it plans still greater things for the future. Education is an investment. Its beneficiaries should render service to the state and to the nation. From this standpoint it pays to educate even from a purely financial point of view. An appeal is made to all former students and to men and women who are interested in the development of character and the training for efficiency.

The Founder of Ferris Institute

A Brief Biography of Senator Woodbridge N. Ferris

WOODBRIDGE N. FERRIS, founder of Ferris Institute, was born Jan. 6, 1853, in a log house on a small farm near Spencer, Tioga County, N. Y. His father was a man of notable industry and strict integrity, and, though unlearned, of keen mind and excellent judgment; his mother a faithful housewife, devoted to her children, and eager that they should make use of every opportunity for education. Naturally, therefore, he early learned the value of hard work, the advantage of honest and clean living, the worth of a good home, and the usefulness of knowledge. He had a wiry physical organism, an active, inquiring mind, a quick temper, a boy's love of fun, an enthusiasm for great deeds and great men, and a wholesome fear of moral baseness. A district school teacher under whose influence he came when he was about twelve years old, centered all his good qualities in a fixed desire to do something and be something helpful in the service of humanity, although as yet he could not clearly see just what he was to do or be. He continued working on the farm in summer and attending district school in winter until he was fourteen, when he entered the Spencer Union Academy, where his real student life began.

In the spring following his sixteenth birthday, he entered the Candor Union Academy, eight miles from home. In the fall he was teaching in a school district called Fairfield, six or seven miles from Candor. The next spring he enrolled at the Oswego Academy in his home county, and during the school year passed the state examination for Regents Certificate, admitting the holder to Cornell University without examination. On a Saturday in the succeeding summer, he picked blackberries enough to enable him to buy a book he had seen advertised,—O. S. Fowler's book on "Memory." This was a revelation and an inspiration. It revealed to him the wonders of the human mind. It induced him to begin the accumulation of a library. In the fall of this year he

began teaching a second term at Fairfield, and when this was ended, he made up his mind to take a course of study at the Oswego Normal and Training School. Here he was greatly cheered and encouraged by the sympathy and kindness of Dr. Edwin A. Sheldon, the President. He remained at the Oswego Normal School in all about three years. During this time a literary and debating society which he assisted in organizing, increased his desire to develop power as a public speaker; and the training he received in the debates and other exercises, confirmed his belief in the value of extemporaneous speaking as part of a really useful education.

Mr. Ferris left the Normal and Training School within a half-year of graduation. He did not feel that the "practice-teaching" required was needed to supplement his completed academic work. After another summer on the farm, he entered the University of Michigan as a medical student, taking this course not with a view of practicing medicine, but with the belief that the knowledge gained would aid him in his work as teacher. After six months at the University, he returned to Spencer, N. Y., as Principal of the Free Academy. He was now fairly settled in the teaching profession, and the next question was how best to employ his talent. In the fall of 1875 he organized at Freeport, Ill., the Freeport Business College and Academy. He was induced to relinquish this work the year following and undertake the principalship of the Normal department of Rock River University. He was disappointed in this position, as the institution proved to be financially embarrassed, and he withdrew to establish the Dixon Business College and Academy. Both these ventures were at Dixon, Ill., and it was from Dixon that he drove to Sterling, sixteen miles away, to hear Theodore Tilton give his famous lecture on "The Human Mind." It is to this lecture that students who listen to Mr. Ferris owe the insistence with which he urges them to neglect no opportunity of hearing public speeches, especially addresses by great men. This lecture accounts, too, for the wonderful array of talent which has been heard from the platform of Ferris Institute—a list of noted names of which any institution might be proud. From this lecture, Mr. Ferris gained a new viewpoint for his future work—that the way to the mind is through the heart, that man's desires and aspirations, not his intellect, are the springs of action.

In the summer of 1879 work at Dixon was discontinued, and in the fall of that year Mr. Ferris became superintendent of the city schools of Pittsfield, Ill. Here he remained five years. He believed, however, that he could do his best work where he was free to carry out his own ideas, and he now determined to establish somewhere a school of his own.

The city of Big Rapids, Mich., was finally chosen as a location, and in September, 1884, the Ferris Institute—then called the Ferris Industrial School—came into being. Two small rooms, fifteen pupils, and two instructors constituted the equipment. On Wednesday, Dec. 23, ten years earlier, while principal of the Free Academy in his home town, Spencer, N. Y., Mr. Ferris and Miss Helen Frances Gillespie were united in marriage. Mrs. Ferris, who was already a successful teacher, now became her husband's co-worker, and taught with him at Spencer and at Dixon. In his new venture she was his sole assistant. The struggle, the anxiety, the uncertainty of those early days, few realize. Gradually the school became known. Intense zeal, unremitting toil, and a boundless desire to make the lives of others better and brighter, won success where many prophesied failure. Students gathered in increasing numbers, larger rooms became a necessity, the teaching force was several times increased, and presently the housing of five hundred students and their instructors became a problem.

In 1893, the foundation of the first building was laid. The school was to have a home of its own. But while the building was in process of construction, a disastrous bank failure threatened to wreck the entire project. Former students came to the rescue, and largely by their aid the building was completed and dedicated to the cause of learning. Since then, three additions have increased the working capacity of the school and a separate hall accommodates the departments of Music, Telegraphy, Physical Culture, and Public Speaking, at the same time serving as a center for the social life of the students. Sixteen departments, twenty-seven teachers, a total yearly enrollment of more than two thousand students, a campus and buildings valued at \$350,000 are the results of the labor begun in 1884—a fair showing for the toil and struggle of two lives. In 1901, Mrs. Ferris, urged by the needs of the home, reluctantly withdrew from her work as teacher, but her influence in the school is still felt. On March 23, 1917, she departed this life. Hundreds of students

have precious memories of her inspiring instruction and self-sacrifice.

On August 14, 1921, he married Miss Mary Ethel McCloud, of Indianapolis, Indiana. She is a graduate of the Department of Music, DePauw University, and of the Music Department of Northwestern University. She has supervised public school music for fifteen years.

Honors have not failed the founder of Ferris Institute. The people of Michigan have twice made him their Governor, and he has received the degree of Master of Pedagogy from the Michigan State Normal College, and that of Doctor of Laws from Olivet College and the University of Michigan. In 1922 he was elected U. S. Senator from Michigan. When Congress is not in session he spends his time at the Institute teaching and advising students. Loved by his students and respected by all who know him, he stands as a type of success, won by untiring energy, intense devotion to a noble purpose, and a clean, straightforward life. His faults are not those of moral weakness. His virtues are the outgrowth of his ideals—truth, honor, justice, service. These ideals he upholds with unswerving fidelity, and it is this that makes his life an inspiration to so many.

General Information

Ferris Institute was organized to meet the demands of two classes of students.

First: that large class of men and women who, early in 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 Ferris Institute has been a God-send. For them its doors are always open, and it is not strange that hundreds of these people, many of them twenty-five to forty 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 today that lies nearest the heart of the President. 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 Ferris Institute will, therefore, continue to appeal to all men and women, regardless of their age, regardless of their mental attainments, regardless of their present condition, who desire to make themselves stronger and better.

Mission of Ferris Institute

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 today 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 thousands of its students are today holding responsible positions.

**No
Examination
for
Admission**

In order to place no barriers before the man or woman who desires to study, no examination is required for entrance in Ferris Institute. This does not mean that the student can go ahead and take up the study of some subject which he is not capable of handling. When a new student arrives at the Institute, his course of study is planned with a view to producing the best results of which he is capable. His previous education, his experience and his native ability are considered. Then, his studies are arranged so that he is making the best possible use of his time. If he is weak in any particular subject, he is told that he must strengthen himself. Each student, is taken as an individual, and advised to proceed along the proper lines.

**Different
Business
Methods**

Enrollment and payment of tuition at Ferris Institute is handled on a fair and square business-like basis. We do not require enrollment for a full year. No attempt is made to have the student sign a contract of any sort. The new student coming to the Institute makes a small payment in advance. After he has attended school for six weeks he is in a position to judge whether or not he likes the school. Then he makes his decision. If thought advisable, his relations with the school may terminate without financial loss to either party. If he continues, he pays no more than usual for his tuition. He is allowed precisely the same discounts as if he had paid for several terms in advance.

**A Place
for
Backward
Students**

There are thousands of young men and women who, through some circumstance or other have been unable to attend school in their youth. Many of these people today would be glad to take up their studies where they were forced to leave off, were it not for the fact that they fear the humiliation of attending classes with students so much younger.

Ferris Institute has a place for these people. They are made to feel that their age is of no consequence. Every year there are many elderly students attending, and they are just as interested in their work, and just as prominent in the student activities as any of the younger

people. At Ferris the important thing is the determination to forge ahead. Age, previous education, and one's present position in life are secondary to this desire to succeed.

There are large numbers of young men and women who come to America from foreign countries, who desire to learn English. Frequently these young people are well educated in their native tongue. Special arrangements have been made to meet the demands of this class of students. In from three to six months time, they are able to speak, read and write the English language correctly.

It is much easier to learn English under experienced teachers than to learn to speak correctly after one has acquired bad habits of speech. The teachers at Ferris Institute can show exactly where to place the lips and tongue to produce the exact sound needed. The student who has control, or can gain control of these organs can be taught to pronounce correctly from the beginning.

That these courses are in demand is evidenced by the great number of students that we have had from many different countries. During the past twenty years we have had in attendance, Finlanders, Norwegians, Swedes, Danes, Hollanders, Germans, Armenians, Mexicans and Japanese.

There is room in Big Rapids for a limited number of young men who desire to work their way through school. Skill of any kind is desirable. We do everything possible to assist the student who is willing to work for his education, but past experience has shown that we cannot take care of all who want to come. We can find places in private families for nearly all girls who wish to work while attending school. We generally have more calls for girls to work than we have applicants.

Foreign Students

Working Way Through School

Special Advantages at Ferris Institute

Ferris Co-operative Association

While school work is always the most important consideration at Ferris Institute, we realize that there must be some time devoted to play, and any form of healthful, manly recreation is encouraged. There are several student clubs at the school. In the summer there are hikes and picnics. There are athletics all the year 'round. Everything possible is done to make the student happy and contented, and to create an atmosphere conducive to constructive work.

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 in its constitution, was "to weave more closely the bonds of fellowship and love, so natural in pupils of the same school, and to raise its members to a higher plane of usefulness." A statement of attendance, signed by the President of the school, and an initiation fee of \$1.00, constitutes the applicant a member of the association.

The meetings of the association are semi-annual, and are held in January and July, at the Ferris Institute. 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.

The Ferris Co-operative Association has grown steadily, both in numbers and in the excellence of its programs.

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 series of successes; its future is bright with promises of continued helpfulness and inspiration.

Special Features

Of special value to the Normal and College preparatory students are the classes held regularly during the larger part of the year, where the member is required to speak without notes. These classes are held under the direction of the faculty, and are limited in number so as to allow each student an opportunity to speak at every meeting.

Joint debates have been held with the Detroit Law School, Central State Normal School, Ypsilanti Normal College and other institutions. During the past ten years, the Institute has won eleven out of sixteen contests.

The high standing of the Ferris Institute among state institutions and the wide acquaintance of the President with public men and speakers of note, give to the students many opportunities to hear the prominent men of Michigan and other States. Such association is sure to mean inspiration to all of the members.

The Ferris Institute Student Bible Class meets every Sunday at noon, for one hour. Students of all denominations and creeds attend. The Bible is studied constructively and is applied to problems of every day life. The record attendance is five hundred. Mr. Masselink, the vice-president of the school, is the leader.

Other religious organizations of the school are the Y.M.C.A., Y.W.C.A., and the Ferris Institute Catholic Club. All the churches of the city welcome students, and many of them give special recognition to their needs. Life Workers' Council students devote some portion of their life to religious work.

Extemporaneous Classes

Contact with Important Men

Religious Organizations

Athletics

Regular college sports are encouraged by the school. Every year the Institute has representative baseball, football and basketball teams. There are girls' basketball teams every winter. Besides the regular school teams, there are department teams, in order to allow the whole student body to participate.

Library

The city of Big Rapids has a free public library, open afternoons and evenings, affording opportunities for general reading and research work. The young people of the city have equipped a reading room which contains the current newspapers and magazines. Students of the Institute are welcome and can draw out books just the same as the residents of the city. Each department of the school is also well supplied with reference books.

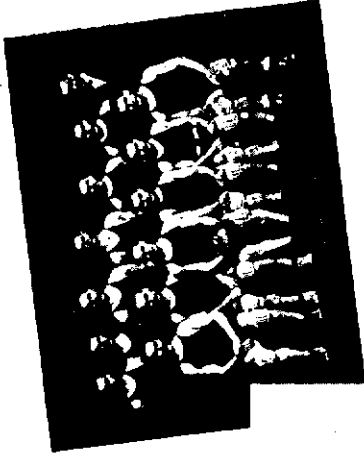


FERRIS' ORCHESTRA

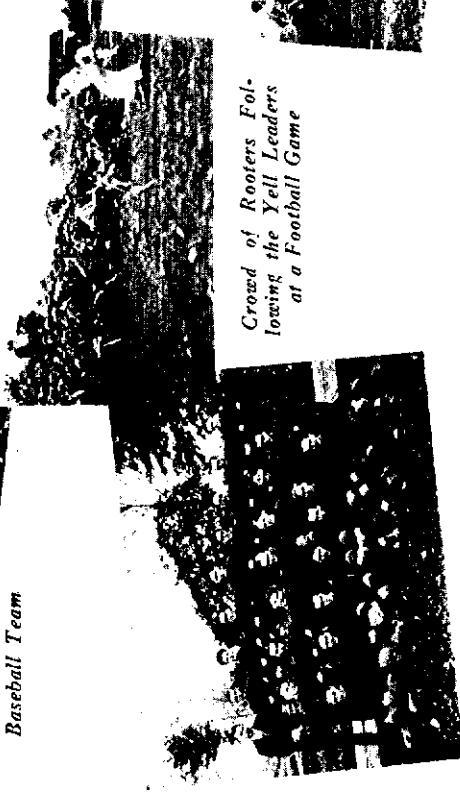
*Ferris
Athletics*



Baseball Team



Basketball Team



Crowd of Rooters Following the Yell Leaders at a Football Game



Football Team



Speed Ball—A Thrilling Game Between Departments

“F. I.”

From “East Lansing Community Life”

These initials mean much to many people. There are F. I. clubs in nearly all colleges in Michigan, perhaps all of them. The students who come from F. I. always seem to be enthusiastic over their Alma Mater. They are F. I.'s forevermore. Just why Ferris Institute has such a hold on its students is easy to appreciate, once you have been there. Ferris Institute has Ferris. Having said that, you have said much. Ferris is there, and as long as he is there, aspiring youth from all over Michigan will continue to pilgrim thither. Ferris is big, and a big man draws. A big man also grips and holds. Ferris does all three. Happy the institution that has such a head. That is why his students swear by him, and never at him (except those he expels, and he does expel and no bluffing about it. Ferris can direct a student to the depot with neatness and dispatch.)

The question arises, Is it ever possible to build up a strong educational institution without a big man at the head? A man who, by his very unconscious qualities, commands the respect and loyalty of faculty and students? You will probably have to answer this in the negative. Michigan has had its Angell, Chicago its Harper, Bowdoin its Hyde. Like produces like. To find the really large man and place him at the head, listen to his counsels, co-operate with his plans, is the chief counsel of all educational boards of control. Physical equipment is not enough. You may have all the laboratories and apparatus that millions can buy, without virile personality results will not come.

With Ferris is another man, just as virile in his way, as Ferris in his, namely Gerrit Masselink (M. S. C. '95). Ferris and Masselink make a great team. You might paraphrase the saying of Garfield about Mark Hopkins, that a log with the student on one end and Ferris and Masselink at the other constitutes a true college.



GERRIT MASSELINK, Vice-President

College Preparatory Department

OBJECT: (a) To prepare in the shortest possible time consistent with thoroughness, those candidates who wish to enter the regular Literary Departments of our universities and colleges.

(b) To meet the requirements of students who wish to enter technical or professional schools, including the Naval Academy at Annapolis and the Military Academy at West Point.

(c) To offer special work to high school students who have been conditioned and wish to make up a subject during a term of summer school.

Diplomas are conferred upon those who earn fifteen credit units. A unit means a subject of study pursued through a school year, with five recitations each week, exclusive of laboratory work. The requirements of this department are identical with those recommended by the University of Michigan. Students wishing to enter other universities requiring more units can make satisfactory arrangements at the Institute.

Graduates of this department are admitted without examination to the University of Michigan, Michigan State College, Michigan College of Mines, various denominational colleges, Cornell University, University of Pennsylvania, University of Illinois, Northwestern University, University of Wisconsin, University of Minnesota, Purdue, and other institutions of similar rank. The Ferris Institute is approved by the North Central Association of Colleges and Secondary Schools.

Students who have completed a certain amount of high school or preparatory school work, and now desire to enter the Ferris Institute should have their credits sent to the Institute for evaluation.

Gerrit Masselink, vice-president of Ferris Institute is the faculty advisor for this department. Students should consult him as to their program and arrangement of work.

TUITION—\$15 for six weeks, general fee 75 cents.

See "TUITION RATES" on page 91
for longer periods of time.

UNIVERSITY OF MICHIGAN

ANN ARBOR

Committee on Accredited Schools

January 10, 1927

President W. N. Ferris

Ferris Institute

Big Rapids, Michigan.

My dear Mr. Ferris:

At a recent meeting of the University Committee on Accredited Schools, the report on your high school was submitted. I was instructed to notify you that the Committee had voted to continue your school on the accredited list of this University for three years, which is the longest term of accrediting. This term of accrediting will expire June 30, 1930.

I wish to commend your school for satisfying the requirements for this highest recognition extended by the University Committee on Accredited Schools.

Very truly yours,

J. B. EDMONSON

Secretary, University Committee
on Accredited Schools.

Students expecting to enter the Department of Literature, Science, and the Arts of the University should meet the following requirements:

GROUP I

(Twelve units must be chosen from this group)

English, 3 or 4 units	Geometry, 1 or 1½ units
Greek, 2 or 3 units	Trigonometry, ½ unit
Latin, 2, 3, or 4 units	Physics, 1 unit
French, 2, 3, or 4 units	Chemistry, 1 unit
German, 2, 3, or 4 units	Botany, ½ or 1 unit
Spanish, 2, 3, or 4 units	Zoology, ½ or 1 unit
History, 1, 2, or 3 units	Physiology, ½ unit
Economics, ½ unit	Introductory Science, ½ or 1 unit
Algebra, 1, 1½, or 2 units	Geography, ½, 1, or 1½ units

GROUP II

(Three units may be chosen from this group)

Group II comprises any subjects not listed in Group I which are counted toward graduation by the accredited high school from which the applicant receives his diploma.

University Requirements for Engineering Students:

English, 3 units	French, German or Latin, 2 units
Mathematics, 3 units	Chemistry, 1 unit
Physics, 1 unit	Trigonometry, ½ unit
History, 1 unit	

The remaining three and a half units are elective.

University Requirements for Admission to the Department of Medicine and Surgery:

The requirements are the same as for the Literary Department, except that Latin is essential.

(See PRE-MEDIC COURSE)

University Requirements for Admission to the Department of Law:

The requirements are the same as for the Literary Department besides three years of college work.

Requirements for Admission to the Dental Department of the University:

English, 3 units	Chemistry, 1 unit
Mathematics, 2 or 3 units	Latin, 2 units
Physics, 1 unit	Trigonometry, $\frac{1}{2}$ unit

Any of the following to make fifteen units:

History, 1, 2, or 3 units	Physiography, 1 unit
Botany, 1 unit	German or French, 2 units
Zoology, 1 unit	

MICHIGAN STATE COLLEGE

PRESCRIBED UNITS, 7 (Engineering Dept.)

English, 3 units	Physics, 1 unit
Mathematics, 3 units	

The other eight units may be selected from the elective list under the Literary Department of the University. Not more than four can be vocational.

In the Agricultural, Forestry, Home Economics and Veterinary Courses, three units of English and two of Mathematics are required. Ten units are elective. The Science and Liberal Arts courses have practically the same requirements as the university.

MICHIGAN COLLEGE OF MINES

PRESCRIBED UNITS 9

English, 3 units	Physics, 1 unit
Mathematics, 3 units	Latin, German or French, 2 units

The other six may be selected from the elective list under the Literary Department of the University. Not more than two units can be vocational.

REQUIREMENTS FOR OTHER COLLEGES AND UNIVERSITIES

If the student contemplates entering some other college or university, the requirements of the particular institution should be consulted and the course arranged with regard thereto.

English Department

As stated elsewhere in this catalog, the mission of the Ferris Institute lies along three lines, not the least important of which is to give the backward student a helping hand, to make it possible for the man and the woman who have had but few opportunities to acquire the elements of a common English education.

Ferris Institute has a place for men and women who, through some circumstance or other have been unable to attend school in their youth. This class group need not fear the humiliation of attending classes with pupils of public school age.

Likewise there are large numbers of young men and women who come to the United States from foreign countries, and who now desire to learn English. Frequently these young people are well educated in their native tongue. This department meets the needs of this class of students.

Here, too, the student who is preparing to enter the business department, 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 today 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, United States History, Civil Government, Physiology, Rapid Calculation, Drawing, Physical Training.

From schools and colleges all over the land, there comes a general protest against the careless English which is in common use.

The Ferris Institute teaches English as a living language, and insists that the technicalities over which grammarians quarrel shall have no place in its presentation. Our language is in process of

building, and we insist that any student must master the simple principles upon which it is founded, and learn to use his English to express fully his thoughts and emotions.

Students from the grades, from high schools, and even from colleges, who have never understood English grammar, who have never had a working knowledge of its fundamental principles, find our methods illuminating. Many students get a grasp of all necessary points in a comparatively short time.

Foreign students who take our classes in English from their entrance into this country, have no difficulty in using the language correctly.

Tuition—Same as College Preparatory.

First Year College Department

The step between the majority of high schools and the University or College is a big one. Many students fail because they are thrust suddenly upon their own resources, amid strange and bewildering surroundings. The individual is lost sight of, personal contact is often impossible, distractions and diversions are numerous, failure is often the result.

The Ferris Institute bridges this gap. Here the student is under surveillance, a personal interest is taken in his welfare, and at the same time he learns to be self-dependent. He learns what it means to be held rigidly responsible for his work and to wrestle with difficult examinations. No soft pedal is provided for him. He gets encouragement and inspiration, but he must work. This training is invaluable, no matter what a young man or woman wants to do. Hence the value of a year or two at the Institute.

College work can be applied towards Liberal Arts, Medicine, Dentistry, Law, a Life Certificate, and other courses.

In the following list are some of the subjects offered:

Biology	History
Chemistry	Higher Accounting
College Algebra	Latin
College Physics	Literature
College Rhetoric	Normal Subjects
Commercial Subjects	Psychology
Economics	Sociology
French	Spanish
German	Trigonometry

Mr. Masselink is the faculty advisor. Students should decide upon the course and the college from which they expect to be graduated, and consult Mr. Masselink regarding their schedule of studies.

PRE-MEDIC COURSE

The Ferris Institute is approved for one year of the pre-medical course required by all class A schools. The following subjects are offered:

Chemistry	12 hours	Foreign Language	12 hours
College Physics	8 hours	Psychology	6 hours
Biology	8 hours	History	6 hours
English	6 hours		

PRE-DENTAL COURSE

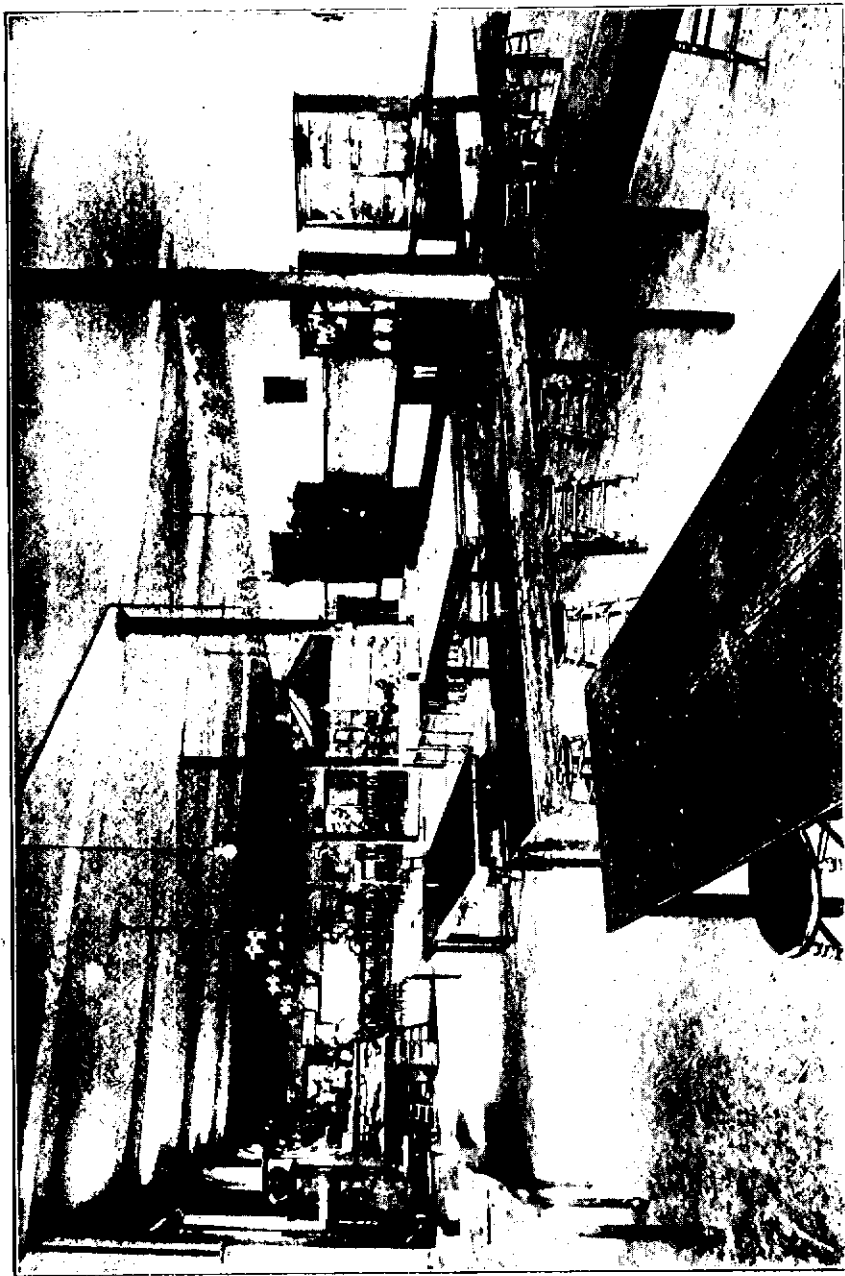
The requirements of the University of Michigan Dental Department and of schools of equal rank are as follows:

English	6 hours	Zoology	4 hours
College Chemistry	4 hours	Botany	4 hours
Qualitative Analysis	4 hours	Foreign language	8 hours

The above work is offered at the Ferris Institute, and accepted by leading universities.

Tuition—Six weeks, \$15.00, General Fee 75 cents.
Thirty-six weeks, \$81.00, General Fee \$4.50.





BIOLOGICAL LABORATORY

Normal Department

This was one of the first departments to be organized. Its success has been marked. Hundreds of its worthy students have met the State requirements and have secured desirable positions.

Of late years State requirements have become more and more rigid. To meet these increasing demands teachers have found it necessary to make the most of every available moment, many finding it profitable to spend even a few weeks of vacation at the Ferris Institute.

The mission of the department has been, its mission ever will be, to give 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.

"THE TEACHER'S TRAINING LAW OF 1921"

This law was passed in 1921 and became effective September 1, 1925. Under this law, teachers must have one year of normal training in order to secure a certificate. THE FERRIS INSTITUTE HAS BEEN APPROVED BY THE DEPARTMENT OF PUBLIC INSTRUCTION FOR THIS WORK.

The Requirements for Professional Training

- (a) Each applicant must complete the following six subjects:
- | | |
|--------------------------------|--------------|
| Psychology | 4 term hours |
| Observation and Teaching | 4 term hours |
| Written English | 4 term hours |
| Hygiene | 4 term hours |
| Agriculture | 4 term hours |
| Reading | 4 term hours |
- (b) Each applicant must complete any six of the following subjects:
- | | |
|------------------|--------------|
| Art | 4 term hours |
| Music | 4 term hours |
| History | 4 term hours |
| Geography | 4 term hours |
| Arithmetic | 4 term hours |
| Grammar | 4 term hours |

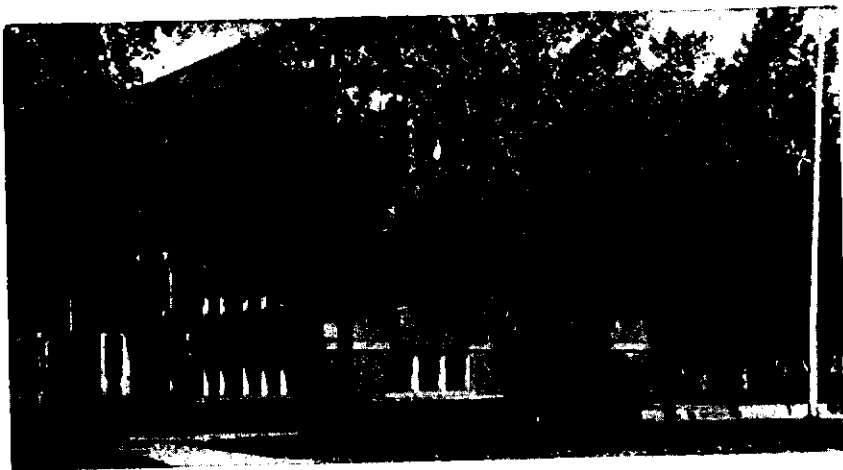
- Rural Sociology 4 term hours
 - Nature Study 4 term hours
 - Psychology 4 term hours
- (c) Each applicant, in addition to the twelve subjects required for the year of professional training, must complete the following subjects:
- Course of Study
 - Penmanship
 - Physical Training—2 terms.

Those who finish the above are granted certificates without examination.

A Third Grade certificate may be earned by attending one year. A Second Grade certificate requires one and one-third years. (12 months.)

Note. The Institute is in session 12 months (48 weeks) each year.

County Normal graduates are given 40 term hours credit and can earn 24 term hours towards a life certificate. Credits can also be earned towards renewals.



LINCOLN SCHOOL FOR PRACTICE TEACHING

KINDERGARTEN—PRIMARY

Life Certificate Course

The Ferris Institute has been authorized to offer a life certificate course for kindergarten and grades I, II, III, IV.

The following subjects are required:

GROUP I

Psychology 1-2	8 term hours
Principles of Teaching	4 term hours
Psychology of Childhood	4 term hours
Early Elementary Curriculum	4 term hours
Modern Education Theorists	4 term hours
Games and Rhythms	2 term hours
Observation in the Kindergarten	2 term hours
Teaching	8 term hours
Literature for Children	4 term hours
Composition (College Rhetoric)	4 term hours
Drawing 1-2	8 term hours
Music	4 term hours
Reading, Primary	4 term hours
Nature Study	4 term hours
Grammar (Teacher's)	4 term hours
Arithmetic, 3	4 term hours
Geography, 1	4 term hours
History, 2	4 term hours
Hygiene or Physiology	4 term hours

GROUP II (Elective) 12 term hours

Three related subjects in some one department in addition to those required above.

NOTE: Penmanship and Physical Training are required.

Students may enter at the beginning of the Fall, Winter, Mid-winter, Spring, or Summer terms for this work. On completion of the required work, a life certificate will be issued.

RECOGNITION BY STATE NORMAL SCHOOLS

The Normal Schools of the State have always given favorable recognition to work done at the Ferris Institute. Students working for State Life Certificates and for Degrees receive advanced credits when transferring to the Normals. Write us stating the course you expect to pursue, and we will give you information regarding the credits that can be earned in our college and normal departments.

COMMERCIAL TEACHERS' LIFE CERTIFICATE COURSE

This course is outlined under the work of the business department.

Summer Schools

Schools differ as much as banks and other institutions. At the Ferris Institute are to be found fine facilities for work, an excellent faculty, and, best of all, the spirit of progress in 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.

Department of Pharmacy

The work of the department of pharmacy is the outgrowth of more than a quarter of a century of actual experience in preparing students for pharmacy. In outlining the work, an effort has been 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.

CHANGES IN THE PHARMACY LAW

In the 1925 session of the Michigan Legislature, Act 134, Public Acts of 1885, was amended so that it provides:

After July 1, 1927, persons desiring to apply for registered assistant pharmacist's examination must produce evidence that they have completed twelve grades of school work.

After September 1, 1925, all aliens applying for registered pharmacist's examination must produce evidence that they have declared their intentions of becoming citizens of the United States before being permitted to write.

After January 1, 1929, all applicants for registered pharmacist's examination must furnish evidence that they have completed two years' attendance at an accredited school or college of pharmacy.

All persons entering the drug business since December 31, 1924, with the intention of becoming registered pharmacists, will be required to complete two years of college work before being permitted to write for registered pharmacist's certificate. Persons who have entered the drug business prior to December 31, 1924 will not be required to have had college work provided that they pass the examination before January 1, 1929.

So that no confusion may occur, we desire to impress on the minds of all apprentices and registered assistant pharmacists that if they are not successful in securing their registered pharmacists'

certificates prior to January 1, 1929, they will be required to complete two years of college work in order to be eligible to write on the Board of Pharmacy examination for registered pharmacist's certificate. In other words, persons registered as apprentices and as assistant registered pharmacists are not exempt from the two year college prerequisite amendment after January 1, 1929.

MICHIGAN BOARD OF PHARMACY,

J. A. Skinner, President.

H. H. Hoffman, Director.

REQUIREMENTS

The requirements necessary to become a registered pharmacist are as follows:

First, It is necessary to register as a registered pharmacist's apprentice; in order to do this the applicant must be at least sixteen years of age. After becoming a registered apprentice it is necessary to serve two years in a drug store where physicians' prescriptions are dispensed under the supervision of a registered pharmacist. One year may be spent in a college or school of pharmacy recognized by the Board in lieu of one year's store experience. After having had two years' experience as above stated the applicant would be eligible to write on examination for Assistant Registered Pharmacist's certificate providing that credits can be presented showing that ten grades of school work or its equivalent have been completed and that he is not less than eighteen years of age.

Second, In order to be eligible to apply for Registered Pharmacist's certificate it is necessary for the applicant to have had two years' practical experience in a drug store where physicians' prescriptions are dispensed under the supervision of a registered pharmacist, also to have completed two years' work in a school or college of pharmacy. The law provides that the school or college of pharmacy which the applicant attends must be an accredited school. Applicant must present credits certifying that he has completed the twelfth grade of high school work or its equivalent. Candidate must also be not less than twenty-one years of age, not addicted to the use of liquor or narcotics and must be of good moral habits.

EQUIPMENT

The Pharmacy Department occupies the entire first floor of the building which was completed in 1901 with extensive additions in 1916. There is one lecture room capable of seating 125 students with a lecture table suitable for class room experiments.

The laboratory has been enlarged and refurnished, making it one of the most modern in Michigan. It is divided into three sections. Section I is the Pharmacy laboratory proper. The work in this laboratory consists of manufacturing Pharmacy and the filling of prescriptions. This laboratory will accommodate 120 students, 60 at one time. Section II is the general Chemistry and the Qualitative Analysis laboratory. This laboratory will accommodate 200 students, 100 working at one time. Section III is the Quantitative Analysis room with accommodations for 28; thus 174 students can work simultaneously in our laboratories, each one having plenty of room in well-ventilated, well-lighted laboratories.

Abundant hoods and ventilating apparatus have been provided, thus assuring a clean, odorless room for work.

A special balance room in close proximity to the laboratory has been provided with fine analytical balances, thus insuring accuracy in analytical work. The supply room is conveniently located to the main laboratory with a clerk in charge so that material may be had without delay.

COURSE OF STUDY

FIRST YEAR

SEMESTER I.

Pharmaceutical Botany
Physiology and Hygiene
Inorganic Chemistry
Pharmaceutical Arithmetic
Pharmaceutical Latin

SEMESTER II.

Materia Medica and Posology
Qualitative Analysis
Theory of Pharmacy and Laboratory Practice
Manufacturing Pharmacy and Chemistry

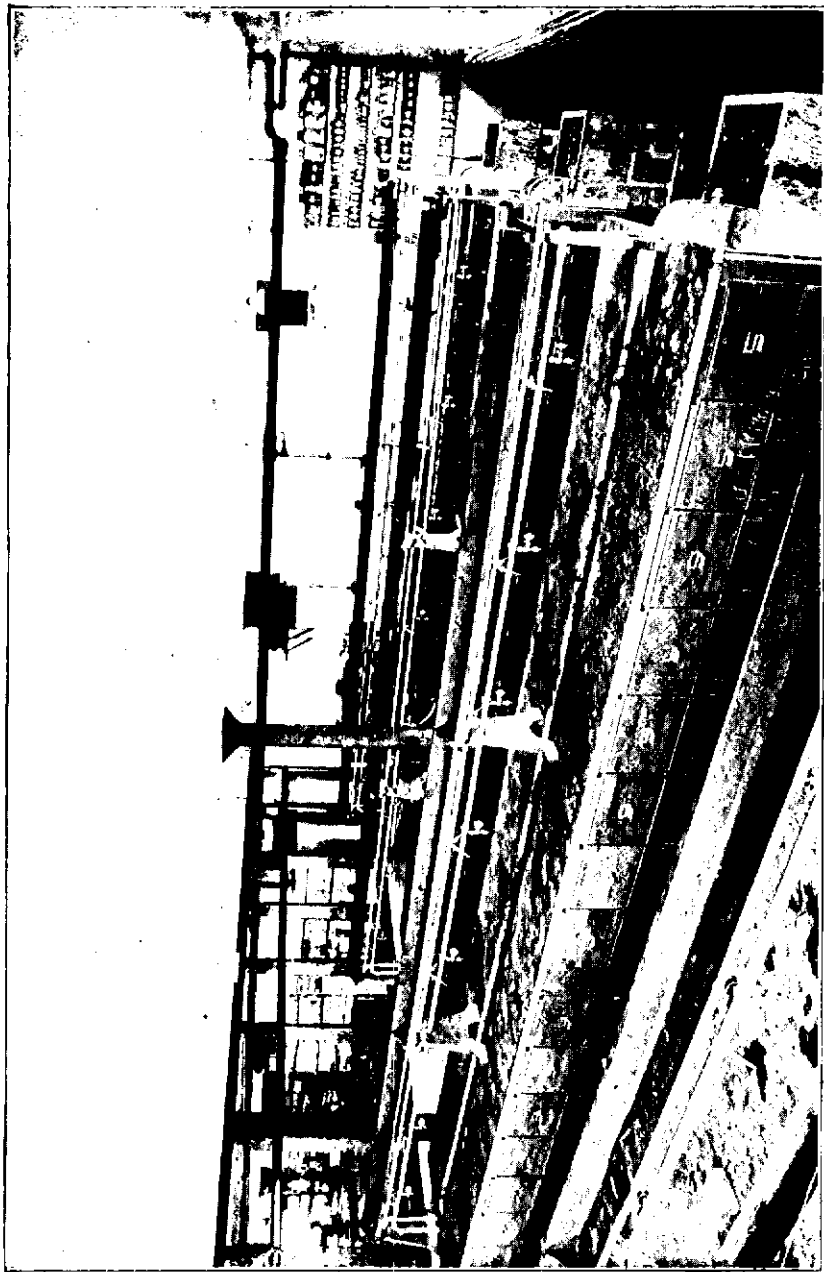
SECOND YEAR

SEMESTER I.

Organic Chemistry
Pharmacognosy and Materia Medica
Posology and Toxicology
Pharmacology and Therapodynam

SEMESTER II.

Quantitative Analysis
Manufacturing Pharmacy and Chemistry
Dispensing Pharmacy
Commercial Pharmacy
Drug Assaying



PHARMACEUTICAL AND CHEMICAL LABORATORY

THIRD YEAR

SEMESTER I.

Bacteriology
Manufacturing Pharmacy
Pharmaceutical Jurisprudence
Analytical Chemistry

SEMESTER II.

Analytical Chemistry
Urinary Analysis
Dispensing
Immunology
Organic Chemistry

ELECTIVES (Third Year)

Economics, I.
Economics, II.
Psychology, I.
Psychology, II.
Salesmanship

Advertising
English
Spanish
Physics

THE SHORT COURSE

This course is offered to those students who have the required qualifications, and who wish to make special preparation for the examination in the shortest possible time and at the least possible expense.

It must be borne in mind that this course is not offered as a substitute for the regular course. The short course is designed to reach a class of drug clerks that would otherwise not be reached—clerks who are trying, by the aid of "Quiz Compendis," etc., to pass the examination.

This course involves the study of those subjects that bear directly upon the examination. The school aims to build upon what the student already knows. He is not compelled to enter classes too elementary nor too advanced, but is given such work as will enable him to make the most of his time.

The work covers reviews in such subjects as "Weights and Measures," General Chemistry, U. S. P. and N. F. preparations, Materia Medica, Identification of Crude Drugs, Incompatibilities and laboratory work.

This is in no sense a "cram course." The work in every subject so far as it goes, is done thoroughly and with reference to its permanent educational and disciplinary value, as well as to its special bearing upon the student's immediate needs. After Jan. 1, 1929, two years of college work will be required.

If you are interested in this phase of the work, write E. J. Parr, Dean of the department, for further information.

PRELIMINARY PREPARATION

Entrance Requirements: A high school education or its equivalent. Candidates who do not have a high school education, may enter the College Preparatory department, and complete college entrance requirements.

WHEN TO ENTER

The Michigan State Board of Pharmacy recognizes the Pharmacy Department of the Ferris Institute. Students who wish credits that will be accepted by the Board of Pharmacy must enter the Ferris Institute at the opening of the fall term in September and do satisfactory work for nine continuous calendar months. Short course students may enter Sept. 1, Nov. 15, Jan. 1, or March 15. These are approximate dates—short course students should write to Dean E. J. Parr regarding the most advantageous time to enter.

POSITIONS

Those not familiar with the department frequently ask concerning opportunities for securing good positions. While we do not guarantee positions, we have always been very successful in placing our two year graduates in excellent positions. As a matter of fact we have been unable to meet the demand for registered pharmacists.

A school year in this department consists of 36 weeks' work (September to May inclusive).

Tuition—Six weeks \$22.50. General Fee 75 cents.

See Tuition schedule, page 91, for long term rates.

Write the Dean of Pharmacy regarding Laboratory Fees and cost of books.

BUSINESS DEPARTMENT

Courses

STENOGRAPHIC

SECRETARIAL

BOOKKEEPING

BANKING

SALESMANSHIP

BUSINESS ADMINISTRATION

HIGHER ACCOUNTING

*COMMERCIAL TEACHERS'
STATE LIFE CERTIFICATE*

Business Department

During the past twenty-five years there has been just as much progress made in business, and business methods as there has been made in engineering or other sciences. From the small, poorly organized, one man industry, business has advanced by leaps and bounds until today "Big Business" has come to mean nation wide organizations made up of hundreds and sometimes thousands of men, all working towards the one common end.

This tendency towards mammoth organizations has created a demand for specialists, men who devote their entire life to the study of just one section of business.

More important than that, they have made it practically impossible for a young man to start in and learn business from experience alone. Twenty-five years ago, a man could start to work in nearly any business and if he were of the right sort, in a comparatively short time he could become familiar with practically every detail of that business. But today, it is a different matter. The young man who takes a job usually finds himself placed in some unimportant position. He will have some little work to get out every day, but beyond that he does not even come in contact with the other departments. Consequently, his opportunity to learn the fundamentals of business is limited.

Just as business itself has changed, so has the method of learning it.

Today, at Ferris Institute, a young man or woman can learn the important things about business in a fraction of the time it took our fathers to learn them. It is not necessary for us to go blindly forward, and make the mistakes that thousands of men have made before us. The science of business has been worked out just as thor-

**Change
in
Business**

**The
Science
of
Business**

oughly as any other. Books have been written by men who have made an outstanding success in some particular line of business. In these books they set forth the principles that they have spent a lifetime learning. They can tell you what not to do, as well as what to do.

While you are attending the Institute, you will be working just as if you were in actual business. You learn by doing. If you are studying accounting, you will be given just such a problem as you would be called upon to solve in an actual business situation. You will work out your method of solving the problem to the best of your ability. Then it will be turned in to your instructor. If you have made any mistakes, he will tell you where you are wrong. If you have omitted anything, he will tell you that also.

By this method of instruction, you are not merely learning a set of rules for doing a certain thing. You are actually doing the work that you want to learn how to do. If you make mistakes, it doesn't matter. The important point is this: After you have finished a section of your course in this manner, you have a well organized idea of just how to proceed, and when the time comes, you will be able to put your knowledge into practice.

That, briefly, is the plan at Ferris Institute for teaching business. By attending this school even for a short time, the student can, by making use of the other fellow's experience and by our methods of teaching, gain a great amount of useful knowledge that is practical; training that business is willing to pay for.

For more than forty years Ferris Institute has been teaching business successfully, and during that time more than fifteen thousand men and women have been helped to better positions in life.

Ferris Institute is not to be compared with the ordinary business college. The strength of any business training institution is determined by the strength of its faculty. In order to teach salesmanship, a man must be a salesman; must be capable of going right out on the job and selling

**More
Than a
Business
College**

goods. The same thing applies to any other subject in business. And right there is the weakness of the small business school. In order to get this type of instructor it is necessary to pay as much for teaching as the teacher could earn practicing the profession. The small school cannot do this. At Ferris Institute you will find instructors who thoroughly know their business. They not only are business people with a knowledge of business methods, but trained teachers as well. When these instructors are selected, expense is not considered. The important thing is—get the people who can do the work. The phenomenal success of Ferris Institute graduates for nearly half a century is due to a great extent to this one fact.

Neither is expense an important item when equipment is concerned. If a graduate is to be capable he must be familiar with the various machines used in business.

You will find at Ferris Institute the latest developments in commercial contrivances. The Business Practice room is arranged as a model office. Students are given actual instruction in the use of adding and listing machines, computing machines, index files, loose leaf books and the many other devices used today in business offices. There are three separate banks, each complete in itself, for banking practice. There are wholesale offices where every detail of this kind of work is taught. The aim of this method is to give the student actual contact with business, and business methods rather than merely telling him in an abstract way, how to do it.

The student in the business department of the Institute comes under the influence of the school just as much as any other. The same rigid standard of "character first" is adhered to. Founded and built to its present size by this pursuance of old fashioned ideals, the Ferris Institute will endeavor always to turn out men and women fitted not only to earn a living, but with a well defined idea of the moral and intellectual obligations of life.

Equipment

**Requirements
for
Admission**

There are only two requirements necessary for admission to the Ferris Institute Business department. The first is an honest desire to gain a cashable knowledge of business. The second is—sufficient knowledge of the English language to carry out the work. At this school, a person's previous education is not as important as his present determination to build on whatever foundation he has. We have admitted many students who have not finished the ordinary public school work.

In many cases, these people, as a result of hard work and special assistance have finished at the top of their class and gone into business to make a big success for themselves. Of course, the more education a student has at the start, the easier it is for him to succeed in his studies, but the fact that a man or woman is not equipped with a thorough schooling is no reason for them to feel that their chances of success are limited. In fact, it is to this kind of people that Ferris Institute particularly appeals.

**Short
Courses
if
Desired**

There are many men and women who would, if possible, like to spend a short time in a good business school to become familiar with some certain part of business. To accommodate this type of student, Ferris Institute has made arrangements. It is possible for them to select the special subjects that they are interested in, and providing they have the required foundation, we will lay out a course of study to suit their particular needs.

Stenographic Course

[SHORTHAND]

Now that professional men and heads of banks, insurance companies, and all great industries, employ stenographic secretaries, the ambitious young man and young woman should recognize the wonderful opportunities in this field.

Not only does shorthand provide a sure and liberal income, but it is often a stepping stone to some higher position. The person who has chosen a profession as his life pursuit can use his shorthand earning power as a means of securing his literary or professional training. Within the last twenty-five years thousands have taken advantage of this asset.

For those who have chosen some phase of business as a life pursuit, shorthand offers a short and sure road to achievement. One who takes daily the dictation from the captain of industry, becomes thoroughly familiar with the details of that industry in a comparatively short time. This means promotion. It means advancement from shorthand or secretarial work to a managerial or administrative position.

Compare the income of the professional stenographer with that of the average teacher, dentist, physician or lawyer. In these professions four to seven years, at a cost of thousands of dollars, are required for preparation. In shorthand, the student well grounded in English, becomes proficient in ten months at a total cost of five hundred dollars. This estimate is not a guess. It is based on actual experience.

The fact that shorthand does offer a good income, and that it does provide an "entering wedge" that generally leads to advancement, makes it an attractive study for young men. Many are inclined to think that shorthand is only for girls, but this is not true. Examine the careers of successful men, and it will be found that a great number of them started with a knowledge of shorthand.

A working knowledge of English is the only foundation necessary in order to successfully complete the course in shorthand. This means the acquisition of a good vocabulary, the ability to spell, capitalize, punctuate, and construct correct and forceful sentences. In other words, the ability to turn out, from the dictation of the employer, work that is correct.

The Gregg System

At Ferris Institute the Gregg System of Shorthand is used. This method has made rapid strides in the last twenty-five years and has been proved to be adequate for reporters and writers in all fields of stenographic work.

Gregg Shorthand is taught today in more than 3,500 of the leading schools of the country.

Dictation Classes

Students having a thorough knowledge of the principles of other systems of shorthand can join any of our speed dictation classes to advantage.

NECESSARY PREPARATION

There is no mystery connected with the learning of shorthand. Anyone who has learned to read and write longhand can learn to read and write shorthand. But for a practical, money-earning knowledge of shorthand one must have had a training such as will enable him to comprehend the requirements of a business as they arise in a business office. Other things being equal, a high school graduate or one with equivalent training, or the college graduate, makes the most rapid progress and the most successful stenographer, though he who possesses determination, patience, in short the "grit that wins," will have his efforts crowned with success.

BUSINESS ENGLISH

English is one of the required subjects in this course. A stenographer must be able to comprehend what he is trying to write, to punctuate and capitalize correctly, and to construct sentences with clearness and precision. The Shorthand English is

under the direction of President Ferris, and is a twelve weeks' course.

SPELLING

Spelling is one of the fundamental factors in the success of a stenographer, and is a required subject. The course lasts until the pupil can earn a final credit of 95%.

PENMANSHIP

Legible writing is one of the qualifications of the utmost importance to the stenographer. Our facilities for teaching penmanship are unexcelled by any school, and while not a required subject for the stenographer, we earnestly urge all pupils to take our penmanship drills.

MODEL OFFICE

In order to make our course thoroughly practical, our students take a six or eight weeks' course in the "Model Office" before completing their work. Here actual business correspondence pertaining to the school is carried on by the different members of the faculty, thus familiarizing our students with actual office conditions.

This office is equipped with ten typewriting machines of different makes, a complete modern Filing Cabinet, two Edison Business Phonographs, a Copying Press, a Mimeograph, and other up-to-date office appliances. Having completed the work in this office, the student is transferred to the Secretary's office, where his entire attention is given to actual stenographic work.

BOOKKEEPING

Every stenographer should have a knowledge of the elements of bookkeeping, and as much more as his time will permit. This knowledge will be gained by taking the subject in our regular bookkeeping department. It requires from six to eight weeks to acquire a knowledge of the elements of bookkeeping.

There is no extra tuition charge for any of these allied branches.

TIME USUALLY REQUIRED

Persons who are thoroughly prepared can become proficient stenographers in six months. Habits, health, adaptability, age, power of application, ambition, concentration, and ability to do efficient work, are important factors. A majority of young people are lacking in some one or more of these factors, consequently they take from six to nine months in which to prepare themselves for holding responsible positions. The union of the highest possible degree of skill and service always produces ample money reward, hence ability and not time, should receive first consideration on the part of the shorthand.

REQUIREMENTS FOR GRADUATION

Principles of Shorthand.....	90%
Vocabulary Building	85%
Spelling	95%
Business English	85%
Filing	90%
Office Training	90%
Penmanship	85%
100 Word Dictation	90%
Typewriting Speed	50 Words

The demand that is made upon us for shorthanders is so great and the salaries offered so attractive that we have very few graduates from this department. This accounts for the relatively small number of graduates from the Shorthand Department as compared to those from other departments of the school.

This is simply another evidence of the very great demand for young people who thoroughly prepare themselves for stenographic work.

SCHEDULE OF STUDIES

FIRST TERM—16 WEEKS

Principles—2 classes daily
Penmanship
Business English
Typing, Manual—2 classes daily
Spelling

THIRD TERM—6 WEEKS

Review Principles—1 class daily
Intermediate Dictation, 85 Words—
2 classes daily
Office Training
Machine Dictation
Typing—2 classes daily

SECOND TERM—8 WEEKS

Review Principles—1 class daily
 Word Study
 Beginning Dictation, 70 Words— 2
 classes daily
 Typing—2 classes daily
 Elements of Bookkeeping

FOURTH TERM—6 WEEKS

Review Principles—1 class daily
 Word Study
 Advanced Dictation, 100 Words—
 2 classes daily
 Typing—2 classes daily
 Legal Papers

Some students can do the work in less time. All such are given opportunity to work according to ability.

For those having had the necessary preparation the following schedule is offered:

FIRST TERM

Shorthand Principles—Two recita-
 tions daily
 Spelling
 Typewriting—Two or more recita-
 tions daily
 Business English and Correspond-
 ence
 Beginning Dictation
 Penmanship

SECOND TERM

Review Shorthand Principles—One
 recitation daily
 Office Practice
 Phonographic Dictation
 Typewriting—Two or more recita-
 tions daily.
 Mimeographing
 Manifoldng
 Letter Filing

Tuition: Same as Secretarial.

POSITIONS

No well trained stenographer need have any fear of being long unemployed.

We take pleasure in helping our students secure desirable and profitable positions.

The efficiency of the Ferris Institute trained stenographer is generally recognized by the business world and the consequent demand for our students to fill positions has been greater than we could supply. We do not, however, guarantee positions. That is left as a device to be made use of by unscrupulous insti-

tutions whose aim is to deceive the unthinking. A little thought on the part of the applicant will make plain the fallacy of such offers.

SHORTHAND BY MAIL

Many young people who are so situated that they cannot attend school at the present time, look forward to a time when they can do so. Teachers in district and village schools, clerks in stores, office employees of all kinds, young people on the farm and in shops, might, if their previous preparation were sufficient, spend their spare moments very profitably in the interesting and fascinating study of shorthand.

This course is thorough and complete. It is especially arranged for this purpose, and covers what is done in from twelve to sixteen weeks at the school. Students enrolling for the course by mail may have a year in which to complete the work. The student who follows directions and works earnestly will acquire a thorough knowledge of the shorthand principles in a comparatively short time. This is not intended in any sense to be a substitute for the regular course. The full course in shorthand as taught at the Ferris Institute includes other branches besides shorthand. But time and money can be saved by learning the shorthand principles during spare hours before entering school.

A fee of \$25 is charged for this course. This includes the books needed and the postage on the matter sent from this school.

Why not do something along this line for pleasure and profit during the hours that are yours? If you are interested in shorthand by mail, let us hear from you.

Secretarial Course

The foundation for secretarial work is stenography, personality, a good education, executive ability. This course is planned to give a broader training and a deeper insight into business than that offered in the stenographic course. It will take longer but the time will be well spent.

High school graduates should consider this course very carefully. It leads to executive work and to positions of responsibility.

After communicating with nearly one hundred of the best business houses in America in order to determine what kind of training was desired by leading executives, we have organized the following course:

Shorthand
Principles
Dictation
Advanced Theory
Typewriting
Spelling
Penmanship
Business English
Elements of Bookkeeping
Office Training
Psychology I and II

Human Nature
Business Organization
Salesmanship
Commercial Law
Political Economy
Sociology
Filing

NOTE—French, German, or Spanish are offered as optional subjects to those who have the time and the inclination.

It will be noticed that this course contains all of the work offered in the stenographic course, and a number of additional subjects.

TIME REQUIRED—The time for this course will vary, depending upon the ability of the student, willingness to work, natural ability and previous education and experience. High school graduates who possess ability should be able to finish this course, omitting the optional subjects, in 42 weeks. Those who have had shorthand training before taking up this work, naturally complete the work in less time.

TUITION—Six weeks, \$22.50. General Fee, 75 cents. Six weeks typewriting, two periods a day, \$2.50. See the tuition schedule for long term rates.

Bookkeeping Course

Everyone who expects to do office work, to manage a business, to complete a commercial undertaking, to sell goods, or to enter a profession, should have a knowledge of how to record business transactions in a legible and standard manner. The need for skillfully kept business records has been shown time after time in the last few years by Income Tax requirements. Many a concern would have been saved from failure had there been any record of what operations cost. Bookkeeping offers clean, pleasant work, an opportunity to learn how business is transacted, and gives valuable association with the men in charge—an association that often leads to a place in the management.

At Ferris Institute the bookkeeping course covers the latest and most efficient systems so far devised. The student is given not only the theoretical angle, but does actual office work on a regular set of books. He learns by doing. This course will require approximately 7 to 9 months.

The Bookkeeping Course

- | | |
|-----------------------------------|-----------------------------------|
| 1. Bookkeeping : | 4. Choice of Banking, Business Or |
| <i>a.</i> Elements and Advanced | organization or Salesmanship |
| <i>b.</i> Business Practice | 5. Commercial Law |
| <i>c.</i> Corporations | 6. Mental Arithmetic |
| <i>d.</i> Office Practice or Cost | 7. Penmanship |
| Accounting | 8. Rapid Calculation |
| 2. Business Arithmetic | 9. Spelling |
| 3. Business English | 10. Typewriting |

Books will cost about \$20.00.

TUITION—Six weeks, \$22.50. (See schedule for long term rates.)
General Fee, 75 cents.



WEDNESDAY NIGHT DEBATING CLUB

The Banking Course

The young man or woman who is interested in the banking profession will find a large field, with plenty of opportunity for those who are fitted for the work. The increased size of the big city banks has created a demand for people who have made a study of the business. Here too, it is impossible for the beginner to enter the business and learn from experience alone, so the persons who have prepared themselves will find a ready market for their learning.

The Ferris Institute Banking Course, is arranged to give the student the practical banking work in accordance with our regular method of instruction. The course is complete, covering every phase of banking work.

A Banking diploma is granted upon completion of the following course of study.

- | | |
|--|-----------------------|
| 1. Banking (including banking set, class work, and 12 weeks in school banks) | 6. Commercial Law |
| 2. Bookkeeping (no substitutes allowed) | 7. Filing |
| 3. Business Arithmetic | 8. Mental Arithmetic |
| 4. Business English | 9. Penmanship |
| 5. Business Organization | 10. Rapid Calculation |
| | 11. Spelling |
| | 12. Typewriting |

The banking work is grouped into three divisions:

1. **CLASS WORK**—A class in banking theory covers the organization and working functions, from an administrative viewpoint, of National banks, state banks, and private banks. Material is introduced which illustrates the growth and operation of the **FEDERAL RESERVE SYSTEM**.

Special emphasis is placed on the three practical operations - receiving deposits, providing means of exchange, and making loans.

II. BANKING PRACTICE—(12 weeks). Three banks are maintained for the benefit of special banking students, the Commercial Bank, the Merchants' Bank and the College Bank, and in connection with these three banks a Clearing House Association. There is a large volume of business going through these banks and the work is very strenuous, fitting our graduates to take up actual banking work with comparative ease. At the Ferris Institute the cashier of each bank is required each day to see that the cash is balanced and the accounts absolutely correct, and to furnish a regular banking statement. One of these banks is operated as a National bank, another as a State bank and the third as a private bank. Thus our students are given a comprehensive training in the various methods of bank bookkeeping. Before a student is given credit in Banking, he must pass an examination in the Theory of Banking, including the National Banking act and the Banking laws of the State.

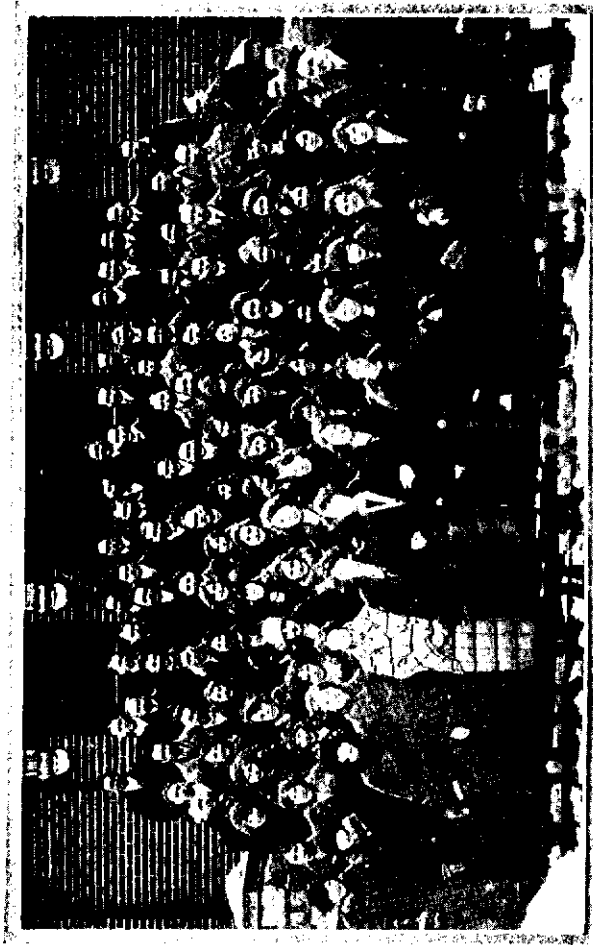
III. BANKING SET—The final step is the writing up of a series of transactions which illustrate the work of receiving and paying, clearing, transit, collections, commercial credits, loans and discounts. The student completing this work has a clear idea of the working practice of a bank.

At the Ferris Institute we actually insist upon accurate accounts in our banks, the cash and the accounts must be correct or the student is not given credit for the work.

TIME—The student without bookkeeping training will usually require 10 months.

Books will cost about \$25. Those who sell books back to the supply department will materially lessen this cost.

TUITION—Six weeks, \$22.50. General Fee, 75 cents. See schedule for long term rates.



STUDENTS' BIBLE CLASS

Salesmanship Course

The man who can sell, or who can direct others and help them to sell, or who can write an advertisement that will make the reader want to buy, can always command a good salary. The selling field is one place where a man is paid in direct proportion to what he produces. The extent of a man's income depends entirely upon himself. While all salesmen are not paid on a strictly commission basis, it is true that they are paid a certain percentage on their total sales, so it is a matter of increasing sales to increase one's income. The opportunities in this line of work are unlimited. There are more calls for men who can sell than there are for any others. Every daily newspaper carries want ads offering to pay a man just about what he asks, providing he can sell goods. As a whole, salesmen are better paid than any other class of men in business. *Collier's Weekly* says that the national average of traveling salesmen's salaries is from \$2,500 to \$15,000 per year and expenses.

Why is this?

Simply because the man who is responsible for the sale of goods is on the credit side of the ledger. The head of the business regards him as an asset. He represents profit. If he increases his sales, the boss is pleased to increase his salary, for the more he sells, the greater the profit to the firm. He is not a "necessary evil" as some business men are inclined to regard many of their employees.

And it is not difficult to learn how to sell. There are certain fundamentals to be learned, just as in any other work. The Ferris Institute course is built upon the experience of many successful sales and advertising men, and the student simply learns in a comparatively short time, the points that perhaps someone spent a lifetime in learning. The student is taught how to get a prospect's attention, how to interest him in his proposition, how to

demonstrate it most effectively, and finally how to close, and overcome his objections to buying. The selling process is taught step by step, so that it can be applied to any specific article.

After training of this kind, it is not difficult for the graduate actually to go on the firing line and sell goods. Or, if he wishes to enter the advertising business, he will know how to organize the selling points, how to write an attractive advertisement to gain the reader's attention, and how to write "copy" that will sell the article being advertised.

Aside from the dollars and cents value of selling training, it is a wonderful character builder. The trained salesman is a man of forceful personality. He must think straight. He must be sincere, or his prospect won't take him seriously. He must be a convincing talker. He must have initiative. He must not allow himself to become discouraged by repeated refusals to buy. And the course at Ferris Institute will draw out these worthwhile abilities.

Practically every man who is now at the head of a business has at some time or other been a salesman. It seems that the man in the selling end of a business gains a different viewpoint. He is driving forward, instead of taking a negative attitude. He comes in contact with the important men. He has a better chance to learn, and if he is the right kind, he usually goes to the top.

The following is an outline of the course. It requires one year to finish:

- | | |
|---|------------------------|
| 1. Advertising | 9. Debating |
| 2. Bookkeeping (Elements, Advanced, and Business Practice or Wholesale) | 10. Mental Arithmetic |
| 3. Business Organization | 11. Penmanship |
| 4. Business Arithmetic | 12. Required Reading |
| 5. Credits and Collections | 13. Salesmanship |
| 6. Commerce and Industry | 14. Speaking in Public |
| 7. Commercial Law | 15. Spelling |
| 8. Show Card Writing or Business English | 16. Typewriting |
| | 17. Human Nature |
| | 18. Psychology |

The work is divided into terms of approximately 12 weeks each. The student should carry 5 subjects each term. Debating and Human Nature once a week only. Required Reading is done outside of school.

TUITION—Six weeks, \$22.50. General Fee, 75 cents. See schedule for long term rates.

Books will average \$10 per term.

Business Administration

The Ferris Institute Course in Business Administration has been designed for those people who do not wish to specialize in one particular branch of business, but wish to gain a general knowledge of business as a whole. The aim of this training is to equip the student with a fundamental knowledge of business from beginning to end. Special attention is given to Business Organization, the fundamentals of Management, Business economics and methods of determining costs of doing business. The factors that make efficient management are emphasized throughout. The graduate of this course is capable of entering any business with the assurance that he will be familiar with the organization and operation of all the departments.

There are many sound arguments in favor of a general course such as this. In many cases, where a person expects to be in business for himself, or where he is in a small concern where he comes in contact with more than one department of business, a general knowledge is much more valuable than specialized training. While it is true that this is an age of specialization, it is true only to a certain point. A man can advance just so far, as long as he sticks to his specialty. Then he must branch out, gain a more general knowledge of things, if he is to go any further. A glance at the career of any successful man will prove this statement.

And then, the man who makes a broad study of business is certain that it can be applied sooner or later, while many people who spend a lot of time in specializing on one subject find themselves a few years later doing something entirely different. For the person who is in doubt concerning the line of business he intends to follow, we sincerely recommend the Business Administration Course.

The person who wishes to enter this department should have a High School education, or its equivalent.

Following is a list of the subjects covered:

1. Accounting and Law
2. Algebra
3. Business Arithmetic
4. Business Organization
5. Business English
6. Business Practice
7. Economics

8. Geometry
9. Public Speaking
10. Rapid Calculation
11. Required Reading
12. Marketing
13. Psychology, I.
14. Filing

The accounting and law consists of semesters "A," "B" and "C" as outlined under the Higher Accounting Course.

"Marketing" includes selling, advertising, credits, and collections.

Selling and advertising are optional subjects.

Students who have had algebra and geometry in high school will be excused from these subjects.

Classes in Accounting and Law will continue throughout the year. A knowledge of bookkeeping is a prerequisite for accounting.

WHEN TO ENTER—New classes in Accounting start in September and January only. Students who have not had the preliminary bookkeeping training may enter at the opening of any term in order to secure the necessary preliminary foundation.

TIME—Students starting with the September Accounting class should finish the following June (42 weeks). The January Accounting class finishes the following December.

TUITION—Forty-two weeks, \$141.75. General Fee, \$5.25. Total cost of Books, about \$40.00.

Higher Accounting

(A Two Year Course)

Accounting is something that a man must know if he expects to rise to an executive position. The modern business man must know how to read cost sheets, how to analyze balance sheets, how to determine the proper statistics necessary to the successful control of the business. In short, he must thoroughly understand the record keeping from the point of view of the head of the business. The only way to be able to do this is to study accounting. Others study accounting with the idea of securing employment in an accounting office, and of eventually becoming professional accountants after having complied with the state laws governing the registration of public accounts.

At Ferris Institute we have arranged a thorough, practical course of accountancy. The student is given actual accounting practice just as if he were in an accounting office. He actually does the work, instead of being told only how it should be done. It is just the same as working under the direction of an accountant in a regular business, if that were possible. The instructor lays out the work to be accomplished, explains the best methods of doing it, gives the student all of the information that he will need, and then the work itself is done, and turned in. It is psychologically true that the things one makes mistakes on are the things remembered best. By this method, the student makes many more mistakes than he does in studying theory only. Consequently, after he has gone ahead and done a section of the work, and made mistakes, and had them corrected and been told where he is wrong, he has a well defined idea of what the work is about, and when the time comes, he will be able to do it again, and do it properly.

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|--------------------------------------|-------------------------|
| 1. Accounting and Law, Six Semesters | 8. Economics I and II |
| 2. Algebra | 9. Psychology I and II |
| 3. Business Arithmetic | 10. Geometry |
| 4. Business Organization | 11. Public Speaking |
| 5. Business English | 12. Rapid Calculation |
| 6. Credits and Collections | 13. Required Reading |
| 7. Commerce and Industry | 14. Vocational Guidance |
| | 15. Business Practice |
| | 16. Banking |
| | 17. Filing |

ACCOUNTING OUTLINE

The first year's work in this course is identical with the work in the Business Administration Course. During the second year the student completes three additional semesters of accounting and law, a semester of sociology, and two semesters of psychology, commerce and industry and banking. Students may complete this course in two years without having had preliminary training in bookkeeping.

The following is a detailed outline of the six Accounting semesters:

SEMESTER A.

New Classes September and January.

Theory and Practice of Accounting: Prerequisites, objects, nominal and real elements, statements and columnar development with controls. (Ten printed lectures and examinations, 16 class propositions.)

Business Law: Principles of the Law, Law of Contracts. (Eight printed lectures and examinations.)

Correlated Work: Applied Economics, Organization and Finance.

SEMESTER B.

Theory and Practice of Accounting and Auditing: Consignments and settlements, arithmetical expedients, construction of records, charts and devices, planning and devising systems, procedures, codes, rules, flow of authority, automatic checks, localization of error, etc. (Ten printed lectures and examinations, 16 propositions.)

Business Law: The Law of Agency, Insurance, Partnership, Landlord and Tenant. (Eleven printed lectures and examinations.)

Correlated Work: Applied Economics, Organization and Finance, Agency, Trade Development, Auditing.

SEMESTER C.

• *Theory and Practice of Accounting and Auditing:* Corporation Records, acquisition of properties, dissolution, capital and revenue expenditures, principles of valuation, working capital, scrip, reserves, funds, margin, rest, bonds, syndicates, consolidations, application of principles of auditing. (Ten printed lectures, 16 propositions.)

Business Law: Law of Corporations, Bankruptcy, Liens, Negotiable Paper. (Twelve printed lectures and examinations.)

Correlated Work: Applied Economics, Organization and Finance. Uses of corporate organization and proprietorship, its limitations, etc. The principles of finance, banking, syndicates, pools, flotation, promotion, securities.

SEMESTER D

Theory of Accounts: Cost Accounting and Management—divisions of industry, principles of organization, charts of organization and management, units of cost, elements of cost, cost systems, control of pay rolls, control of stores and inventories, use of mechanical appliances, cost statements, graphic presentations, etc.

Practical Accounting: Text Propositions, Class Elucidations, Instructor's Comments, Printed Solutions, etc.

Auditing: Corporate Applications—continued training in the application of the principles of Auditing to business problems and conditions.

Business Law: Decedents' Estates, Assignments and Insolvency, Receivers, Bailments—Carriers, Legal Propositions, Text Examinations, etc.

Correlated Work: Economic Principles—production and distribution, maintenance of capital, depreciation, etc.

Finance—fiduciary relations, reorganizations, receivers, etc.

SEMESTER E

Theory of Accounts: Distribution—subdivided as to storage, transportation, and trading; Financing, with particular reference to current financing of business enterprises; Personal Service, subdivided as to housing and food, amusements, and professions.

Practical Accounting: Text Propositions, Class Elucidations, Instructor's Comments, Printed Solutions, etc.

Auditing: Distributive Enterprises—continued training in the application of the principles of Auditing to business problems and conditions.

Business Law: Interstate Commerce, Federal Reserve Banks, National Banks, Law of Sales, Legal Propositions, Text Examinations, etc.

Correlated Work: Economic Principles—distribution, transportation, trading, etc. Finance—banking, stock-brokerage, selling and promotions, etc.

SEMESTER F

Theory of Accounts: Special Subjects—estates and trusteeships, Federal taxation. Research and Investigation Practice—the basis for graduation diploma.

Practical Accounting: Text Propositions, Class Elucidations, Instructor's Comments, Printed Solutions, etc.

Auditing: Advanced Auditing in Detail—the viewpoint of the professional accountant, the viewpoint of the business enterprise; kinds of audits, working procedures, reports, ethics, analysis of propositions, etc.

Business Law: In Semester F, the work in Law is limited to taxation, and to review lectures and quizzes. The extra time, thus made available, is devoted to the study of the subjects, other than Law, outlined in this Semester.

Correlated Work: Economic Principles—taxation.

Tuition is the same as for Business Administration.



SHOW CARD CLASS

Commercial Teachers' State Life Course

Hundreds of teachers, graduates of high schools, normal schools and colleges are teaching for much less than they could command as teachers of commercial, shorthand, and allied branches in public and commercial schools. No longer do leading educators frown upon commercial education. The business world has forced the educational world to accept a broader view of the function of the public school. Commercial education has come to be a public necessity. This necessity has created a demand for commercial and shorthand teachers. Two years in the Ferris Institute will enable the successful public school teacher to take a position at from \$125 to \$150 per month. Every year we have calls for specialists at from \$1,500, \$1,800 to \$2,000. Today, this field is the best for ambitious men and women who possess a thorough general education.

The Ferris Institute offers a two-years' course for commercial and shorthand teachers. Graduates from approved high schools or from the College Preparatory Department of the Ferris Institute will receive a State Life Certificate upon completing this course. Three distinct courses are offered: A Commercial Teachers' Course, a Shorthand Teachers' Course, and a course which includes the essentials of both. Unless a student has a particular preference he should pursue the combined course.

State Life Courses for Commercial Teachers

WITHOUT SHORTHAND

FIRST YEAR

Fall Term—
Elements Bookkeeping
Business Arithmetic

SECOND YEAR

Fall Term—
Bookkeeping Office Practice
Commercial Law

College Rhetoric
Economics
Winter Term—
Advanced Bookkeeping
Business English
College Rhetoric
Sociology
Rapid Calculation
Spring Term—
Business Practice
Corporations
Business Organization
College Rhetoric
Salesmanship
Blackboard Writing

Mental Arithmetic
Psychology I
Typewriting
Winter Term—
Banking Offices and Class
History of Education
Practice Teaching
Psychology II
Typewriting
Spring Term—
Com'l Geography
Methods of Teaching
Cost Accounting
Public Speaking

Spelling, Penmanship and Debating required of all students.

Combined Commercial and Shorthand Teachers' State Life Course—Two Years

FIRST YEAR

Fall Term—

Elements of Bkpg.
Bus. Arith.
Col. Rhet.
Economics

Winter Term—

Advanced Bkpg.
Bus. English
Col. Rhet.
Sociology
Rapid Calculation

Spring Term—

Corporations
Bus. Organization
Col. Rhet.
Salesmanship
Blackboard Writing

SECOND YEAR

Fall Term—

Shorthand
Com'l Law
Mental Arith.
Psychology I
Typewriting

Winter Term—

History of Education
Shorthand
Methods of Teaching
Psychology II
Typewriting

Spring Term—

Com'l Geography
Practice Teaching
Shorthand Office Training
Cost Accounting

Spelling, penmanship, and debating are required of all students.

Shorthand Teachers' State Life Course—Two Years

FIRST YEAR

Principles	16 weeks
Typewriting	36 weeks
Business English	24 weeks
Psychology I and II	24 weeks
Advanced Theory	20 weeks
(a) Punctuation	
(b) Etymology	
(c) Diction	
(d) Methods	
Rhetoric	36 weeks
Penmanship	90 per cent
Spelling	95 per cent
Rapid Calculation	12 weeks
Debating	12 weeks

SECOND YEAR

Public Speaking	12 weeks
Mental Arithmetic	12 weeks
Principles of Bookkeeping	12 weeks
Blackboard Writing (S) ..	6 weeks
Practice Teaching (T) ...	12 weeks
Office Practice	12 weeks
(a) Stenographic Practice	
(b) Filing, Duplicating	
(c) Phonographic Dictation	
Office Efficiency	6 weeks
Typewriting, from copy ..	40 words
Political Economy	12 weeks
History of Education	12 weeks
Sociology	12 weeks

TUITION—Six weeks, \$22.50. General Fee, 75 cents. See Tuition schedule for long term rates.

Typewriting Department

The time was when typewriting was thought of as a secondary matter, but today it has a place in the work of other leading professions, and no young man or woman need hesitate for an instant to take a "Typewriting Course." The truth of the matter is, typewriting is of the highest practical utility and importance, and should be pursued with the same care and diligence as shorthand.

The efficient stenographer must be a rapid, accurate typist if he desires to be of the greatest service to his employer.

EQUIPMENT

The Ferris Institute spares no expense in making this one of the most valuable departments of the school. Our equipment consists of one hundred standard typewriters, machines most widely used in leading business houses.

INSTRUCTION

Touch typing is taught and the common hunt-and-pick method of teaching it is *not* used. There is no memorizing of the keyboard, no hunting for the correct key, no guessing about the movement to be made. Students are taught the exact movement to make for each key—a movement which never varies. There is no slow jerky movement learned at the beginning to be unlearned later; but the student is taught the movement for each key needed in the first lesson and types at once with perfect rhythm and quick short exact strokes from 20 to 25 words per minute. Work continues at this speed until the student has learned to use all the parts of his typewriter and to write from any kind of copy, countering the headings and arranging the material as he writes. Special emphasis is placed upon the various standard letter forms, tabulated



TYPEWRITING ROOM

work, manifolding, and copying from rough drafts. When this work is completed the student is transferred to the advanced class and begins typing from easy copy at from 40 to 50 words per minute. Special emphasis is at all times placed upon rhythm and invariable fingering. Exercises for finger training are given at the very beginning of the work. These exercises which teach finger control and make the fingers supple are a very important part of the work. With well trained fingers and perfect rhythm, speed comes naturally and easily to our students.

COMMERCIAL TYPEWRITING

Bookkeepers having a practical knowledge of typewriting have found it easy to secure lucrative positions. In an office where the service of a stenographer is not required, the bookkeeper is frequently required to prepare statements, write letters, etc., on the typewriter. In order to meet this demand the Institute has made typewriting one of the subjects required in securing a commercial diploma.

WHEN TO BEGIN

Classes Are Organized Six Times a Year

Fall TermOn Monday nearest September 1
Winter TermOn Monday nearest November 1
Midwinter TermOn Monday nearest January 1
Spring TermOn Monday, last week of March
First Summer TermOn Monday, last week of May
Second Summer TermOn Monday nearest July 1

The candidate who wishes to succeed with the least effort must begin with a regular class. The loss of a few days at the beginning of a class is serious and mars the progress of the student.

Tuition is figured on a basis of six weeks. Students should take two periods a day. Two periods for six weeks costs \$2.50.

Civil Service Department

We call particular attention to the examination for stenographers, bookkeepers, and forestry clerks, the latter being a combination requiring both shorthand and bookkeeping.

The entrance salaries paid by the government are, as a rule, larger than those paid by many private concerns. A young man eighteen years of age, having graduated from high school and taken a business course in the Ferris Institute, should without trouble pass the bookkeeper's or stenographer's examination and secure a position in the government service at Washington at an entrance salary of \$100 a month. This is more than enough to pay his living expenses and tuition fees, etc., for a course of law, medicine, or engineering at one of the Washington professional schools. In six years' time he would have completed what corresponds to the regular four-year college course, and in the meantime his salary would have increased to \$1,500 or \$1,600.

Who are eligible?

Men and women at least 18 years of age who are citizens of the United States, of good habits and without serious physical defects. Write us for special information regarding the branch of the service you wish to enter.

How much education is necessary?

This depends upon the department of service you wish to enter. A common school education, together with special training is all that is required for many of the positions.

What departments of the service offer the best opportunities?

Stenography and Typewriting for men and women.
Bookkeeping for men.
Clerical work for men and women.
Rural and City mail carriers for men.

Post Office Clerks for men and women.
Custom House service for men and women.

Why do we advise Stenography and Bookkeeping?

Because Stenography and Bookkeeping fit a person for the business world as well as for the Government service. Any young man or woman who understands these two subjects need never be without a job.

What salary does the Government Pay?

From \$1,200 a year upwards. The amount is increased from year to year.

What opportunities does Washington offer?

It is the center of governmental activity for the United States. Her Colleges and Universities are open to Government employees.

What courses do these higher institutions of learning offer?

Law, Medicine, Engineering, Literary, Scientific, Domestic Science, Art, etc.

How long will it take the Government employee to finish a regular four-year College course?

About six years. The schools are open after 4 P.M. and from 7 to 9 P.M. By pursuing this plan, the ambitious young man or young woman can even save money while attending College.

GOVERNMENT REQUIREMENTS

Stenographer (male and female), Departmental and field service.

Age limit, 18 years or over. Subjects of examination and relative weights:

Stenography	75	Arithmetic	5
Penmanship	5	Copying from Rough Draft.....	10
Report Writing	5		

Age limit in Isthmian Canal Service is 20 to 45 years, and in the Philippine Service 19 to 40 years. Men only will be admitted to these examinations.

Bookkeeper (men only), Departmental Service,—Age limit, 18 years or over. Subjects of examination and relative weights:

Spelling	10	Copying and Correcting Manu-	
Arithmetic	15	script	10
Penmanship	10	Bookkeeping	40
Report Writing	15		

Clerk,—Departmental Service. Age limit, 18 years or over.
Subjects of examination and relative weights:

Spelling	10	Copying and Correcting Manu-	
Arithmetic	25	script	15
Penmanship	15	Geography and Civics	10
Report Writing	25		

Typewriting Examination

Copying from Rough Draft.....	20	Letter Writing	15
Copying from Plain Copy	20	Arithmetic	10
Spelling	5	Time (based on first three).....	20
Penmanship	10		

Post Office Clerk, City and Rural Mail Carrier

Spelling	10	Arithmetic	20
Copying from Plain Copy	20	Penmanship	20
Reading Addresses	10	Letter Writing	20

Forest and Field Clerk.—Age, 18 years or over. One year's office experience required.

Subjects of examination and relative weights:

Spelling	5	Bookkeeping	20
Shorthand	25	Arithmetic	10
Copying from Rough Draft.....	10	Penmanship	5
Copying from Plain Copy.....	5	Report Writing	10
Time	10		

Railway Mail Clerk.—Age, 18 to 35; medical certificate required. Height, 5 ft. 5 in.; weight, 130 lbs.

Subjects of examination and relative weights:

Spelling	10	Letter Writing	20
Arithmetic	20	Copying from Plain Copy	20
Penmanship	20	Geography	10

The Ferris Institute offers exceptional advantages to those who wish to enter government service. Preparation can be made for other departments than those mentioned.

Penmanship Department

For forty-two years the Ferris Institute has been noted for teaching rapid, easy, and legible handwriting. At present there is no indication that machine writing, valuable as it is, can ever become a substitute for this old fine art.

Not every student can acquire a "copper plate hand." Every student who is mentally and physically normal can acquire a legible handwriting. Speed is partly a matter of temperament. Those who are naturally slow in their physical movements rarely develop a high rate of speed in writing.

No school has a monopoly in teaching penmanship. Every first-class school employs a specialist who is thoroughly familiar with the best methods of teaching this wonderful art. We conduct four classes throughout the year, and during the mid-winter term six classes. Both class and individual instruction is given. Our progressive drills enable every faithful student to acquire a plain, business handwriting. Every business firm condemns slovenly and illegible writing. Other things being equal, the practical penman gets the best position.

A skillful teacher who is a skillful penman inspires his students. We prepare students for securing both the Palmer and the Zaner penmanship teachers' certificates.

While we do not advertise a "Pen Art Department," we do offer the best opportunities to students who wish to prepare themselves for professional penmanship work. We organize special classes in ornamental penmanship, including engrossing script and text lettering such as used in diploma filling and resolution writing, when a sufficient number of students desire the work. The Penmanship Department also offers a complete course in show card writing, teaching both pen and brush work. The professional penmen sent out by the Ferris Institute command large salaries as teachers and supervisors of penmanship in the public schools and business colleges. See next page. Send for specimens.

Penmanship

L. Adams W. Farley

W. Palmer

W. King W. Lane

Business Capitals

a b c d e f g h i j
k l m n o p q r s
t u v w x y z &c.

W. Reed

Music Department

The Ferris Institute School of Music offers a very comprehensive course of study.

To those students who desire musical training, every advantage is offered, whether they wish to prepare for a professional career, take the regular course, or desire private instruction only.

Students who do not wish to take any specified course may take private or class lessons in any department and will be considered regular students. All advantages will be accorded them, and everything will be done to insure their advancement.

Music students may without charge elect one additional subject in the English, Normal, or College Preparatory Departments. Psychology or a language is recommended.

Registration

A year in the School of Music consists of four terms of ten weeks each. In the summer a special six weeks' term is offered. Students may register at any time for private work. Upon leaving the Institute, each student may receive a testimonial in which the time spent at the Institute, diligence in study, and progress will be faithfully recorded.

Piano Course

PREPARATORY

Grade I. Hand Culture. Finger Exercises, fundamental rhythm, phrasing and ear-training.

Grade II. Continuation of Grade I. Easy Sonatinas and pieces by Clementi, Dussek, Kuhlman, Bach, etc.

INTERMEDIATE SCHOOL

Grade I. Advanced Technical exercises, scales, arpeggios, broken chords. Studies by Czerny, Heller, Bertini, etc., Bach's

two-part inventions. Easy sonatas and pieces by Haydn, Mozart, Clementi, Beethoven, Mendelssohn.

Grade II. Continuation of Grade I. Scales in double thirds and sixths. Easier studies by Chopin, Liszt, etc. Bach's three-part inventions. Mendelssohn's Songs without Words. Smaller numbers of Schumann, Chopin, Greig, Rubenstein, Liszt, McDowell, etc. Sight Playing.

Advanced School

TWO-YEAR COURSE

Difficult studies by Clementi, Chopin, Liszt, etc. Bach's Fugues, pieces and concertos by Beethoven, Chopin, Schumann, Saint-Saens, etc. Accompanying Sight Playing.

Violin Course

PREPARATORY

Fundamental exercises of Sevcik, Zajic-Czerwonky, F. Wohlfahrt, Mazas, Kayser and Sitt with concertinas and pieces by F. Seitz, Accolay, Dancla, Jansa, Czerwonky and others.

INTERMEDIATE

Studies by Sevcik, Zajic-Czerwonky, Kreutzer, and Fiorello. Bowing exercises by Casorti. Concertas by Rode, Kreutzer, Violti. Pieces by Wieniawski, Hubay, Burleigh, Saenger, Czerwonky, Kriesler and others.

ADVANCED SCHOOL

Studies by Sevcik, Zajic-Czerwonky. Etudes by Leonard, Rode, Alard and Dont.

Concertos by Beethoven, Bruch, Mendelssohn, Spohr, Wieniawski and others.

Classic masters of the 18th Century and modern repertoire.

Musical Theory

In the preparatory classes special attention is devoted to instruction in the Rudiments of Music, and students are examined as to their knowledge of this elementary branch before they take up the study of harmony and counterpoint.

This work is made as practical as possible, the aim being to provide the student with a solid basis of musicianship in harmony, counterpoint, canon and fugue.

EAR TRAINING

In this course the student is taught to think in terms of sound and is made independent of the piano or any other instrument. The work in this class is of the utmost importance.

HARMONY

This study includes the triads in close and open positions, cadences in major and minor keys, dominant seventh and its inversions in major and minor, secondary seventh chords, and their inversions in major and minor keys, pedal point, altered chords, chromatic and mixed chords, etc.

HISTORY AND APPRECIATION OF MUSIC

The knowledge of musical history is essential to the education of every musician, and all students are encouraged to attend the lectures which deal with the development of music and with the lives and works of the masters who made musical history. The works of the foremost composers are studied with the aid of phonographic illustrations.

COUNTERPOINT

This course covers strict writing in all species in two, three, or more voices, together with an outline of the various combinations of species and free writing.

COMPOSITION

Students in composition are offered here an opportunity for advanced work in harmonization, melody writing, rhythm, accompaniments, etc.

CANON AND FUGUE

The study of these subjects offers an opportunity for continued training in theory.

Band and Orchestra Instruments

CORNET—TROMBONE

A scientific method is taught for breathing, articulation, and tone, as applied to all valve brass wind instruments. Students are prepared for band, orchestra, and solo work.

DRUMS

A practical method has been worked out whereby students who desire preparation for Band and Orchestra can receive instruction in class or privately.

CLARINET, SAXAPHONE, ETC.

The Ferris Institute offers instruction on all orchestral and band instruments as well as on mandolin, guitar, mandolin-banjo, etc.

Every student who is qualified should join either the band or the orchestra. There is no other form of musical study or practice that will pay such dividends for the time expended.

In these organizations, the student gains steadiness of time, and learns to lose himself by blending the tone of his instrument with the tone of the other instruments being played.

He also learns that good ensemble music is gained through co-operation, and that the one great requisite of the ensemble player is to be able at all times to follow the will of the conductor of the orchestra or band. We maintain an orchestra all the time, and nearly every term we have a band of good size. These organizations are for the students, and all players of band and orchestra instruments are urged to join.

Please call the attention of any one likely to be interested in this announcement, or send us the name and address.

Extension Department

**NORMAL, COLLEGE PREPARATORY, BOOKKEEPING
AND SHORTHAND SUBJECTS BY MAIL**

**FERRIS INSTITUTE
Big Rapids**

Hundreds of ambitious young men and young women are so situated that they cannot give up, even for a few months, their present occupation in order to attend school or college. They realize the necessity of supervised effort.

The Advantages of a Correspondence Course Are Many

Individual Instruction—The student is under the direction of competent instructors who are familiar with his individual needs.

Profitable Employment of Spare Moments—The time spent out of regular working hours is too often wasted or worse than wasted.

Small Cost—The amount of money invested is small as compared with the results obtained from taking a thorough course in Bookkeeping or Shorthand.

COLLEGE PREPARATORY AND NORMAL

The Ferris Institute is prepared to give courses by mail in the following subjects: Arithmetic, Algebra, English, History, Geometry, Physiography, Economics, Literature, Geography, Civics, Physics, Latin, Psychology, History of Education, and other high school or normal subjects. The tuition for each unit of twelve weeks' school work is \$10.00. Books are extra. Laboratory work must be done at the Institute. Teachers and those unable to attend school will find the above courses invaluable.

Opportunities for Those Who Pursue a Business Course

- First—For those who wish to enter upon a business life as managers or proprietors of enterprises involving merchandising, manufacturing, etc.
- Second—For those who wish to command higher salaries as cashiers, head bookkeepers, accountants, office managers, and superintendents.
- Third—For those who desire to become bookkeepers or office assistants for a few years as a stepping-stone to some other vocation.
- Fourth—For those who are preparing to teach commercial branches in high schools and business colleges.
- Fifth—For those who wish to prepare for U. S. Civil Service positions.

BOOKKEEPING

The course is divided into four parts and the tuition for each part is \$10. When the four parts are finished and the final tests are passed, a credit will be issued the same as if the work were taken in school. This is one of the ten credits required for graduation from the Commercial Department. The first part of the course is Elements of Bookkeeping. Tuition, \$10.00; outfit, \$3.50.

The second part is the Wholesale Set. Tuition, \$10; outfit, \$3.

The third division of the work is Corporations. Tuition, \$10; outfit, \$3.00.

Fourth—Cost Accountancy. Tuition, \$10.00; outfit, \$3.00.

SHORTHAND

The lessons are so carefully graded that the ordinary student can make steady and uninterrupted progress. After the lesson has been prepared by the student, according to directions, it is to be mailed to the Ferris Institute, and the work inspected. Subsequent lessons will be outlined so that while one lesson is being corrected, another lesson will be in process of preparation.

COST

The cost of the shorthand course is \$25.00. The instruction book is furnished free with the course. The Ferris Institute advises its students to spend, if possible, a few weeks in "finishing" under the personal direction of its instructors. While this personal acquaintance is not imperative, it has advantages that are worthy of consideration.

TUITION RATES

ENGLISH, NORMAL, COLLEGE PREPARATORY, COLLEGE

Six weeks	\$15.00
Twelve weeks	30.00
Twenty-four weeks	54.00
Thirty-six weeks	81.00
Forty-eight weeks	108.00

BUSINESS, SHORTHAND, PHARMACY

Six weeks	\$22.50
Twelve weeks	45.00
Twenty-four weeks	81.00
Thirty-six weeks	121.50
Forty-eight weeks	162.00

TYPEWRITING

Six weeks, two intervals a day	\$ 2.50
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INDIVIDUAL INSTRUCTION IN MUSIC: Voice, Piano, Violin, Clarinet, Cornet, Trombone, Mandolin, Band and Orchestra Instruments

One lesson, 30 minutes	\$ 1.50
Ten lessons, 30 minutes	12.50
Twenty lessons, 30 minutes	20.00

Music students can, without extra charge, elect one class a day in penmanship, physical training, or drawing.

GENERAL FEE

A general fee of 75c for each six weeks is paid by all students for athletic games, entertainments, lectures, etc.

Tuition Payable in Advance

If the student desires, tuition may be paid each six weeks that the student remains in school. We recommend that students pay but six week's tuition at the time of enrollment. If the student decides at the end of the first six weeks to pay for twenty-four weeks or longer, a discount of 10 per cent will be allowed. The first six weeks may be included in the discount rate. To illustrate: In the business department twenty-four weeks' tuition at the discount rate is \$81. Deduct the \$22.50 paid for the first six weeks, and the balance due for the remaining 18 weeks is \$58.50. No discount is allowed on the General Fee.

A fee of \$5.00 is charged for a diploma from each of the various courses. No other charge is made by the school for commencement activities.

SPECIAL FERRIS INSTITUTE ENROLLMENT CARD
TUITION paid is always good until used

Date.....192...

Name in Full

Home AddressAge.....

Parent, Guardian, or Next Friend	}	Name.....	Occupation.....
		Postoffice.....	
		Street and Number	R. F. D.....
		County.....	State.....

Number of grades finished in Public School.....

Time and Course in other schools.....

Through whose or what influence did you decide to come here?.....

Who pays your way through school?.....

Have you ever been a student here before?.....

If so, when?.....

Your church preference.....

What course do you intend to pursue here?.....

Preparing for what?.....

Character References:

1. Name

Address

2 Name

Address

SPECIAL FERRIS INSTITUTE ENROLLMENT CARD
TUITION paid is always good until used

Date.....192...

Name in Full.....

Home Address Age.....

Parent, Guardian, or Next Friend { Name..... Occupation.....
Postoffice.....
Street and Number R. F. D.....
County..... State.....

Number of grades finished in Public School.....

Time and Course in other schools.....

Through whose or what influence did you decide to come here?.....

Who pays your way through school?.....

Have you ever been a student here before?.....

If so, when?.....

Your church preference.....

What course do you intend to pursue here?.....

Preparing for what?.....

Character References:

1 Name

Address

2 Name

Address

General Items

STUDENT WELFARE

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 the development of character is the chief aim of education. The highest aim of the Ferris Institute is the work of character building. No subject is given more serious consideration by the faculty than the physical and moral welfare of the students. This makes the Ferris Institute 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 Ferris Institute believes that the school that does not make a young man or young woman better physically, intellectually, and morally, fails to fulfill its mission.

HOUSING REGULATIONS

At the opening of each term the secretary prepares a list of approved rooming houses. It is not necessary to engage rooms in advance as there are always available rooms on registration days. Students desiring rooms should advise with the secretary. Guides will be provided, who will show the student suitable rooms.

ROOM AND BOARD

Plenty of convenient rooms may be had at reasonable rates in the homes of the citizens of Big Rapids. Rooms may be rented with the privilege of light housekeeping. Board may be had in numerous boarding houses, restaurants or at the cafeteria located on the school grounds. The average price of a room furnished for two will be about \$2 each per week. The average student will spend from \$5 to \$5.50 for board. The Institute cafeteria serves meals at very reasonable rates. Students can rent rooms and board themselves at very low rates. It should be remembered

that students can live as cheaply in Big Rapids as in any other school town in the United States. There are some opportunities for students to earn a part of their expenses by working for room or meals.

THE STUDENTS FUND

Students who wish to avail themselves of the privilege, may deposit money with the secretary's office for safe keeping. Withdrawals may be made any day when school is in session and on Saturdays. The regulations are very simple, and the Institute guarantees the safety of all funds deposited.

COMMENCEMENT EXERCISES

Graduation exercises are held at the close of school in June and at the close of the second summer session in August.

Text Books

[Partial List]

Agriculture	Waters
Algebra	Wentworth-Smith
American Government	Magruder
American Literature	Long
Bookkeeping	Twentieth Century
Bookkeeping, Actual Business	Ellis
Botany	Bergen
Business English	Cody
Chemistry	Brownlee and others
Cicero	Kelsey
College Algebra	Wentworth
College Physics	Kimball
Commercial Arithmetic	Smith
Commercial Law	Rowe
English Grammar	Steps in English
English History	Andrews
Filing and Indexing	Warren Lyons McClelland
French	Thieme and Effinger
General History	Robinson and Breasted
General Science	Snyder
Geography, Commercial	Smith
Geography, Physical	Salisbury
Geography, Political	Dodge
Geology	Brigham
Geometry	Wentworth-Smith
German	Bacon
History of Education	Monroe
Latin Grammar	D'Ooge
Latin Lessons	D'Ooge
Latin Second Book	Ullman and Henry

Materia Medica	Wilcox
Mental Arithmetic	Kirk and Sabin
Organic Chemistry	Perkin and Kipping
Orthography	Pattengill
Pharmaceutical Arithmetic	Sturmer
Pharmacy	Army Principles of Pharmacy
Physics	Henderson
Physiology	Conn and Budington
Prescription	Scoville
Psychology	Woodworth
Qualitative Chemistry	Prescott and Johnson
Quantitative Chemistry	Clowers and Coleman
Rhetoric	Herrick and Damon
Secretarial Studies	Sorrell and Gregg
Shorthand (Gregg System)	Gregg
Speller	Cody
Trigonometry	Wentworth-Smith
Typewriting Manual	Rational
United States History	Muzzey
Zoology	Jordan and Kellogg

Former Students

Aberdeen, S. D.

H. W. Dabold, Creditman, Armour & Co.

Addison, Mich.

Mrs. Lou Binns-Smith, Prin. High School.

Adrian, Mich.

J. Ross Schermerhorn, Chemist, The Van Camp Packing Co.

Akron, Ohio

Goldie Beaudry, with Goodrich Rubber Tire Co.
Walter M. Bishop, Prin. Commercial Dept., High School.
Robert Cutter, Purchasing Dept., Firestone Tire & Rubber Co.
Walter M. Hansen, Inspector, International Business Machine Corp.
Fay C. Roberts, Druggist.
John F. Roberts, Druggist.

Alabaster, Mich.

Grant Curtis, (B) U. S. Gypsum Co.
E. R. Erickson, Supt. of Schools.
John Meilock, Supervisor.

Alameda, Calif.

Florence Fairman, (B) Oakland Tribune.

Alanson, Mich.

L. L. Kirsch, Agt.-Opr., Pennsylvania Ry.

Albany, N. Y.

A. C. Stephens, Commercial Instructor, Albany Business College.

Albion, Mich.

K. E. Bassett, Pharmacist.
Roger H. Davis, Asst. Cashier, Albion State Bank.
Marceleine Edgar, with Union Steel Products Co.
Don Harrington, Supt. of Schools.
Emery Hoag, with J. A. Gibbs, Fuel and Feed.
Warner H. McKinney, Stationary Engineer.
Icie K. Peterson, Secy. to Supt. and Clerk of Board of Education.
Harvey W. Russell, Real Estate.
A. R. Smith, Drugs, Paints, Wall Paper.

Alhambra, Calif.

Rushton F. DuBois, Merchant.

(B) Signifies Bookkeeper; (S) Stenographer; (B&S) Bookkeeper and Stenographer; (T) Telegrapher; (Ph) Pharmacist.

Allegan, Mich.

Herbert Baker, Prop. Baker's Drug Store.
B. A. Brown, (Ph) Tripp's Drug Store.
Orr E. Mead, (Ph) Peet's Drug Store.
Roscoe E. Myers, Auditor, Blood Bros. Machine Co.
Burrell Tripp, Tripp's Drug Store.
Harold D. Tripp, Prop. Tripp's Drug Store.
L. J. Weipert, Asst. Office Mgr. Oliver Furniture Co.
Grace Whitbeck, (Ph) Baker's Drug Store.

Allen, Mich.

V. L. Cory, Druggist.

Allenville, Mich.

James G. Erskine, Postmaster.
John C. Erskine, Township Clerk and Mechanic.
R. G. Langdon, Rural Mail Carrier.

Alma, Mich.

Forrest C. Burchfie'd, Asst. Cashier, Alma State Savings Bank.
Ruby V. Cobb, (S) Republic Motor Truck Co., Inc.
D. D. Cotant, Office Mgr., Swift & Co.
Cora Dunlap, Prin. Washington School.
Olen G. Ferris, City Mail Carrier.
Guy A. Giles, Tire Dealer.
D. H. Haskell, Asst. Cashier & Asst. Paymaster, Republic Motor Truck Co., Inc.
W. Wallace Hill, with Republic Motor Truck Co., Inc.
Chas. E. Ingersoll, (B) J. M. Montigle & Son, Hdw. and Implements.
Albert C. Johnson, City Clerk.
Jno. A. Lowry, Cost Accountant, Republic Motor Truck Co., Inc.
Wm. P. McFadden, Asst. Cashier, First State Bank of Alma.
Leon H. McNeill, Parts Clerk, Republic Motor Truck Co., Inc.
Wm. J. Olds, Shipping Clerk, Republic Motor Truck Co., Inc.
Frank O. Parker, Postmaster.
Iva G. Parker, (B) F. L. Broughton & Co., Gen'l Contractors.
Mrs. F. E. Pollosky, Pres. Michigan Branch of Woman's National Farm and Garden Assn.
Victor Rademaker, Ford Sales Agency.
Violet Rather, Cashier, Pere Marquette Ry.
Helen Siler, (B) Simon Bros. & Co.
W. R. Tomlin, Credit Mgr., Republic Motor Truck Co., Inc.
Bert Wheaton, with Republic Motor Truck Co., Inc.
Doris Whitman, Opr., W. U. Tel. Co.
Albert Williams, with Consumers Power Co.
Lucy Williams, with Libby, McNeill & Libby.

Almont, Mich.

Paul V. Bretz, Cashier and Director, The First National Bank.

Alpena, Mich.

E. Lorene Cochran, Rural Supervisor in Wayne Co.
W. W. Gould, Court Reporter.
Clarence Rau, Pharmacist.
Orvin S. Rice, Instructor, Manual Arts, Public School.
James A. Spens, Prop. Spens' Pharmacy.

Alpha, Mich.

Ida Grieshammer, Prin. High School.