

H. N. Jerazian

The
Anatolian

Anatolia College

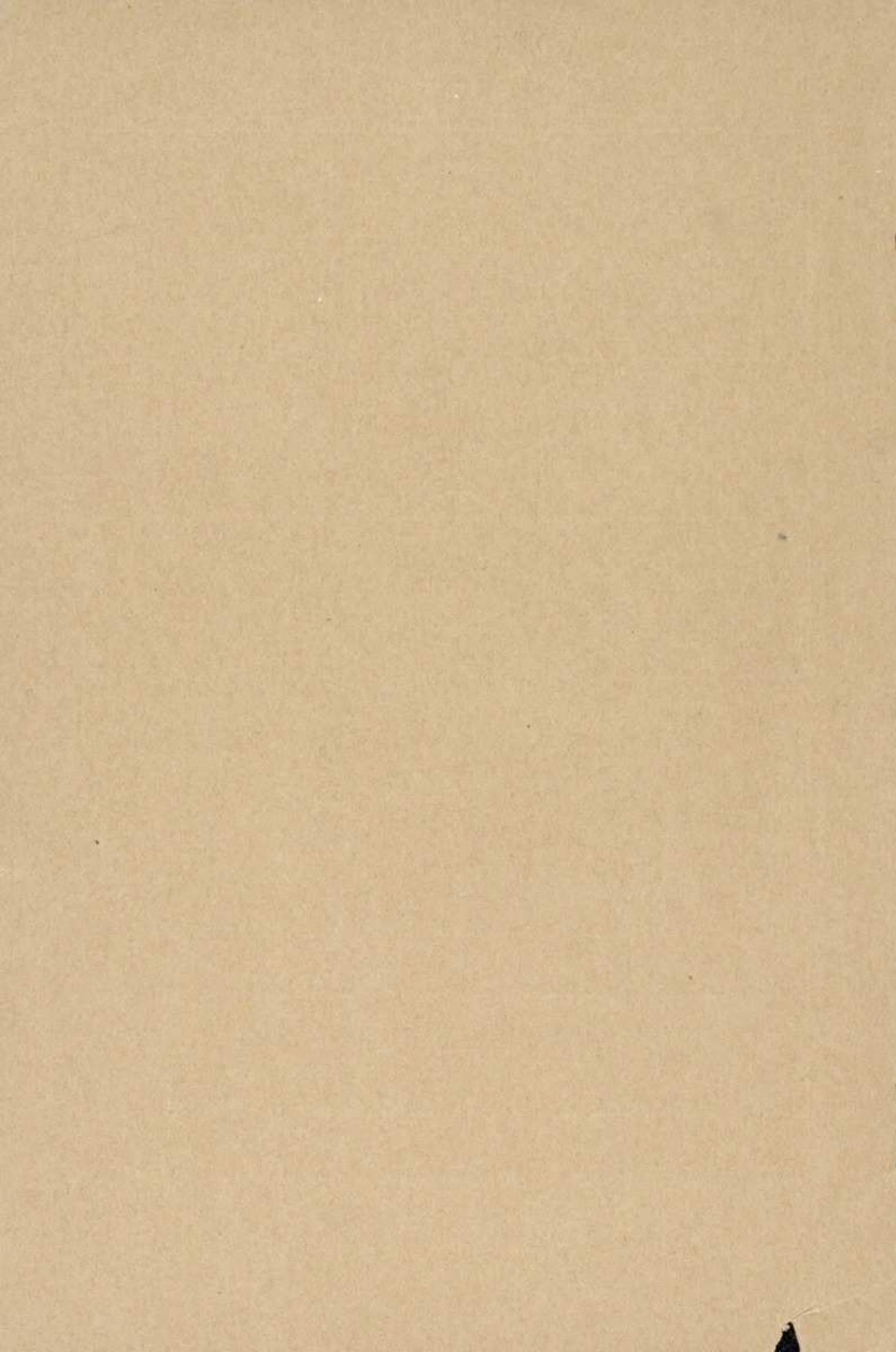
Anatolia Girls' School

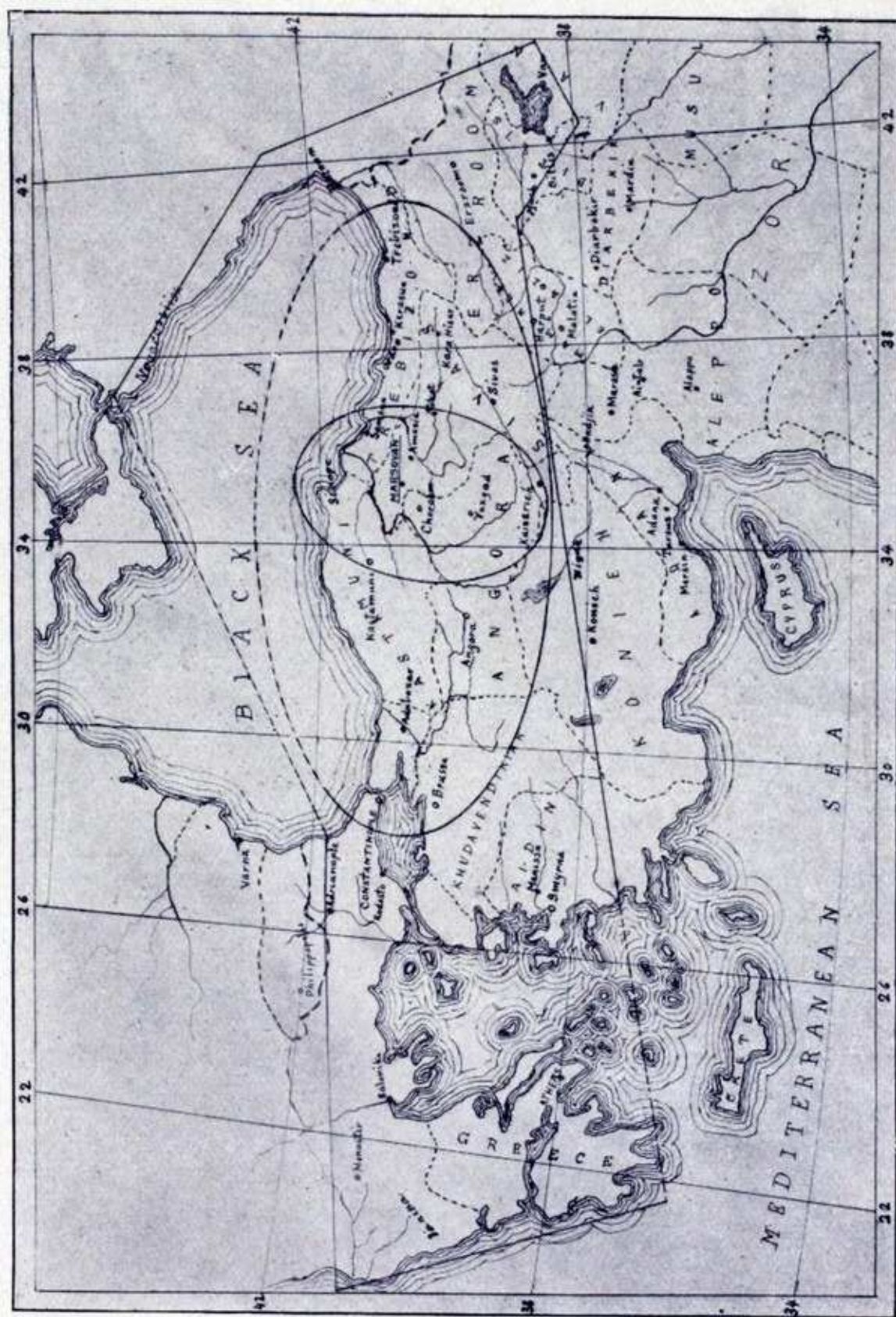
Anatolia Hospital

Anatolia Theological Seminary

Marsovan, Turkey

Nineteen Hundred Thirteen-Fourteen





MAP OF THE REGION WHENCE STUDENTS CAME TO ANATOLIA, THE SMALL ELLIPSE SHOWS THE APPROXIMATE FIELD IN 1890; THE LARGER ELLIPSE, TEN YEARS LATER; THE LARGE IRREGULAR FIGURE, THE EXPANSION SINCE.

THE ANATOLIAN

ANATOLIA COLLEGE

ANATOLIA GIRLS' SCHOOL

ANATOLIA HOSPITAL

ANATOLIA THEOLOGICAL SEMINARY



1913 - 14

MARSOVAN, TURKEY

CALENDAR.

College year begins Wednesday, September 10, 1913.
(Entrance examinations the previous Monday and Tuesday.)

First term ends Monday, January 5, 1914.

Second term begins Wednesday, January 21.

First Semester ends Friday, February 6.

Second Semester begins Tuesday, February 10.

Easter vacation, Thursday, April 16, to Monday, April 27.

Third term begins Tuesday morning, April 28.

Baccalaureate Sermon, Sunday, June 14.

Prize contests, Wednesday, June 17.

Commencement, Friday, June 19.

Examinations, Saturday, Monday, and Tuesday, June 20, 22, and 23.

College year begins Wednesday, September 9, 1914.

(Entrance examinations the previous Monday and Tuesday.)

Christmas vacation, Tuesday, January 5 to Thursday, January 21, 1915.

First Semester ends Friday, February 5.

Second Semester begins Tuesday, February 9.

Easter vacation, Thursday, April 2, to Monday, April 12.

Third term begins Tuesday, April 13.

Baccalaureate Sermon, Sunday, June 13.

Prize contests, Wednesday, June 16.

Commencement, Friday, June 18.

Examinations, Saturday, Monday, and Tuesday, June 19, 21, and 22.

College year opens Wednesday, September 8, 1915.

(Entrance examinations the previous Monday and Tuesday.)

TRUSTEES.

The Prudential Committee of the American Board of Commissioners for Foreign Missions hold a charter granted by the State of Massachusetts, incorporating them as Trustees of Anatolia College, with all the powers and privileges pertaining to similar bodies in other colleges. They, as Trustees, have appointed the following persons as managers:

MANAGERS.

Rev. G. E. WHITE, D.D.	Term expires	July, 1914
Rev. CHAS. C. TRACY, D.D.	" "	" 1915
Rev. ERNEST PYE	" "	" 1916
D. K. GETCHELL, Esq.	" "	" 1917
Rev. T. A. ELMER	" "	" 1918

STAFF OF INSTRUCTION.

Rev. CHARLES C. TRACY, D.D., President.*
Lectures on Evidences of Christianity.
Instructs in Ethics, International Law, and in Scripture.

Rev. GEORGE E. WHITE, D.D., Dean.†
Bible Instruction.

Rev. T. A. ELMER, M.A.
Acting Head of the English Department.

D. K. GETCHELL, B.A., Head of Preparatory Department.
Rhetoric.

Rev. ERNEST PYE.

J. K. MARDEN, M.D.
Surgeon in Hospital and Physician in College.

J. J. MANISSADJIAN, M.Sc.
Professor of Natural Science.

A. G. SIVASLIAN, Ph.D.
Professor of Mathematics and Astronomy.

DEMETRIUS THEOCHARIDES, M.A.
Professor of the Greek Language and Literature.

V. H. HAGOPIAN, M.A.
Professor of the Turkish Language and Literature.

Rev. J. P. XENIDES, M.A.
Professor of History and Philosophy.

K. H. GULIAN, B.A.
Professor of the Armenian Language and Literature.

A. T. DAGHLIAN, B.A.‡
Professor of Music and Instructor in Penmanship and Drawing.

WALTER N. JAMES, B.A.
Instructor in English.

LOUIS LERESCHE,
Instructor in the French Language and Literature.

C. I. CONSTANTINIDES, M.A.
Instructor in English and the Bible.

* Absent on furlough.

† Assumes office as President, at Commencement, 1914.

‡ Absent for study.

GREGORY CHAKALOFF,
Instructor in the Russian Language and lessons in Russian.

V. M. MIRAKIAN, B.A.*
Assistant in Armenian.

G. K. KOJAYAN, B.A.
Assistant in Turkish.

KAPRIEL PAPAZIAN, B.A.
Assistant in Armenian and Mathematics.

CALLISTHENES HURMUZIADES,
Assistant in Greek.

EVDOKIMOS EGYPTIADES, B.A.
Assistant Librarian.

CARL C. COMPTON, B.A.
Instructor in English.

H. M. KYPRIANIDES, B.A.
Assistant in Natural Science.

C. L. TERZOPOULOS, B.A.
Instructor in English and the Bible.

A. N. MURADOGLHOU, B.A.
Instructor in Turkish and Mathematics.

H. N. JENAZIAN, B.A.
Secretary.

A. K. SHUKYUROGHLU, B.A.
Instructor in English and Mathematics.

H. H. YAGHLIAN, B.A.
Instructor in Armenian and Mathematics.

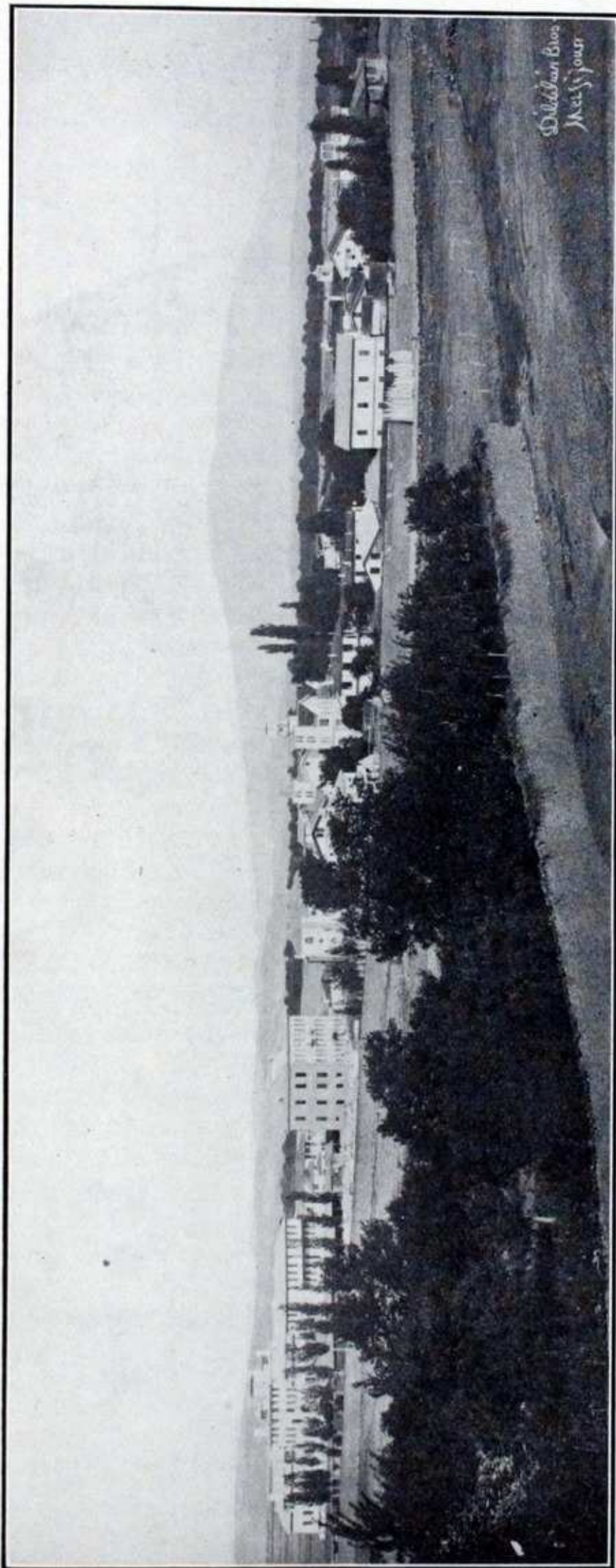
Rev. ERNEST PYE,
Librarian.

Mr. and Mrs. GETCHELL,
Superintendents of the Home for Younger Preparatories.

Mrs. S. S. SMITH,
Matron.

N. L. NERSON,
Master in Self-Help Department.

* Absent for study.



CAMPUS, FROM THE WEST.

THE ANATOLIAN GROUP.

The institutions comprising the Anatolian Group are indicated on the title-page. An observer looking down on the location from an airship might ask: What is the significance of such an educational establishment here among the mountains of Pontus? Let this question be answered without exaggeration or color. But it will be well for the interested reader first to get a true idea of the location. This is the Marsovan plain, sixty miles inland from the port of Samsun, which distance will soon be traversed in two or three hours by rail, and in a little longer time by automobile. The town is on the northern and highest portion of the great plain, which is three hundred square miles in area. The College premises are on the northern edge of the town, and scarcely a quarter hour's walk from the foot of the mountains. At the southeast extremity of this great plain is the gorge through which flows the *Tersakan*, to join the Iris deeper in the gorge at Amassia, the birthplace of Strabo. There the traveler finds the castle of Mithridates, king of Pontus, and there the mysterious rock-tombs, objects of such interest to antiquarians. The fortress of Mithridates crowns the precipitous rocks overhanging the Iris, on which it looks down a thousand feet.

Looking westward from the site of the College, the eye meets the high mountains on that extremity of the plain. Through the valley the other side of those mountains flows the river Halys, one of the most famous in all history, whose banks have been fought over by more nations and chiefs, perhaps, than any other in the world. Turning to the east, you see the White Mountain (*Ak Dag*) rising to the height of six thousand seven hundred feet above the sea. All along the north, and very near, lie the *Tafshan*, or Hare Mountains, near the

same height. The whole plain is a great basin, the ring of mountains around it being about six thousand feet in height. The site of the clustered Anatolian institutions is about two thousand five hundred feet above sea level. The pictures will at once show that this is a magnificent situation among the mountains. The climate is fine, blest with mountain air and a more than usually large supply of water, in comparison with many other Oriental towns. The salubrity of the climate is manifest in the robust health of some foreigners who have labored near fifty years at this center. A health report of students gathered here would be of very high grade. The vigorous growth and ruddy faces of boys and girls maturing here testifies to the same thing. The region is wonderfully rich in mines, especially coal, inexhaustible in quantity.

THE MORAL ATMOSPHERE.

Salubrity of climate for institutions — an environment favorable to physical well-being — is a condition the importance of which hardly needs to be insisted on, as healthy minds and sickly bodies cannot ordinarily be expected to harmonize. On the physical side the Anatolian institutions are highly favored. The moral atmosphere is still more important, and it is the fixed purpose of the administration that all students shall find here moral sentiments as pure as the air. To this end, the highest motives, the strongest incentives to high and noble living, are kept ever before the minds of the students. Those highest incentives are found, we firmly believe, in genuine and vital but unsectarian religion, — the love of God and man, the life manifest in the great Master of men, and imparted to those possessed of His spirit.

The standard of morals here is very high. Whatever tends to debase body or soul in any degree is frowned upon and forbidden. In regard to narcotics and intoxicants, after long and careful investigation they were

finally disallowed in these institutions, no middle ground being found practicable. This position was taken in the full expectation that it would render us unpopular. The result was not a little surprising; the effect was the opposite of what was expected. No step ever taken here has been more cordially accepted and roundly applauded by parents and guardians in surrounding provinces and adjoining countries whence our students come. One utterance is heard on all sides, "There, at least, is an institution where we can safely place our boys." This constitutes one strong reason for our being so overwhelmed with applicants, especially young boys pertaining to the Home for Younger Preparatories.

Another favorable element is the central position of these institutions. We shall soon be able to make the journey to and from the coast between breakfast and noon. At the same time, this location is more central for the interior than almost any other which has at the same time anything like its various advantages. The Black Sea gives quick and easy access to neighboring countries, east, west, and north. Though the town of Marsovan itself is no very great center of business or population, having much of the character of a Turkish interior city, yet the quiet and partial seclusion are rather friendly than otherwise to the end in view in the training of young people. We are sure that, in this case, a population of twenty-five thousand is better than a city of two hundred and fifty thousand people would be.

REPORT OF ANATOLIA COLLEGE.

THE STAFF OF INSTRUCTION.

Much careful attention is given to the department of instruction. There are yearly additions to the staff, and measures are being taken for further improvement. It is the definite purpose always to have some promising young persons in course of preparation for special work. This plan, indeed, has been pursued from the very beginning. All the professors have had special training abroad. It is the purpose to keep abreast of certified and established science, leaving the region of mere theory and speculation to those who have less serious work on hand than we have.

ATTENDANCE.

During the last college year the attendance was nearly thirty-three per cent larger than the previous year, and much larger than in any former year. This year the opening semester showed a still larger attendance, and brought the necessity of rejecting large numbers who urgently desired to come. The attendance of students from Russia is larger than ever before, that realm being represented by near forty young men. While hitherto the great majority have come from within the peninsula of Asia Minor, it is beginning to look as if the time might not be far distant when equal numbers would come from the regions beyond. We have already had representatives from Thrace, Macedonia, Albania, the dominions of Greece, from Egypt, and from Persia. Year by year the sphere of the college widens.

EQUIPMENT.

During twenty-five years there has scarcely been a time when the room available was sufficient fairly to

accommodate the numbers in attendance. Buildings were enlarged and new ones added. The permanent structure of stone-and-iron called North College, completed two years ago, afforded great relief at the time, furnishing a study hall for the college classes, a gymnasium, four classrooms, a common room, and a large dormitory, with two teachers' rooms in the third story. The whole of this building, like all other rooms, was fully occupied as soon as completed.

The new structure, the Library-Museum, is now finished and occupied. The college is to be congratulated on the success of this enterprise. Toward its cost, near \$5,000 has been contributed by native friends, mostly former students. The structure is of stone-and-iron, very substantial, and the handsomest building in the whole province. While the opposite of showy and pretentious, it is chaste and beautiful. It affords room for the administration department on the ground floor. On the second floor is the library with two fine reading rooms; on the third floor, the museum and natural science classroom with curator's laboratory. There is a roomy attic, useful for storage of things preservable but not always in use. This building is full of light on all sides, and exceedingly cheerful in appearance, inside and outside. Realization of the love and heroic effort represented in this building makes it specially beautiful in our eyes, a joy and a treasure to alumni and faculty alike.

With these new structures the growing institution is now just about half equipped with buildings. A large central structure called Union Hall is now in process, but will require two summers for its completion. Its expense is provided by a generous friend to whom profound gratitude is due and who probably does not half realize the greatness of the service he has done the college in contributing this chief building in which will assemble the young men of the East — those of many different nationalities and tongues, seeking, in harmony and fraternity, the development of higher manhood and preparing to take their place among the agencies that

make the world better. The foundations of this building are very strongly laid and the walls are slowly going up. The main part of the material is provided. The structure will contain a hall of assembly, eight large classrooms, two goodly Y. M. C. A. rooms with sliding doors so arranged that the two can at once be thrown together and constitute a great reception hall. There will also be rooms for teachers, and a large space to be occupied by students as dormitory.

OTHER BUILDINGS REQUIRED.

The ground and buildings occupied by the Home for Younger Preparatories, having proved hardly half sufficient for its purpose, has been sold at a fair price, and far more convenient and suitable quarters are to be provided. They are to be built on the higher ground, where the boys will have plenty of space for play. Every effort will be made to erect this building during the coming year. When completed, it will accommodate one hundred boarding boys and permit the attendance of a considerable number of day pupils. This, like several other of the college buildings, is largely a fruit of the beneficence of Mr. and Mrs. J. S. Kennedy, of New York.

THE CHAPEL.

Our only chapel so far is a study hall affording comfortable sittings for four hundred and fifty to five hundred, and yet there is an audience of eight hundred on these premises. In western lands the idea of doing without a chapel under such circumstances would not be entertained for a moment. When, as is ever and anon the case, eight or nine hundred press into services and exercises, there is no way but for a third or half of them to remain standing. Nor is that the whole inconvenience. The ceiling of the hall is low and the light insufficient, and the air constantly bad. A chapel worthy of the Anatolian group of institutions cannot

cost less than \$30,000, scarcely one tenth of which sum is provided as yet.

FURTHER DEVELOPMENT IN FUTURE.

In a previous publication the call for Commercial and Agricultural departments was set forth. If it were intended to divorce Christianity and philanthropy (which Christ, its author, certainly did not do), we might do nothing but preach, omitting all effort to better the condition of the poor, ignorant, and down-trodden. If we follow the Master, and give half of our efforts to bettering the conditions under which humanity groans, — if, at the same time, we use the common sense which God has given us to use, — we will not content ourselves with ever and anon appealing to western lands to relieve the distress when harvests fail to supply the poor with bread. If we are wise, we will try to teach the young people how they can double the harvest and avoid famine. That would be an easy thing if the agricultural intelligence of Austria, or Germany, or England were here to guide. This is a good agricultural country, but with very poor agriculture. If half the money spent in relieving famines in this land had been wisely spent in teaching the youth better farming, a much greater relief work would have been accomplished. Some at least of our institutions ought to have agricultural courses, — not outspread and expensive departments, with great tracts of land, but good, sensible instruction, with demonstration on small areas of land. The principles that are demonstrated on an acre apply to a thousand acres as well.

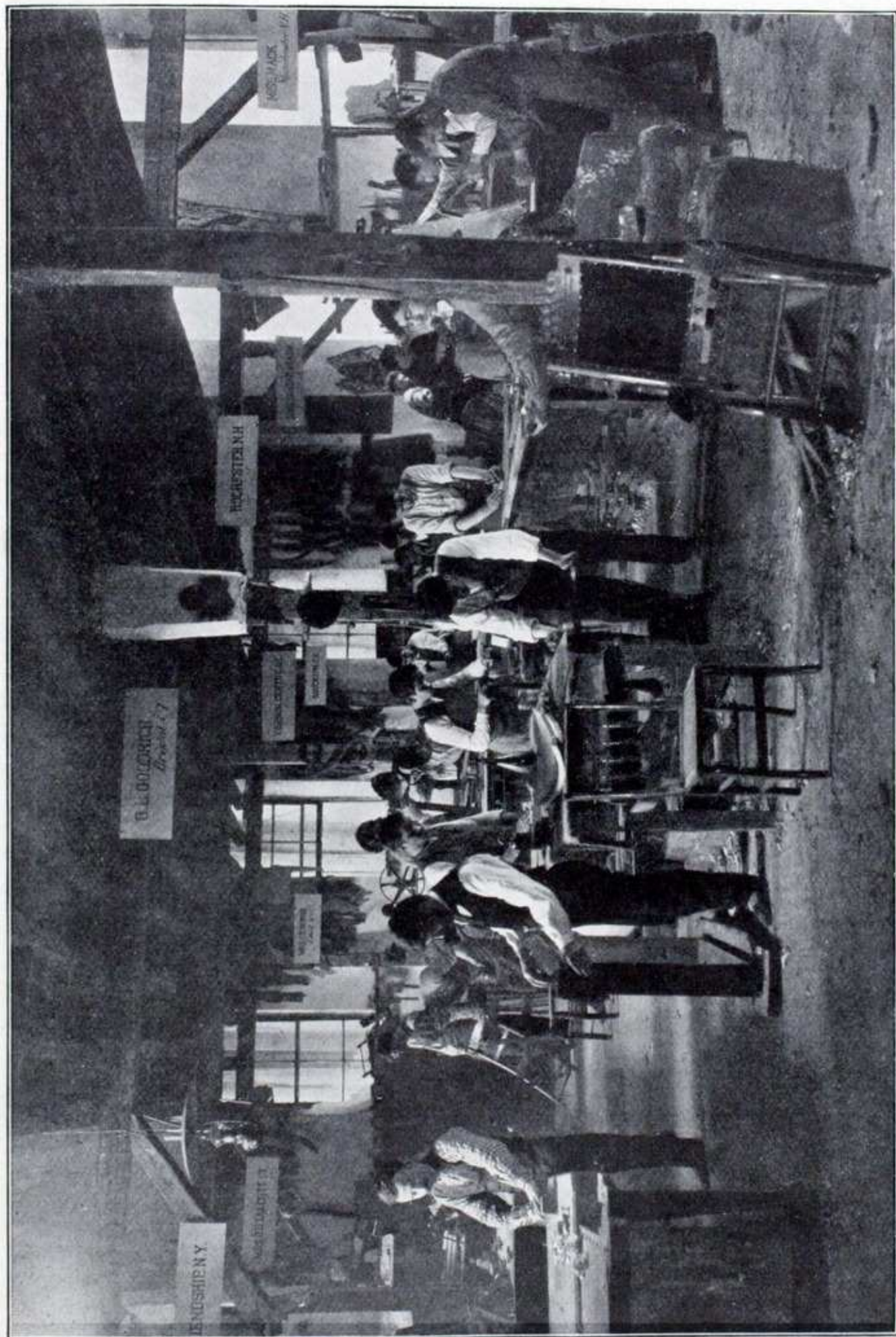
What is the result of miserable farming in this country? They are manifold and painful — chronic want — existence one degree above the starvation point — the flight of young people from the rural regions and consequent emigration, or vagabondage, or engulfment in city slums. Why not teach young men how to make two full heads of wheat grow where one thin one is pro-

duced now? We not only want to train minds and spirits, but we want to build the country, make it a happier, better land. A country naturally agricultural cannot be built up except through agriculture. All the region about us is peculiarly of that character. It is high time that Anatolia College noticed this fact. If there were separate institutions for this purpose, as in other countries, it would be different, but they are lacking. If young men, instead of running away to seek a better country across unknown seas, could be interested in improving their own country, it would be well. If we cannot educate young people to live in the country, we are simply educating them that they may flee from it, which is not encouraging. If it is a duty to procure shiploads of provision for the famished, it is still more a duty to teach the people how to produce their own bread. It is with much impatience that we wait for somebody to furnish us the wherewithal to start a simple and sensible agricultural department with instruction and demonstration on land which already we have.

It is perfectly evident, and has been for years, that we ought to have a commercial course also. These departments would be nearly self-supporting if once well started. For this we want \$50,000 to begin on.

THE SELF-HELP IDEA.

This idea had a large place in the minds of the founders of the institution. So vitally important was it considered that there has been, from the first, a willingness to meet and conquer much additional difficulty in carrying out the self-help policy rather than take the easier but mistaken way of securing direct help for students without the need of strenuous effort on their part. It is most thoroughly believed here that dependence induces supineness, and that self-help is friendly to manliness. Several different forms of self-help are in vogue here, but physical labor holds a prominent place among them. Shop and garden work and the



SELF-HELP WORKERS.

care of buildings occupy the energy of scores of students, while some do duty as monitors or assistants of teachers.

THE WICKES INDUSTRIAL.

Through the generosity of Misses Mary H. and Carrie Wickes, this department for self-help has reached the point where it can nearly meet its own running expenses, an attainment seldom reached by school industrial departments. The attainment of self-support has been striven for during a period of over twenty years, with the determination to reach it. The method by which the aim could be attained was foreseen years ago, but there were no means available for its accomplishment. This was the installment of a mill for grinding wheat, first, for the institution and immediate circle, including about seven hundred persons; secondarily, for others wishing the accommodation. It is hoped that the income from the grinding done will help to make up the deficit in other departments of work.

It is to be remembered that the Self-Help is established not for gain, but to develop manhood in students. Even if the pecuniary loss were considerable, it would still be carried on for the great benefits resulting to students, —

1. In their becoming accustomed to help themselves.
2. In the valuable training which they get by working to rule, and in the manual facility which they acquire.
3. In the benefits of labor to the physical system — for sweat is an inestimable blessing.
4. In the better mental and moral tone accompanying vigorous labor.
5. In doing away with the foolish and vicious notion that it is beneath students to labor with their hands.
6. In the distinct advance which self-help students make in practical character, enabling them to

battle far more successfully with the difficulties of actual life.

While the department would be prosecuted for these benefits, even at pecuniary loss, it is, of course, very desirable to make the Self-Help help itself, and no millionaire ever rejoiced more over the success of his projects than we do over this degree of success so rarely attained. The mill produces three grades of flour,—the best to be found; also the *semolina*, which in America bears fancy names (such as “cream of wheat,” etc.), and the “cracked wheat,” constituting such an excellent breakfast food.

The manufacture of cement tiles has proved a success, and various buildings on the campus are being covered with these tiles, which secure to us a great amount of fine cistern water stored underground, and free from contamination.

We are making fine school furniture for our own and others' use, as well as that necessary in households.



A HIGHWAY.

THE ARCHEOLOGICAL CLUB.

Inasmuch as the Anatolian Group is located in the midst of regions of great historic interest, it was natural that an organization should be established with the purpose of carrying on investigations in the archeological department. There is a goodly membership in the club, and the meetings are always interesting. Not only is there occasion to carry on research in Greek, Roman, Persian, Assyrian, Babylonian history, but we are in the immediate vicinity of some of the most interesting Hittite ruins. We often pay visits to the site of the great Hittite capital at Boghazkeoy, where Professor Winckler has exhumed nearly three thousand cuneiform tablets, some of which are of first-class importance in archeology. This branch of research at Anatolia will prove inviting to those who have tastes in this direction.

THE TEACHERS' ASSOCIATION.

Though this association is of wider scope than simply institutional, it is mainly sustained by those connected with the Anatolian Group. The meetings are held in the College buildings. There is good attendance and often the discussions are of intense interest. At a time when all classes are awaking to the importance of sound and effective education, it is evident that those connected with a cluster of institutions like the Anatolian Group ought to be alive to an interest like this.

Those who peruse these pages will perceive that there is at this center earnest effort to lay hold of vital interests and accomplish all possible service in the intellectual and moral advancement of the country.

TERMS OF ADMISSION.

The yearly charge for boarders is eighteen Turkish liras (= \$79.20). Of this the sum of ten liras is payable at the opening in September, the remaining eight liras at the beginning of the second semester, that is, about

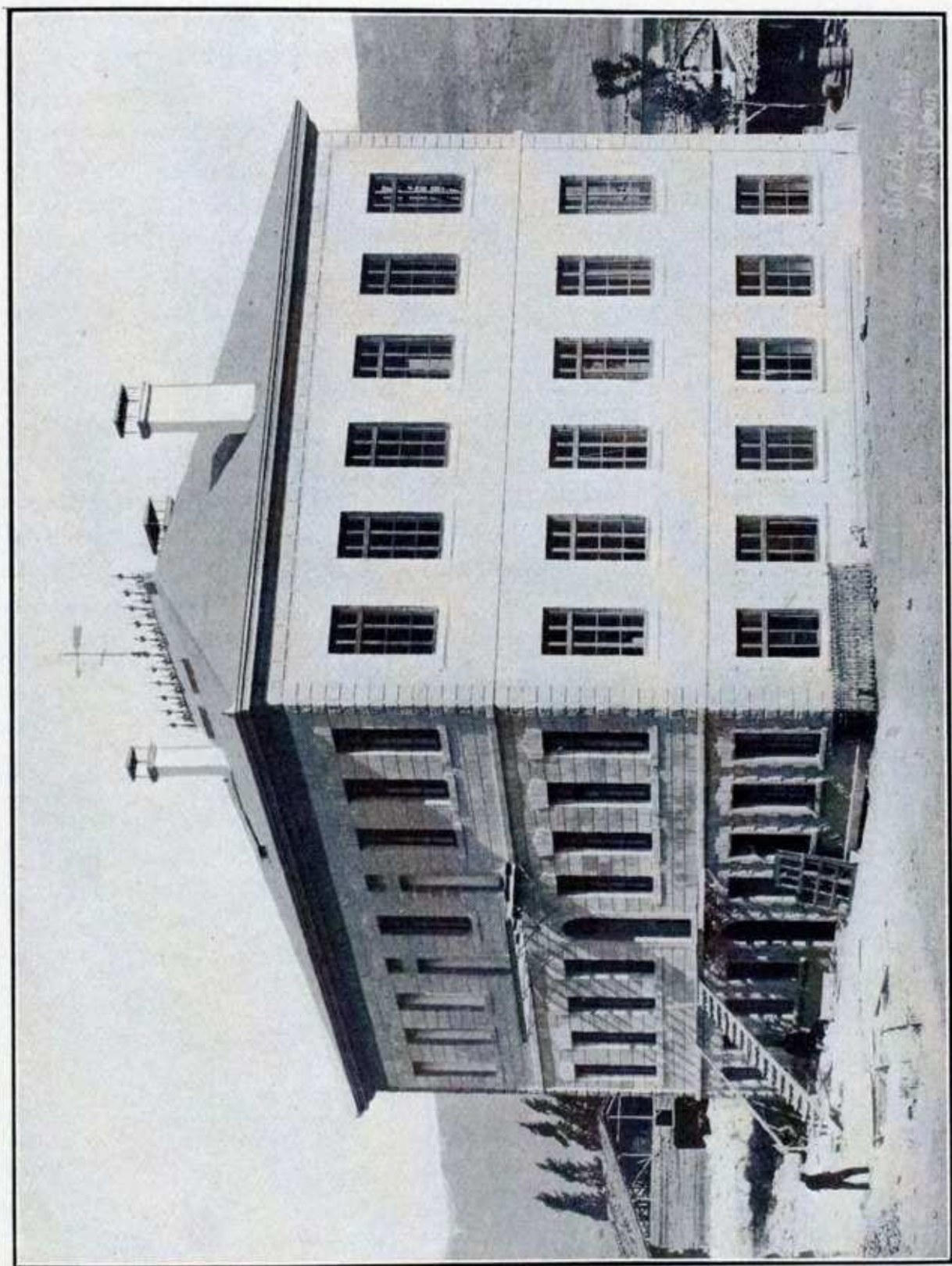
February 1. The charge for tuition is four Turkish liras. Day pupils may pay their tuition fees in two installments, two liras at the opening, two liras at the beginning of the second semester. In view of the fact that the departure of students during a semester is very undesirable and that others were, on account of scant room, kept out of the institution by their entrance, and that it is too late for the rejected to take their vacant places when they leave, the tuition fees for a semester will not be returned when students leave. To boarding students, however, a rebate will be granted on board paid in advance beyond the end of the month in which the departure takes place.

Students entering the First Form (that is, the lowest preparatory class) must be at least twelve years of age, and for advanced classes older in proportion; must present satisfactory credentials of good moral character; and must sustain examinations in the modern grammar of their vernacular languages, in elementary geography and arithmetic, and in Turkish, in the First Reader, with handwriting in their own vernaculars and in Osmanli Turkish. Those entering higher classes must pass examination in the studies of the curriculum to the class entered.

LIBRARIAN'S REPORT.

The library of Anatolia College is combined with that of the Theological Seminary, the books being distinguished by special labels. The number of volumes is near six thousand. The drawing of books is near 4,000 a year. Every day opportunity is given to the students to draw books, teachers being at liberty to draw at any time.

There is no special library fund, though it is greatly needed. An appropriation of about \$175 a year — all that can be made under existing conditions — is too little for the purchase of the books necessary in order to keep abreast of the times. There should be more of the standard works in science provided without delay. Lists of books desired will be furnished if asked for.



NEW LIBRARY-MUSEUM.

It is most desirable that the library and library provision make at once a decided advance.

In the reading-room in connection with the library various periodicals are always to be found for the use of the students: *The Scientific American*, *Popular Science Monthly*, *School Science and Mathematics*, *Knowledge*, *The School World*, *Manual Training*, *Electrician and Mechanic*, *Chemical Engineer*, *Mining Journal*, and various popular periodicals.

The completion of the fine Library-Museum, pictures of which are seen in these pages, is a great event in the history of the College. What makes it peculiarly interesting is the fact that years of struggle and sacrifice on the part of alumni and students have culminated in the completion of this, architecturally, probably the finest building in the whole province of Sivas. It is altogether useful, and seldom has a building been more appreciated, seldom has more gratitude been felt toward the builders.

LECTURES.

Between the months of December and April there are lectures on Friday evenings, by professors and others, on subjects of interest and importance. Scientific research, history and archeology, social and political developments, economic, philosophic, and artistic themes, matters pertaining to pedagogy, medicine, hygiene, athletics, claim the thought of attentive audiences. These occasions are often enlivened with music by orchestra, choir, or glee club. There is a usual attendance of several hundred and sometimes a thousand. These lectures are as stimulating and as well patronized as in the large towns of the United States.

LITERARY SOCIETIES.

There is much literary activity in the College. There are three literary societies or clubs, the Armenian ("Shavarshan"), the Greek ("Pontus"), the Turkish ("Edebiyé"), also a Russian club has been organized.

There are two monthly periodicals published by the societies, edited with ability: the *New Dawn*, and the *Pontus*. Both have good circulation; they are read on both sides of the ocean. Each club has weekly meetings with various literary exercises, which are very useful in disciplining the minds of the students and in giving them ideas concerning the conducting of organizations.

These societies publish yearly a handbook giving information concerning college matters, with brief paragraphs, college songs, etc.

THE ANATOLIA MUSEUM.

In a country where, for thousands of square miles, there is not a single public museum, and no private collection of much consequence, the Anatolia Museum is destined to be a great means of instruction, not only for students in the institution, but for the surrounding population, and for visitors from outside. The one room full of cases is now exchanged for the new building, and it is to be hoped that Professor Manissadjian, who is very much devoted to this work, and very efficient in it, will have ample space and opportunity to arrange and display the existing treasures, and the large additions expected in future. Thus far, we have been able to secure the following:

A herbarium with about two thousand specimens of plants, mostly from this vicinity; a number of stuffed mammals, especially wild animals from the mountains and forests; a considerable number of birds; some vertebrates preserved in alcohol; a pretty rich collection of insects gathered by Professor Manissadjian, the most valuable portion being a collection of 1,200 varieties of butterflies and moths secured by himself and presented to the College, including several varieties before unknown. There is also a good collection of rocks, minerals, and fossils, with various other objects.

It is our earnest desire to add continually to our native specimens, and to bring this part of our collection

as near to completeness as possible. For this purpose we suggest an inter-collegiate exchange system to institutions in this country and in other countries, as we have a very extensive field for the discovery of new varieties. We shall at the same time be exceedingly grateful to any who will kindly remember us when coming across any fine specimen within the realm of natural science. We would be glad to make arrangements for exchange with collectors in foreign countries. For purposes of science it is very desirable that every thing sent in be exactly labeled, as concerns name, locality, and date. Small objects may be sent here directly to the Curator of Anatolia College Museum (Prof. J. J. Manissadjian); larger ones should be consigned to our agent, who is the American Consular Agent at Samsun, on the Black Sea, the package being marked also with the sign A. C.

ATHLETICS.

The future of athletics in Anatolia College is brighter to-day than ever before.

The clubs take an active part in all forms of athletics, as is shown by the past records. Each one has its own annual field day which is creditable to the organization. The well-planned schedule of football, whereby every member plays once or twice during the week, has made this the favorite sport with most. The Indian club exercise with military drill has been a means of teaching obedience, and action in unison.

The tennis club, which is organized by itself, is more cosmopolitan, having representatives from most classes.

A fine quarter-mile track is completed. Enthusiasm among the students grows and public opinion will make a Junior or Senior ashamed of himself who is "too big" to play or take part. We do not intend to make athletics a fad, nor to countenance its becoming such. We propose to secure a proper place for this branch, as it greatly concerns physical well-being.

RELIGIOUS POSITION.

Anatolia College is not ashamed of its religion. It has never — we trust never will — hide its light under a bushel. The plain, simple, and fervent Gospel of Christ is continually preached here. We unhesitatingly hold that the greatest idea, the sublimest, holiest truth ever presented to the human mind is that set forth in John 3 : 16. We hold it as our highest duty and privilege to make known and apply this great truth to every soul. Yet, we hold it entirely practicable to combine the most earnest religious teaching with perfect religious liberty. The belligerent attitude against other forms of religion is mistaken and injurious; any sort of coercion toward any outward form of profession is both foolish and disastrous in its effects. Yet no countenance is given to irreligion, nor to ill-treatment of any on religious grounds. Though each student is left free to follow his own convictions, and worship where his affinities are, there are daily and weekly religious services regularly sustained in the College, and all attend, but these are all simple and not connected with any such external forms as to be offensive to any, — they all have a free and social character. We use this method, without attack upon others, in the hope that this light and warmth will develop true religious life, under the influence of the ever-present Spirit, and this hope is not disappointed.

COURSES OF STUDY.

ENGLISH LANGUAGE AND LITERATURE.

The staff of this department consists of one American superintendent and several instructors, two of whom are Americans. The First Form of the Preparatory Department is made up, at the beginning of the first semester each year, of boys who speak little or no English. The instructors endeavor to build up in the minds of the pupils an English vocabulary for the most commonplace actions and ideas, and, at the same time, to teach them to associate the spoken words which they are learning day by day with the printed or written symbols. No particular method is followed absolutely. Hamburger's "Alge's Method of English Lessons" and Wade and Sylvester's Primer are used as text-books. The aim is to use the best features of the "word," the "look and say," the "sentence," and the "phonic" methods. Nouns, verbs, and adjectives in common use form the basis of the reading vocabulary. These are taught as far as possible from the object, by means of examples and pictures. After the name is correctly associated with the action or thing, the pupil is taught to recognize at sight the written or printed symbols. Then follows the reading of simple sentences with the natural and correct expression, together with questions and answers, both oral and written, and exercises in dictation based on the texts of the Jones First and Second Readers. Special attention is given to the pronunciation of beginners, so as to avoid a false start. Effort is made to secure the ready recognition of words with their associated ideas, the proper expression in reading, and facility in the understanding of oral questions and in the formation of correct answers in complete sentences. Students who contemplate entering the College are specially warned against making a false start in English

before they come here. The task of unlearning what has been falsely learned is greater than the task of beginning from the first.

In the second year of the Preparatory Course, the Jones Third and Fourth Readers are used as text-books. Exercises in reading and dictation are continued, and exercises in the oral reproduction and paraphrasing of the texts read, the translation of passages from English into the vernacular of the student, and *vice versa*, and the recitation from memory of passages learned by heart are added.

In the third year of the Preparatory Course the Jones Fifth Reader, "The Story of the Romans" by H. A. Guerber, "The Sciences" by E. S. Holden, and Longman's School Grammar are used as text-books. Exercises in reading, dictation, oral reproduction, and paraphrasing of the text read are continued. Conversation and the explanation of idioms and references of various sorts occurring in the text are required. In addition to the literary reader, a science and history reader are used, with the idea of familiarizing the student with the terms used in these departments, as from the Fourth Form upwards all studies of an historical and scientific nature are conducted in English, thus furnishing the student with valuable practice in the use of the language in addition to his regular literary studies. English Grammar is begun and the parts of speech are studied after the manner indicated in Longman's Grammar, pages 1 to 51.

In the fourth year of the Preparatory Course, Longman's School Grammar, and "The Story of the Romans" by H. A. Guerber are used as text-books. The various kinds of drill carried on in the Third Form are continued, and English Grammar is completed.

In the Freshman year an English anthology is studied as language and as literature, special attention being given to the connotation of the terms and the idioms which occur in the texts read. It is sought to interest the pupils in the selections by interesting them first in the author. To this end, an introductory sketch is

given of the "Life and Works" of each of the representative writers studied. Each piece is made the subject of careful annotation, with the view of explaining such difficulties as it is presumed the pupil would be unable to overcome unaided. Swinton's Sixth Reader is used as a text-book.

In the Sophomore year English Composition and Rhetoric are taught by actual written and oral practice: (1) In narration (simple, in the form of letters, chronicles, and simple incidents); (2) Description (for accuracy, with some for vividness); (3) Exposition (of terms and ideas of not too great complexity); (4) Arguments (class exercises and simple subjects); (5) Narration (complex incident and plot); (6) Exposition (of more comprehensive subjects with the help of outlines); (7) Argument (formal debate, written and oral). New-comer and Seward's "Rhetoric in Practice" is used as a text-book.

In the Junior year the history of English Literature is studied. The nature and progress of English prosody and the periods of prose style are pointed out and studied. "A Short History of English Literature" by George Saintsbury is used as a text-book.

In addition to the above course, a course is provided in English as an elective over against Turkish, Greek, or Armenian, especially for Turkish and Russian students, from the first year of the Preparatory onward. Hamburger's "Alge's Method" is used for the beginners. As soon as the students are sufficiently prepared, a graded course in the study of English Classics is followed.

SYNOPSIS.**Preparatory Department.**Hours per
week.

First Year,	First Semester, Primer and part of First Reader,	5
	Second Semester, First Reader completed and Second Reader,	5
Second Year,	First Semester,	
	Third Reader,	3
	Translation,	2
	Second Semester,	
Third Year,	Fourth Reader,	3
	Translation,	2
	First Semester,	
	Fifth Reader,	3
	History Reader,	2
	Second Semester,	
Fourth Year,	Fifth Reader,	3
	Science Reader and Grammar,	2
	First Semester,	
	History Reader,	2
	Grammar,	2
	Second Semester,	
	History Reader,	2
	Grammar,	2

College Department.

Freshman Year,	First Semester, English Anthology,	2
	Second Semester, English Anthology.	2
Sophomore Year,	First Semester, English Composition and Rhet- oric,	4
Junior Year,	First Semester, History of English Literature,	4

ARMENIAN.

The Armenian course embraces a thorough study of the language, both ancient and modern, of classics and modern literature, mythology, history of literature, and national history.

The Armenian course in the Preparatory Department is designed to meet the need of those who enter business or teach in primary schools, so its object is to give good instruction in the modern language along with drill in letter writing and general correspondence.

With the Freshman class begins the course in the ancient language. By the way, it is also used to serve for the improvement of the modern tongue, therefore special importance is given to fluent and accurate translation, both oral and written, to translations from foreign languages, and to original essay writing. During the Junior year time is given to making amplifications and résumés, as well as to exercises on articles for publication, for which instruction and practical hints are given in lecture form. The *Nor Aik*, a monthly, published by the Sharvarshan, the society of the Armenian teaching and student body, the weekly gatherings of this society, the College library equipped with valuable linguistic and literary books, as well as the reading room with manifold dailies, weeklies, and monthlies, provide the students with excellent opportunity for improvement in the language and literature both ancient and modern.

FIRST FORM.

Kazanjian's Grammar (I. year).
Bondatse's Second Reader.
Composition.

SECOND FORM.

Kazanjian's Grammar (II. year).
Bondatse's Third Reader.
Composition.

THIRD FORM.

Kazanjian's Grammar (II. year) and Select Readings.
 Armenian History (I. year).
 Composition; Declamation.

FOURTH FORM.

Kazanjian's Grammar (III. year).
 Armenian History (II. year).
 Letter writing and drill in general correspondence.
 Composition.

FRESHMAN YEAR.

Grammar; Select Readings (*ancient*).
 Translation; Composition (*modern*).

SOPHOMORE YEAR.

Chrestomathy, I. Part (*prose*).
 Poetry (*rules for both the ancient and modern*).
 Chrestomathy (*poetry*).
 Translation; Composition (*modern prose or poetry*).

JUNIOR YEAR.

Pourastan (*ancient*).
 Mythology (*Armenian and Greek*).
 Amplifications and résumés; exercises in the preparation of articles for publication (*modern*).

SENIOR YEAR.

History of Literature; higher course in National History.

GREEK.

The course is arranged according to the needs of the country in such a way as to enable the Greek students to acquire a thorough knowledge of their language, both modern and ancient. With the exception of English, Turkish, and French, almost the whole instruc-

tion in the Preparatory is given in the modern Greek; the College classes devote their time to the study of ancient literature. In this course great help is secured from the College library furnished with works of modern and ancient literature; the Reading Room, where various Greek papers and periodicals are found; and the Greek Literary Society "Pontus," in which students of the College enjoy the atmosphere of a pure Greek education.

SYNOPSIS.

The Preparatory Department.

- First Form. Grammar and Reading in the Modern Language. Written Arithmetic.
- Second Form. Written Exercises in the Modern Greek. Grammar reviewed. Chrestomathy and Analysis. Advanced Arithmetic.
- Third Form. Mythology. Elementary Grammar of the Ancient Greek. Xenophon's Anabasis and Syntax. Commercial Arithmetic. Book-keeping. Geography.
- Fourth Form. Isocrates and Syntax. Ancient Greek History. Written Exercises in Modern Greek. Composition.

The College Department.

- Freshman Class. Lysias and Syntax, Composition. Modern Poetry and its metric system.
- Sophomore Class. Homer and the grammar of the Homeric dialect, Demosthenes, Plato. Composition. Dictation.
- Junior Class. The first book of Thucydides and strict analysis. History of Greek Literature. Composition.
- Senior Class. Ancient Greek Drama from Sophocles or Euripides.

TURKISH.

This language is taught according to the following method.

A. WRITTEN EXERCISES.

These consist of —

1. Writing a résumé of the previous day's lesson.
2. Requiring the student to write on the blackboard or in an exercise book a reproduction of the day's lesson in his own words. Such corrections of these exercises are made by the students themselves as they are able to make; and, then, a final correction is made by the teacher in the presence of the whole class.
3. Essays written on such subjects as the students may be expected to be familiar with, the object being to develop the ability to express thought in vigorous and idiomatic Turkish.

B. ORAL EXERCISES.

These consist of —

1. The oral reproduction in the student's own words of the passages read.
2. Analysis and parsing.
3. Extemporaneous oral discourse upon subjects on which the students have previously written essays.
4. Making oral comments upon the text read.
5. Extemporaneous speaking on assigned subjects.
6. Conversation on familiar subjects.
7. Recitations from good authors.

Talk on the life and time of the author. During the recitation effort is made to correct the faults in accents, gestures, voice, and attitude.

C. READING with expression.

D. PARAPHRASE, translating from Turkish to Turkish, changing the words and the forms of the speech; oral or written.

NOTE. 1. The language of the recitation is always Turkish.

2. Pupils of all classes are required to use the Library and the Turkish papers for outside reading.

THE TEXT-BOOKS.

- First Form. Letayifi Asar both with nesikh and rika characters, narrating, writing, and memorizing.
- Second Form. Third Reader.
Second Semester: *Qra'ati Mufidé.*
- Third Form. Mihri's Moukhtasar Sarf [Turkish Grammar] (twice in the week).
Nazima's *Idman* II.
- Fourth Form. Review of the grammar.
On Témouz Qra'ati.
Second Semester. *Idman* III.
- Freshman. The Freshman year is devoted to a thorough study of structural Turkish. As a text-book *Edib* is used (The French *Francinet*).

FRENCH DEPARTMENT.

The French language is taught in the last five classes of the College, by means of three lessons per week.

The aim in view is to enable the student to express himself freely and to write correctly in French. After graduating he should be able to read fluently and to understand the language.

As far as possible, advantage is taken of written exercises, reading, and conversation in the lessons.

OUTLINE OF LESSONS.

Fourth Form: Exercises in conversation, with the view of teaching the student, through practice, the construction of simple phrases in French — Elementary rules of grammar — Brief written exercises — Reading. Text-book: G. Bruno, "Premier Livre pour l'Enfant."

Freshman: Simple exercises in reading — Exercises in conversation and reproduction of matter read — Principal rules of grammar — Written exercises. Text-books: Guyau, "L'année Préparatoire de Lecture Courante"; Larive et Fleury, "Première Année de Grammaire."

Sophomore: Reading and reproduction of matter read — Detailed course in grammar — Written exercises. Text-books: Guyau, "La Première Année de Lecture Courante"; Larive et Fleury, "La Deuxième Année de Grammaire."

Junior: Study of standard authors — Recitation, reproduction, elocution — Exercises in composition — Abridged course of the history of French. Text-book: Venet, "Chrestomathie de l'Adolescence."

Senior: Reading — Elocution — Written exercises and compositions — Course in pedagogy or in French literature.

RUSSIAN.

As the number of the Russian students increased, the College felt the need of opening a special department for them. This department is half English and half Russian. The Russian language is taught in the Preparatory classes, while in College classes it is replaced by science taught in English. Besides the language, there are three other subjects taught in Russian. These subjects are as follows: Mathematics in the first two Preparatory classes, Bible in the first three classes, and the Geography of the Russian empire in the Fourth Form.

THE PROGRAM OF THE DIFFERENT CLASSES.

FIRST FORM.

- | | |
|-----------------------------|---|
| I. <i>Russian language.</i> | The fables of Kriloff and some easy abstracts from the works of Zhukofski, Acsakoff, Koltsoff and Dostoefski. |
| II. <i>Mathematics.</i> | Arithmetic to fractions. |
| III. <i>Bible.</i> | Some parts of the Old Testament. |

SECOND FORM.

- I. *Russian language.* Grammar. Some easy parts from the works of Poushkine, Lermontoff, Tourgenieff, Tolstoi and Solovieff.
- II. *Mathematics.* The rest of Arithmetic beginning from fractions.
- III. *Bible.* Some parts of the Old Testament.

THIRD FORM.

- I. *Russian language.* Some parts of Maykoff, Gontsharoff, Tolstoy, Gogol, and Poushkine.
- II. *Bible.* Some parts of the Old Testament.

FOURTH FORM.

- I. *Russian language.* Some parts of Lomonosoff, Dmitrieff, Derzhavin, Fonvizin and Karamzin.

SYNTAX.

- II. *Geography.* The geography of Russian Empire by Beloh.

HISTORY.

The course in History extends over three years. Myers' "General History" is used as the basis of instruction throughout. During the Freshman year Ancient and Greek History is studied, three times a week.

One semester in the Sophomore year is given to Roman and Mediæval History, four times a week.

The same amount of time is given to Modern History, in the Junior year. Special courses in Constitutional and Ottoman History are being arranged.

Historical subjects are studied in the Preparatory Department in the form of History Readers.

PHILOSOPHY.

PSYCHOLOGY. Instruction is given in Psychology in the Senior year during the first semester. The phenomena of consciousness are studied with due reference to their physical basis as determined by physiological investigations. "Elements of Psychology" by James Mark Baldwin is used as a text-book. Five hours a week are devoted to this subject.

HISTORY OF PHILOSOPHY. The History of Philosophy is studied during the second semester of the Senior year. A brief account of philosophical development, so arranged as to contain the most of what a student can fairly be expected to get from a college course, is studied. The chief aim in the course is simplicity, in so far as this is possible without losing sight of the real meaning of philosophical problems. Whenever possible, the thought of the writers is given in their own words. It is assumed that the study of the History of Philosophy will center about the systems of individual men; but the need of relating these to the more general history of civilization is also borne in mind.

When opportunity offers, a course in the Theological Seminary, which consists of a series of lectures and recitations on the Problems of Philosophy, studied in connection with the History of Philosophy, may be elected over against the above course in the History of Philosophy. Seniors may also elect the Seminary course in Theism instead of certain language studies when the opportunity allows. Five hours a week are devoted to this subject.

LOGIC. Instruction in Logic is given during the first semester of the Junior year. The course includes a brief study of the philosophical principles underlying Logic, also of terms, propositions, deduction, induction, and of fallacies, all from a practical rather than from a formal standpoint. The course occupies four hours a week.

ETHICS. Ethics is studied in the first semester of the Senior year as an elective over against certain

language studies. Five hours a week are devoted to this subject. "Ethical Principles" by James Seth is used as a text-book. An elementary required course in Ethics is given to the Senior class twice a week during the second semester.

ECONOMICS AND SOCIOLOGY.

A required course in Political Economy is given five hours a week during the second semester of the Senior year. The various economic schools of thought are briefly set forth. This exposition is followed by a discussion of the various problems connected with the production, circulation, and distribution of wealth. "Principles of Political Economy" by Gide is used as a text-book. When opportunity has offered, some Seniors have been permitted to take a course in Sociology along with the Theological Seminary students. Fairbanks' "Introduction to Sociology" serves as a text-book.

MATHEMATICS AND ASTRONOMY.

The course in Mathematics, as sketched below, extends as far as Plane Trigonometry and Surveying. All regular students are required to take the whole course. At present we have few electives. It is hoped, however, that in the near future facilities will be given to students desiring to pursue a higher course in mathematics. For teaching practical Surveying we have the following instruments: a surveyor's compass with vernier, a surveyor's transit with its accessories, a leveling rod, two ranging poles, and a Lufkin steel tape 100 feet long. We have a 6.25 inch equatorial telescope and hope to have placed, ere long, in a suitable observatory.

First Form. Elementary Arithmetic. Exercises in the four principal operations, vulgar and decimal fractions, compound numbers, metric system, percentage and interest. Four hours a week, throughout the year.

Second Form. Complete course in Arithmetic. Re-

views on the first course, percentage and interest, profit and loss with practical exercises, also square root and cube root. Four hours a week for the year.

Third Form. 1. Commercial Arithmetic. Short methods in multiplication and division. Special attention is given to the application of arithmetic to business. Additional drill in percentage, interest, commission, trade discount, bank discount, partial payments, bills of exchange and the commercial papers. Three hours a week, first semester.

2. Bookkeeping. Elementary course. Simple and double entry with practical exercises from local business. Three hours a week, second semester.

Fourth Form. Algebra (up to quadratic equations), special drills in mental work where possible; also occasional lessons on graphs. Text-book: Wentworth's "New School Algebra," or "Milne's High School Algebra." Four lessons a week.

Freshman Year. Plane and Solid Geometry. Text-book: Wentworth or Beman and Smith. Three periods a week.

Sophomore Year. 1. Plane Trigonometry. Text-book: Wentworth or Boser. Three periods, first semester.

2. Surveying. Text-book: Wentworth. General principles of land surveying and leveling, with field and office work. Three periods, second semester.

Junior Year. 1. Higher Algebra. Lessons, quadratics, series, theory of equations, partial fractions, logarithms, etc. Four periods, first semester.

2. Analytic Geometry. Elementary course (elective). Four periods, second semester.

Senior Year. First semester: Calculus. Five periods (elective).

Second semester: Astronomy. Text-book: Todd's "New Astronomy." Occasional exercises in the tracing and identification of constellations, and observing the planets and nebulae. Five periods.

NATURAL SCIENCES.

PHYSIOLOGY. Recitations are held through one semester of the Fourth Form three times a week. Charts, paper models, papier-maché models of some organs and a skeleton are used for demonstration, together with microscopic slides.

PHYSICAL GEOGRAPHY. Three hours a week for one semester of the Fourth Form. Zoölogical and geological specimens are used wherever necessary, and a few excursions are made.

ZOÖLOGY. Three hours a week for the first semester of the Freshman year, and **BOTANY** three hours a week for the second semester. Excursions are made, especially for botany, in which the students are all required to prepare a small collection of flowering plants. A number of charts and the specimens of plants and animals in the museum, together with microscopic demonstrations, help in elucidating the subject.

GEOLOGY. Four times a week, about three and a half months of the Senior year. There is a pretty good collection of minerals and fossils for illustration, and occasional excursions are made, for which the surrounding mountains offer ample opportunity.

BIOLOGICAL LECTURES. Three times a week and one day of examination each week, for two months of the Senior year. A comparative study of all living beings is made in relation to anatomy, physiology and other problems. Charts, specimens, and microscopic work serve for illustration.

In the Preparatory Second and Third Forms there is also a review course in Political Geography, taught by different teachers in the different vernaculars.

DEPARTMENT OF CHEMISTRY AND PHYSICS.

Chemistry and Physics are fundamental to all branches of science. These courses are, therefore, so prepared as to meet the demand of those who study them simply as a means of culture, as well as a preparation for those who later propose to do any extended work in science and the technical professions, or study medicine.

EXPERIMENTAL CHEMISTRY. Full year course.

This is a general course in Inorganic Chemistry, descriptive and experimental, open to the Sophomores, and is a prerequisite in the Senior year. Instruction given by recitations, five periods a week, and laboratory experiments, two periods a week. Frequent examinations, written or oral, serve to review and emphasize essential facts and principles, as well as to test the progress of the students. The isolation, properties, and uses of the elements and their compounds is taken up in detail. The various laws and theories are discussed, in order to show their application to the science of chemistry. Special attention is paid to the study of the applications of chemistry in the industrial world. Industrial processes are described by illustrated lectures. A great many chemical compounds are prepared by the class and preserved. Also some work in qualitative analysis is done towards the end. The students are required to present their laboratory note-books at the end of the course, for approval.

A special course in Organic Chemistry is offered occasionally, which is open only to those students who have already taken the Sophomore chemistry and who are planning to study medicine later.

EXPERIMENTAL PHYSICS. Full year course.

This is a general course offered in the Junior year, conducted by recitations four periods a week, liberally illustrated by means of apparatus and experiments and supplemented with illustrated lectures on the application of physics. The object is to give a broad general view of the subject, to make the students familiar with

the fundamental principles of the science, and to enable them to understand something of the methods of experiment and reasoning by which physical laws have been established. Students spend two periods a week in physical experiments, the object being to familiarize them with the use of instruments of measurement, and also with methods of practically working out problems in the various branches of physics. A note-book of experimental work done by the student is required at the end of the course.

DETERMINATIVE MINERALOGY. First semester course.

This is a laboratory and recitation course in the Senior year, three periods a week, open to those who have taken the experimental chemistry course of the Sophomore year. It is intended to furnish an adequate conception of the scope of the science, together with a practical acquaintance with the common minerals. It includes an outline of crystallography, study of physical and chemical properties of minerals, experimental determination of many unknown specimens, and practice in the recognition of the more important minerals by sight. Note-books containing the description of the unknown mineral specimens determined by the students must be presented at the end of each course.

FRESHMAN NATURAL SCIENCE. Full year course.

This is a practical course (three periods a week) in natural sciences and manual training, the work being applied mostly experimental, supplemented with illustrated lectures.

THIRD FORM SCIENCE READER. Second semester course.

This is an elementary general science course, the object of which is to teach the principles of the natural sciences to those who are not likely to pursue the studies in the higher college classes and also to lay a strong foundation for those who are planning to take the advanced Natural Science courses in the College. A text-book is used for reading and recitation supplemented with frequent illustrated lectures and simple experiments.

DEPARTMENT OF MUSIC.

This department has mainly flourished during the last decade. The College Male Choir, founded in 1898, the Orchestra, founded in 1899, the Choral Union, founded in 1908, and the regular course of music lessons have been strong factors in creating a musical atmosphere here. To the above-named organizations has this year been added the College Brass Band of twenty-six players. Its aim will be to supply music for public open-air exercises and festivities. Anatolia College offers unusual opportunities to all students possessing musical talent to learn the elements of music and singing, and to play the pianoforte, the violin or any other instrument used in the orchestra or the brass band.

All of these musical organizations give training indispensable to their members if they are to become able leaders in music in the communities where they may be called to labor.

Besides these organizations, there are two student bands of considerable importance belonging to the literary societies: the Pontus Mandolinata, founded in 1908, and the Shavarshan Orchestra, founded in 1909.

THE COURSE OF STUDY.

Third Form. First semester. Two lessons a week.

A special course in the *Writing* and *Reading* system prepared by the head of the department is used. Exercises written on the blackboard or dictated by the teacher are copied, read and sung by the pupils, thus enabling them to write, read, and sing from the very first lesson. Exercise in interval singing and rhythm, construction and study of major scales, practice in written and oral transposition constitute the elements of the course.

Second semester. One lesson a week.

Advanced studies in interval singing and rhythm. The bass clef taken up. Ear training and transposition

continued. Modulation explained. Hymn-tunes and two and three part songs taken as supplementary work.

Fourth Form. One lesson a week throughout the year.

A text-book prepared after the "Méthode de Vocalization" by Panseron is used. A brief review of the elements of music is made. All major and minor keys explained and studied. Solfeggio and vocalizations in major and minor keys in both clefs are practiced. This course aims specially at voice-training.

Freshman. A brief review of the book used in the Fourth Form. More difficult exercises, Vocalization and Solfeggio by Concone, Aprile, Stockhauser, and others, supplemented by hymns and part songs.

SPECIAL CLASS.

For those who desire to make advanced studies in music, a class in Harmony, Form, and Instrumentation will be formed, if the number of applicants is five or more, and provided a suitable hour for the lessons may be arranged.

The College Male Choir consists of twenty-five to thirty singers selected from the four College classes. Anthems, part songs, and operatic choruses for male voices by Beethoven, Schubert, Mendelssohn, Schumann, Kreutzer, Verdi, and others are studied, and occasionally sung at concerts and public gatherings.

The Choral Union has entered its third year of existence. It is composed of the members of the College Male Choir, the Anatolia Girls' School Choir, several of the teachers of the College and the Girls' School, and a number of ladies and gentlemen from outside. Its aim is to study and render high-class sacred music. During the Sunday-evening services the Union usually sings an anthem and occasionally renders cantatas and short oratorios.

SCHOLARSHIPS.

It is to be regretted that there is not a larger scholarship fund. It is, in fact, a mere trifle in present circumstances, compared with the number of students. Many years ago, through the labors of Rev. G. F. Herrick, D.D., seven scholarships were established, each of which, at the rate of interest then realized, brought sufficient income to pay simply the tuition fee of one student (not the expense of board).

They were the following:

The Pera Evangelical Church Scholarship.

Two scholarships named from George Richards Herrick.

Two established by Williams College.

One by Vice-President Morton.

One by Dr. A. T. Pratt.

Also, a number of so-called Self-Help scholarships were provided through the efforts of the President, realizing each a small sum to aid those who were doing their utmost to help themselves through labor in the shops. There was also an endowment called the Memorial Fund, yielding from eighty to a hundred dollars a year. This will be known hereafter as

THE WARREN NEWTON MEMORIAL FUND

and will continue, as heretofore, to assist a little farther those worthy young men who are doing their best under hard financial conditions.

THE GENERAL ENDOWMENT FUND.

There is a total endowment of about \$120,000, the income of which, with rigid economy, barely serves to make ends meet, but does not permit any development or expansion, however keen may be the demand for it. Nothing new can be undertaken except by soliciting new funds. As the administration will not contemplate going into debt for anything, it is evident that the

management of the finances of this rapidly growing institution is a difficult matter.

Hitherto the endowment fund has produced no surplus for building, repairs, or any sort of equipment. Every unusual expense means new solicitation. It is plain enough how undesirable this is. *In view of the remarkable growth of the college, its endowments ought to be more than doubled to yield decent and modest provision for equipment and gradual development.*

STUDENTS.

SENIORS.

Avyerinos, Vasileos S.	Sinope
Azhderian, Simeon S.	Marsovan
Boyadjian, Samuel G.	Gurun
Chakujian, Krikor H.	Mounjousoun
Chobanoglou, Cleanthes V.	Constantinople
Evstathiades, Charalambos J.	Yozghat
Kyprianides, Kyprianos M.	Amassia
Kyriakou, Vasileos K.	Marsovan
Muradoglou, Christos M.	Soungourlou
Pavrides, Georgios I.	Marsovan
Pehlivanzade, Nouredin H.	Unie
Sarrafoghlou, Anestis G.	Constantinople
Shirinian, Edward G.	Amassia
Shishmanian, Parnag H.	Mounjousoun

JUNIORS.

✓ Anastasiades, Anestis P.	Constantinople
✓ Anastasiades, Aristocles G.	Dere Keuy
✓ Azhderian, Hrant B.	Marsovan
✓ Diratsouyan, Albert V.	Angora
✓ Dombalian, Puzant K.	Charshamba
✓ Isaakides, Ioannes I.	Marsovan
✓ Iynedjian, Mihran Kh.	Marsovan
✓ Kalaijoglou, Anestis Ph.	Sivas
✓ Kiremitjoglou, Theologos N.	Germir
✓ Nahabedian, Kevork N.	Gurun
✓ Nodarian, Levon S.	Chengiler
✓ Papazoglou, Georgios I.	Yozghat
✓ Simonian, Krikor A.	Yozghat
✓ Tarakjoglou, Anastasios P.	Constantinople

SOPHOMORES.

✓ Bakurjian, Hagop N.	Samsoun
✓ Berberian, Muggerditch H.	Bardezag
✓ Dedebaloghlou, Isaac P.	Bafra
✓ Devletoghlou, Georgios N.	Yozghat
✓ Gharibian, Arsen G.	Kara Hissar Sharki
✓ Guzelian, Marka	Ineboli
✓ Hadjopoulos, Simeon G.	Denee
✓ Ioannides, Evangelos C.	Gumush Maden
✓ Khoranian, Armenag G.	Marsovan
✓ Kiremitjian, Hagop G.	Marsovan
✓ Kyriakides, Georgios I.	Zongouldak
✓ Mubayajoghlu, Christophoros I.	Urgub
✓ Papadopoulos, Timotheos M.	Alacham
✓ Samuelian, Armenag H.	Vezir Keupru
✓ Serlis, Demtrios O.	Baindir
✓ Simeonides, Nicholas Ch.	Constantinople
✓ Tahmizian, Garabed N.	Samsoun
✓ Touzjoghlu, Isaac N.	Hadji Keuy
Valavanides, Theodoros Ph.	Ineboli
✓ Yaghjian, Ara S.	Rodosto
✓ Yannasoghlu, Vasileos P.	Angora
✓ Zhamgochian, Khachadour H.	Marsovan

FRESHMEN.

✓ Apostolides, Ioannes N.	Alacham
✓ Avraamides, Socrates M.	Constantinople
✓ Babasinian, Edward H.	Marsovan
Constantinides, Avraam I.	Marsovan
✓ Coulishevich, Alexander I.	Novorossisk, Russia
✓ Exarchides, Elephtherios L.	Tripoli
✓ Fridas, Georgios S.	Ineboli
✓ Gigantides, Pelopidas N.	Trebizond
✓ Hovagimian, Mihran G.	Marsovan
✓ Manoukian, Haigazoun S.	Zile
✓ Mavrides, Avraam K.	Bafra
✓ Nodarian, Yervant S.	Chengiler
✓ Ourghanjoghlu, Anastasios I.	Constantinople

✓ Pirenian, Antranig B.	Marsovan
✓ Shirinian, Lemuel G.	Amassia
✓ Sullian, Sarkis H.	Bardezag
Tourajoghlu, Constantinos I.	Constantinople
Zelveyan, Aram K.	Soungourlou

SUB-FRESHMEN.

Abdalian, Kevork K.	Tokat
Akkashian, Edward H.	Hadji Keuy
Aksakalides, Georgios H.	Sinope
Ambelides, Elias I.	Batoum, Russia
Andavalloghlou, Georgios I.	Samsoun
Arsenian, Muggerditch A.	Vezir Keupru
Avraamides, Vasileos P.	Nighde
Bakurjian, Barouir H.	Samsoun
Balukjian, Assadour K.	Kir Shehir
Bourovillis, Constantinos A.	• Janina, Albania
Chebishian, Vahan S.	Amassia
Chionides, Zacharias I.	Fatsa
Choulfas, Theodoros G.	Kerasoun
Christides, Misael I.	Nighde
Chrysostomides, Georgios I.	Batoum, Russia
Constantinides, Isaac I.	Marsovan
Darakjian, Sarkis A.	Hadji Keuy
Dedeyan, Hagop G.	Yozghat
Demetriades, Constantinos D.	Adabazar
Demetriades, Demetrios M.	Tokat
Der Yesaian, Michael H.	Yozghat
Dildilian, Shimavon K.	Marsovan
Dingilian, Puzant P.	Marsovan
Dolmadjian, Roupén G.	Marsovan
Dolmadjian, Tateos B.	Marsovan
Egyptiades, Chrysanthos C.	Angora
Elbekian, Haroutune H.	Marsovan
Eulchujian, Makhsoud D.	Tokat
Evstathiades, Prodromos	Yozghat
Fehmian, Varastad P.	Marsovan
Galanos, Haralambos E.	Gumush Maden

Ghazarian, Hovsep Gh.	Van
Gougouyan, Dikran T.	Marsovan
Gounaropoulos, Anesti Th.	Samsoun
Gorgodian, Khachadour B.	Marsovan
Gregoriades, Elias M.	Ekaterinodar, Russia
Hadji Haroutunian, Levon K.	Yozghat
Hadji Savvas, Kyriakos A.	Samsoun
Horomides, Jean Ch.	Gumush Maden
Husseyhoff, Mahmoud I.	Trebizond
Ispirian, Albert M.	Marsovan
Jemberjian, Simeon G.	Marsovan
Kalemkyarian, Nerses Gh.	Yozghat
Kanonides, Constantinos Ch.	Trebizond
Kantargis, Pavlos C.	Kertch, Russia
Kaplanoghlu, Ioannes A.	Constantinople
Kerimitjoghlu, Zacharias M.	Germir
Keumurjoghlu, Panayotis I.	Samsoun
Koundourides, Demetrios C.	Trebizond
Kouyoumjoghlu, Isaak G.	Bafra
Kurkjian, Ardashes H.	Constantinople
Lambrianos, Georgios L.	Bafra
Levides, Anastasios P.	Constantinople
Lipairides, Belisarios A.	Trebizond
Maltabegian, Hagop H.	Tokat
Maschalides, Vasileos P.	Trebizond
Melides, Savvas P.	Samsoun
Michaelian, Mihran K.	Marsovan
Michaelian, Ovhanne H.	Marsovan
Michaeloff, Demetrios P.	Kertch, Russia
Micropoulos, Georgios A.	Ekaterinodar, Russia
Mounjides, Demetrios Ch.	Trebizond
Mouradoghlu, Evdokimos N.	Soungourlou
Murselzade, Bekir H.	Marsovan
Mutafian, Hovhannes S.	Unieh
Natanian, Hampartsoun H.	Van
Nishanian, Serope H.	Angora
Paneyotoghlu, Ioannis I.	Constantinople
Papadopoulos, Panayotis I.	Trebizond
Papantoniou, Antonios V.	Kerasoun

Papazoglou, Anastasios A.	Samsoun
Paschalides, Vasileos A.	Angora
Pekmezian, Antranig	Marsovan
Phronomides, Demetrios I.	Constantinople
Polychroniades, Anastasios S.	Tosia
Portokaloglou, Apostolos G.	Nighde
Potukian, Anton O.	Angora
Rocopoulos, Ioannes G.	Trebizond
Saraffis, Ioannes N.	Charshamba
Sarrafoghlou, Michael G.	Constantinople
Satradzi, Alexi A.	Novorossisk, Russia
Shahbazian, Vahram K.	Constantinople
Shirinian, Lemuel G.	Amassia
Shishmanoglou, Evdokimos Ch.	Constantinople
Sideropoulos, Charalambos I.	Sochoum, Russia
Sideropoulos, Ioannes I.	Sochoum, Russia
Sideropoulos, Savvas I.	Sochoum, Russia
Sinanoglou, Theogenis	Caesarea
Soujian, Kevork S.	Marsovan
Spiropoulos, Spiro K.	Sinope
Suvadjian, Mihran H.	Angora
Tenedieff, Eleftherios E.	Novorossisk, Russia
Thoumaian, Setrak K.	Marsovan
Tiganas, Avraam A.	Trebizond
Travlos, Demetrios I.	Constantinople
Xanthopoulos, Nicholaos P.	Kerasoun
Yepremian, Apisoghom M.	Marsovan
Yphantides, Georgios A.	Ordou
Yphantides, Kyriakos A.	Ordou
Ypodematopoulos, Ioannes S.	Ekaterinodar, Russia

THIRD FORM.

Abdalian, Murad H.	Tokat
Adjemian, Khachadour G.	Marsovan
Afendoulis, Cornelios C.	Samsoun
Anoushian, Muggerditch H.	Vezir Keupru
Antoniades, Nicholaos I.	Ekaterinodar, Russia
Apostolides, Aristides N.	Alacham

Arnopoulos, Alcibiades P.	Batoum, Russia
Arslanian, Antranig S.	Smyrna
Arslanides, Pavlos E.	Dere Keuy
Arslanoghlou, Charalambos I.	Bafra
Arslanoghlou, Georgios S.	Bafra
Boghosian, Kegham B.	Marsovan
Chilleniz, Savvas B.	Constantinople
Chrisopoulos, Eleftherios P.	Kerasoun
Chrisopoulos, Nicholas C.	Kerasoun
Chutukian, Antranig G.	Marsovan
Cleovovlos, Charilaos Ch.	Samsoun
Constantinides, Demetrios C.	Samsoun
Cosmides, Ioannes S.	Caesarea
Cosmides, Vasileos S.	Caesarea
Darakjian, Yervant G.	Tokat
Demtriades, Constantinos C.	Constantinople
Der Arsenian, Krikor D.	Vezir Keupru
Diradourian, Hrant H.	Amassia
Dolmadjian, Muggerditch A.	Marsovan
Eleftheriades, Ioannes A.	Herek
Enfiyedjian, Apraham G.	Yozghat
Enfiyedjian, Sahag S.	Yozghat
Gavrielides, Anastasios G.	Constantinople
Gedoukian, Sirabion H.	Trebizond
Georgiades, Georgios E.	Gumush Maden
Geulian, Soghomon H.	Herek
Ghariboghlou, Antipas S.	Cavsa
Ghazarian, Haroutune G.	Marsovan
Gilamian, Mihran G.	Hadji Keuy
Gounaropoulos, Aristides Th.	Samsoun
Gulbenkian, Mihrtad A.	Marsovan
Hadji Panayotis, Georgios Ch.	Gumush Maden
Hadji Pavlos, Georgios P.	Fatsa
Hadjizade, Rifat M.	Kerasoun
Hamalian, Vahram M.	Avkat Hadji Keuy
Harikian, Melkon D.	Zile
Harpides, Demetrios Ph.	Samsoun
Hekimoghlou, Ioannes G.	Sivas
Horozian, Aram S.	Hadji Keuy

Hovagian, Dikram B.	Trebizond
Injebelis, Eleftherios A.	Sinope
Injeyan, Dikran T.	Kerasoun
Jerrahian, Hovhannes B.	Marsovan
Jinivizian, Haroutune S.	Yozghat
Jirjirian, Muggerditch K.	Amassia
Jordanides, Elias S.	Gumush Maden
Jordanides, Merodes K.	Samsoun
Josephides, Demosthenes N.	Ineboli
Kakoulides, Elias G.	Kerasoun
Kantsanagian, Armenag M.	Amassia
Karayanides, Demosthenes V.	Bali Kesir
Karayanides, Elias Ph.	Samsoun
Katranjian, Manuel Y.	Hadji Keuy
Kebabjian, Souren S.	Angora
Kechedjian, Hovhannes S.	Samsoun
Kellerian, Badrig S.	Trebizond
Keuylian, Yervant S.	Marsovan
Khachadourian, Papgen N.	Tripoli
Kiremitjian, Yervant M.	Marsovan
Koucharski, Edward F.	Ekaterinodar, Russia
Kuldurian, Garabed S.	Marsovan
Kumbulian, Torkom K.	Bardezag
Kurkjian, Hagopos M.	Bardezag
Kurkjioglou, Charilaos V.	Bafra
Kyamides, Kyriakos S.	Tokat
Lagoudakis, Charilaos G.	Constantinople
Leontides, Georgios L.	Novorossisk, Russia
Leontopoulos, Charalambos S.	Samsoun
Maghakian, Haroutune A.	Marsovan
Mahdoghlou, Savvas Ch.	Samsoun
Markoghlou, Pandelis I.	Bafra
Martayan, Krikor P.	Kir Shehir
Mavroides, Alexandros C.	Ekaterinodar, Russia
Medzkloukhian, Haigazoun H.	Angora
Michaelian, Yervant S.	Marsovan
Mouchin, Leonidas A.	Novorossisk, Russia
Movstafhazade, Mehemet Ali	Marsovan
Mubayajoglou, Ioannes I.	Urgub

Myronoff, Constantine M.	Novorossisk, Russia
Nazaretian, Mihran N.	Amassia
Nazifzade, Emin S.	Samsoun
Notchvin, Vasileos P.	Kertch, Russia
Odabashian, Souren R.	Kara Hissar
Ourganjoghoulou, Nicholaos I.	Constantinoople
Paniyotis, Damianos G.	Anapa, Russia
Papadopoulos, Anestis N.	Samsoun
Papadopoulos, Georgios G.	Bafra
Papadopoulos, Ghavriel L.	Tokat
Papadopoulos, Heracles I.	Kastamouni
Persides, Georgios P.	Trebizond
Photiades, Alexandros P.	Batoum, Russia
Portukaloghlou, Nicholaos G.	Nighde
Saghiroghlou, Charalambos D.	Yozghat
Saryoghoulou, Charalambos I.	Marsovan
Saryoghoulou, Constantinos I.	Marsovan
Savoulides, Eleftherios A.	Trebizond
Seferoghoulou, Savvas M.	Samsoun
Shirinian, Froebel G.	Amassia
Simeonides, Isaak Ph.	Kastamouni
Solomonides, Kyriakos S.	Bafra
Stephanides, Paniyotis A.	Constantinople
Stoupa, Michael I.	Novorossisk, Russia
Suvadjian, Pierre O.	Angora
Tamanas, Demosthenes B.	Samsoun
Theocharides, Orestes D.	Marsovan
Theodorides, Savvas E.	Gumush Maden
Thomaides, Elias G.	Ekaterinodar, Russia
Topbashian, Hovhannes K.	Gurun
Toramanian, Levon K.	Chorum
Torosian, Vahram A.	Marsovan
Tulekian, Mihran A.	Marsovan
Tutunjian, Khachperouni A.	Erzroum
Vakalopoulos, Georgios S.	Ekaterinodar, Russia
Yanassoghoulou, Avraam V.	Angora
Zortian, Vahram D.	Chorum

SECOND FORM.

Akullian, Mihran K.	Marsovan
Aladjaloghlou, Christo	Marsovan
Anastasiades, Ioannes N.	Constantinople
Andavaloghlu, Constantinos I.	Samsoun
Antreasian, Hagop K.	Marsovan
Argyropoulos, Menelaos A.	Trebizond
Asloghlou, Seraphim A.	Samsoun
Assadourian, Assadour G.	Caesarea
Bakurjian, Garabed M.	Kastamouni
Bedrosian, Garabed K.	Marsovan
Boghosian, Diran H.	Amassia
Chakarian, Puzant K.	Trebizond
Chebishian, Arsham H.	Amassia
Choukadaroghlu, Spiro P.	Samsoun
Christides, Ioannes A.	Amassia
Constantinides, Iakob I.	Marsovan
Cozloujaloghlu, Elias Ph.	Gumush Maden
Delikaris, Alexander D.	Kerasoun
Deliyanis, Chrysostomos S.	Unieh
Der Simonian, Aram K.	Marsovan
Der Tirakian, Hampartsoun A.	Trebizond
Dombalian, Misak A.	Kapou Kaya
Donikian, Mihran R.	Marsovan
Efthimiades, Stylianos S.	Herek
Esimnoghlou, Polycarpus D.	Piraeus, Greece
Faidajoghlu, Ioannes C.	Soungourlou
Frengoghlu, Nocholaos O.	Soungourlou
Georgieff, Cosmas G.	Gelinjik, Russia
Gerontides, Charalambos L.	Trebizond
Geuvjian, Nazaret P.	Tokat
Habeshian, Sarkis H.	Marsovan
Hadji Ioannides, Ioannes I.	Herek
Hadji Pavloghlou, Nicholaos A.	Marsovan
Hovhannesian, Hagop H.	Marsovan
Ioannides, Ioannes V.	Amassia
Iskian, Hovhannes G.	Angora
Ismirloghlou, Ioachim S.	Tosia
Ispirian, Arsham M.	Marsovan

Jordanides, Aristides L.	Constantinople
Karakulahian, Hadji Kevork K.	Marsovan
Kara Savvas, Antonios P.	Gelinjik, Russia
Kassaboghoulou, Sophronios C.	Marsovan
Kassaboghoulou, Stavros C.	Marsovan
Kazanjian, Krikor H.	Marsovan
Kazanoghoulou, Socrates G.	Bafra
Kehayoghoulou, Pandelis I.	Constantinople
Kemenchejides, Philos N.	Gelinsin
Keshishian, Haroutune B.	Marsovan
Koloukoussaoghoulou, Socrates I.	Marsovan
Kouzoujakoghoulou, Cosmos V.	Alacham
Kouzoujakoghoulou, Ephthimios N.	Alacham
Kouzoujakoghoulou, Stephanos N.	Alacham
Lagoudakis, Manolis G.	Constantinople
Lazarides, Lazaros G.	Samsoun
Medaxian, Yervant H.	Marsovan
Melconian, Misak A.	Kapou Kaya
Moisides, Constantinos G.	Novorossisk, Russia
Muradoghoulou, Isaak	Talas
Nishanian, Hagop K.	Angora
Oreopoulos, Charalambos E.	Marsovan
Osmanzade, Tewfik O.	Marsovan
Papazian, Kalousd H.	Kapou Kaya
Papazoghoulou, Ioannes E.	Vezir Keupru
Parseghian, Hagop H.	Unieh
Petrides, Petros I.	Samsoun
Rebanides, Pericles G.	Marsovan
Sarradjian, Hagop G.	Amassia
Savitski, Alexander N.	Anapa, Russia
Sefershayan, Gughmez V.	Angora
Seuzmedjian, Gaidzak H.	Herek
Seuzmeyan, Garabed M.	Kastamouni
Shahinzade, Mehmet A.	Marsovan
Soteriades, Charalambos N.	Soungourlou
Soudjian, Kevork H.	Marsovan
Spiropoulos, Alexander G.	Novorossisk, Russia
Teuysuzian, Simeon H.	Hadji Keuy
Torigian, Souren B.	Marsovan

Tufenkjian, Stepan H.	Herek
Turkzade, Kadri M.	Cavak
Yalamanides, Theodoros P.	Fatsa
Yanukzade, Hamdi M.	Marsovan

FIRST FORM.

Aghnides, Esaias N.	Constantinople
Aliaghazade, Memdouh K.	Marsovan
Antonoghoulou, Constaninos V.	Samsoun
Boyadjian, Ohannig Kh.	Herek
Chalnoghoulou, Emin S.	Marsovan
Davidoff, Charalambos C.	Sochoum, Russia
Dedeoghoulou, Ioannes D.	Samsoun
Georgiou, Socrates I.	Cavsa
Hadji Alizade, Memdouh	Amassia
Jivelekian, Souren D.	Marsovan
Kadioghoulou, Abdul Aziz	Marsovan
Kara Yousoufoghoulou, Pavlos K.	Adana
Kourtzade, Husni	Marsovan
Kouloghoulou, Ioannes V.	Samsoun
Kouzoujakoghoulou, Couzinos P.	Alacham
Kovshmezzade, Kemal I.	Constantinople
Kovshmezzade, Lauri I.	Constantinople
Manavian, Hagop G.	Angora
Nazifzade, Edib S.	Samsoun
Noumauzadé, Arif	Gumush Maden
Oustoupni, George S.	Izmael, Russia
Oviantz, Alexander G.	Batoum, Russia
Palanjoghoulou, Aristides I.	Marsovan
Palanjoghoulou, Stavros I.	Marsovan
Pavrides, Anastasios S.	Samsoun
Photiades, Charalambos N.	Gelinjik, Russia
Sahagian, Krikor H.	Amassia
Tanielian, Arsham G.	Marsovan
Tashjian, Housik H.	Erzroum
Theocharides, Hippolytos D.	Marsovan
Touzjoghoulou, Isaak P.	Hadji Keuy
Tufenkjian, Puzant A.	Herek
Xenides, Epaminondas I.	Marsovan
Xenides, Socrates I.	Marsovan

STANDING OF STUDENTS BY CLASSES.

Senior	14	
Junior	14	
Sophomore	22	
Freshman	18	
Sub-freshman	100	
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College classes		168
Third Form	121	
Second Form	81	
First Form	35	
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Preparatory classes		237
		<hr/>
Total		405

STANDING OF STUDENTS BY NATIONALITY.

Armenian	157
Circassian	2
Georgian	1
Greek	194
Persian	1
Pole	1
Russian	32
Shirvanli	1
Turk	16
	<hr/>
Total	405

STANDING OF STUDENTS BY CONFESSION.

Catholic	9
Gregorian Armenian	101
Moslem	20
Orthodox Greek	200
Protestant	75
	<hr/>
Total	405

ANATOLIA GIRLS' SCHOOL.

INSTRUCTORS.

CHARLOTTE R. WILLARD, A.B.
Principal.

MARY A. WARD, A.B.
Bible and English.

BERTHA B. MORLEY,
Music and English.

ISABELLE DARROW, A.B.
Science.

Prof. D. THEOCHARIDES, M.A.*
Greek.

Prof. K. H. GULIAN, A.B.*
Armenian.

Prof. A. T. DAGHLIAN, A.B.*
Piano.

ANNA FILICIAN,
Matron and Instructor in Bible.

MAKROUHI AZARIAN,
Armenian.

SIMA KOUYOUMJIAN,
Housekeeper and Instructor in Turkish.

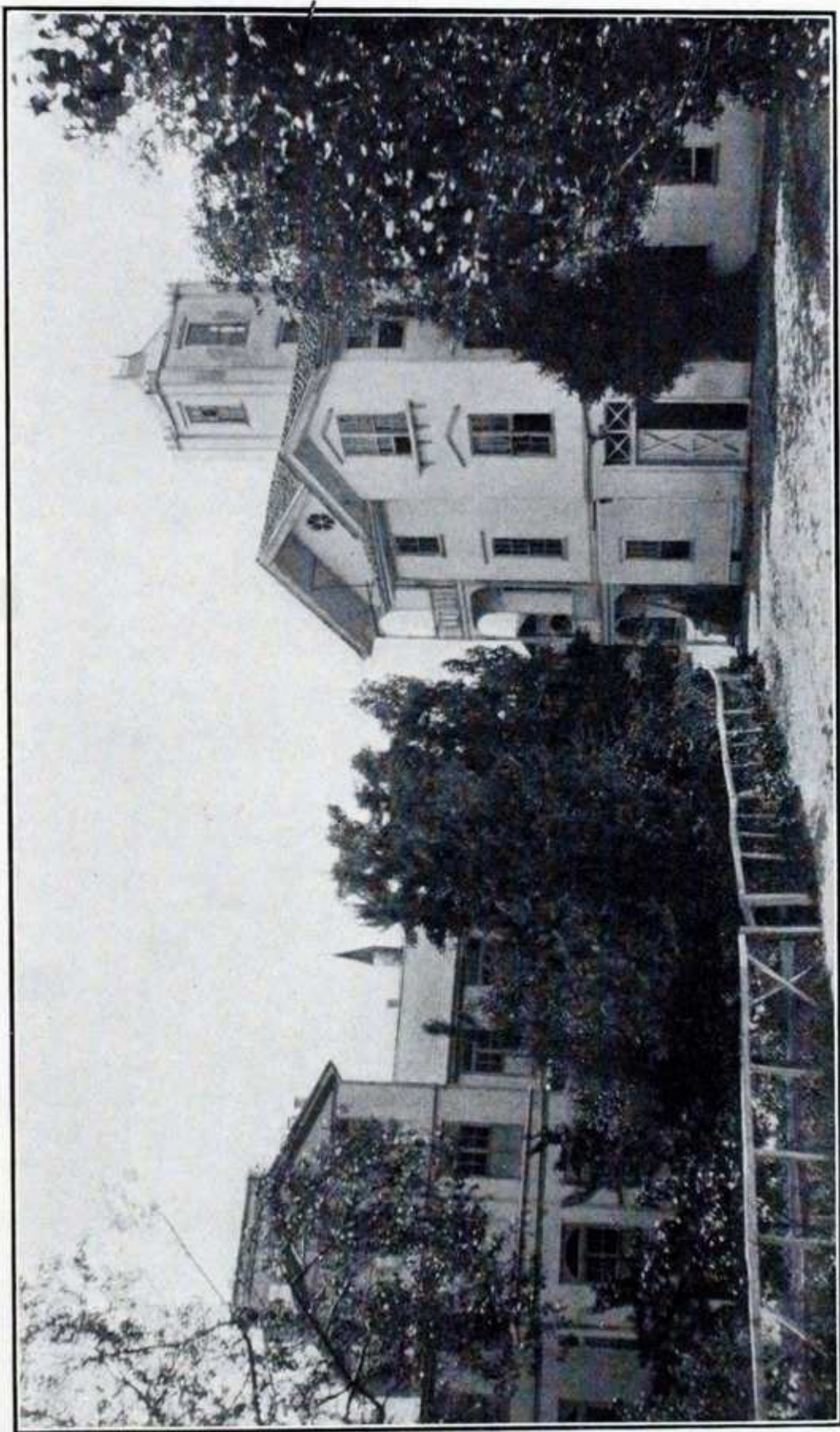
HAREKLIA TSOLOKIDOU,
Greek.

LUSAPER TORIKIAN,
Nurse and Instructor in Hygiene.

ANDROMACHE IOANNOU,
Greek Mathematics.

SHNORHIG KYLLYDJIAN,
Piano and Organ.

* Of Anatolia College.



SOUTH HALL.

GIRLS' SCHOOL.

FRITCHER HALL.

GULUMIA CHINEGOEZIAN,
English and Bible.

ARMINE GULIAN,
Armenian Mathematics.

MARIE PAPAZIAN,
Dressmaking and Music.

ARSHALUIS DER KALOUSTIAN,
Instructor of the Deaf.

ESTHER NICOLAOU,
Instructor of the Deaf.

AZNIVE TERMONJIAN,
Armenian.

Mrs. ATHENA LAGOUDAKI,
Matron of King School.

Mrs. V. H. HAGOPIAN,
Domestic Science and Embroidery.

Mrs. E. PYE,
Domestic Science.

ANNA MCCOY,
Treasurer.

ELECTRA THEOCHARIDOU,
Assistant Teacher of Greek.

AZNIVE ELBEKIAN,
Assistant Teacher of Armenian.

CORNELIA PAVLIDOU,
Supervisor in King School.

TRUSTEES.

The American missionaries resident in Marsovan are the trustees of the school and control all important decisions in regard to it.

REPORT.

The year 1912-13, so eventful in the history of the Turkish Empire, was one of unexpected quiet in the Marsovan region. While there was great uncertainty and anxiety, and much sorrow in hundreds of homes from which soldiers were called out, yet the year passed without disturbance; there was not a day when our one hundred and fifty day pupils could not come through the streets to school. The year closed with the graduation of a class of nine, when the annual address was delivered by Prof. J. J. Manissadjian of Anatolia College on the subject, "Why should we Educate Our Daughters?"

The year 1913-14 has opened with an increase over the preceding year of twenty-five per cent in the number of boarders. The largest increase has been in the number of Greek pupils.

The teaching force of the school is greatly strengthened by the presence of Miss Frances C. Gage, the former Principal of the school, who is spending the year with us. Miss Bertha Morley has received a permanent appointment to work in the school as a missionary of the Woman's Board of Missions and comes with the advantage of experience in teaching in America and of two years' residence and work in Turkey. Miss Alice B. Caldwell, after giving three years of much valued service to the school, has this year taken up work in the American Mission College in Cairo. Miss Margaret B. White, who last year filled a vacancy here until Miss Morley could take up the work, is spending the year in her Marsovan home and gives generous help to the school. Miss Mary Tracy has gone to America on furlough and during her absence the kindergarten is taught by Miss Arshaluis

Enedjian. Miss Sultana Kharalambou withdrew from the school in June and Miss Hareklia Tsolokidou has accepted the position of teacher of Greek.

The present working force of the school numbers 29, of which 22 are teachers, who give their full time to the school. This company represents (or holds close relation with) thirty-six cities and towns, three nationalities, and five religious denominations. The total amount of time spent in travel to bring this body together in September was 310 days. With all the variety in race, previous training, and social position, this company is one, and each person aids in the broadening and developing of others.

It is constantly recognized that the work of the school here at the center is only a small part of the whole, and that its great work must be done by those who go out from it. It is impossible to give statistics of the work being done by the hundreds of Anatolia Girls' School pupils who are now in homes of their own, but many of these are active Christian workers. Of those who have gone out from the school, 53 are now teaching; 7 are nurses. In all cities and large towns of the Marsovan field the people have established schools, and our work for them is to provide well-trained teachers; but in hundreds of villages there are no schools, and in these the problem is to prepare the way for a school and to, so far as possible, train girls of their own number to teach.

Changing conditions in the country are quickly registered in changing ideals and demands on the part of the patrons of its schools. There is a growing demand for advanced courses of study, — girls have both the means and the desire for further training than that now available here. The number of pupils applying for piano lessons is greater than in other years. French is so much used in coast cities and in government circles that it is rapidly being introduced into the schools of the country. The demand for training in music is fully met by our strong music department. French is of-

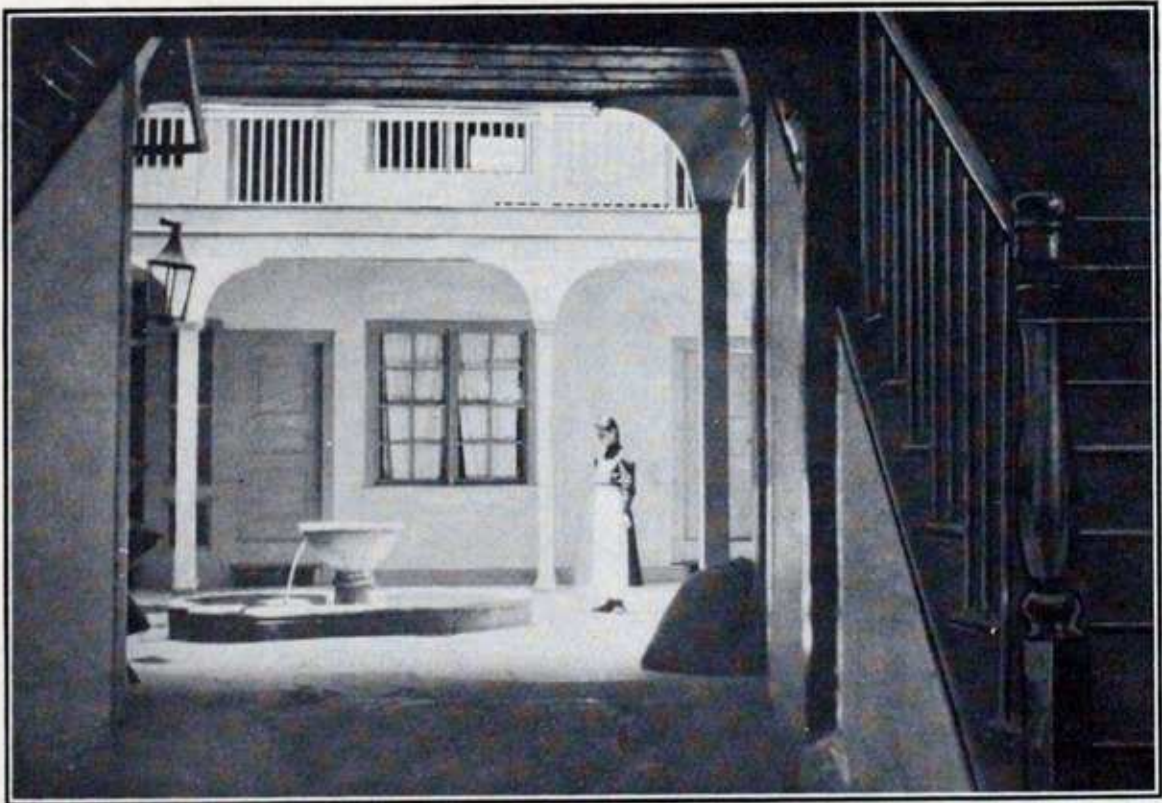
ferred as an elective with an additional charge for it. The Primary Greek Department has been discontinued because the Greek community in the city is now able to carry on such a school. Effort is being made to meet the needs of young Turkish children through the Kindergarten, where the language is Turkish, with some exercises in English and in French to meet the growing demand for these languages.

With June, 1913, the King School closed its third year of service for the deaf of Turkey. Up to this time twelve children had been received. Of these two were too old to continue long in the school and are now working as other boys do — one in a factory where he receives enough for his support, and the other is learning the tailor's trade as an apprentice. One girl has returned to her village home, but we hope we may yet be able to do more for her. The one Turkish girl who has been in the school remained only a few months; unlike the other children she was a day pupil and her family feared to have her come and go in the streets. The remaining eight are still in the school and making good progress. Miss Philadelphus, who had been in charge of the school from its beginning and had done very strong work in teaching and in preparing two assistants for teaching, withdrew from the work at the close of the third year. The teaching is now in charge of Miss Arshaluis Der Kalustian and Miss Yester Nicolaou. Mrs. Athena Lagoudakis is matron of the school. With the opening of the school year 1913-1914, four new pupils were received, making the total attendance twelve. The pupils are all Armenians, but it is the intention to open Greek and Turkish departments as soon as the resources of the school will allow.

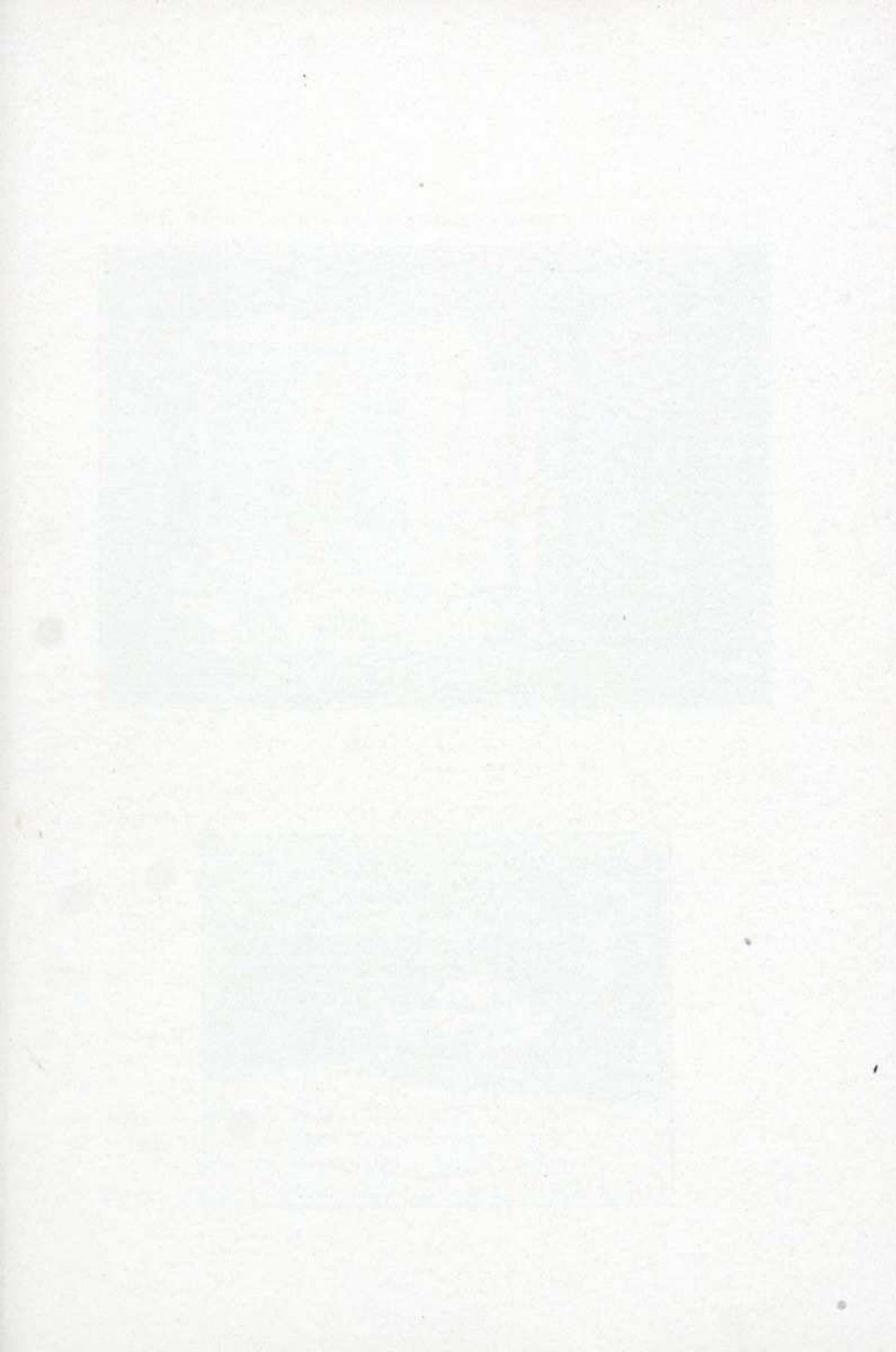
The deepening sense of need for the education of girls as well as boys is one of the significant signs of the times. People of all races are feeling it as never before, and as never before are spending money and effort to secure school advantages for their girls.



INTERIOR TRAVEL.



COURT OF GIRLS' SCHOOL.



SUPPORT AND PURPOSE.

The first school for girls in Marsovan was opened in 1862 under the care of Mrs. Leonard, a missionary of the American Board, and Miss Anna Filician. In 1865 the Board's School for Girls at Haskeoy, Constantinople, was transferred to Marsovan and placed under the direction of Miss Eliza Fritcher. During all the succeeding years it has been under the control and support of the Woman's Board of Missions.

The purpose of the founders of the school was to give to the girls and women a Christian education. This purpose has remained foremost with those who have directed the work during these years, covering nearly half a century — a period which has witnessed great material, intellectual, and political changes.

GROUND AND BUILDINGS.

The school premises are within the same enclosure with the missionary residences and other American institutions, occupying the southern part of this enclosure, where the school enjoys many advantages incident to nearness to these institutions and yet is entirely apart from them. The gardens and playgrounds cover about $4\frac{1}{2}$ acres, on which also stand Fritcher Hall, first occupied in 1894 and now devoted to the Preparatory Department, with accommodations for 150 students; South Hall, which is now the home of the High School, with accommodations for 70; the King Memorial School for the Deaf, the Tracy Kindergarten, and a building for laundry purposes. The Domestic Science kitchen and dressmakers' room are in South Hall.

COURSE OF STUDY.

The course of study is given in full in another place. During preparatory years all subjects except English

and the Fourth Form Arithmetic are studied in the vernaculars. During the last four years all work in Mathematics, Science, and History is done through English. Special attention is given to the development of an accurate and pure use of the pupil's vernacular, both in speech and writing. In the Turkish course the student acquires a reading and writing knowledge of the language in the Arabic character. The study of English gives to the pupil a free conversational use of the language, ability to write it, and to read English books with ease. French is offered as an elective.

For one entering the First Form eight years are required to complete the course.

MUSIC.

The Music Department offers excellent opportunities for training in singing and in organ and piano playing. Lessons in reading music and in chorus singing are given throughout the course. Private lessons on the organ and piano may be taken by a student of any class. These lessons are not included in the curriculum; an extra charge is made for them.

PRACTICAL TRAINING.

The school is putting increasing emphasis on the training of girls for efficiency in the practical things of life. All pupils are required to pass through a rigid course in plain sewing, which is followed by the making of simple garments. In the last two years dressmaking, including cutting and fitting, is taught. Following the plain sewing are courses in embroidery and fine needlework, where good progress is made both in oriental work and also in that introduced from Europe and America. The department of Domestic Science is giving practical training which will minister to more sanitary house-keeping and comfort in many homes.

A trained nurse gives lessons on the care of the health. With the younger girls these lessons are simple and

elementary, but practical. The older pupils are taught the causes of the prevalent diseases of the country, the means of preventing their spread, and the treatment of the diseases; they also have an elementary course in nursing.

RELIGIOUS ADVANTAGES.

The school is a Christian institution founded for the purpose of giving a Christian education to those who attend it. The study of the Bible holds an important place throughout the entire course. All attend Sunday-school, where the International Lessons are studied. All boarding pupils attend the Sunday preaching services, which are held in three languages in order to meet the needs of all. A strong Young Women's Christian Association and two Junior Christian Endeavor Societies carry on the organized Christian activity of the school. A mid-week prayer meeting is held in Fritcher study hall, which is attended by members of the school and students and teachers of the college. The personal influence of Christian teachers and students is strong and helpful to those of less experience. The importance of personal Christian character and life is constantly emphasized.

SOCIAL ADVANTAGES.

All boarding pupils live in the school buildings, the older girls in South Hall and those of the Preparatory Department in Fritcher Hall. All dine together in the large double dining room of Fritcher Hall. Each house has its own study hall, recitation rooms, library, dormitories, students' sitting room, and teachers' rooms. The family life where teachers and pupils are in constant intercourse is a delightful feature of the school. The older pupils enjoy the privileges of the weekly lectures which are given in the college during the winter months. Members of the Senior and Junior classes are admitted to membership in the Anatolia Archeological Club and Teachers' Association. Social occasions in the school,

college, and in the homes of missionaries and teachers are a source of enjoyment.

CONDITIONS OF ADMISSION.

For admission to the First Form the candidate should be able to read and write her own vernacular freely, and should be prepared to pass an examination in Arithmetic on addition, subtraction, multiplication, and division. Satisfactory testimonials in regard to character are required before a pupil is received. For boarding pupils, twelve years is the age limit.

To enter an advanced class the candidate is required to pass examinations on the work of the class preceding the one to which she seeks admission.

Entrance examinations are held on the Monday and Tuesday preceding the opening of the first semester. It is important that application for admission should be made early.

NECESSARY OUTFIT.

Clothing should be simple and serviceable. Provision should be made for both warm and cold weather. Each girl should have not less than three suits of under-clothing. Rubber overshoes are a necessity. Each girl should bring a trunk, mattress, bedding, and towels. All articles that pass through the laundry should be clearly marked with the owner's name. The dormitories are furnished with bedsteads and closets for all.

EXPENSES.

Annual tuition of day pupils	1 lira
Annual tuition and board	10 „
Dinners five days in the week, by the month, 35 piasters	
Organ lessons for the year (two a week)	1½ lira
Organ for practice	½ „
Piano lessons for the year (two a week)	2 „
Piano for practice for the year	1 „
Piano lessons from the Music Director of Anatolia College	4 „

The first payments are due at the opening of the school year, when boarding pupils are required to pay 6 liras and day pupils $\frac{1}{2}$ a lira each. Music, bath, and laundry charges are paid in full at the opening of the year. The second payment is due at the beginning of the second semester.

Students are not allowed to enter classes until their money obligations are met.

In the case of day pupils, no reduction will be made for absences.

Boarding pupils not remaining during the whole year will pay the monthly rate for any period less than a half year, a fraction of a month being paid for as a full month.

No reduction is made in charges for music lessons for absences of less than a half year.

Text-books may be hired from the book shop at a cost ranging according to the value of the books from 30 to 50 piasters a year. The yearly charge for the use of the bath, for laundry, and other incidentals is 60 piasters.

COURSE OF STUDY.

(Throughout the course an option between Greek, Armenian, and Turkish is offered. Numerals indicate the number of hours per week.)

First Form.

Bible — The Old Testament stories through the time of Moses.	(4)
Armenian — Zabel Asadour Grammar I. and Reader.	(4)
Greek — Modern Grammar and Reader.	(4)
Mathematics — Arithmetic.	(4)
English — Jones' First Reader.	(4)
Geography.	(1)
Sewing. (3) Nature Study. (1) Vernacular Writing. (3) English Writing. (4) Drawing. (1) Singing. (1)	

Second Form.

Bible — The Old Testament stories from the time of Moses through that of David.	(4)
Armenian — Zabel Asadour Grammar and Reader.	(4)
Greek — Modern Grammar, Exercises and Reader.	(4)
Mathematics — Arithmetic.	(4)
English — Jones' Second Reader.	(4)
Geography.	(2)
Sewing. (3) Nature study. (1) Vernacular Writing. (3) English Writing. (3) Drawing. (1) Singing. (1)	

Third Form.

Bible — The Life of Christ.	(2)
Armenian — Kazanjian Grammar III. Kapamajian Reader.	(4)
Greek — Modern Grammar, Composition, Reader.	(4)
Mathematics.	(3)
English — Jones' Third Reader.	(3)
Geography.	(4)
Sewing. (2) Domestic Science. (2) Nature Study. (1) Vernacular Writing. (3) English Writing. (3) Drawing. (1) Singing. (1) Rhetoricals. (1)	

Fourth Form.

Bible — Old Testament from the time of David through that of Isaiah.	(3)
Armenian — Syntax, Composition, Zabel Asadour Tankaran III.	(3)
Greek — Modern Grammar, Exercises, Elementary Syntax.	(3)
Mathematics — English Arithmetic.	(2)
English — Longman's Grammar.	(4)
Geography.	(2)
Turkish.	(4)
Domestic Science. (2) Vernacular Writing. (2) Fine Needlework. (2) English Writing. (1) Singing. (1) Rhetoricals. (1)	

Freshman.

- Bible — Completion of the Old Testament from the time of Isaiah. (4)
 Armenian — Ancient Grammar and Reading, Modern Selections. (4)
 Greek — Modern Syntax, Composition and Ancient Grammar. (4)
 Mathematics — Algebra. (4)
 English — Grammar and Introduction to Literature. (2)
 Turkish. (2)
 Domestic Science. (2) Rhetoricals. (1) Fine Needlework. (2) Singing. (1)

Sophomore.

- Bible — The Teachings of Christ. (3)
 Armenian — Rhetoric, Composition. (2)
 Greek — Ancient New Testament, Ancient Syntax. (2)
 Mathematics — Geometry. (4)
 English — Grammar and Introduction to Literature. (2)
 Turkish. (2)
 Science — Physical Geography. (2) Physiology. (2)
 Domestic Science. (2) Rhetoricals. (1) Singing. (1) Fine Needlework. (2)

Junior.

- Bible — The Acts, Epistles and Revelation. (4)
 Armenian — Modern Literature. (3)
 Greek — Selection from Modern Greek Syntax, Xenophon. (3)
 Turkish — Reading at sight. (1)
 Science — Physics (during one semester, 4).
 Geology (during one semester, 2). Botany (during one semester, 2).
 History — Myers' General History. (5)
 Fancy Work. (3) Dressmaking. (4) Domestic Science. (1) Rhetoricals. (1) Singing. (1)

Senior.

- Bible — Hand Book of the Bible (during one semester, 4).

Armenian — History of Literature.	(3)
Greek — History of Greek Literature, Composition.	(3)
Turkish — Reading at sight.	(1)
Science — Young's School Astronomy.	(2)
Psychology.	(2)
History — Myers' General History.	(4)
Teachers' Training.	(2)
Dressmaking. (3) Domestic Science. (1) Rhetoricals. (1) Singing. (1)	

ENROLLMENT.

Junior	13
Sophomore	15
Freshman	22
Fourth Form	31
Third Form	35
Second Form	56
First Form	36
Special students	2
Dressmaking Department	14
Sub-Preparatory	15
King School	12
Music Special	4
Kindergarten	14
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Total	269

NATIONALITIES.

Armenian	189
Greek	73
Turks	7
	<hr/>
Total	269



DEAF MUTES LEARNING CABINET MAKING.



DEAF MUTES AT WORK.

MARTHA A. KING MEMORIAL SCHOOL FOR THE DEAF.

In the fall of 1910 the first Christian School for the Deaf in the Turkish Empire was opened in memory of Miss Martha A. King, of Minneapolis, Minn., who was a teacher in Anatolia Girls' School from 1893 to 1896. Any one now visiting the mission premises of Marsovan, after passing Anatolia College, Anatolia Hospital, Fritcher Hall and South Hall of Anatolia Girls' School, will come to the attractive little home of our deaf children, where they are receiving such training as no others in the country have ever enjoyed. The pupils in the school are taught in accordance with the methods which have been found most successful in training the deaf in America. The eagerness with which the children work for every bit of knowledge put within their reach is a strong indication of their hunger for that from which they have been shut away. The advance in lip reading is naturally much greater than that in speech and it is most interesting to see them act on the spoken word of the teacher. It is the expectation that every child of average ability will learn to read and write his own language and will attain a fair facility in speech and lip reading. Industrial training is also given. The girls are taught sewing, basket making, weaving, and other forms of hand-work. The boys spend half of each day in the carpenter's shop and also have teaching in arts and crafts. Most of the work of the house is done by the children under careful supervision.

Children are received from six to eight years of age. The annual charge for board and tuition is twelve liras.

ANATOLIA HOSPITAL.

ANATOLIA HOSPITAL.

The number of in-patients during 1912 was 1,028; dispensary patients, 8,057. The number of treatments of dispensary patients alone was near 14,000, but if *all* treatments be reckoned in, it passes 50,000.

Of the in-patients, 590 were men; 438, women. Surgical cases, 756; medical, 255. They were of several nationalities: Armenian, 424; Turks, 332; Kurds, 16; Circassians, 14. Total Mohammedan, 362; Greeks, 220; Germans, 6; miscellaneous, 15.

Those cured, 891; those improved, 106; deaths, 30.

The hospital is open 365 days in the year.

The number of beds in the present building, 60 — yet there are often 75 in-patients.

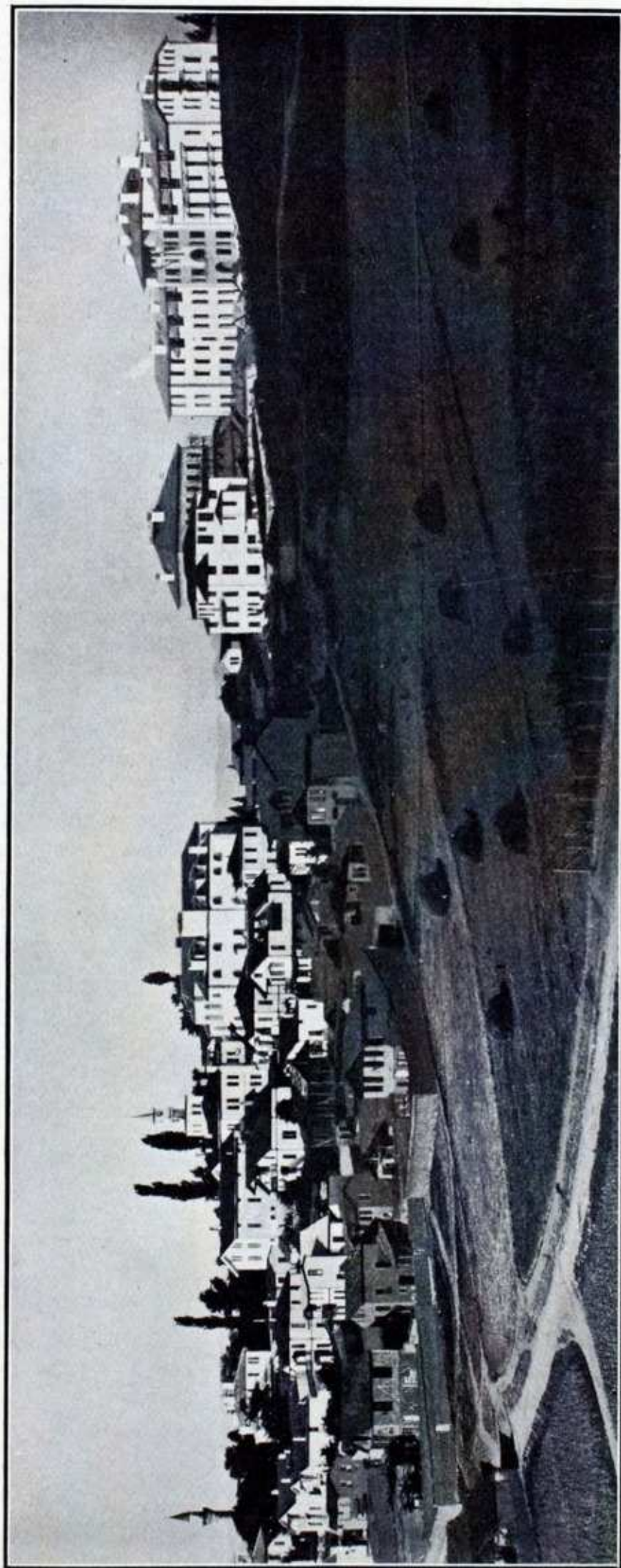
The report for 1913 is not in at the present publication. It is probable that the numbers will generally be larger than in 1912.

There are two very intense needs:

First, the need of far better and more commodious accommodations. The present building is merely temporary, — former workshops and lumber-sheds refitted.

The fine new building and up-to-date hospital is approaching completion. It will have a good heating and lighting plant, X-rays, and other thorough-going arrangements, but *in order to completion*, the need of \$6,000 to \$8,000 is about as pressing as any need can be in any similar work. Burdened with overwork and anxiety, the surgeon-in-charge, Dr. J. K. Marden, is in danger of breaking down. This again emphasizes all the more,

Second, the need of another American doctor as a companion. Everyone knows that no physician and surgeon can carry on such a hospital work year after year without vacation, — it is a full task for two men. In any such case there should be two men, so that they



COLLEGE AND HOSPITAL BUILDINGS FROM THE EAST.

may relieve each other, so taking some rest alternately, also finding opportunity to visit great medical centers once in a few years, to become acquainted with discoveries and improved methods.

Again, when urgent telegrams come from neighboring cities, it is highly important that the medical aid asked for be available, but when there is but one responsible surgeon on hand, and he is held fast by his daily responsibilities in the hospital, such calls must necessarily be refused. Going on a year or two more in this way is hardly a thing to be thought of, and yet this is the situation. It is a cause of the greatest solicitude.

The territory dependent upon this hospital is vast. Many patients come a distance of one or two hundred miles to reach it; large numbers have to be refused place as in-patients for want of room and working force.

The moral influence of the Medical Department is exceedingly effective. With multitudes it counts for far more than any kind of preaching. To make light of this influence is not very like the Master whom we profess to follow. He was accustomed to heal the people and then teach them. Teaching without healing has never been Christian nor very successful.

There is in this great field almost unlimited scope for the development of the medical work.

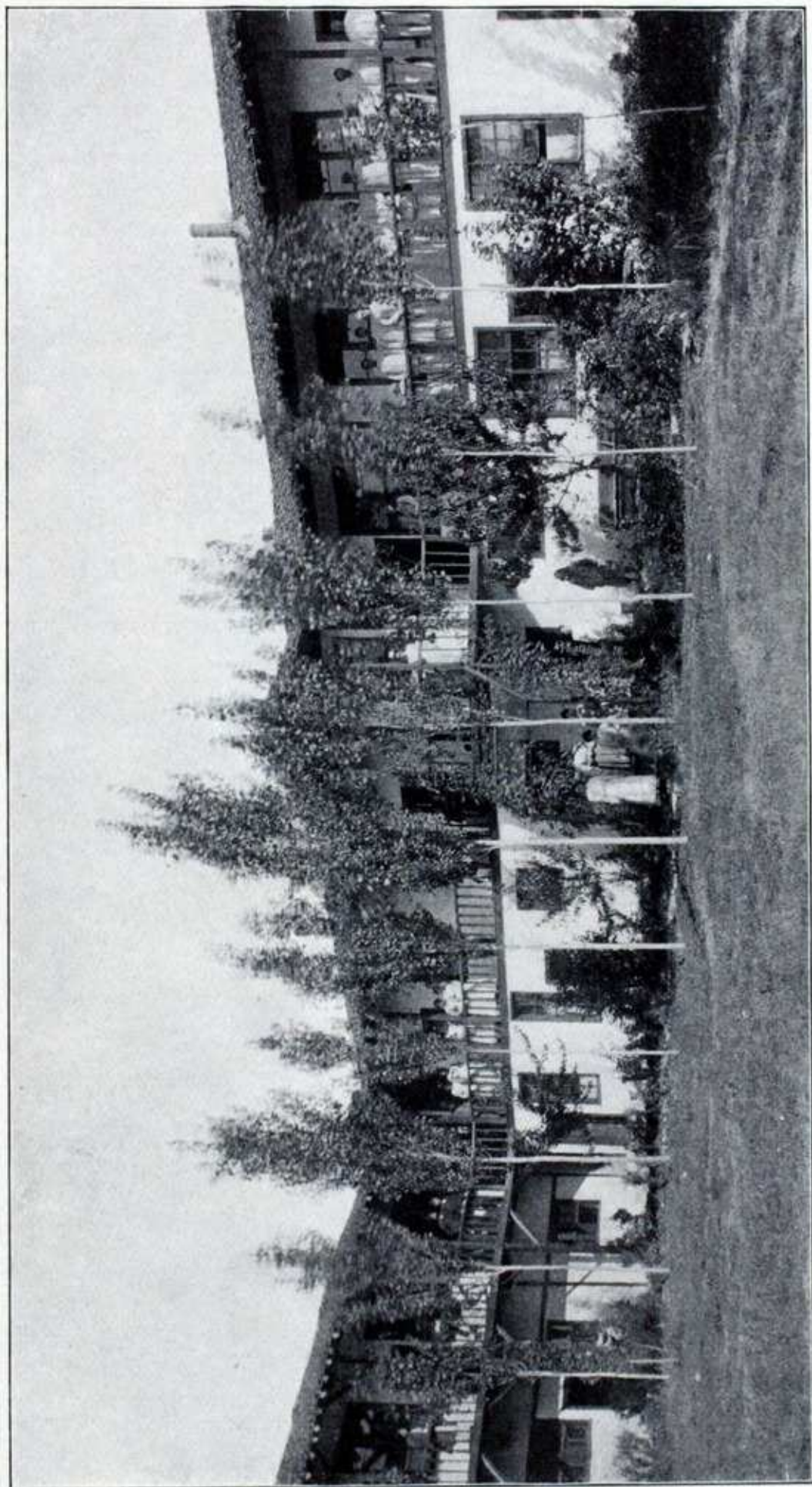
ANATOLIA THEOLOGICAL SEMINARY.

As this institution is one of the Anatolian Group, and has done highly important work in the past, also has, we believe, important work to do in the future, it is desirable that it be suitably noticed here. From this institution have come forth most of the pastors and many of the teachers and leaders of the evangelical communities far and wide in this and neighboring provinces. For fuller information we refer those interested to the special printed statement and catalogue of its alumni published not long since. The number of students is small during the last few years, and such is the case in every country. Materialistic tendencies are so strong in an age in which material development is so marked and emphasized that naturally few are found to walk in the more spiritual, the narrower, the more difficult way. Though classes be small, there is no occasion for discouragement. The sterling, earnest, self-denying character of the pastors now in charge of Christian communities near and far, brings constant cheer to the hearts of those who have been their teachers in past years.

As surely as the spiritual is the highest need of man, so surely will spiritual leaders always be called for — of necessity leaders who are men of the age — educated, trained, able, and practical. Just such men we are endeavoring to bring forward.

The attitude of young men at Anatolia is rather unique. During two or three years there have been over a dozen students pursuing the theological course, most of whom do not intend to enter upon pastoral work. It signifies something that they have a desire for the knowledge of divine things.

There is now an excellent force of theological instructors, probably the best we have ever had. It is



THE OLD HOSPITAL.

believed that there will yet be decided encouragement in this branch.

It would be far better if a suitable building were provided wherein the theological students could be accommodated and freed from the crowded condition in the college quarters. There is already a small provision for such a building of plain and simple character, but the sum of about six thousand dollars is needed to meet the demand, and we earnestly hope it will be provided.



FREIGHTING WHEAT.

