

CATALOGUE • OF  
**Euphrates College**

---

**1911-1912**

*Harpoot,  
Turkey*











CROSBY HOWARD WHEELER, D.D.  
1823—1896

Founder and First President of Euphrates College.  
Bronze bust presented to the College by the Alumni in 1905

HARPOOT

--

EASTERN TURKEY

---

CATALOGUE OF  
EUPHRATES COLLEGE  
1911-1912



---

PUBLISHED BY THE TRUSTEES  
14 BEACON STREET, BOSTON, MASSACHUSETTS



## Table of Contents

Frontispiece. Bust of Dr. Wheeler	
The Purpose of Euphrates College .....	5
Calendar for 1911-1912 .....	6
Organization and Management .....	8
Governing Boards .....	9
Faculty and Instructors .....	11
Euphrates College Buildings .....	12-13
A Glance at the Past .....	15
Former Presidents and Teachers .....	19
Field and Constituency .....	21
Working Force and Equipment .....	23
The Financial Situation .....	26
Needs .....	27
Course of Study .....	28
Regulations for Students .....	28
Student Life .....	30
Student Expenses .....	32
Self Help .....	33
The Press .....	34
The "Yeprad" .....	36
Curriculum .....	37

## **The Purpose of Euphrates College**

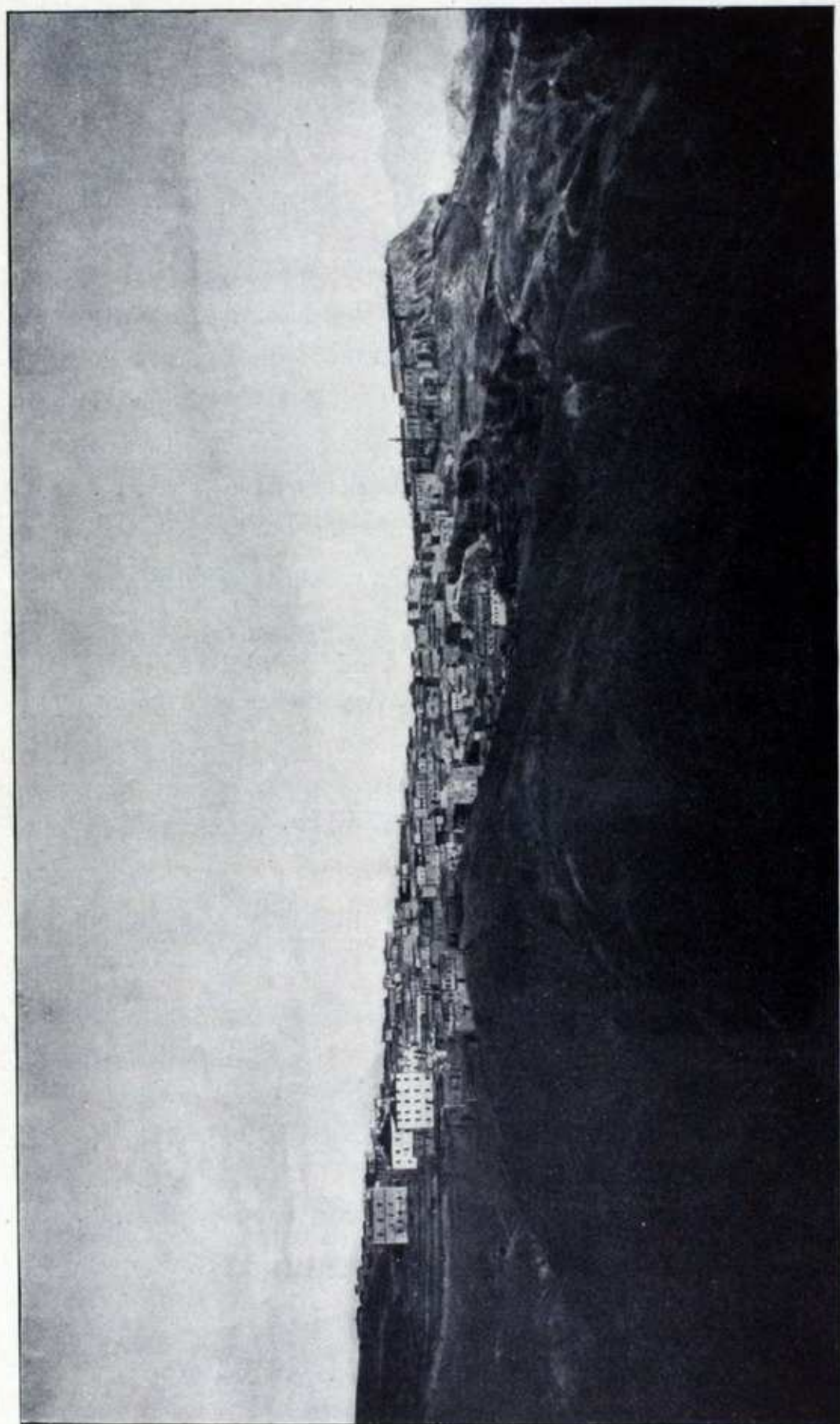
The aim of the College, as stated in the first article of its original constitution has always determined its activities. "The one aim of this College shall be to prepare intelligent Christian leaders in all departments, and thus to secure to the Church of Christ that controlling influence which should result in giving to the masses of the different nationalities the blessings of a Christian civilization." All the plans and efforts of the College are bent to this one purpose.



## Calendar for 1911-1912

Saturday, June 24, 1911, College Field Day.  
Sunday, June 25, Baccalaureate Sermon.  
Monday, June 26, Girls' High School Graduation.  
Monday, June 26, Concert by the Music Department.  
Tuesday, June 27, Boys' High School Graduation.  
Tuesday, June 27, Prize Contests and Awards.  
Wednesday, June 28, Commencement Exercises.  
Wednesday, June 28, President's Reception.  
Wednesday, June 28, Meetings of Alumni and Alumnae.  
September 11-13, Enrolment of Students.  
Wednesday, September 13, College Opens.  
September 13-15, Entrance Examinations.  
November 22-24, Mid-term Examinations.  
Monday, December 25, Occidental Christmas Day.  
January 15-17, 1912, Final Examinations of the First Semester.  
January 17-31 Christmas Holidays.  
January 19, Oriental Christmas Day.  
Wednesday, January 31, Second Semester Begins.  
Thursday, February 15, St. Vartan's Day.  
Monday, February 19, Carnival.  
Sunday, February 25, Day of Prayer for Students.  
April 1-3, Mid-term Examinations.  
April 3-17, Easter Recess.  
Thursday, May 16, Founders' Day.  
June 20-26, Commencement Week.





HARPOOT, TURKEY. VIEW FROM THE WEST  
"A City Set on a Hill." Euphrates College at the left.



## Organization and Management

Euphrates College with all its preparatory departments is organized and carried on in accordance with the requirements of Turkish law, and is officially recognized as on a par with government schools of corresponding grades. Graduates of both High School and College are certified by the Government as qualified teachers, and exempted from military service when employed in teaching.

The funds of the College are in the care of The Trustees of Euphrates College Funds, a corporation holding a charter from the Legislature of Massachusetts. The members of this Board of Trustees are elected for life by the Prudential Committee of the American Board of Commissioners for Foreign Missions and by the Women's Board of Missions. This Board has complete control of the funds of the College, and general oversight over its plans and work.

The President of the College, who is chosen by the Board of Trustees, is always a missionary of the American Board.

The Local Board of Managers in Harpoot, elected by the missionaries of Harpoot Station, have charge of the internal affairs of the College, subject to the approval of the Board of Trustees. This Board fixes the course of study, elects the native teachers and professors, fixes their salaries, and controls the local financial affairs of the College.



## The Board of Trustees

PRESIDENT, Col. Charles A. Hopkins, Brookline, Mass.

SECRETARY, Rev. James L. Barton, D.D., 14 Beacon St., Boston, Mass.

TREASURER, Mr. John I. Monroe, Kidder, Peabody & Co., Boston, Mass.

FINANCE AND AUDITING COMMITTEE, Mr. Charles E. Kelsey, Mr. Samuel Ward.

Mr. J. W. Field,

Rev. E. E. Strong, D.D.,

Miss Caroline Borden,

Mr. D. Chauncey Brewer,

\*Mr. Wolcott Johnson,

Miss Kate G. Lamson,

Mrs. Frank H. Wiggin.

\* Deceased.

## The Board of Managers

CHAIRMAN, Rev. John K. Browne,

SECRETARY, Prof. Felix Margot,

TREASURER, Mr. W. E. D. Ward,

Rev. Ernest W. Riggs, }  
Miss Mary L. Daniels, } Ex Officiis

Prof. Hovhannes Bujicanian,

Rev. Vartan Amirkhanian,

Dr. H. H. Atkinson,

Miss Mary W. Riggs,

Prof. N. Tenekejian.\*

\* Chosen as representative of the Alumni





SOME OF THE TEACHERS AND GRADUATES OF EUPHRATES COLLEGE



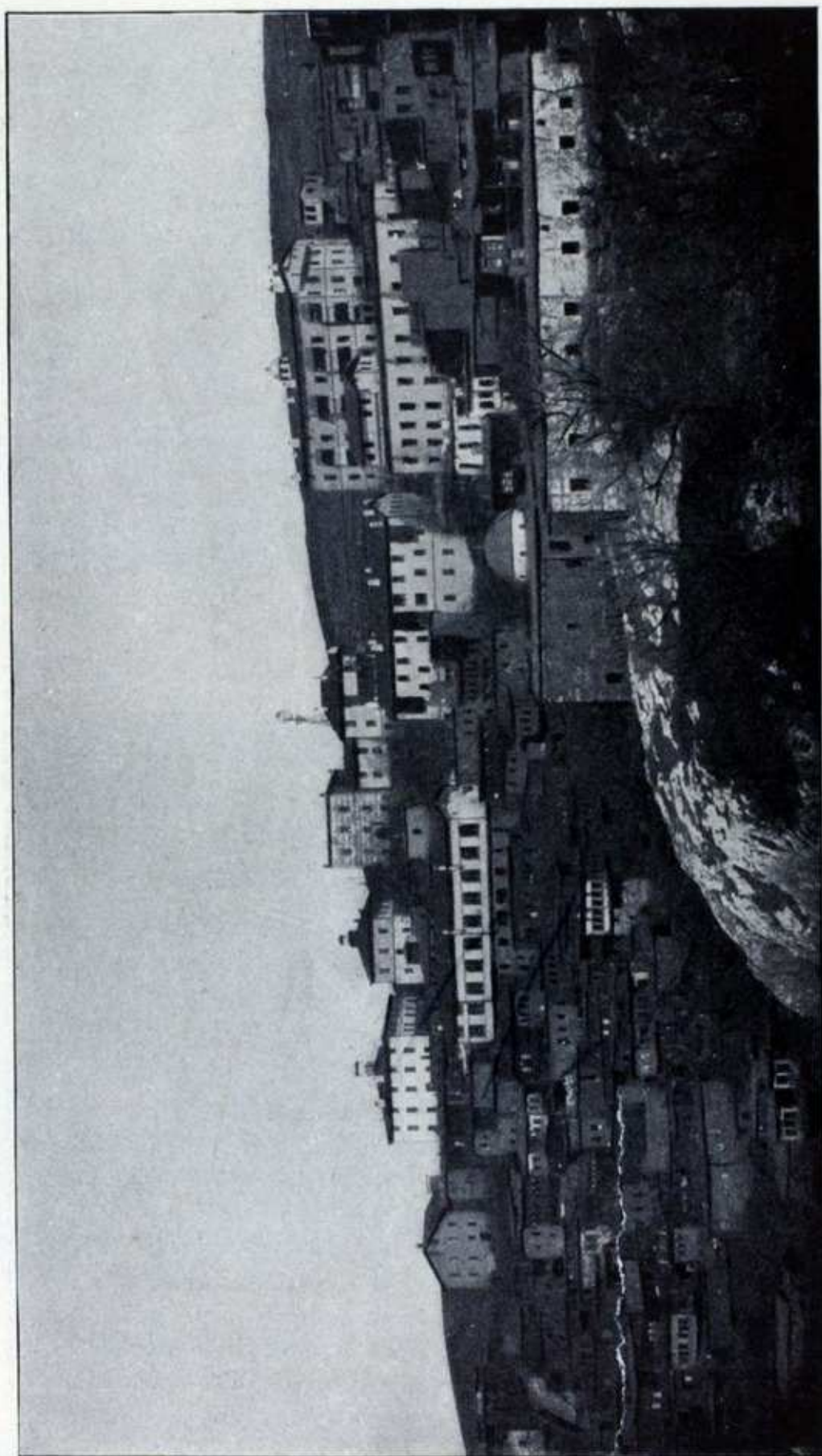
## **Faculty and Instructors**

Rev. E. W. Riggs, President.  
Miss Mary L. Daniels, Principal of the Girls' Department.  
Prof. Nikoghos Tenekejian, Professor of History and Turkish.  
Prof. Khachadour Nahigian, Professor of Mathematics.  
Prof. Garabed Soghigian, Professor of Armenian.  
Prof. Mugurdich Vorperian, Principal of the High School.  
Prof. Felix Margot, Professor of French.  
Prof. Hovhannes Bujicanian, Professor of Mental and Moral Science.  
Prof. Samouel Hachadourian, Professor of Music.  
Prof. Donabed Lulejian, M.S., (Yale), Professor of Biology.  
Rev. Vartan Amirkhanian, Instructor in Bible.  
Mr. Fay Emmet Livengood, M.A., (Harvard), Instructor in English.  
Mr. Sarkis Kevorkian, Instructor in Turkish.  
Mr. Ashour Yousouf, Instructor in Writing.  
Mr. Hovhannes Dingilian, Instructor in English.  
Mr. Karekin Gostanian, Instructor in Armenian.  
Mr. Antreas DerGhazarian, Instructor in History.  
Mr. Armenag Hovagimian, Instructor in Mathematics.  
Mr. Khachadour Bujicanian, Instructor in Drawing.  
Mr. Levon Aharonian, Instructor in Bible.  
Mr. Hovnan Tashjian, Instructor in Armenian.

## **Teachers in the Girls' Department**

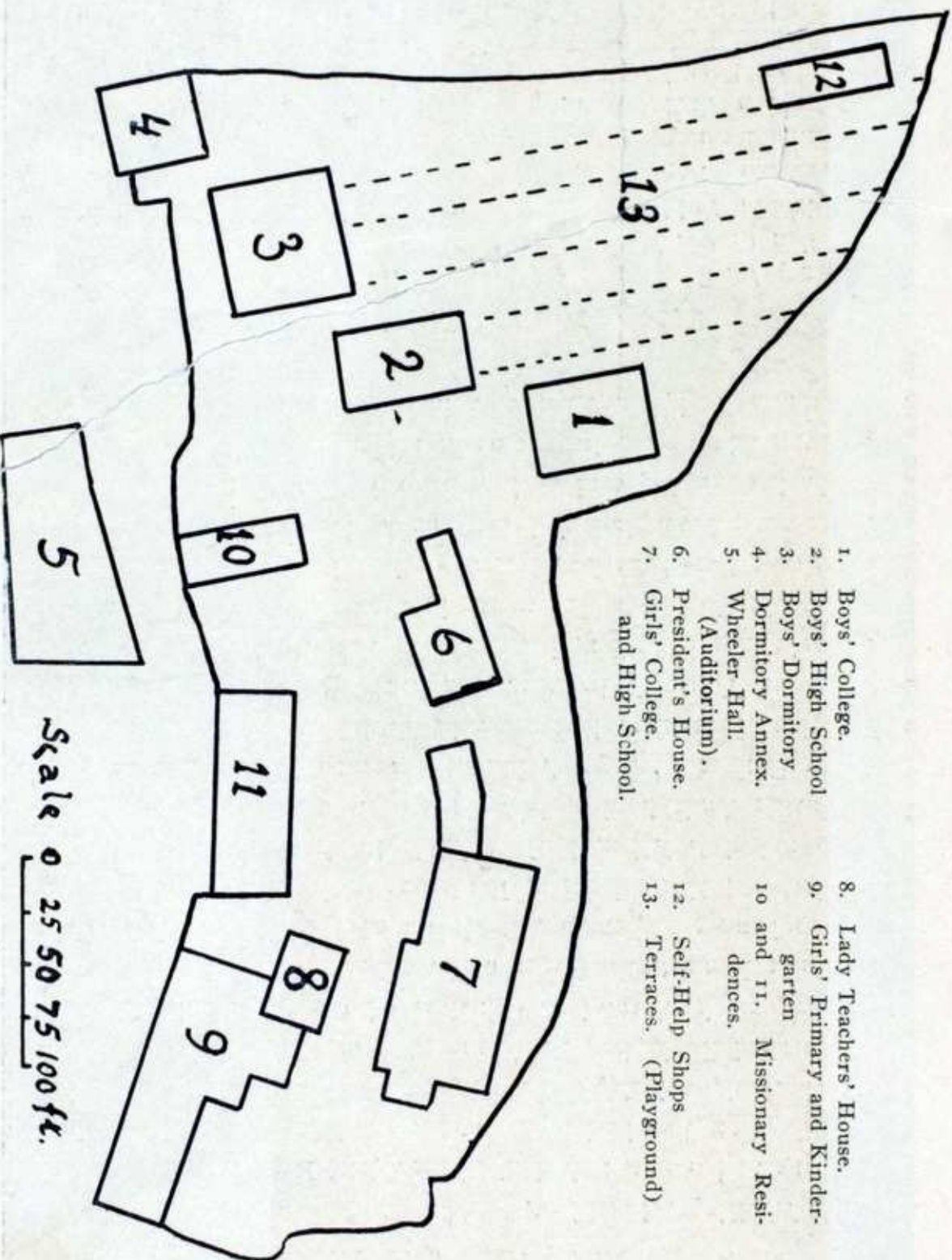
Miss Mary W. Riggs,	Miss Isabelle Harley,
Miss Ellen C. Catlin,	Mrs. Markarid Butyka,
Miss Dirouhi Yulduzian,	Miss Vartouhi Chaghatzbanian,
Miss Varsenig Soghigian,	Mrs. Nerme Kalousdian,
Miss Anna Benneyan,	Miss Mariam Asadourian,
Miss Prapion Vartabedian,	Miss Jouhar Boghosian,
Miss Sultan Sarajian,	Miss Terez Nahigian,
Miss Mariam Tashjian,	Miss Zarouhi Benneyan,
Miss Oghda Jinivizian,	Miss Badaskhan Kazanjian,
Miss Satenik Teokmejian,	Miss Maritza Chopourian.
Miss Zabel Matigian,	





EUPHRATES COLLEGE BUILDINGS

The plan on the opposite page serves as a key.



- |                       |                               |
|-----------------------|-------------------------------|
| 1. Boys' College.     | 8. Lady Teachers' House.      |
| 2. Boys' High School  | 9. Girls' Primary and Kinder- |
| 3. Boys' Dormitory    | garden                        |
| 4. Dormitory Annex.   | 10 and 11. Missionary Resi-   |
| 5. Wheeler Hall.      | dences.                       |
| (Auditorium).         |                               |
| 6. President's House. | 12. Self-Help Shops           |
| 7. Girls' College.    | 13. Terraces. (Playground)    |
| and High School.      |                               |

PLAN OF COMPOUND AT HARPOOR

Position of buildings corresponds with view on opposite page

Scale 0 25 50 75 100 ft.

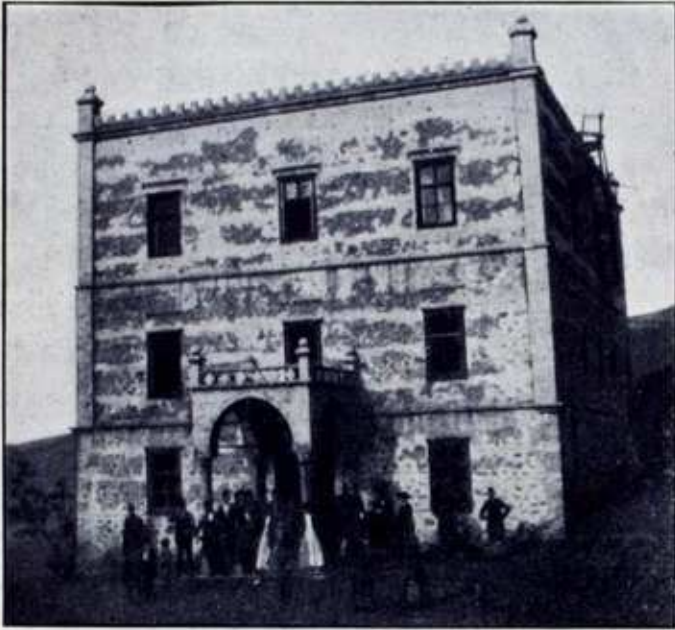




FAREWELL CEREMONY ON CLASS DAY



## A Glance at the Past



THE BOYS' COLLEGE

### *Founding the College.*

As usual in a mission station, the educational work in Harpoot was a gradual and inevitable growth. In 1878 that development had reached a stage where a College was logically the next step. The entire eastern portion of the Turkish Empire was without such an institution, and the need seemed most urgent. The earnest efforts of Dr. and Mrs.

C. H. Wheeler and others were crowned with success; an endowment fund of \$75,000 was raised, and Armenia College was opened in the fall of 1878, with Dr. Wheeler as its first president.

*Ideals.* The College was founded with the very distinct purpose of fitting the youth of that region for Christian leadership. It was the outgrowth of the conviction that the real Christianization of a country can only be accomplished through the natives themselves. For this reason great emphasis was laid from the first on the part taken by native workers in the College itself. Almost all of the teachers have been natives, most of them graduates of the College.

*Early Days.* The early years of the College were marked by dramatic struggles and by much opposition and misunderstanding. The Government looked upon it with suspicion, as it was evidently a powerful agency for the uplift of the Armenians, who were a subject race. Its name, Armenia College, was a cause of especial suspicion and dislike,—so much so that ultimately it seemed advisable to abandon the name, and the College assumed its present name of Euphrates College, a name that is appropriate



because Harpoot is located within the great bend of the upper Euphrates River, and its original field was the territory watered by that river.

*Massacres.* In the deluge of fire and blood that swept the country in the massacres of 1895 the College bore its full share with its constituency, losing by fire four of its seven principal buildings. It also shared in all the hardships and struggles of the years that followed, and was a leader that gave courage as well as guidance in the days of reconstruction. After long delays and bitter opposition the burned buildings were again erected, larger and better than before, and soon were crowded with students.

*Continued Opposition.* The hundreds of orphans gathered in the orphanages at Harpoot after the massacres swelled the total attendance in the college to the largest number it has ever attained, 1045, though hardly a tenth of these were in the four college classes. The work of the College was pushed forward with every mark of success. But persecution and opposition were not at an end, and the decade that followed was one of constant struggle against prejudice and antagonism. Once an attempt was made to burn the main College building. The senior member of the faculty was imprisoned on a charge of sedition, and held for eight



OFFICIAL PERMIT OF EUPHRATES  
COLLEGE PRESS  
Given by the Reform Government in 1908

months, the intention to injure the College being evident in the proceedings. The officials of the government, though professedly friendly, were evidently suspicious of the political influence of the College. At the same time the ecclesiastical authorities of the



old Armenian church still regarded the College as sectarian, and were jealous of its influence.

*Better Days.* But the College held steadily on its course, and better understanding has come to prevail. The reform government now recognizes in the College one of its best allies. While in the liberalizing that is going on in the old church the ecclesiastical authorities realize that the College is Christian rather than sectarian, and that its influence strengthens rather than weakens the hands of the church. In recent years they have more and more looked to the graduates of Euphrates College to fill the most important positions in their educational system.

*The Revolution.* In 1908 the longed-for change came, and Reform leaders were put in control of the Government. This radically changed the conditions under which the College has been working. The old repression was suddenly removed, and hope was born in the hearts of all. The removal of restrictions on travel brought more students than ever from distant places, while at the same time the emigration from the Harpoot region increased so rapidly as markedly to reduce the number of students from Harpoot and vicinity. In fact one immediate result of the political reconstruction was to change the College from a local institution to one serving the whole of Eastern Turkey. The new liberty also opened the way for many new activities; debating and literary clubs became popular, student periodicals sprang up like weeds. The Press, long under the ban and seal of the old government was set to work, with all that that signifies.

*A New Spirit.* With all these changes has come a new spirit among students and teachers. The new opportunities have put new heart into all, and ambition and determination have taken the place of dull hopelessness. Naturally the many distractions have made the routine work suffer more or less. It is not strange that unaccustomed liberty in the life of the people should react on college discipline, and some serious individual cases of lawlessness disturbed the College during the next year or two. But these are only symptoms of a new intensity in the life of the College, and a new earnestness is manifested among all. Moreover the change which has come over the religious situation in the country makes a new challenge to the College and its workers. New influences are at work, — influences tending toward atheism





PRESIDENT ERNEST W. RIGGS

and immorality, which threaten to undermine the very life of the new Empire. From the first it has been evident that the common people are not able to withstand these influences, and Moham-medan leaders lack the spiritual grip to prevent moral disintegration. Only educated Christians can cope with the demoralizing tendencies that have come into the country with the introduction of liberty of thought. The people are realizing as never before their absolute need of College trained Christian leaders; and this splendid opportunity for influence is making its appeal to the young men and women in the College.

*The Open Door.* As never before in its history Euphrates College stands today on the threshold of opportunity. Unmeasured influence for good is within its reach. Not to advance and enter the wide-open door would mean that the College must surrender the position of acknowledged leadership it has won through thirty years of patient struggle. And it would also mean incalculable loss and injury to the awakened but ignorant people who look to Euphrates College for true leadership in this hour of change. Surely the day has come for a decisive advance.



## **Former Presidents of Euphrates College**

Rev. C. H. Wheeler, D.D., Founder, President 1878-1894.

Rev. C. F. Gates, D.D., LL.D., President 1894-1902.

Rev. H. N. Barnum, D.D., Acting President 1902-1903.

Rev. H. H. Riggs, President 1903-1910.

## **Former Principals of the Girls' Department**

Miss Harriet Seymour,

Miss E. C. Wheeler,

Miss C. E. Bush,

Miss E. M. Barnum.

## **Former Teachers**

WHO HAVE SERVED IN COLLEGE OR HIGH SCHOOL TWO YEARS OR MORE

Rev. M. Shmavonian,

Miss Nazli Nenejenian,

Prof. M. A. Melcon,

Miss Anna Chutigian,

Mr. Garabed Loulejian,

Miss Mariam Enfiejian,

Mr. Haroutun Avakian,

Miss Repega Alexandrian,

Mr. Haroutun Enfiejian,

Miss Khoumar Tashjian,

Prof. H. B. Garabedian,

Miss Sultan Maljanian,

Mr. Arshag Shmavonian,

Miss Mariam Damghajian,

Mr. Mesrob Yeshilian,

Miss Yeghsa Shoushanian,

Mr. Hovhannes Pashgian,

Miss Sara Bedrosian,

Mr. Kevork Baghdasarian,

Miss Yeva Chutigian,

Rev. Hachadour Benneyan,

Miss Mariam Yeremian,

Mr. Hovhannes Kabouljian,

Miss Aghavni Kurkjian,

Dr. Aram Hejinian,

Miss Arax Tashjian,

Rev. Garabed Manavian,

Miss Anna Gelgelian,

Mr. Haroutun Sargavakian,

Mrs. Yester Astigian,

Mr. Karekin Beshgetourian,

Miss Lousia Hovsepien,

Mr. Hapet Pilibbosian,

Miss Yevnige Sobajian,

Dr. Hovhannes Kassabian,

Miss Anna DerGhazarian,

Mr. Kevork Habibian,

Miss Anna Avakian,

Mr. Mardiros Bujicanian,

Miss Mariam Apkarian,

Mr. Kevork Kayarian,

Miss Pailadzou Antreasian,

Mr. Aram Yeretzian,

Miss Aghavni Vartabedian,

Mr. Kapriel Tanielian,

Miss Mary P. Wright

Mr. Garabed Moushekhian,

Miss Alice Heald,

Mr. Krikor Krikorian,

Miss Annie T. Allen,

Rev. E. F. Carey,

Miss T. L. Huntington,

Mr. Ellsworth Huntington,

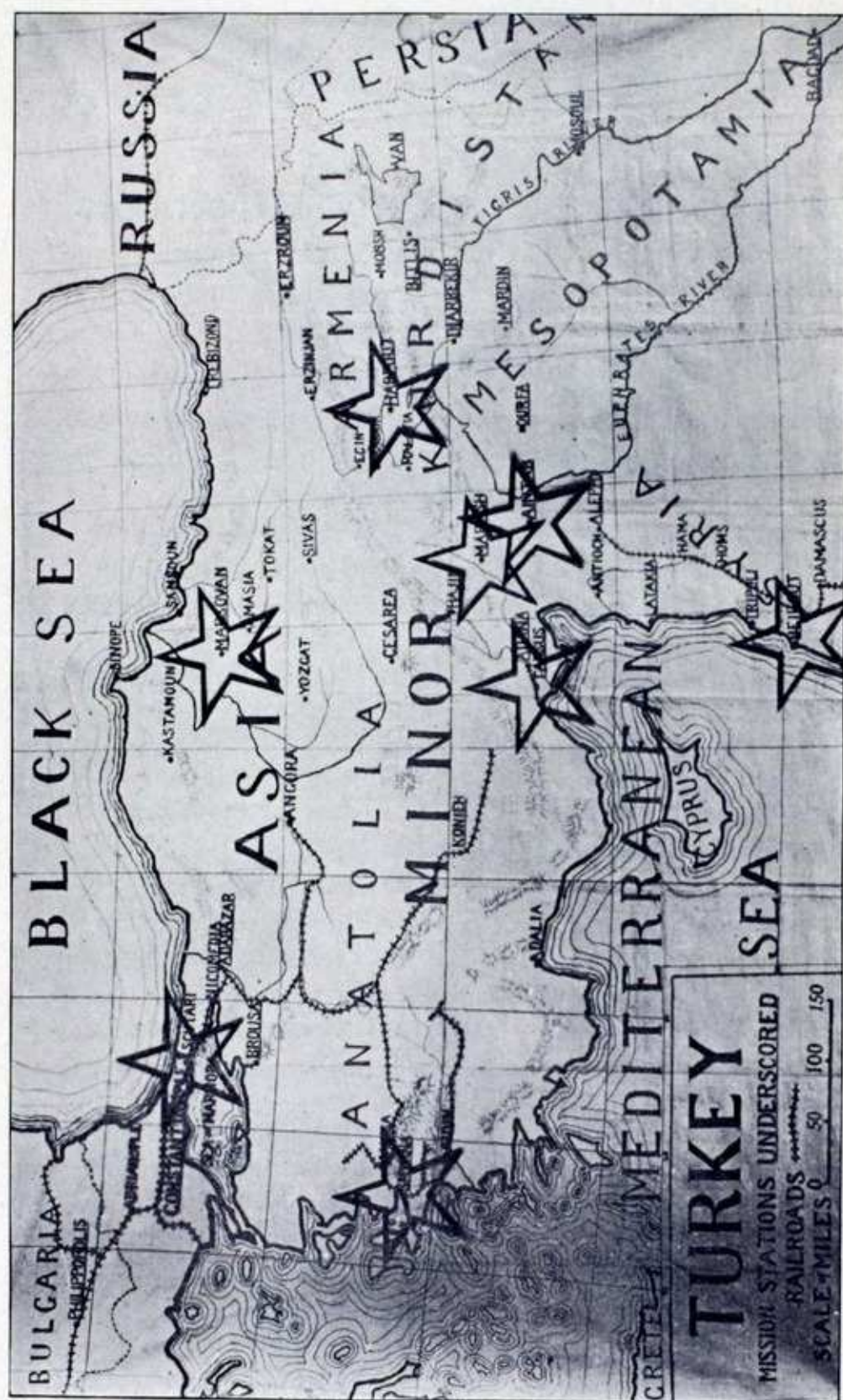
Miss Laura Ellsworth,

Mr. Arthur E. Harper,

Miss Miriam V. Platt,

Miss Bertha Wilson.





STARS INDICATE THE LOCATION OF MISSIONARY COLLEGES

Euphrates College is the only one in the eastern part of the Empire. The field it actually serves is equivalent in area and population to the New England States



## Field and Constituency

*Extent of the Field.* A glance at the accompanying map shows the location of Euphrates College, and the field for which it is responsible. Its nearest neighbors among the missionary colleges are at Marsovan to the northwest, and at Aintab and Marash to the southwest. It should be remembered that as there are no railways, these distances mean twelve and nine days of travel respectively. For the entire region to the east of these, to the Persian and Russian frontiers, Euphrates College is the only Christian College. But this vast area is too large to be served by one College, especially in view of the difficulties of travel. The actual field served by the College, from which it draws its students, and in which its graduates are prominent leaders, extends as far as Erzroum on the north, Van on the east, Mardin on the south and Sivas on the west. This comprises a territory, actually served by the College, as large as New England both in area and in population.

*Constituency.* While the College is open to students of all races and religions, the very great majority of its students have always been Armenians. As its original name implied, it is located in the region that was the ancient Armenia, where the bulk of the Armenian race still dwell. And as the aim of the College is the preparation of Christian leaders, it can hope to reach the non-christian races of its field quite as well through its Christian graduates as by any attempt at mass education of those races.

*The Influence of its Work.* A word in regard to the influence of the College and of its graduates in this field will not be out of place here. When the College was founded in 1878 there were no preparatory schools of any sort in its field that could even partially prepare either boys or girls to enter College. All candidates for the College came from its own preparatory departments. Even primary schools were few and ill-equipped. Though the College cannot claim all the credit for the remarkable development of secondary schools that has taken place in its field, yet the facts are that it has largely inspired and guided that



development, its graduates have been the founders of many of those schools, and prominent workers in all of them. There are now high schools in all the prominent towns of that district; and for some years past half of the candidates for admission to the Freshman class of Euphrates College have had their full preparation in other schools.

*Attendance.* One result of the development of the native schools has been to considerably cut down the attendance in the lower preparatory departments of the College. This has been encouraged by the College, and the lower branches will gradually be discontinued. The Boys' Primary Department has already been closed, and next year only the four High School classes will remain of the Boys' Preparatory Department. Last year the total attendance was 802, of whom 119 boys and 86 girls were in the four College classes.

*The Influence of its Alumni.* The graduates of the College have had far-reaching influence, and its value no one can estimate. Of a total of 317 men and 191 women who have received the diploma of the College, it would be difficult to find any who have failed to carry out, in some degree at least, the ideals and spirit of their Alma Mater. Most of them have rendered conspicuous service. In all the region indicated as the field of the College they are to be found. Most of the pastors and teachers, a large proportion of the professional men, and many among those in other callings are those who have had their preparation in Euphrates College. It is no exaggeration to say that everywhere these men and women are the leaders in their professions, — generally the leaders intellectually, always the leaders morally and spiritually.

*Their Loyalty to the College.* None of the Alumni seem to forget what the College has done for them, and many of them have shown their gratitude and loyalty in striking ways. Of their generous gifts to the College mention is made elsewhere. These substantial gifts have meant real sacrifice on the part of the givers, who are not wealthy men. But this is not the measure of the loyalty of the Alumni. It is better illustrated by the men and women who are cheerfully giving their life's service, at very small remuneration, to the College as teachers, or in carrying out the ideals of the College in its field of influence.



## Working Force and Equipment

*The Strength of the College.* In all the work that has been done the College has had to depend far more on personnel than on equipment. Its strength has been in its workers. The men and women who have been chosen for its teaching force have been, from the first, the pick of the Christian leaders of that region. Most of them have had their training in Euphrates College, though a very few have been sent abroad for training. There has always been a nucleus of American teachers. At present there are six Americans, men and women, one Swiss, thirty-four Armenians and one Syrian on the teaching force.

### *Buildings, Present and Future.*

The equipment of the College has from the first been measured by the funds available rather than by the needs of its work. The buildings, though the finest in that region, would not in this country be considered adequate or suitable. They are crowded into an inclosure of barely three acres on a rocky hillside, where the largest asset is a bracing climate and a truly magnificent view. No other suitable land in the vicinity is available, and at present the buildings are crowded beyond the limit of safety or health. It has long been evident that sooner or later the growth of the institution will compel the transfer of a part of it to a new site on the plain below Harpoot. The present site can well serve for a part of the work now carried on, but the College must have room to grow.



SNOW-BOUND

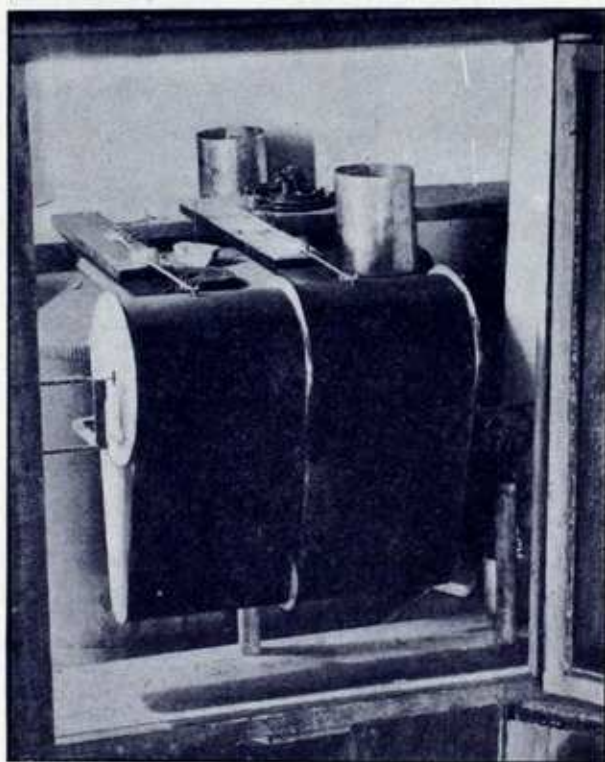


Funds have been given by two of the Alumni for a New Library and a Gymnasium. These gifts form the nucleus for the fund of \$60,000 needed to make possible this urgently needed transfer.

*Library.* Besides the buildings the College has some important equipment, which serves surprisingly well for its present work. A library of some ten thousand volumes has been accumulated in the course of years. Naturally considerable dead matter is included. But a serviceable working library is maintained, and there are also a number of rare old books in the native languages. Until recently new books have been added year by year, and it is only the urgent need of keeping down expenditures that has forced a suspension of that policy till funds can be secured.

*Scientific Apparatus.* The scientific apparatus of the College, simple though it is, has long been a means of great interest and instruction in a region where such instruments are unknown. The highest Government School of the province has depended on the courtesy of the College for a little demonstration of natural sciences each year. Some of the important instruments have

been made on the ground. Among these are a first-class four-inch telescope, with lenses made by Zeiss, and a seismograph. The latter is of the inverted pendulum type, with a steady mass of 2,000 pounds, giving a record in two components on smoked paper, with a magnification of one hundred times. This seismograph, the only one in the interior of Asiatic Turkey, has given some unique and valuable records of earthquakes in all parts of the world since it was installed in 1907. Diagrams of the great earthquakes at



THE SEISMOGRAPH

Messina, in Mexico, in Turkestan and elsewhere have been preserved and are of great interest. Owing to its location this seis-



mograph is able to secure data nowhere else obtainable, and the records it has produced, sent to a score of stations throughout the world, has put the College in touch with many scientific men. But the general apparatus is still very limited, and there is a serious need for laboratory equipment, of which none is provided as yet.

*Opportunity for Scientific Work.* The College occupies a position of most unusual opportunity for scientific research. It has a virgin field for investigations of great practical value, for example in the lines of Mineralogy, Botany, Meteorology, Archaeology, Philology, Ethnology and a score of minor subjects. It also has a remarkable opportunity for leadership in the new development of the arts and agriculture, as no other institution is now in the field capable of such leadership. Thus although without full equipment, the College is in a position for valuable pioneer work in many lines, if it can secure the equipment.

*What it Has Cost.* The financial investment represented by the whole equipment is absurdly small when one considers the work that has been done. The land and buildings have cost approximately \$39,000. Library, apparatus, furnishings and industrial outfit cost about \$12,000, making a total plant value of \$51,000. In addition to this the College has its original endowment of \$75,000, which by careful investment has grown in value to \$83,000. To this have been added some further funds, some of them for special uses connected with the College, bringing up the total funds owned by the College to \$94,000.

*Receipts and Expenditures.* The income from this endowment, after deducting sums specially designated, such as scholarships, etc., amounts to a little less than one fifth of the normal expenditures of the College. Receipts from students are surprisingly large, considering the great poverty of the people. For the balance of the expenses the College must depend on gifts each year. This year for the first time the Higher Education Fund comes to the help of the College. But at the same time the reserve funds that have helped in recent years are exhausted, so that the stringency is greater than ever. For three years past the expenditures have been curtailed at a rate seriously threatening the continuance of the College, and some slight increase seems essential merely to continue the work on its present limited scale.



## The Financial Situation in a Hut-shell

*Estimates for 1911-1912.* On the basis named in the foregoing paragraph, namely merely to continue the work of the College on its present scale, a rough balance of resources and expenditures shows the following.

<i>Expenditures,</i>	
For teaching and administration .....	\$11,400
For students' board and textbooks .....	9,200
Total expenses .....	\$20,600
 <i>Reaources,</i>	
From students, including aid given and earned ..	\$11,840
Income from endowment .....	4,000
From Higher Education fund of the A.B.C.F.M.	2,350
From other sources .....	480
Deficit, to be met by gifts .....	1,930
	\$20,600



STUDENT JUST ARRIVED AT COLLEGE, BRINGING HIS OWN BED  
AND BELONGINGS



## Urgent Needs

*First Things.* The foregoing deficit must be met, not only for this year, but for the future. The effort is being made by the Trustees to secure twenty subscriptions of \$100 dollars annually, to meet this need for the next few years.

But in the face of such magnificent opportunity as the present condition of Turkey presents, to merely "mark time" would be disastrous. The work of the College ought to be strengthened along all lines, to attract those who are fitted for future leadership, who will otherwise go to schools of irreligious or even immoral influence; and to give them the training they need to lead effectively and wisely in the movements of the next few years among their people.

To this end the College must first have new grounds and buildings, at a cost of \$60,000. It should also have a greater income; five thousand dollars per year more than the foregoing estimates are urgently needed.

*Future Possibilities.* The whole of the field of this College is without any industrial, commercial, technical or agricultural college. In a country whose development is just entering a new and promising phase, such lines of education will necessarily be demanded. If Euphrates College is enabled to enter these lines of work before others enter them, it will mean that the Christian ideals and Christian training of a missionary College will stamp the leaders in those lines, a tremendous leverage for the Christianization of Turkey.

*What a Little Money Will Do in Harpoot.*

\$44 pays the salary of a primary teacher for a year.

\$160 supports an experienced teacher in the High School.

\$1,000 founds a full scholarship.

\$15,000 endows a chair, paying the salary of the professor and providing for equipment in his department.

Small contributions from many givers will win the day.



## The Course of Study

*Aim.* The curriculum of the College is intended to meet the needs of the country rather than to imitate foreign institutions. There has been gradual development and improvement as circumstances seemed to warrant it. During the past year there have been radical changes, including the introduction of some electives.

*Subjects.* Of necessity languages occupy a large place; Armenian as the native language of the students; Turkish, the official language of the country, and English, the language of textbooks and books of reference. French is also offered, as it is much in demand in commercial and civic life. History is taught with considerable thoroughness, as also mental and moral Science. The study of the Bible is required in all classes, and is made the basis of moral instruction. Natural science is carried as far as the equipment in hand will permit.

The schedule of studies is given on a later page.

*Supplementary Work.* In addition to the regular work of the curriculum, courses of lectures on popular subjects serve both the students and towns-people. Instruction is also given at slight expense in vocal and instrumental music to those who wish it. Very creditable work is done in these lines; the College chorus and the College orchestra are growing in efficiency and popularity.

## Regulations for Students

*Entrance Requirements.* Candidates for admission to the College must pass examination in the subjects taught in the last year of the High School, and also give evidence of proficiency in the practical use of English. Graduates of certain accredited high schools are admitted to the Freshman class without examination. Students wishing to enter higher classes must pass examination also in the work of the lower classes, unless admitted on certificate of equivalent work in some other recognized College. For admission to any class in the preparatory schools, the entrance examination covers the work of the previous class.

*Classification.* Each student on examination is admitted to the class for which he is fitted, and must pursue all the lessons of that class unless permitted by the Faculty for special reasons to take a selected course. Students whose standing is unsatisfactory are



dropped to a lower class, according to the regulations in each department. If permitted to carry conditions, it is only for a limited time, and under strict regulations.

*Requirements as to Character.* Every candidate for admission must present credentials satisfactory to the President as to his character and conduct. It is the intention of the College to receive only such students as give reasonable promise of fulfilling the purpose of the College, which is "to prepare Christian leaders in all departments." Any student who, after trial, seems to give no promise of developing such leadership will be dropped from the College.

*Discipline.* The aim of the discipline of the College is to provide a clean and wholesome atmosphere for all of its students, and at the same time to train the student in self-control and strength of character. To this end rules are enacted appropriate to each grade. These rules are fully explained to the students, who are strictly required to abide by them. Failure to conform to these regulations may result in expulsion or other punishment.



## Student Life

*Religious Services.* The aim of the College is frankly Christian, and prominence is given to religious services. The effort is, however, to have the religious life spontaneous and natural, so far as possible. Attendance on daily chapel exercises is required, and each student is expected to attend on Sunday the church of his preference. Aside from these requirements no compulsion or pressure is put on any student. But the effort is constantly made to provide a strong Christian atmosphere, and to encourage sincere and practical Christian effort on the part of the students. Teachers are selected with special reference to their Christian influence, and the importance of personal Christian work for the pupils is constantly held before their attention.

*Christian Associations.* The Young Men's and Young Women's Christian Associations, with their branches for younger pupils, hold a large place in the life of the institution. The membership of these associations includes teachers as well as pupils, and fellowship between them is fostered by common service. Prayer meetings and voluntary Bible study classes are conducted by the Associations. The members of the Associations also conduct direct missionary work in nearby villages where there are no pastors in charge, sending qualified students or teachers to hold services there.

*Athletics and Social Life.* The Christian Associations have taken the lead in other lines of student activity. In the Boys' Department the Association manages the athletic and gymnastic work. As the College has no suitable gymnasium, and has no campus for games, the development of athletics has required great patience and perservance, and the Christian Association has been



A GAME OF FOOTBALL  
A mile from College on a narrow hilltop





BEGINNERS WITH INDIAN CLUBS  
At the Girls' College



FIELD AND TRACK CHAMPIONS

very useful in overcoming the difficulties. In both departments the Associations have been the means of drawing the students together socially. Both by means of occasional social gatherings, and by individual social service they have entered deeply into the lives of many students. A group of students support a school in one village, one of their own number being teacher, another group sends a teacher to some village each year. A small fund has been raised to help needy students, the students themselves administering it.



A CLASS IN THE PRIMARY DEPARTMENT



## Students' Expenses

*Charges.* The charge for tuition alone is two liras in the Boys' College and one lira for the Girls'. In the lower grades it is from a half to one and a half liras a year. For room and board the charges for boys amount to eight liras per year, and for the girls six and three quarters. Books, clothing and expenses in the short vacations bring the total annual expense for a boy to about thirteen liras, and for a girl about ten liras per year. One lira is equal to \$4.40.

*No Reductions.* These charges, though they appear insignificant when translated into American money, are still very considerable in a district where money is so high in purchasing power. A day's wage varies from twenty to thirty cents for unskilled labor, with other wages in proportion, so that it means much when it is stated that no pupil is admitted to any department without paying full tuition, and full board if he is a boarder. The boarding department is so conducted as to make the fees paid in just cover the cost of simple, wholesome board.

*Needy Pupils.* For many pupils in a country of such poverty even these moderate charges are quite prohibitive. As poor boys often make the best men it has been the effort of the College to make it possible for boys with energy and determination to win their own way. So far as possible direct aid has been avoided, and at present no help is given outright to any pupil.

*Scholarships and Prizes.* Friends of the College, and especially Alumni, have given several gifts whose income is used for aiding pupils in recognition of excellence in general standing or in certain studies. The income from one thousand dollars just pays a boy's school bills, or provides the entire support of a girl. Many smaller prizes are given from year to year, either in cash or in some other form. A loan fund has been the means of helping many students over the hard last years of their College course. At present the whole fund is in use, and can only be used as former beneficiaries repay what has been loaned them.



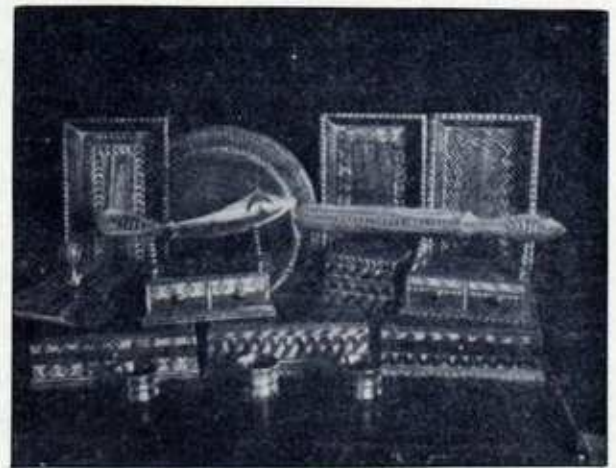


A GLIMPSE INTO THE STOVE SHOP AND THE TINNER'S DEPARTMENT

## Self Help

*Earning their Way.* The value to students of the experience of working their way has been recognized fully at Euphrates College. In fact the College has done much in the years of its work to remove the prejudice among the people against manual and menial labor for educated men. Most of the work in care of buildings, tables, laundry, etc., is done by the pupils. In the Girls' Department all are required to do their share of the work, in the Boys' Department this is made one means of earning money for those who wish work.

*Trades.* In 1904 the Trustees decided to open shops where the students could earn part of their expenses, at the same time learning useful trades. In the same year \$7,000 was given from a gift



THE CABINET SHOP

INLAID WORK FROM THE CABINET SHOP



to the American Board from Mr. Rockefeller, and tools, materials and buildings were provided for a Cabinet Shop, a Tinner's shop, a Lock-smith and Stove shop, and a book-bindery. In these shops, as well as in the Press, students, to the number of sixty to one hundred, each year are able to earn a part of their expenses. At the same time these shops have contributed materially to the industrial progress of the region, and many students have been trained to use their hands and eyes in a practical way, besides those who have actually entered the trades with this training.

## The Euphrates College Press



THE PRESS

The Press deserves more than a passing mention, for in addition to its important service in furnishing work for needy pupils, it renders far more important service in spreading the influence of the College. In fact it is an important force in its field today, with very great possibilities for the future.

*Beginnings.* In 1880 a small job press was sent to Harpoot, and for a short time rendered excellent service in printing textbooks, tracts and circulars. Soon, however, it attracted the attention of the Government, and it was promptly stopped. Efforts to secure the necessary permit were unavailing, and the Turkish censors put the seal of their Department on the Press, silencing it forever (?). In the massacres of 1895 the building in which the press had stood was sacked by Turkish soldiers and the mob, who wrecked the furnishings and scattered type and outfit.

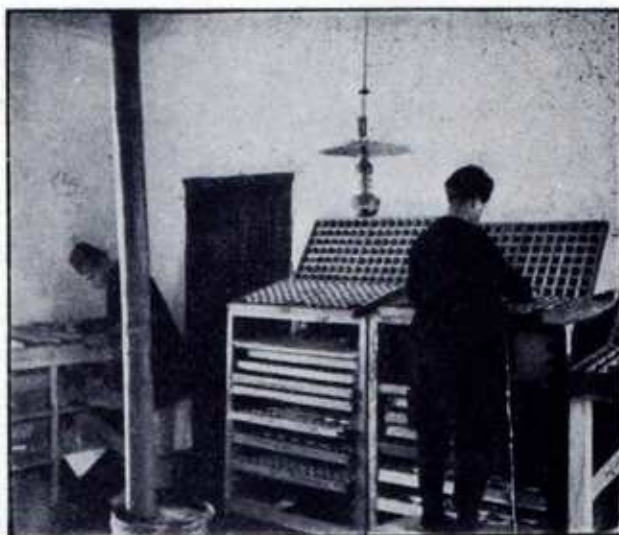
*The Press Liberated.* When the Reform Government in 1908 proclaimed the liberty of the press, the seals were removed from the old press in the College. An inventory of property showed the following; a small card press, minus ink-plate, rollers, and several other parts; a 13x19 inch Gordon job press, rusted solid by 26



years idleness; a box full of a mixture of type in several languages, furniture, sticks, stones, bullets and toys, as they had been shoveled together after the looting; and finally, no one who knew more about printing than a few weeks' experience as compositor.

*Reconstruction.* However, the opportunity was too good to be lost by reason of such little difficulties. With the

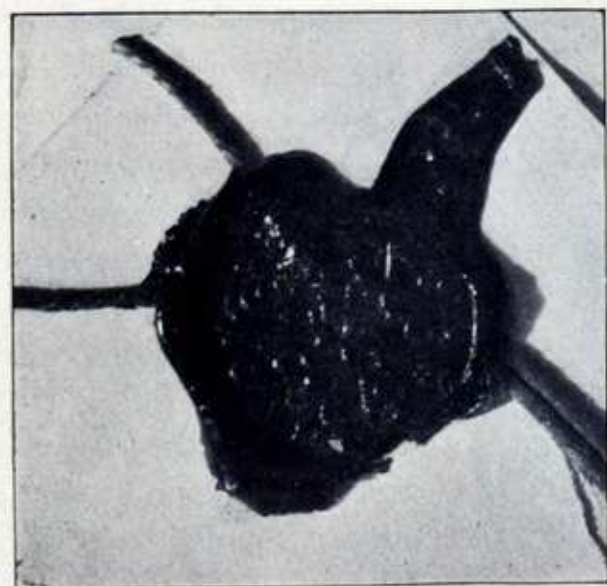
encyclopedia to draw on for expert knowledge, plenty of oil, muscle and patience; students eager to work, and an abundance of enthusiasm all around, under the direction of a little Yankee missionary resourcefulness, the task was accomplished. The missing parts were laboriously made, rollers cast in tin tubes, the presses limbered up and adjusted, the type picked over and assorted into cases, and



STUDENT PRINTERS

in a few weeks work was in full swing, and is still going on. A little more type was secured, but otherwise the old outfit, supplemented with what could be made on the spot, is still the entire plant.

*Its Work.* The Press is now doing all the printing jobs for the College, publishes many tracts, a book or two, a weekly religious paper, and a bi-weekly magazine edited by the Faculty. The old press clanks and wobbles; the type is not sufficient to set up a whole job at once; our untrained printers



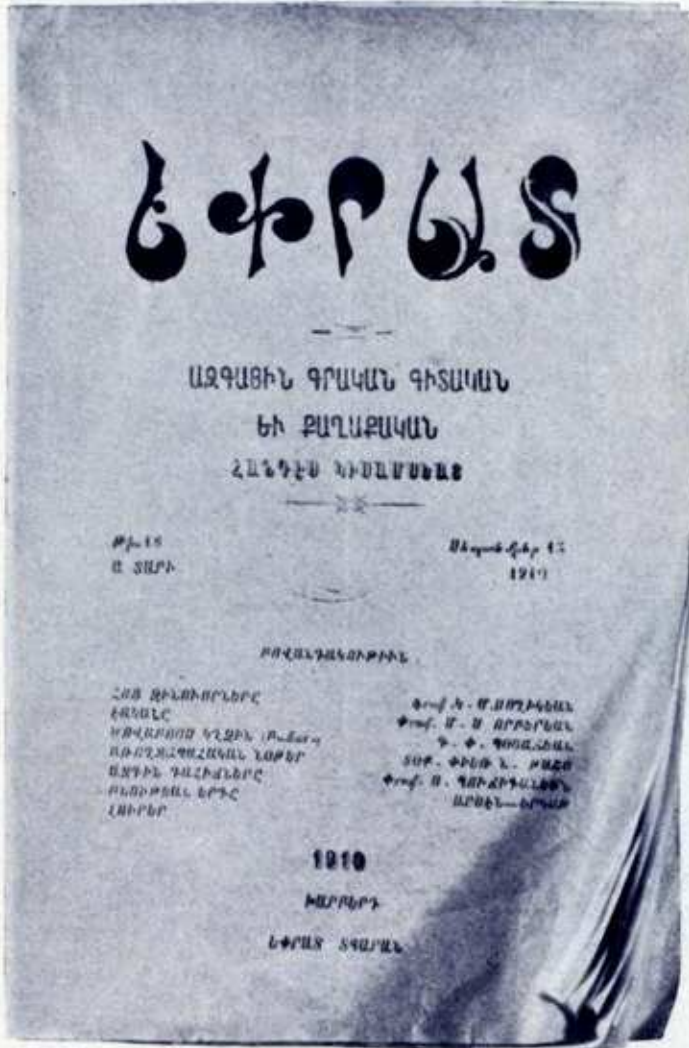
ONE OF THE SEALS PUT ON THE PRESS  
IN THE DAYS OF REPRESSION.  
CUT OFF IN 1908

do their best but patrons, with good right, complain that the quality of the printing is not first class. But the opportunity is



too important to wait for fuller equipment, so the press works away, and will, till it is worn to pieces or replaced.

*Needs.* It hardly needs to be stated that the Press needs capital. A new press adequate to the work undertaken, a larger supply of type and equipment, and a rolling capital sufficient to permit the employment of an efficient superintendent and skilled help so as to publish some of the books waiting publication,—these are some of the more urgent needs of this heroic little establishment.



THE "YEPRAD"

## The "Yeprad"

A word should be added about the College periodical. It is published in Armenian, and its name, "Yeprad," is the Armenian form of Euphrates. The faculty has undertaken its publication, and one of their number is its editor-in-chief. It has the hearty support of the Alumni, one of whom gives \$200 a year toward its support. Its scope and purpose are quite different from those of most College periodicals. The aim of the Yeprad is to enter the field of Christian journalism so suddenly opened by the liberation of the press in 1908, with the partic-

ular purpose of spreading the influence of the College. It aims to keep all former students and other friends in touch with the College, and give to all its readers something of the Christian ideals and point of view of the College, together with some of its educational benefits.



## Curriculum for 1911-12

(The numbers following the subjects indicate the number of 45-minute lessons per week for the 36 weeks of the year.)

### Boys' Department

#### COLLEGE.

SENIORS		JUNIORS	
<i>Required, 18 periods per week</i>		<i>Required, 23 periods per week</i>	
Christian Fundamentals	2	Christian Evidences and General	
English Literature	2	Survey of the Bible	2
Turkish and Turkish Law	4	English	3
History of Philosophy	3	Turkish	4
Contemporary History	2	Armenian Literature	2
Ethics	2	Mediæval and Modern History	2
Pedagogy	2	Psychology	3
Public Speaking	1	Logic and Political Economy	2
<i>Electives 6-9 periods per week</i>		Chemistry	4
History of Religions	2	Public Speaking	1
English	2	<i>Electives 3-5 periods per week</i>	
French	2	Normal Bible	3
Astronomy	2	French	2
Bookkeeping	1	Trigonometry	2
Singing	1	Geology	2
		Argumentation	1
		Drawing	1
		Singing	1

SOPHOMORES		FRESHMEN	
<i>Required, 24 periods per week</i>		<i>Required, 24 periods per week</i>	
Life and Epistles of Paul	2	Life of Christ	2
English	3	English	3
Turkish	4	Turkish	4
Armenian	2	Armenian	3
Roman History	2	Ancient and Greek History	2
French	3	French	3
Solid Geometry	3	Plane Geometry	3
Physics	4	Physiology	3
Public Speaking	1	Elocution	1
<i>Electives 3-5 periods per week</i>		<i>Electives 3-5 periods per week</i>	
Church History	2	Botany	2
Drawing	2	Drawing	2
Parliamentary Law	1	Zoology	2
Singing	1	Singing	1

(In Drawing, Singing and Parliamentary Law two periods of work count as one.)



# Boys' Department

## HIGH SCHOOL.

### FOURTH YEAR

*Required, 27 periods per week*

Parables of Jesus	2
English	4
Turkish	3
Armenian	3
General History	3
Bookkeeping	2
Elementary Physics	2
Physical Geography	3
Ethics (Elementary)	1
Writing (Armen. or English)	1
Singing (Principles)	2
Public Speaking	1

### THIRD YEAR

*Required, 30 periods per week*

Jewish Captivity and Psalms	2
English	4
Turkish	4
Armenian	4
Turkish and Armenian History	3
Algebra	4
Elementary Physiology and Hygiene	2
Drawing	2
Writing (Armenian)	2
Singing	2
Public Speaking	1

### SECOND YEAR

*Required, 30 periods per week*

Kingdoms of Judah and Israel	2
English	4
Turkish	4
Armenian	4
Arithmetic	2
Algebra	2
Geography and Map Drawing	1½
Elements of Biology	1½
Singing	2
Public Speaking	1
Writing (Armenian)	3
Drawing	3

### FIRST YEAR

*Required, 32 periods per week*

Old Testament Heroes	2
English	5
Turkish	4
Armenian Grammar	4
Arithmetic	4
Geography	3
Writing (Armenian)	3
Drawing	3
Singing (Simple principles)	3
Public Speaking	1



# Girls' Department

## COLLEGE.

SENIOR CLASS		JUNIOR CLASS	
<i>Required, 17 periods per week</i>		<i>Required, 19 periods per week</i>	
Bible;—Jesus as a Teacher	2	Evidences of Christianity and General Survey of Bible	2
English reading, translation and composition	3	English Reading and Composition	3
History of 19th Century	2	Armenian Literature and Composition	2
Pedagogy	2	Mediæval and Modern History	3
Psychology	3	Chemistry	4
Public Speaking	1	Logic and Ethics	2
Domestic Science	1	Public Speaking	1
Dressmaking	1	Domestic Science	1
Armenian Composition	2	Needlework	1
<i>Elective</i>		<i>Elective</i>	
History of Religions	2	Geology	2
Astronomy	2	Fundamental doctrines	2
Turkish	3	Turkish	1
Advanced English	3	Singing	1
Singing	1	Drawing	1
Drawing	1		
SOPHOMORE CLASS		FRESHMAN CLASS	
<i>Required, 20 periods per week</i>		<i>Required, 20 periods per week</i>	
Bible;—The Epistles	2	Bible;—The Acts	2
English Reading and Translation	3	English, Jones Fifth Reader	4
Armenian Rhetoric, Essays	4	Armenian Composition	5
Roman and early Mediæval History	3	Ancient History	3
Physics	4	Zoology	2
Physiology	2	Botany	2
Public Speaking	1	Needlework	1
Needlework	1	Principles of Public Speaking	1
<i>Elective, 3-6 periods per week</i>		<i>Elective, 3-6 periods per week</i>	
Church History	2	Plain Geometry	3
Solid Geometry	3	Turkish	3
Turkish	3	Armenian. Literary Criticism	2
Singing	1	Singing	1

(In Singing, Needlework and Drawing two periods are counted as one.)



# Girls' Department

## HIGH SCHOOL.

### FOURTH YEAR

Bible;—Harmony of the Gospels	2
Armenian. Old Armenian Grammar with Composition	3
English. Jones' Fourth Reader	4
General History	2
Physical Geography	3
Elements of Physics	2
Algebra	4
English and Armenian Writing	1
Principles of Singing	2
Sewing and Fitting	3
Elocution	1

Total periods per week

27

20

### THIRD YEAR

Bible;—The Parables	2
Armenian. Ancient Armenian Grammar	3
Armenian. Literary Reader	2
English. Jones' Third Reader	4
Armenian and Ottoman History	3
Geography	3
Elements of Hygiene	2
Singing (Chorus)	2
Armenian and English Writng	2
Drawing	2
Sewing	2
Elocution	1
Arithmetic	3

Total periods per week

31

26

### SECOND YEAR

✓ Bible;—Kings, Captivity, Return	2
✓ Armenian, Tavitian Collection	3
Grammar	2
✓ Elements of Natural Science	1
✓ English. Jones Second Reader	4
✓ Geography	3
✓ Arithmetic	4
✓ Armenian and English Writing	3
Drawing	2
✓ Singing, (Chorus)	2
✓ Sewing	3
Elocution	1

Total periods per week

30

24

### FIRST YEAR

Bible;—Conquest of Canaan	2
Armenian, Reading and Language Drill	3
Grammar	3
English. Berlitz Method, Jones' First Reader	6
Geography	3
Arithmetic	4
Armenian Writing	2
Drawing	2
Principles of Singing	2
Sewing and cutting	2
Elocution	1

Total periods per week

30

20



### **Form for Bequests**

I give and bequeath to The Trustees of Euphrates College Funds, a Massachusetts Corporation, formerly known as Trustees of Armenia College Funds, and formed in 1878, .....  
....., to be used for the purposes of the college.



0439