

THE  
ANATOLIAN

ANATOLIA COLLEGE

*Twenty-Fifth Year*

ANATOLIA GIRLS' SCHOOL

*Twenty-Five Years' Work*

ANATOLIA HOSPITAL

*Marmara, Turkey*

*Founded Nineteen Ten-Edessa*









N O T E.

This, the first number of T H E A N A T O L I A N, which will appear from time to time, as occasion may require, is printed, illustrations and all, here in Marsovan, by former students of Anatolia College, who do such work in several languages. We take pleasure in presenting this evidence of progress.

*Charles C. Tracy*



# THE ANATOLIAN.

ANATOLIA COLLEGE,  
Twenty-fifth year.

ANATOLIA GIRLS' SCHOOL,  
Forty-fifth year.

ANATOLIA HOSPITAL.



1911-12

MARSOVAN, TURKEY.



## CALENDAR.

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College year begins Wednesday, Sept. 14, 1910.  
( Entrance examinations the previous Monday and Tuesday. )

First term ends Thursday, Jan. 5, 1911.

Second term begins Monday, Jan. 23.

*First Semester ends Thursday, February 2.*

Second Semester begins Monday, Feb. 6.

Second term ends Thursday, April 20.

Easter vacation, Thursday, Apr. 20 to Mond., May 1.

Third term begins Tuesday morning, May 2.

Baccalaureate Sermon, Sunday, June 11.

Prize contests, Wednesday, June 14.

Commencement, Friday, June 16.

Examinations, Saturday, Mond. and Tuesday, June 17, 19 and 20.

College year begins Wednesday, Sept. 13, 1911.

( Entrance examinations the previous Monday and Tuesday. )

First term ends Thursday, Jan. 4, 1912.

Christmas vacation, Friday, Jan. 5 to Mond. Jan 22.

Second term begins Tuesday, Jan. 23.

*First Semester ends Thursday, February 1.*

Second Semester begins Monday, Feb. 5.

Second term ends Wednesday, April 4.

Easter vacation, Thursd, April 4 to Thursd. Apr. 11.

Third term begins Thursday, April 11.

Baccalaureate Sermon, Sunday, June 9.

Prize contests, Wednesday, June 12.



Commencement. Friday, June 14.

Examinations, Saturday, Mond. and Tuesday, June 15, 17 and 18.

College year opens Wednesday, Sept. 11, 1912.

( Entrance examinations the previous Monday and Tuesday.)

## TRUSTEES.

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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.

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A. R. HOOVER, M. D.	Term expires,	July, 1911
D. K. GETCHELL	" "	" 1912
Rev. T. A. ELMER	" "	" 1913
Rev. G. E. WHITE, D. D.	" "	" 1914
Rev. CHAS. C. TRACY, D. D.	" "	" 1915



## 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 of College.

Bible Instruction.

Rev. EDWARD RIGGS, D.D.

(Shares in instruction, but is now in the United States on furlough.)

Rev. T. A. ELMER, M.A.

Acting Head of the English Department.

D. K. GETCHELL, A.B.

Rhetoric.

J. K. MARDEN, M.D.

Surgeon in Hospital and physician in College.

A. R. HOOVER, M.D.

Associate with Dr. Marden, do.

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 Greek Language and Literature.

V. H. HAGOPIAN, M.A.

Professor of Turkish Language and Literature.

Rev. J. P. XENIDES, M.A.

Professor of History and Philosophy.



K. H. GULIAN, A.B.

Professor of Armenian Language and Literature.

A. T. DAGHLIAN, A.B.

Professor of Music and instructor in Penmanship and Drawing.

J. G. STATIROPOULOS, Ph.D.

Department of Physics and Chemistry.

H. H. KABAKJIAN, A.B.

Instructor in Commercial Arithmetic and in Geography.

K. H. KAKOULIDES,

Instructor of First Form Greeks.

LEO C. LAKE, A.B.

Instructor in English.

VAHAN M. MIRAKIAN, A.B.

Instructor in Armenian.

LYMAN C. CADY, A. B.

Instructor in English.

GEORGES GROSJEAN,

Instructor in the French Language.

ACHILLEUS TOHOUMOFF,

Department of the Russian Language.

C. S. DEMETRACOPOULOS, A.B.

Instructor in English and Arithmetic.

S. G. DOKOUZLIAN, A.B.

Instructor in Turkish.

N. S. SIRINIDES, A.B.

Instructor in Turkish and Arithmetic.

RAPHAEL DEMETRACOPOULOS, A.B.

Secretary and Assistant Librarian.



Prof. A. G. SIVASLIAN,  
Librarian.

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

C. S. DEMETRACOPOULOS, A.B.

MOISES MOISIDES,

AVEDIS EKSHIAN,

Assistants in Home.

N. L. Nerso,

Master in Self Help Department.

## STANDING COMMITTEES OF THE FACULTY.

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*Discipline.* — Messrs. White, Getchell, Statiropoulos, Daghljan, Kabakjian.

*Repairs.* — Messrs. Getchell, Mirakian, Mrs. Smith.

*Library.* — Messrs. Sivaslian, R. Demetracopoulos, Lake, Cady.

*Athletics.* — Messrs. Lake, Theocharides, Cady, C. Demetracopoulos, Daghljan.

*Religious Exercises.* — Messrs. Hagopian, Kakoulides, Elmer.

*Schedule, Instruction, and Special Students.* — Messrs. R. Demetracopoulos, Elmer, Gulian.



## ANATOLIA COLLEGE, TWENTY-FIFTH YEAR.

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THIS institution has entered upon its twenty-fifth year. Interesting as this quarter century has been, its story shall occupy little space here. Retrospection and prophecy may well be largely neglected: they almost lose importance to us, impressed as we are with the significance of PRESENT OPPORTUNITY. Nevertheless it seems fitting to introduce a paragraph or two of history here.

ANATOLIA means, the place of sunrise, or Morning Land. Accordingly, the college motto is, "*The morning cometh*". The institution had its beginning about twenty-nine years ago, as a high school, with only four pupils at the start. The rapid growth of this little school demonstrated the fact that it was meeting a felt need, and made it clear that a leading institution of learning was called for at this centre. Such a school would make liberal education possible to the young men of a wide region, at the same time affording a grand opportunity for impressing upon their minds and hearts the principles that evolve sound moral character, the lack of which is the doom of any people or state.

It was under the influence of these considerations that this rapidly growing High School was organized as a College, September 8, 1886. The first class, four in number, was graduated in July, 1887. Last

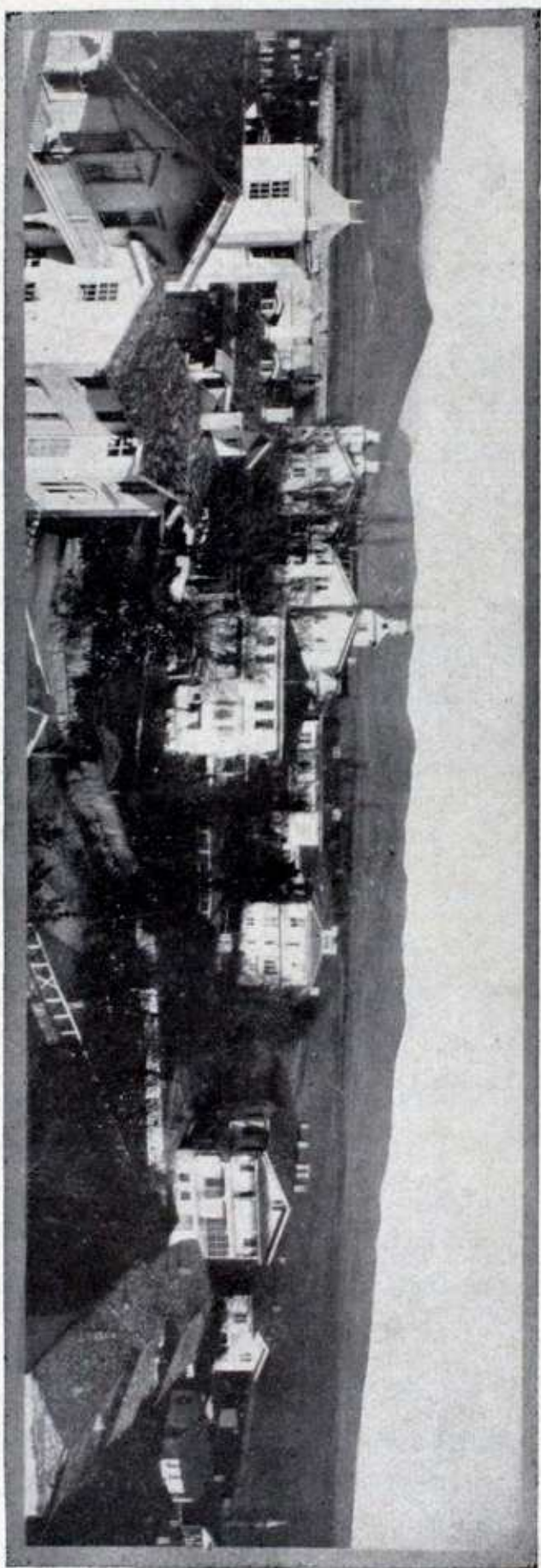


year, the twenty-fourth since the organization, a class of twenty-four graduated. The whole number of students received this year is two hundred and eighty, though military service and other causes have diminished the number by half a score or more. There are four college classes, and four forms in the preparatory course. At first the students were nearly all Armenians; now the Greeks are rather more numerous, and there are twelve nationalities represented in the student body, who are subjects of different countries, Turkey, Russia, Persia, Roumania, Servia, Greece, Italy. There is an increasing inflow of students from Russia. Some also are coming from Egypt.

Anatolia College has seen strange vicissitudes. It has rocked with political convulsions, and has witnessed deplorable things—days when there seemed nothing else to expect but destruction. Yet these events, instead of overthrowing the institution strengthened and established it. Distressing circumstances and pinching poverty have been matters of course. It is through many narrows that the college has come forth into large and commanding influence. On another page will be found a diagram illustrating its growth, from its germ in the High School.

From the beginning it has been held as something of prime importance that the teachers be persons of ability and sound character. The short-sighted policy of using make-shifts on account of financial embarrassment has been repudiated from the first—the administration has sought the best that could be found





GENERAL VIEW OF PREMISES FROM THE SOUTH.







—it is not to be supposed that perfection, either of character or ability is attainable in any case. The results of this policy have abundantly justified it, and experience has served to fix the determination to follow it henceforth, as heretofore.

The college seems to have obtained a very strong hold upon the hearts of the people, far and near. The main reasons for this are of a somewhat unusual character. One of these reasons, probably the very strongest, is its reputation as concerns the high standard of morals here held. If this standard has been maintained in a good degree, it has been by the use of stern discipline. There has been no hesitation in dropping a score, or even two score students at once, when on account of their influence, their absence was better for the institution than their presence. From the first, intoxicating drinks, tobacco, gambling, immorality of all sorts have been sternly forbidden. The necessity for such strictness has been made clear by experience. We have found that, here at least, there is no middle ground. Obloquy, opposition, protest and ridicule were expected. Instead of this, to our great surprise, this stern course has made the college popular. The general expression has been "*There is a safe place: we will send our boys there.*" Our ideal (whatever shortcoming may be manifest) is, Genuine manhood, as exemplified in one called The Son of Man, gathering to itself such power and culture as are possible under the circumstances. This ideal is always held up and striven for, and constitutes a tradition of priceless value in the college. All else would be surrendered rather than this. It is firmly believed that



this idea is destined to be a finally triumphant one, whatever be the trend of this age, or any age. It hardly needs to be said that, here, as elsewhere, any good degree of purity is maintained at the price of eternal vigilance and the patient exertion of influence. Whether or not some still continue the practice of evil habits and succeed in concealing it from the college authorities, it is certain that a multitude of boys have been prevented from beginning such practices, and that many others have been cured of useless and damaging habits. If the question were proposed to the whole body of parents whose sons are here under instruction; — “Shall we grant permission to your boys to learn or continue the habits hitherto interdicted?”, there would roll in from all sides a thunderous “No.” We have learned that, however loose the ways of parents may be, they are profoundly thankful if their children are led to the avoidance of ways which they themselves have not the resolution to renounce. It has been no small surprise to us to discover that this feeling is more pronounced here than it is often found to be in western lands. If a new and better Puritanism, more reasonable than the old, can be brought forth and introduced from the first in lands that are being brought under the influence of full civilization and enlightenment it will be a great advantage secured in advance. This discipline is not however, carried out by means of any system of espionage — that is to be deprecated.

One thing is certain — there has been, from the first, a fervent desire to establish this College upon sound principles, and carry on here a work of education of



which, in coming time, we shall not need to be ashamed before God or man.

### THE MATERIAL SIDE.

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The history of the effort to provide accommodations for students, and the necessary apparatus for carrying on such a school is of a piece with that accompanying all pioneer work, in which anything short of heroic struggle means failure. In the days of the High School, what exultation marked the discovery of the fact that a sum of one thousand dollars was available for the erection of a hall  $32 \times 50$  feet for a school room, with a dormitory under it! In earlier college days, when the crowding had become unendurable, and no department of the educational work on the ground had the necessary room or facilities, a gift of five thousand dollars from Dr. and Mrs. D. K. Pearsons of Chicago was a relief that could never be appreciated by any except those who have passed through the experience preceding it. The difficulty of getting recognition for a new institution is so serious that few, made fully aware of it in advance, would have the hardihood to undertake the task. Patience must have her perfect work, and she certainly has had it here. Recognition has come, with gratifying results. The college has over a hundred thousand dollars of endowment, for which again it must, in the main, thank Dr. and Mrs. Pearsons. To supply in part the place of the other hundred thousand needed to furnish income sufficient to carry on the growing work, the main part of the fifty thousand dollars donated by



Mr. Kennedy has to be used as endowment, though at least three fifths of it is urgently needed to supply the buildings and apparatus required at this stage of development. The man or woman of financial ability whose eye may light upon these words could hardly render a greater service to the cause of intellectual, moral and religious improvement in the great field in which this college exercises its influence, than by putting at its service a sum of twenty-five thousand dollars for the completion of the buildings now begun, immediately and imperatively needed, and which cannot be finished without such help.

We wish to make it plain to our friends that this institution is also very deeply indebted to two ladies, the Misses Wickes, who, without large means, and at great personal sacrifice have assisted the college finances from time to time, with a perseverance and self-denial such as constitute a truly lofty service of love. The college owes it to them that the Self Help Industrial Department is in as good a condition as at present, likely to be self-supporting, and receiving more orders for furniture and the like, than it can possibly fill. It is owing to them that the college is now grinding beautiful flour in its own mill and thereby avoids an outside expense of five hundred dollars this very year, to which it would have been subjected without this mill. A few more friends of this type would lighten all our burdens and remove every handicap. By thus acting the part of a friend it is possible to do as great a service to such a cause, as if the service were rendered directly and personally on the field.

Among other benefactors no one is more gratefully



remembered than Mrs. Martha Strong Harris of New London, who, at the time of greatest difficulty ever experienced, extended a strong and sympathetic hand, and lifted the burden so effectively that the institution was able to move on in its course with new strength and encouragement.

Other generous hands have also ministered to this work during the quarter century of its history, some by repeated contributions, larger or smaller, all appreciated, and all wrought into the aggregate of influences which have brought forth success.

Though the yearly running expenses of the college are met to the extent of two thirds by the income from student payments, this does not provide for buildings and equipment in various other directions. There seems to be a law in nature, inexorable in its action — the law of growth and decay — when the tree ceases to grow, it begins to decay. So with an institution. At Anatolia expansion has never been sought as an end, but growth makes expansion inevitable. It is only under the compulsion of growth that we enlarge our grounds or add to our buildings. We have been favored in getting possession of near thirty acres of ground most fortunately located at the northern edge of the city and slightly overlooking it — near the foot of the *Tavshan* mountains whence comes the water supply and the daily mountain breeze — as well as the supply of stones, lime and sand for building. The site of the college is such that it overlooks the whole great plain of about three hundred square miles, and has in full view the circle of lordly mountains surrounding the plain.



It is well to say here, that, though we travelled in earlier years over camel tracks alone, we now have good roads, and the railway is soon to pass us. At this moment French engineers are constructing an automobile road from our port hither, so that, independent of the railway we may hope to make the journey to the coast between breakfast and dinner, over the route which required three and four days on the muleteer trail of old. It is a fortunate thing that the college is so situated as to be easily accessible both from the coast and the interior. It is located on a plain 2,500 feet above sea-level, close to the mountains, with a fine atmosphere, and in a region of cheap living.

### THE SELF HELP IDEA.

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This idea had a large place in the minds of the founders of the institution. So vitally important has it been held, 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 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 about meet its own running expenses, — an attainment seldom reached by school industrial departments. This, with ups and downs, 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.

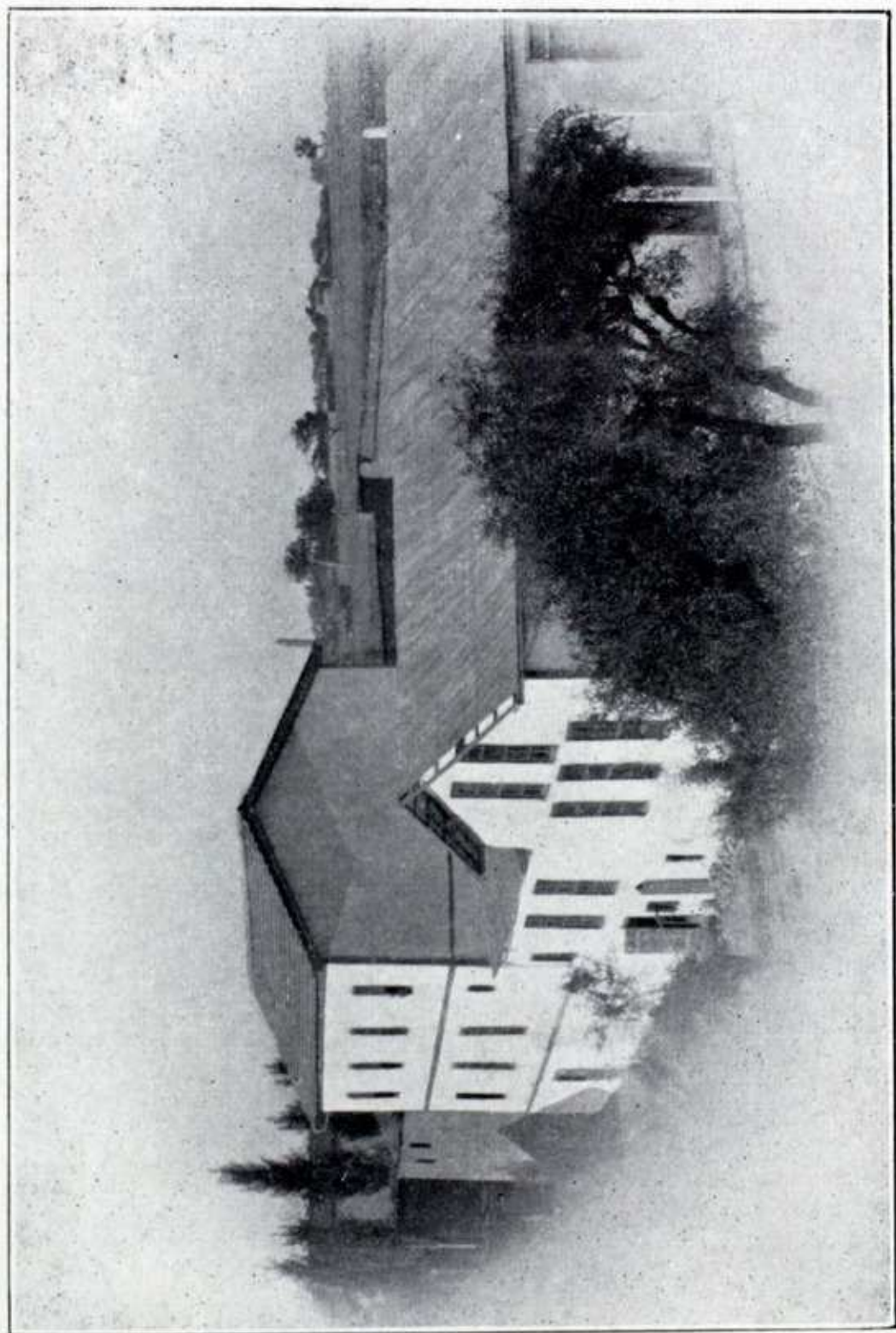
6. In the distinct advance which self help students make in practical character, enabling them to battle far more successfully with the difficulties of actual life.

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 bran produced is capable of feeding a number of cows to furnish milk for missionaries and institutions, also a great amount of "hen-feed", which is both usable and saleable.

The manufacture of cement tiles has proved a success, and the 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.





WICKES INDUSTRIAL, WITH MILL.

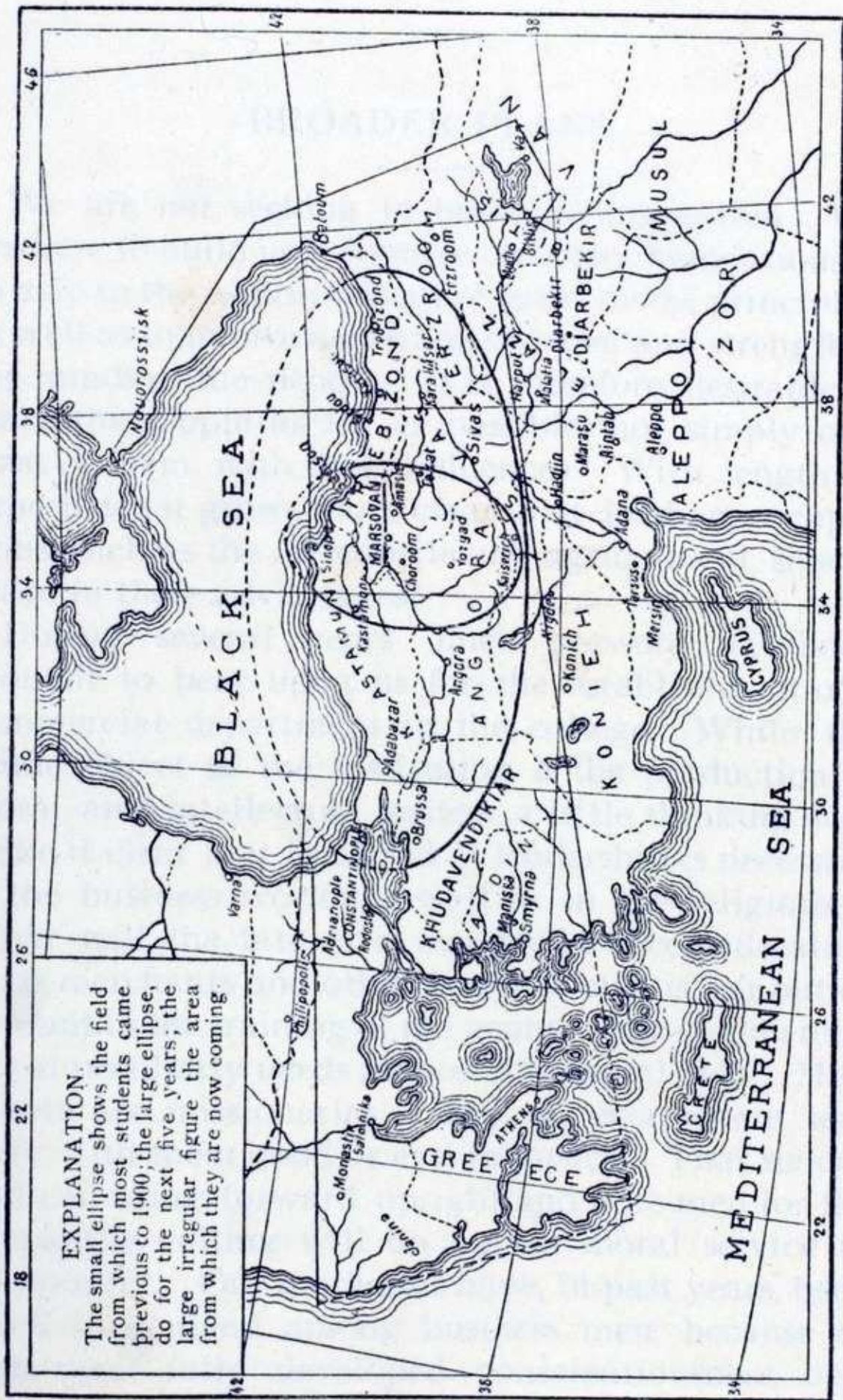






# EXPLANATION.

The small ellipse shows the field from which most students came previous to 1900; the large ellipse, do for the next five years; the large irregular figure the area from which they are now coming.









## BROADER PLANS.

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We are not seeking to build an institution. We are here to build up a country on better foundations—to help in the establishment of good moral principles, as well as to inform and train, broaden and strengthen the minds of the people. It is, therefore, desirable to reach the people as far as possible, not simply one class of them, with these influences. With length of experience it grows more clear that leading occupations, such as the mercantile and agricultural, should share in these advantages.

During several years much pressure has been brought to bear upon us for the establishment of a commercial department in the college. While the prime object of the institution is the production of moral and intellectual leaders, a little thinking will make it clear that this kind of leadership is necessary in the business world, as well as in the religious. What will the fate of a country be if consideration of its merchants and other business men is left out of account in the training of the young? The commercial world peculiarly needs all possible moral help. Merchants are missionaries—they go everywhere and carry with them good or evil influence. That school that can bring forward upright and able men for the mercantile calling will do a great moral service to the country. Our graduates have, in past years, been much in demand among business men, because of their more fully developed conscientiousness, but,



upon entrance into business, they have found themselves handicapped for want of sufficient training in the commercial line. Very slowly, but clearly at last, we have come to the conviction that this department ought to be established. When? The first quarter century of the College is passed. Is it not suitable, at this time to take this advance step? No great outlay is required — the main part of the additional expense is the support of one leading instructor. No doubt some additional income from students will facilitate the working of the new department.

Another idea is also taking strong hold of our minds. It seems to us that the more strongly our system lays hold upon the present life the better. We surely need not be afraid to follow the example of the Founder of Christendom. Three fourths of his own life was spent in pursuing an industrial occupation, and he it is who teaches us the true economy — to gather up the crumbs, that nothing be lost. How fully in line with his teaching was the work of the Alsatian, Jean Friederich Oberlin, who while teaching his parish the highest spiritual truth, so deeply interested himself in new ways and means by which the common man and his family might find a comfortable living. His memory is fragrant to this day. Perhaps a Tolstoi is needed, (extravagant and inconsistent though he be) to bring into bold light some phases of truth so greatly ignored — especially, to set in strong light that error which constitutes one of the worst of heresies — neglect of the common man. Perhaps a Salvation Army is necessary to make war against this heresy. If the Master fed the hungry and gathered



the crumbs, we are not in the least anxious lest we fail of his approval when we teach farmers in the Orient how to make two full heads of wheat grow where one lean one grew before. Nor shall we be less likely to hear from him the plaudit "Well done!" bestowed on those who feed the hungry and clothe the naked in his name and for his sake.

A really practical agricultural department in connection with Anatolia College may, in the future, hold within itself more of help and blessing than a thousand cargoes of provisions sent over the sea for the famishing—and not cost a hundredth part as much. In fact, the cost of what we contemplate is not great. We are not meditating a vast and imposing establishment, with far-spread acres and complicated original experiments, but a department of teaching and demonstration in which results wrought out elsewhere may be exhibited, and their benefits made available to the people here. The College already has acres enough to serve for such demonstration. The facts, principles and methods exhibited on a square rod are applicable to a square league.

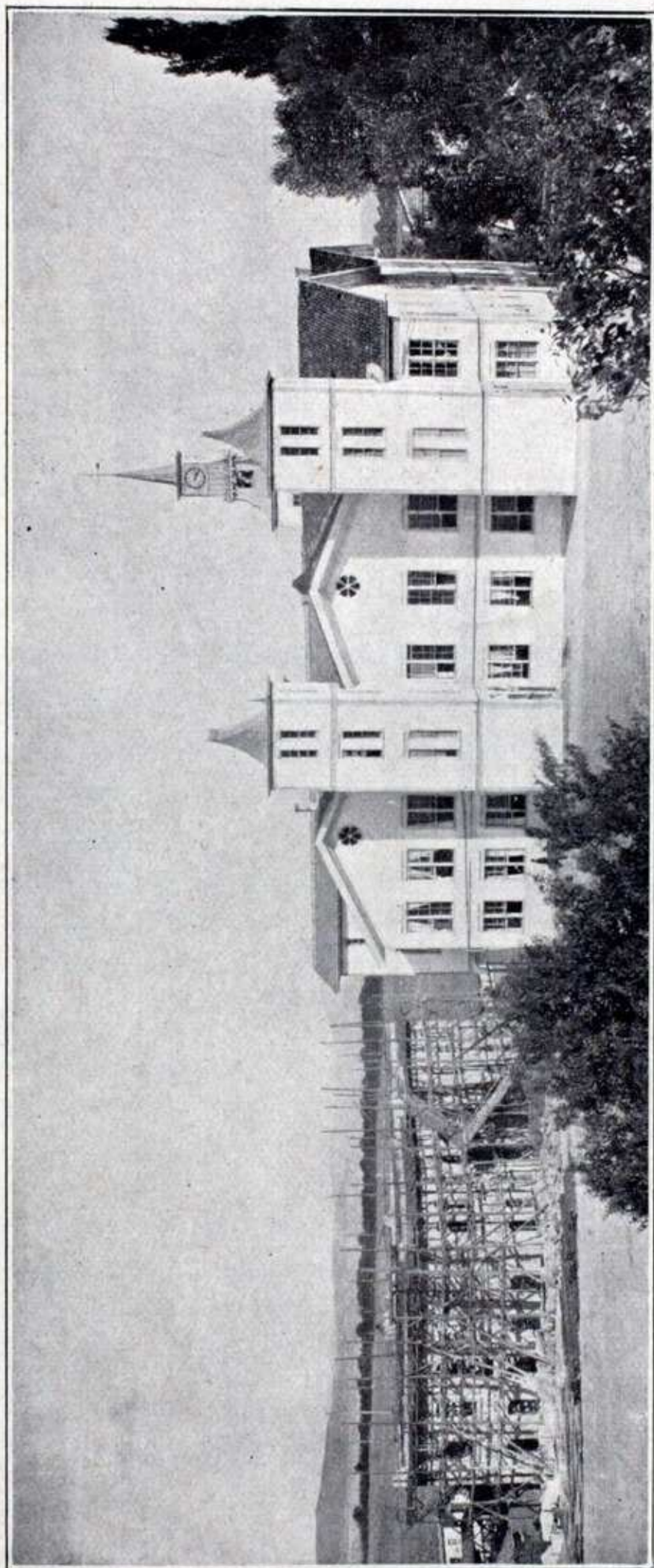
Those of us who were familiar with good farming in younger days, accustomed to see well-ordered tilth and abundant crops, are afflicted in spirit with the view of agriculture so often rewarded with a product of only four, six or eight fold, when those same fields might be made to bring forth, "some thirty, some sixty, some a hundred fold".

There is another consideration. Really successful farming tends to hold a large class of young people to industry and thrift, and good life, who otherwise



would drift, on account of non-success and discouragement, floating townward — alas, too often, slumward. There is a class, too numerous, with whom it must be farm or slum (and every land has its slums, of one sort or another). Very strenuous are the efforts of men like General Booth to transfer the young from the haunts of vice, misery and disease, to the healthy farm. How infinitely better for the young to hold to the farm, and avoid experience of degradation!. Why should not our institution lay hold of agriculture and encourage it by teaching principles, imparting some suitable knowledge of agricultural chemistry, and by demonstration on the land we now possess? If boys under eighteen years of age, in the southern states of the American Union, stimulated by the offer of prizes, and instructed through the national agricultural department, on the worn-out lands ignorantly and profitlessly cultivated hitherto, in a single year, carried the product of an acre up to four, five and six times the former average, why cannot such help and instruction be given to students of Anatolia College as will enable them to lead their own people to much more efficient and productive agriculture, and so help to lighten poverty and forestall famine? We ask our friends why this is not sensible, practical and Christian. The country without good agriculture cannot have good population, good government, prosperous finances, nor permanence as a nation. The invitation that summons dazed and deluded humanity back to the enthusiastic and successful cultivation of the soil is a kind of gospel call. Late experiments have shown how great is the change that comes over even





NEW BUILDING IN PROGRESS.







slum people, when once they get interested in the cultivation of land. This is a great, practical matter. We hear the question asked; "How much will the establishment of such a department cost?" We answer; About twelve hundred dollars a year.

But we ought to say that the sustenance of the College, with provision for these advance steps in enlargement and efficiency requires the addition of \$100,000 at least, to our present endowment, with not less than \$25,000 for necessary buildings.

### NEW BUILDINGS.

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The new buildings now being erected are of stone and iron, suitable, comely and permanent, though very simple and inexpensive in construction. One of them is a combination building containing a gymnasium and rooms for classes with considerable dormitory space. Under the gymnasium is a tank holding a body of water thirty by forty-two feet, and five feet deep. This will serve as a reservoir for watering gardens and flushing drains. It will also serve as a swimming tank.

### THE LIBRARY-MUSEUM.

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This structure is now slowly rising. It will be a solid, substantial and beautiful building, though very unpretending and simple. It is built of gray stone quarried from a ledge a mile distant and very easily accessible. The corner stone was laid on last commencement day, June 17th. At that time the names



of those who had paid in their subscriptions or a considerable part of them, were deposited in the stone with other records. This is specially an enterprise of the alumni and the teachers, and most of the contributions are by them. It is hoped that the interest and determination of the small band of alumni and teachers and students present will carry the difficult enterprise through. The structure is so well founded and being so solidly built that it ought to stand a thousand years. About \$2,500.00 is already paid in for this building. We know of no college whose alumni have rallied more heroically in their effort for their alma mater.

## THE LIBRARY-MUSEUM

This structure is now slowly rising. It will be a solid substantial and beautiful building, though very unpretending and simple. It is built of gray stone quarried from a ledge a mile distant and very easily accessible. The corner stone was laid on last commemorative day, June 17th. At that time the names





THE LATE PROF. PRESSET.







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## PROFESSOR PRESSET.

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It is no small calamity which has come upon the College in the loss of Prof. Emmanuel Presset, of the department of French. He was a man of remarkable efficiency, versatility and fidelity — it is hardly possible to decide which of the three qualities was most emphasized in his case. Before coming here, he had labored twelve years at Benito in the French Kongo — knew the Bantu language, and had proved such an efficient laborer that great effort was made to secure him again for that place where his health had been broken with African fever. Here at Anatolia he pushed his French classes with ardor, and, with equal ardor prosecuted improvements in the gardens and grounds. He was a model of faithful promptness and thoroughness, as well as fearlessness. Whether in a deadly hand-to-hand struggle with a leopard in Africa ( the marks of whose savage claws he carried to his dying day ), in a twenty-five mile tramp over Asiatic mountains alone and unarmed, or in some difficult and discouraging task, his courage was ever the same. Such men are hard to find, and should be appreciated, as he certainly was here and at Benito.

Prof. Presset had been unwell for months, but on the evening of Sept. 22 he suddenly became insensible, and died in a few minutes. Wife and children and the College circle mourn together.

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## TERMS OF ADMISSION.

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The number of students has become so large that new buildings must be provided and new teachers employed. Already the crowding has become unendurable, and the classes so large that they must be divided into sections, requiring additions to the staff of instruction. At former rates the income of the college was considerably short of its expenditure, and, with increase of expense, the deficit would have been still greater, if advance had not been made in the charges for board and tuition, rooms, etc. There is also a marked advance in the cost of living, owing to increase of exportation.

Beginning with September, 1907, the yearly charge for boarders, instead of twelve liras, became fifteen liras. Of this sum, nine liras is payable at the opening in September, the remaining six 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 — in view of the fact 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.

Terms for boarding students, 15 Turkish liras a year, payable, 9 liras at opening in September, the remaining 6 liras in February.

For day students, four liras a year, 2 liras payable at opening, 2 liras in February.

## LIBRARIAN'S REPORT

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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 only about five thousand. During the year 1909-10 the drawing of books was about 3,000. Every day opportunity is given to the students to draw books, teachers beings at liberty to draw at any time.

There is no special library fund, though it is greatly needed. An appropriation of about \$175.00 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.

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.



## LECTURES FOR THE COLLEGE YEAR

1909—1910.

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- |                |  |
|----------------|--|
| Nov. 19, 1909  | "Jerusalem", by Prof. Hagopian.  |
| Dec. 10, 1909  | "The Russo-Turkish War", by Mr. Boyajian.  |
| Dec. 17, 1909  | "The Use of Explosives in Industries", by Dr. Statiropoulos.                               |
| Dec. 31, 1909  | "The Educational System of Froebel", by Prof. Theocharides.                                |
| Jan. 28, 1910  | "Religion and Superstition among the Bantou of Western Africa", by Prof. Presset.          |
| Feb. 11, 1910  | "Some Observations on Nutrition", by Dr. Hoover.   |
| Feb. 18, 1910  | "Various Economic Aspects of American Institutions of Higher Education", by Rev. Mr. Elmer |
| Feb. 25, 1910  | "The Panama Canal", by Mr. Getchell.   |
| March 4, 1910  | "The Armenian Puritans and the Reformation of the XVI Century", by Mr. Mirakian.           |
| March 4, 1910  | "Justinian the Great", by Mr. Metro-poulos.  |
| March 18, 1910 | "Thirteen Years in America", by Mr. Barsamian.   |
| April 1, 1910  | "Liberty in Religion", by Dr. Tracy.   |
| April 8, 1910  | "The Life of Froebel", by Prof. Theocharides.  |
| April 22, 1910 | "Halley's Comet", by Prof. Sivaslian.  |

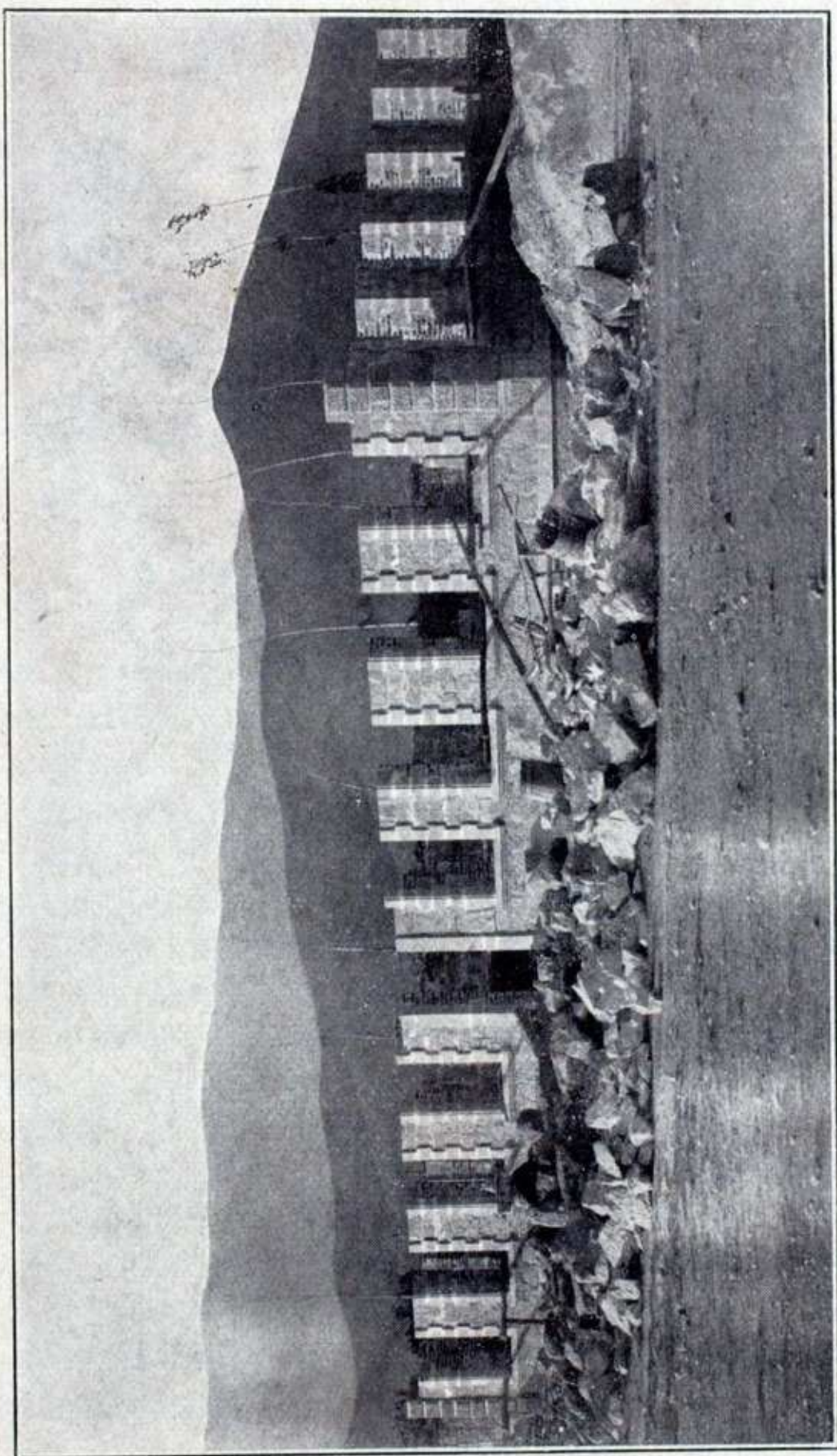


## LECTURES DURING THE COLLEGE YEAR 1910—1911.

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- Nov. 18, 1910 "Compositions for the Piano", by  
Prof. Daghlia.
- Nov. 25, 1910 "New Zealand", by Mr. Childs.
- Dec. 9, 1910 "A Dramatic reading of Shakespeare's  
'As You Like It' ", by Mr. Cady.
- Dec. 15, 1910 "Experiences at an International  
Contest of Flying Men", by Rev.  
Mr. Elmer.
- Dec. 23, 1910 "Victory without War", by Dr. White.
- Dec. 30, 1910 "Alcestis' of Euripides", by Prof.  
Theocharides.
- Dec. 30, 1910 "Linguistic Lore", by Prof. Gulian.
- Jan. 27, 1911 "Tolstoi", by Dr. Tracy.
- Feb. 10, 1911 "My trip to Russia", by Mr. Lake.
- Feb. 24, 1911 "Nature-worship and the Doctrine  
of Metempsychosis among the  
Armenians", by Mr. Mirakian.
- March 10, 1911 "Impressions of Europe after Twen-  
ty years", by Prof. Manissadjian.
- March 17, 1911 "The Theory of Electrons", by Dr.  
Statiropoulos.
- March 24, 1911 "Oliver Cromwell", by Mr. Childs.
- April 7, 1911 "Some Impressions from my Recent  
Visit to Scotland", by Prof. Xe-  
nides.





LIBRARY - MUSEUM.







## PRIZES AWARDED JUNE 17, 1910.

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Senior, Thesis,	Raphael S. Demetracopoulos.
Senior, Philosophy,	Raphael S. Demetracopoulos.
Junior, Science,	Alexander P. Aghnides.
Junior, Turkish Oration,	Nigoghos A. Nicoghosian.
Sophomore, History,	Evdokimos Egyptiades.
Sophomore, Mathematics,	Xenophon D. Theocharides.
Freshman, English Pronunciation,	Avraam Shukuroghlou.

## LITERARY SOCIETIES.

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There is now much literary activity in the College. There are two literary societies, the Armenian, called "The Shavarshan", and the Greek, called "The Pontus Club". Each of these publishes a monthly periodical, edited with ability and carried on with success, having large circulation, considering the circumstances. The Armenian paper is called "The *Nor Aik*", that is, *The New Dawn*. The Greek publication is called "*Pontus*". Both of these are finding their way across the ocean, as well as into communities in this country. Both clubs have weekly meetings, with variegated literary exercises, and are serving a good purpose in disciplining the minds of the students. The students also publish a yearly *Handbook*, giving necessary and convenient information concerning the institution, with some brief paragraphs of interest, college songs etc.

All this affords a striking illustration of the vast



difference in the situation brought about through liberty of speech and of the press.

## THE ANATOLIA MUSEUM

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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 now crowded full of cases cannot be said to afford accommodation for even the present collection, and allows no room whatever for more specimens. It is to be hoped that the new building already under way will be completed during the present year, and that Professor Manissadjian, who is very much devoted to this work, and very efficient in it, will then 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 a thousand 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 all institutions in this country, 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 also 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 labelled, 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 Samsoun, on the Black Sea, the package being marked also with the sign A. C.

## ATHLETICS

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The future of athletics in Anatolia College is brighter to-day than ever before. Earlier, this branch was poorly organized, but now under competent management of the Armenian *Shavarshan* and the Greek Club *Pontus* all is well carried on. As the students have become able to direct them themselves, the faculty committee has gradually withdrawn until at present they are no more than an advisory



board. It is hoped that the students will keep up the good work already begun.

The two 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. With others base-ball holds first place, and now both clubs have their own base-ball teams. The Indian club exercises with military drill has been successful in teaching obedience, and to move and act in unison. The tennis club which is organized by itself is more cosmopolitan, having representatives from most classes.

By next fall the new gymnasium building ought to be finished, which will afford a swimming tank, a place for indoor exercise, and also for basket-ball. The quarter-mile track, which is being laid out ought to be completed in time for the spring meet. Enthusiasm among the students is growing, and public opinion will make a Junior or Senior ashamed of himself, who is too "big" to play or take part. The foot-ball meet between the Greeks and Armenians last fall shows that when the athletic leaders are willing to rise above themselves and become men they can have a dual meet which need not bring disgrace to any. Next spring we may have a college meet, under the management of the different clubs, in which every student will share. We have no intention to make athletics a fad, nor to countenance its becoming such. We propose to secure a





WINTER SPORT







proper place for this branch, as it is concerned with physical well-being.

## RELIGIOUS POSITION.

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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 III: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. We hold that the belligerent attitude against other forms of religion is mistaken and injurious to the cause of truth, and that any sort of coercion toward any outward form of profession is both foolish, and disastrous in its effects. No countenance is given to irreligion, nor to ill treatment of any on religious grounds. 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 are required to 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.



## ACKNOWLEDGMENTS.

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A year and a half ago a munificent gift was received from the estate of Mr. John S. Kennedy of New York. It is through this gift, and almost this alone, that the College is able to begin the erection of the buildings so long needed to afford decent accommodation for the increasing number of students, and to make provision for some of the necessities consequent upon development.

Since the last catalogue was published timely assistance has been afforded from several sources. It is impracticable to mention every item of such help, but we gladly notice contributions from

The Misses Wickes, Los Angeles, California.

Mr. L. J. Coleman, Seattle.

Mr. Tertsagian, „

Mr. D. H. Preston, Chicago.

Dr. & Mrs. Denison, Williamstown, Mass.

Mr. Arthur Boake, England.

Mr. J. H. Converse, Philadelphia (now deceased).

The Bible Lands Missions Aid Society.

Mr. Charles K. Tinker.

Mr Albert Shaw.

Mrs. Fleming, Edinburgh.

We are thankful for every assistance, be the sum large or small.

Of our regular staff of teachers Prof. Manissadjian and Prof. Xenides were on a furlough in Europe. They had ample opportunity in improving their time,



visiting different centers of learning. Prof. Manissadjian mainly in Germany and Prof. Xenides in Scotland. We wish at this place to express our profound gratitude to all the friends, who, in helping them, in one way or another, have helped also our institution. We would mention especially the Hon. Armbruster of the Department of Education, Grandduchy of Baden, Director P. Treutlein of the Realgymnasium of Karlsruhe and Director F. Rottengatter of the Gymnasium of Bretten, for their kindness in permitting Prof. Manissadjian to get an insight into the methods of instruction in German gymnasiums.

Also we express our thanks to the Hon. Lord Guthrie, Mr. Charles Guthrie, W. S., Edinburgh, and Rev. M. A. Lendrum M. A., Glasgow for acting as a Committee on behalf of the Manse scheme Prof. Xenides was pleading, in connection with the Theological Seminary. We are grateful to all the contributors to the scheme, and to Prof. F. Forster Bretten, for some birds and other specimens presented to our museum.

Also to Prof. A. S. Pringle-Pattison, Prof. James Seth, Prof. W. C. Smith, of Edinburgh University and also to the Authorities of New College, Edinburgh for allowing Prof. Xenides to attend their lectures as a visitor. Also to the following for gifts of books:

New College, Edinburgh.

Messrs. Thomas Nelson & Sons, Edin, Messrs. Hodder & Stoughton, London, Mr. Geo. F. Barbom, Boustaid, Mr. Joseph Carmett W. S. Edin. and other friends.







## **COURSES OF STUDY.**



ENGLISH LANGUAGE AND LITERATURE.

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The staff of this department consists of one American superintendent and five instructors, two of whom are Americans, one Russian, one Greek, and one Armenian. 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 a historical and scientific nature are conducted in English, thus furnishing the student with valuable practice in



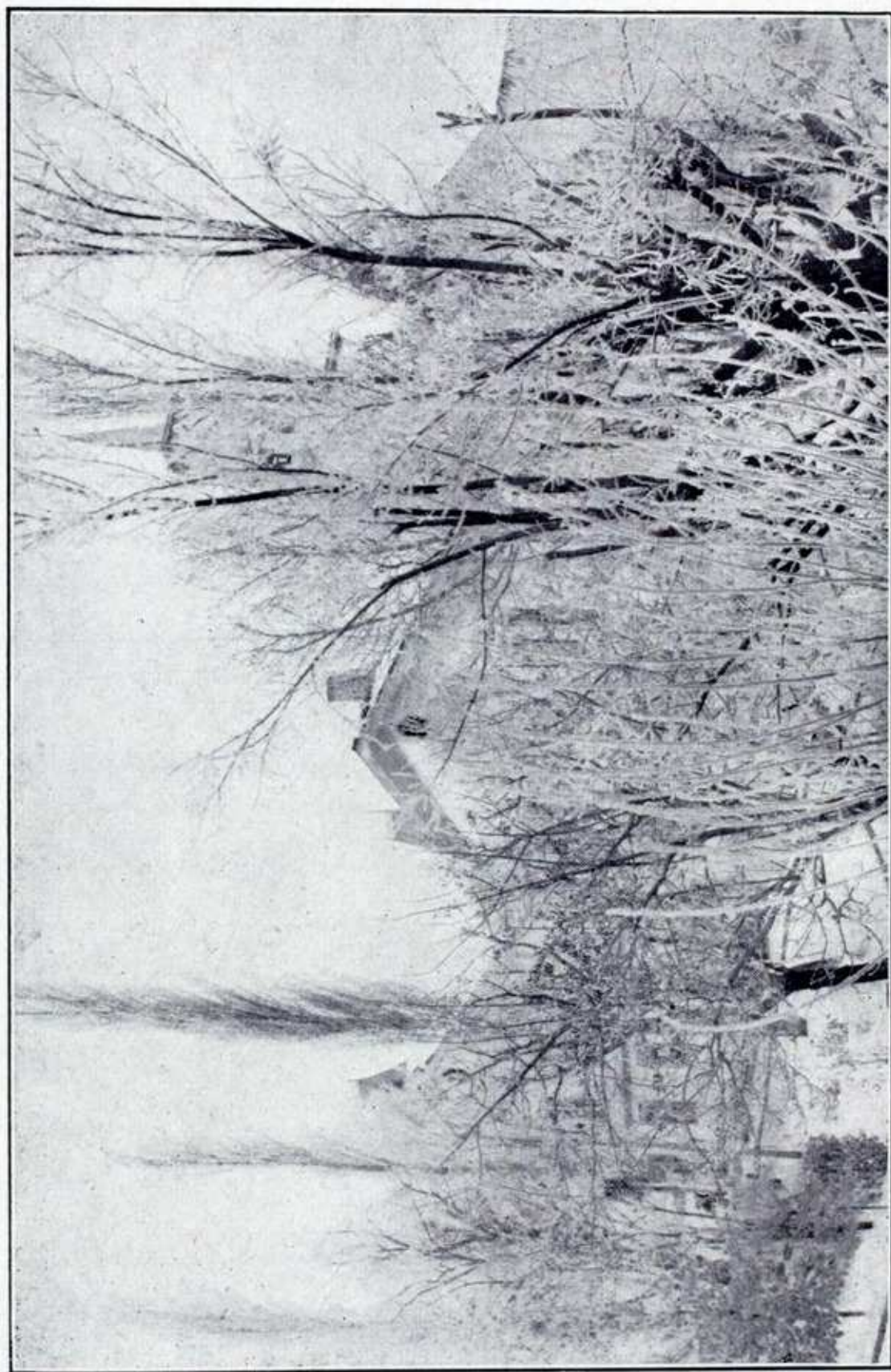
the use of the language, in addition to his regular literary studies. English Grammar is begun and the parts of speech are studied after the manner indicated in Longman's Grammar pages 1 to 51.

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). Newcomer and Seward's "Rhetoric in





FROSTWORK.







"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. The present Fourth Form is studying Macaulay's "William Pitt", and the Present Freshmen are studying Tennyson's "Aylmer's Field".

#### SYNOPSIS

Preparatory Department.		Hours per week
First Year,	First Semester, Primer and part of First Reader.	5
	Second Semester, First Reader completed and 2nd Reader.	5
Second Year,	First Semester, Third Reader.	3
	Translation.	2
	Second Semester, Fourth Reader.	3
	Translation.	2



## Third Year, First Semester, Fifth

Reader. 3

History Reader. 2

## Second Semester, Fifth

Reader.

Science Reader and

Grammar. 2

## Fourth Year, 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

Rhetoric. 4

## Junior Year, First Semester, History of

English Literature. 4



ARMENIAN.  

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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 resumes, 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*)

## SHOPHOMORE 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 resumes; 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 instruction 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, Bookkeeping, 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.

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This language is taught according to the following method.

### A. WRITTEN EXERCISES.

These consist of:—

1. Writing a resume 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 students' 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

I Form. Letayifi Asar both with nesikh and rika characters narrating, writing and memorizing.

II Form. Third Reader

2nd. sem. *Qra'ati Mufidé*

III Form. Mihri's Moukhtasar Sarf [Turkish Grammar] (twice in the week), Nazima's *Idman II*.

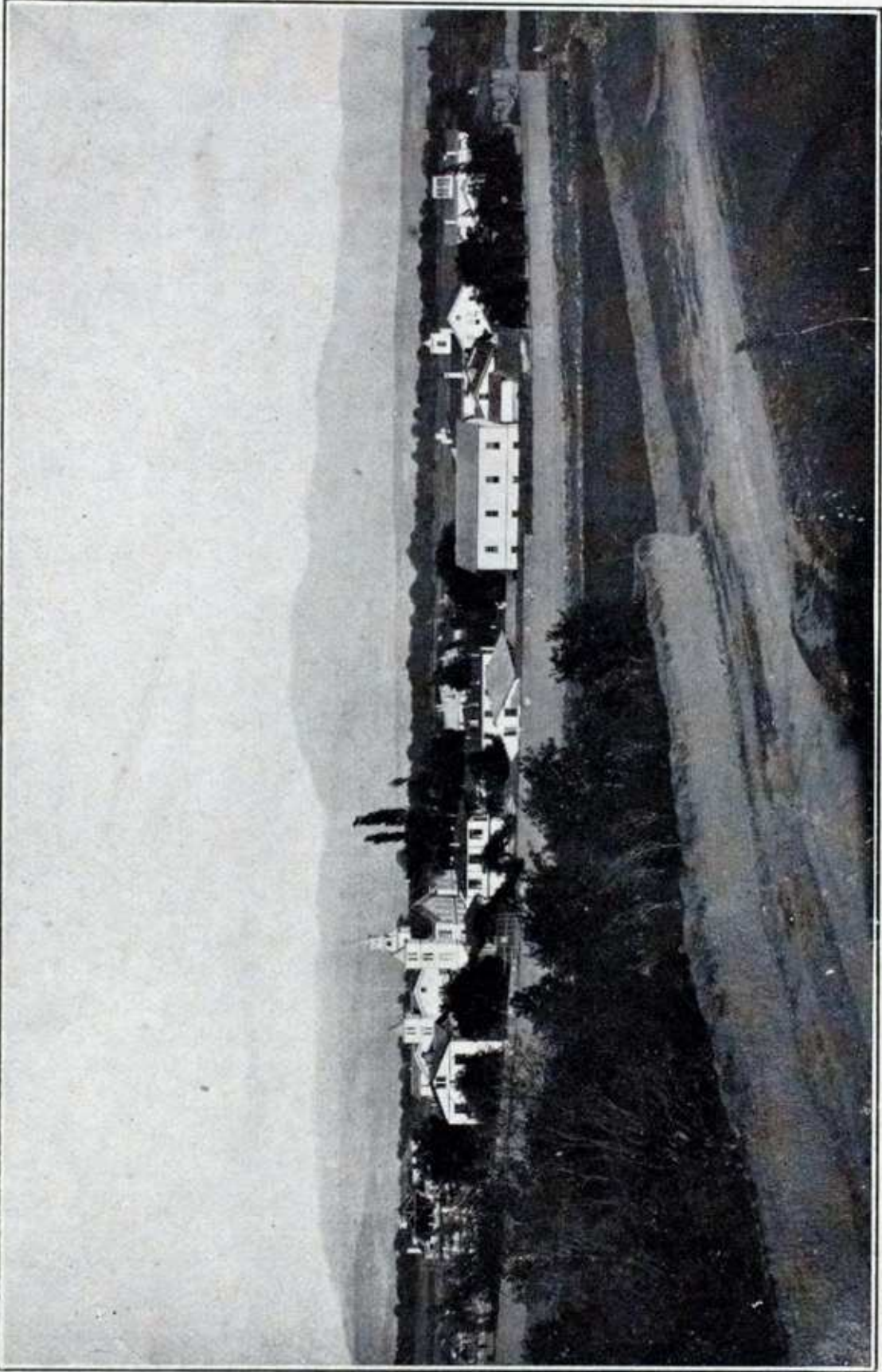
IV Form. Review of the Grammar.

*On Témouz Qra'ati*

2nd. sem. *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*).





CAMPUS FROM THE WEST.







## FRENCH DEPARTMENT.

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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 a L'annee Preparatoire 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 — Exercies in Composition — Abridged course of the History of French. Text book: Venet *C'hrestomathie 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 last year, 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. *Russian language.* The fables of Kriloff and some easy abstracts from the works of Zhukofski, Acsakoff, Koltsoff and Dostoefski.

II. *Mathematics.* Arithmetic to fractions.

III. *Bible.* Some parts of the Old Testament.

#### SECOND FORM

I. *Russian language.* Grammar. Some easy parts from the works of Poushkine, Lermont-



- toff, 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 Poushkin.
- 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.

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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.

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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. This 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 & SOCIOLOGY.

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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 Levelling Rod, two Ranging Poles and a Lufkin Steel Tape 100 feet long. We have a 2.8 inch equatorial telescope with 4 eyepieces. We are in need of a larger and better equatorial made for our latitude.

*First Form* — Elementary Arithmetic. Exercises in the four principal operations, vulgar and decimal fractions, compound numbers, metric system, percentage and interest.

4 hours a week, throughout the year.

*Second Form* — Complete course in Arithmetic — Reviews on the first course, percentage and interest, profit and loss with practical exercises, also square root and cube root.

4 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 pay-



ments, bills of exchange and the commercial papers.

3 hours a week — First Semester.

2. Book-keeping — Elementary course — Simple and Double Entry with practical exercises from local business.

3 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.

4 lessons a week

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

*Sophomore Year.* 1. Plane Trigonometry. Text-book, Wentworth or Boser. 3 periods 1st, semester.

2. Surveying — Text-book Wentworth. General principles of Land Surveying and Levelling, with field and office work.

3 periods. 2d. Semester.

*Junior Year.* 1. Higher Algebra — Lessons, quadratics, Series, Theory of equations. Partial fractions Logarithms, etc.

4 periods. 1st. Semester.

2. Analytic Geometry. — Elementary course (elective)

4 periods. 2d. Semester.

*Senior Year.* 1st Semester — Calculus — 5 periods (elective).

2d. Semester. Astronomy. Text-book, Todd's New Astronomy. Occasional exercises in the tracing and identification of constellations, and observing the



planets and nebulæ with the three inch telescope.  
5 periods.

## NATURAL SCIENCES

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**PHYSIOLOGY:**— Recitations are held through one semester of the Fourth Form three times a week. Charts, paper models, papier-mache 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 II and III 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 is given by recitations, 5 periods a week, and laboratory experiments, 2 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. Al-



so 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 (3 periods a week) in applied Natural Sciences and Manual Training, the work being 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 mu-



sical 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 piano-forte, 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.* 1st 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.

2nd Semester. One lesson a week.

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





THE BAND







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 "Methode 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.

A text book prepared at the University of the South is used. A brief review of the elements of music is made. All major and minor keys explained and studied. Solleggio 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 Solleggio by Concone, Aprile, Stockhausen 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.

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## ANATOLIA COLLEGE UNDERGRADUATES

1910—1911

## SENIORS

Aghnides A.  
 Demetriades I.  
 Mimoghlo N.  
 Nigoghosian N.  
 Papazian K.  
 Pavlides P.  
 Simonian H.  
 Varzhabedian H.  
 Yannasoghlo P.

Nigde  
 Galipoli  
 Unieh  
 Talas  
 Bala-gesi  
 Alatcham  
 Samsoun  
 Herék  
 Angora

## JUNIORS

Egyptiades E.  
 Gharibian L.  
 Kyprianedes P.  
 Moisides M.  
 " V.  
 Panayotoghlo A.  
 Theocharides X.  
 Thoumayan L.

Angora  
 Shabin Kara Hissar  
 Amasia  
 Soungourlou  
 " "  
 Constantinople  
 Unieh  
 Marsovan

## SOPHOMORES

Bashybeyukian A.  
 Boyadjian S.  
 Constantinides T.  
 Der Hagopian H.

Sivas  
 Gurum  
 Samsoun  
 Baghchejik



Ekshian A.	Talas
Eylenjian S.	Mendeshé
Jenazian H.	Marsovan
Sarkisian K.	Van
Karakochian L.	Nev-Shehir
Kazezoghlu A.	Germer
" L.	"
Kebabjian H.	Angora
Kyprianides N.	Amasia
Manissadjian V.	Marsovan
Papertsian H.	Trebizonde
Pliumbis P.	Préméti
" V.	"
Seferoghlu A.	Samsoun
Shukuroghlu A.	"
Sirinides S.	Zinjir-Déré
Soteriades R.	Constantinople
Terzopoulos C.	Fatsa
Yaghlian H.	Gurun

## FRESHMEN

Abgarian A.	Yozgat
Ajemian K.	Smyrna
Aphoxenides A.	Trebizonde
Avyerinos V.	Sinope
Barsamian E.	Marsovan
Bodouroghlu E.	Cesarea
Bostanjoghlu T.	Amasia
Chakijian R.	Mounjousoun
Chobanoghlu C.	Constantinople
Costukoff M.	Novorosisk
Demetracopoulos D.	Constantinople



Evstathiades K.  
 Hadji Savas M.  
 Khashkhashian S.  
 Kyprianides K.  
 Kyriakou V.  
 Lazarides E.  
 „ I  
 „ N.  
 Margosian R.  
 Moisiades S.  
 Mouradoghlu C.  
 Nadarides I.  
 Nahabedian K.  
 Paracha A.  
 Pavlides G.  
 Pehlivanzadé N.  
 Sallabashides E.  
 Sarrafoghlu A.  
 Shishmanian B.

Yozgat  
 Samsoun  
 Yozgat  
 Amasia  
 Marsovan  
 Tocat  
 Ordou  
 Hérék  
 Yozgat  
 Samsoun  
 Soungourlou  
 Angora  
 Gurun  
 Batoum  
 Marsovan  
 Sinope  
 Trebizond  
 Urgub  
 Mounjousoun

#### FOURTH FORM I.

Altounian H.  
 Azhderian H.  
 Bujulian H.  
 Diratsuyian A.  
 Dombalian P.  
 Geuyneksizian M.  
 Khoranian A.  
 Nigoghosian R.  
 Samuelian A.  
 Sarkisian S.  
 Shahbazian A.

Erzingan  
 Marsovan  
 Gumush  
 Angora  
 Tcharshamba  
 Marsovan  
 „  
 Amasia  
 Keopreu  
 Bafra  
 Constantinople



Shahbenderian G.  
 Simonian K.  
 Tatarian K.  
 Zhamgotchian K.  
 Zoghalian V.

Marsovan  
 Yozgat  
 Kastamouni  
 Marsovan  
 Avkat H. Keuy

#### FOURTH FORM II.

Anastasiades Anes.  
 „ Aris  
 „ Augus.  
 Bodouroghlou A.  
 Demetracopoulos S.  
 Demetriades S.  
 Iosephides C.  
 Isaakides I.  
 Kalaijoghrou T.  
 Kiremitjoghrou T.  
 Kollesides T.  
 Mavropoulos A.  
 Myrodis I.  
 Papazoghrou C.  
 Rebanides I.  
 Roumis I.  
 Tarakjoghrou A.  
 Vassiliades T.

Constantinople  
 Hérék  
 „  
 Andronik  
 Constantinople  
 Kerasunde  
 Ineboli  
 Marsovan  
 Sivas  
 Germir  
 Larnaka  
 Trebizond  
 Sinope  
 Yozgat  
 Marsovan  
 Samsoun  
 Constantinople  
 Kavza

#### FOURTH FORM III.

Ahmedoff Ali.  
 Borzenko C.  
 Dobrovolski G.  
 Fomenko D.  
 Catskoff V.

Trebizond  
 Ussofka  
 Novorosisk  
 „  
 Novorosisk



Ivanoff S.  
 Kalaghour Alex.  
 Kaloghrides Nich.  
 Jabbaroff H.  
 Langoussis B.  
 Marchetich P.  
 Metizadé Ahmed  
 Unger N.  
 Sadradze Mirian  
 Levbergh Zinovi  
 Misælices Leonidas  
 Vatmanides L.

Novorosisk

„  
 Andros  
 Trebizond  
 Novorosisk  
 Batoum  
 Daguisan  
 Novorosisk  
 „  
 Batoum  
 Smyrna  
 Nigdé

### THIRD FORM I.

Arboyan A.  
 Avedian A.  
 Baghdigian R.  
 Bakurjian H.  
 Ballarian V.  
 Guzelian M.  
 Haji Haroutunian H.  
 Iskenderian H.  
 Kiremidjian H.  
 Michaélian M.  
 Morjigian A.  
 Moughalian M.  
 Papazian M.  
 Parseghian Y.  
 Sahagian S.  
 Stepanian G.  
 Terzian H.  
 Zelveyan A.

Gurun  
 Haji Keuy  
 Marsovan  
 Tocat  
 Trebizond  
 Ineboli  
 Soungourlou  
 Samsoun  
 Marsovan  
 „  
 Erzingian  
 Cesarea  
 Constantinople  
 Tocat  
 Constantinople  
 Alexandria  
 Broussa  
 Soungourlou



Yaghjian A.

Rodosto

## THIRD FORM II.

Agapetos A.

Constantinople

Alexiades Const.

Sinope

Boyadjoghlu L.

Tokat

Constantinides A.

Songourlou

Dedebaloghlu I.

Bafra

Deliyorgis G.

Kerasunde

„ Panayoti

„

Devletoghlu G.

Yozgat

Hadjopoulos S.

Dénéyi (Nigdé)

Ioannides S.

Tokat

Kypriotti C.

Samsoun

Kyriakides G.

Zongouldak

Mubyajoghlu C.

Urgub

Nomedes A.

Zongouldak

Papadaniel P.

Sinope

Papadopoulos C.

Ada Bazar

„ I.

Tokat

„ T.

Alacham

Papazoghlu I.

Yozgat

Pascalides A.

Bafra

Sarrafoghlu M.

Urgub

Simeonides N.

Marsovan

Sourmelides H.

Dénék Maden

Touzjoghlu I.

Haji Keuy

Valavanides H.

Ineboli

Yannasoghlu B.

Angora

Yoghourdoghlu I.

Alacham

Serlis D.

Baindir

Misaelides M.

Attalia



## THIRD FORM III.

Heibnisch H.	Novorossisk
Husseinoff Ali.	Trebizond
Litsanides Antonios	Kertch

## SECOND FORM I.

Alexanian D.	Marsovan
Ansurian Y.	Amasia
Arabian Y.	"
Babasinian E.	Marsovan
Buyuklian P.	Tcharshamba
Der Stepanian P.	Erzingian
Fehmian V.	Masovan
Gougouian D.	"
Hampartsumian Y.	Baghchejik
Hovagimian M.	Marsovan
Kralian A.	Bafra
Kurkjian A.	Yozgat
Mahmourian Y.	Marsovan
Manougian A.	Zilé
Moughalian M.	Alexandria
Nicoghosian S.	Amasia
Penyrian Y.	Marsovan
Pirenian A.	"
Shirinian L.	Trebizond
Tuysizian H.	Haji Keuy
" K.	" "
Yezekeilian A.	Marsovan

## SECOND FORM II.

Aksakaledes N.	Sinope
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Altounoghlu I.	Sinope
Arslanides H.	Déré Keuy
Atmajides S.	Kerasunde
Fridas G.	Sinope
Gigantides P.	Trebizond
Ioannides E.	Bafra
Kayikjoghlu. T	Samsoun
Lazarides P.	Tokat
Mouradoghlu R.	Soungourlou
Mylonopoulos E.	Ada-Bazar
Papadopoulos Theo.	Kertch
Saghiroghlu K.	Yozgat
Sarafis I.	Tcharshamba
Shishmanoghlu E.	Constantinople
Sinanoghlu H.	Talas

## SECOND FORM III.

Ademzadé K.	Samsoun
Cacabadé Shalma	Batoum
Foux A.	Novorosisk
Chalaphko-Evy.	„
Kantarjis	Kertch
Kiomurjoghlu N.	Samsoun
Kolishetnisch A.	Novorosisk
Linardatos Y.	„
Oustinenko J.	Kertch
Pascalides J.	Samsoun
Tcherinshoff V.	Novorosisk
Mouskhalis A.	Tiflis

## FIRST FORM I.

Ablahadian K.	Marsovan
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Alexandrian S.	Marsovan
Bakyrjian B.	Samsoun
Ispirian A.	Marsovan
Kylyjian A.	Batoum
Odabashian V.	Caïro (Egypt)
Oustabashian H.	Zilé
Syvajian M.	Angora
Yozgatlian B.	Alexandria
Ounanian V.	Marsovan

## FIRST FORM II.

Andavaloghlu C.	Constantinople
„ G.	„
Arslanoghlu C.	Alacham
Avramides V.	Bafra
Barashoghlu G.	Alacham
Chionides Z.	Fatsa
Constantinides I.	Soungourlou
Demetriades D.	Tokat
Evthimiades I.	Samsoun
Kakoulides K.	Marsovan
Kyamides Kyriakos	Tokat
Lazarides St.	„
Manos George	Batoum
Michailides G.	Samsoun
Panayotoglou I.	Kiutahié
Saryoghlu B.	Germir
Stavrides Con.	Angora
Theocharides Orestes	Marsovan
Yphanitides Y.	Bey Alan
„ G.	„ „



## FIRST FORM III

Baltasghlou G.	Athens
Husseinooff	Trebizond
Litsanides N.	Kertch
Ypodematopoulos I.	Ekaterinodar
Panayoti K.	Anaapa
Suleyman Beyzade Nafiz	Sinope

## NUMBER OF STUDENTS IN EACH CLASS.

Senior . . . . .	9
Junior . . . . .	8
Sophomores . . . . .	21
Freshmen . . . . .	30
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College Classes . . . . .	68
Fourth Form . . . . .	52
Third Form . . . . .	51
Second Form . . . . .	50
First Form . . . . .	36
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Preparatory classes . . . . .	189
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Total	257



# STANDING OF STUDENTS ACCORDING TO NATIONALITY.

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Greeks . . . . .	136
Armenians . . . . .	93
Russians . . . . .	10
Persians . . . . .	5
Turks . . . . .	4
Servians . . . . .	2
Jews . . . . .	2
Georgians . . . . .	2
German . . . . .	1
Austrian . . . . .	1
Pole . . . . .	1
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Total	257

# STANDING OF STUDENTS ACCORDING TO CONFESSION.

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Protestants . . . . .	73
Orthodox . . . . .	122
Gregorian . . . . .	47
Moslem . . . . .	9
Catholics . . . . .	4
Jews . . . . .	2
<hr/>	
Total	257



## DISTRIBUTION BY PROVINCES.

Sivas (Marsovan 32)	72
Trebizond	52
Angora	42
Castamouni	17
Constantinople	14
Konia	7
Izmid	4
Brousa	1
Andrianople	2
Van	1
Yannina	2
Erzeroum	3
Aidin	3
Egypt	4
Cyprus	1
Greece	1
Russia	31

257

Total



## ALUMNI.

The star signifies that the person is deceased.

## CLASS OF 1887

<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
Anastasiades, Georgios.	Preacher	Herek.
Arslanian, Hagopos.	Merchant.	Parliere, Calif.
Gulbenkian, Avedis. G.	Teacher.	Smyrna.
Gulbenkian, Dikran. G.	Merchant.	Manchester.
Hagopian, Hovhannes. V.	Prof., Anat. Coll.	Marsovan.

## CLASS OF 1888.

Darakjian, Avedis. S.	Pastor.	Hajikeoy.
Ephthimiades, Savvas.	Physician.	Gerzè.
Hagopian, Nazaret.	Merchant.	San Francisco.
*Karajian, Avak.		
*Ktenides, Hovsep.		
Parseghian, Hagop.	Physician.	Fresno, Cal.
Pepeian, Hovhannes K.	Silk-grower.	Amasia.
Theocharides, Demetrius.	Prof., Anat. Coll.	Marsovan.
Thoumaian, Hagop.	Physician.	St. Anne, Ill.
Yuzukjian, Mihran.	Merchant.	New York.

## CLASS OF 1889.

*Devletidis, Georgios M.		
Gulian, Kevork H.	Prof., Anat. Coll.	Marsovan.
Khoranian, Nishan.	Teacher.	Marsovan.
Sisagian, Avedis H.	Merchant.	U. S. A.

## CLASS OF 1890.

Barsamian, Abkar.	Teacher.	Marsovan.
Barsamian, Antranig.	Merchant.	Marseilles.
*Ghavrielides, Ghavriel.		
Ifandidis.	Preacher.	Bey Alan.
Iskenderian, Parnag.	Preacher.	
Kamberian, Hovhannes.	Merchant.	Manchester, Eng.
*Takvorian, Hampartsoum.		



## CLASS OF 1891.

<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
Adanalian, Garabed.	Preacher.	Smyrna.
Altounian, Vahan Y.	Flour business.	Amasia.
*Arslanides, Michael.	Physician.	
*Atmajian, Krikor. Gh.	Preacher.	
Chakharian, Kevork.	Pastor.	Vezir Keopreu.
Constantinides, Georgios.	Druggist.	Talas.
Fermanian, Hovagim.	Merchant.	Constantinople.
Iknatiosian, Edward M.	Merchant.	Troy, N. Y.
Jinishian, Vahan.		U. S. A.
*Konashian.		
Kouzoujakoghlu, Pericles L.	Merchant.	Alacham.
Kurkjian, Samuel K.	Merchant.	Yozgat.
Xenides, Yoannes P.	Prof., Theol. Sem.	Marsovan.

## CLASS OF 1892.

Garabedian, Vartevan.	Teacher.	Talas.
Gudolozian, Ghazaros.	Business.	U. S. A.
*Jivanian, Mardiros.		
Kouzoujakoghlu, Kouzinos.	Physician.	Charshamba.
*Manissadjian, Mihran H.		
*Moisides, Yoannes,	Teacher.	
Xenides, Kyriakos P.	Physician.	Angora

## CLASS OF 1893.

Anastasiades, Yoannes.	Preacher.	Semen.
Arslanian, Hovhannes.	Physician.	Ordou.
Der Kalousdian, Haigazoun.	Merchant.	America.
Dombalian, Movses K.	Pastor.	Amasia.
Papadopoulos, Christo.	Preacher.	Chicago, Ill.
Tekatljan, Mihran.	British Gov. Service.	Egypt.
Yoakimides, Achilleves.	Preacher.	Adrianople.



## CLASS OF 1894.

<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
Boghosian, Mugurdich.	Teacher.	Nigde.
Diktyopolos, Apostolos.	Business.	Unieh.
Eumurian, Diran.	Physician.	Balikesir.
Eumurian, Sisag.	Music.	U. S. A.
Erkeletlian, Dikran.	Physician.	U. S. A.
Kabakjian, Hagopjan	Teacher, Anat. Coll.	Marsovan.

## CLASS OF 1895.

Adourian, Setrak.		America.
Babasinian, Vahan S.	Teacher.	U. S. A.
Bayendirian, Hagop.	Dentist.	U. S. A.
Chorlian, Krikor.	Physician.	Alexandria.
Delianides, Alexandros.	Druggist,	Athens, Gr.
Turabian, Karnig.	Merchant.	Egypt.

## CLASS OF 1896.

Daghlian, Arshag.	Prof. of Music, Anat. College.	Marsovan.
Der Haroutunian, Arisdakes.	Teacher.	Cesarea.
Gulbenkian, Haig G.	Merchant	Samsoun.
Haji Tavitian, Messiah.	Preacher.	Chomakli.
Iskenderian, Karnig.	Merchant.	Samsoun.
Jivelekian, Mihran.	Teacher.	Smyrna.
Kabakjian, Dikran.	Graduate stud.	Philad. Pa.
Mahmourian, Mugurdich.	Merchant.	Manchester, Eng.
Matteosian, Arisdakes.	Merchant.	
Sarrafiian, Arsen.	Teacher.	Cesarea.

## CLASS OF 1897.

Mavromates, Lazaros.	Preacher.	U. S. A.
Samuelian, Samuel.	Agriculturist.	Calif.
Sarkisian, Garabed.	Teacher.	Yozgat.
Theocharides, Eleftherios.		



## CLASS OF 1898.

<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
*Aghnides, Athanasios.	Student,	Columbia Coll.
Balian, Dikran.	Teacher.	Amasia.
Garabedian, Edward.	Merchant.	Vienna
Haji Savvas, Miltiades.	Physician.	Samsoun.
Kondourianes, Vasileos.	Teacher.	Troy, N. Y.

## CLASS OF 1899.

Alchijian, Krikor.	Teacher.	Amasia.
Eminian, Hagop.	Physician.	Marsovan.
Ohanian, Mihran.	Merchant.	Samsoun.
Statiropoulos, J. G.	Head of Dep. of Physics & Chemistry	Anatolia Coll.
Yaghlian, Armenag.	Merchant.	Marsovan.

## CLASS OF 1900.

Ghazarian, Vahan H.	Physician.	Trebizond.
Kabakjian, Haigazoun H.	Business.	U. S. A.
Khachadourian, Kh. H.	Physician.	State Asylum, Columbus, O.
Marpoutjoghrou, A. G.	Business.	Volo, Greece.
*Marpoutjoghrou, Khara- lambos G.		
Penirian, Aram M.	Merchant.	Marsovan.
Yarmayan, Minas G.	Physician.	Niksar.

## CLASS OF 1901.

Alexanian, Hovsep H.	Business.	Marsovan.
*Antreasian, Garabed K.		
Chanchouljian, Krikor H.	Merchant.	Balchyk, Bulgar.
Daghlian, Parnag H.	Physician.	Zonguldagh.
Dassigeniades, Demos. A.	Medical student.	Athens, Gr.
Derbabian, Misag S.	Lawyer.	Ordou.
Elbekian, Misag M.	Merchant.	Marsovan.
Gregoriades, Yoannes K.	Physician.	Ladik.
Kasbarian, Dikran B.	Business.	U. S. A.
Medzadourian, Hovhan- nes H.	Business.	N. York.



<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
*Purumian, Karekin G.		
Sewny, Armenag K.	Physician.	Paris.
Sewny, Levon K.	Physician.	Sivas.
Soukiris, Kozmas.	Physician.	Boston.
Zakariades, Kh. G.	Merchant.	Samsoun.
CLASS OF 1902.		
Divanian, Mihran H.	Merchant.	Morsovan.
Kojayan, Garabed K.	Teacher.	Konia.
Magarian, Yervant H.	Merchant.	Gurun.
Petrou, Loucas T.	Student.	Ann Arbor, Mich.
Tashjian, Armenag H.	Engineer.	Boston, Sch. Tech.
CLASS OF 1903.		
Akyllian, Krikor N.	Merchant.	Marsovan.
Balykjian, Hovhannes P.	Teacher of Music.	Boston, U. S. A.
Bulbulian, Misag M.	Physician.	Tocat.
Bylegian, Hampartsoum Kh.	Teacher.	Sivas.
Cherkesian, Dikran,	Druggist.	
Der Hagopian, Senekerim	M. Student.	Ann Arbor. Mich.
Donabedian, Mihran S.	Teacher.	Talas.
Donigian, Puzant P.	Physician.	Marsovan.
Garabedian, Mihran G.	Preacher.	U. S. A.
Gulbenkian Gulbenk. K.	Physician.	Talas.
Jizmejian, Aram K.	Merchant.	Marsovan.
Manougian, Sarkis.	Preacher.	Rodosto.
Meimarides, Stachys.	Student on Theology.	Boston.
Michælyan, Vahan T.	Merchant.	Morsovan.
Krikorian, Krikor G.	Com. Agent.	Omdurman Soud.
Khachadourian, Harout.	Preacher.	Soungurlou.
Payelian, Garabed H.	Teacher.	Springfield, Mass.
Seraidarian, Vosgan M.	Minister.	U. S. A.
Serijanian, Raphaël M.	Merchant.	Ordou.
Sivaslian, Bedros.	Civil Engineering.	Rochester N. Y.
Tertsagian, Loghovet H.	Merchant., Seattle.	Wash.
Thoumayan, H. K.	Merchant.	Marsovan.
Turadian, Haigazoun K.	Teacher.	Bardizag.
Yosephides, Themistocles	S. Student.	Providence, R. I.



## CLASS OF 1904.

<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
Ayvazian, Haigouni A.	Business.	U. S. A.
Alexanian, Samuel A.	Teacher.	Bilijik.
Antreasian, Nishan H.	Merchant.	Constantinople.
Bedrosian, Edward H.	Medical student.	Harvard.
Dingilian, Hovhannes H.	Teacher.	Euphrates Coll.
Diratsouyan, Michael H.	Dentist.	U. S. A.
Kalousdian, Vahan.	Physician.	Egypt.
*Khanzedian, Avedis M.		
Kurkjian, Dikran H.	Merchant.	Samsoun.
Marpoujjoghlu, Pericles G.	Student Engineer.	
Papazian, Stepan M.	Merchant.	Smyrna.
Prodromou, Avraam P.	Dentist.	Ann Arbor.
Sivaslian, Hyrant A.	Engineer.	Columbus Ohio.
Zorian, Yervant H.	Teacher.	Beirut.

## CLASS OF 1905.

Babasinian, Yervant H.	Dentist.	Marsovan.
Damianides, Cyril D.	Med. student.	Beirut.
Dedeyan, Tateos G.	Teacher.	Manissa.
Der Minasian, Yervant Y.	Druggist.	
Dildilian, Sympad H.	Artist.	Samsoun.
Diratsouyan, Janik H.	Engineer.	Boston.
Dzerougian, Mihran K.	Merchant.	Marsovan.
Gulbenkian, Bedros M.	Merchant.	Samsoun.
Gulbenkian, Seropé K.	Merchant.	
Gureghian, Sarkis.	Minister.	Manjylyk.
Hajopoulos, Lazaros A.	Merchant.	
Harouteunian, Garabed.	Merchant.	Smyrna.
Kahvejian, Roupen K.	R. R. business.	Konia Line.
Kasbarian, Ghazaros A.	Teacher.	Yozgat.
Ma!ejanian, Hyrant.	Medical Student.	Ann Arbor.
Kyriakides, Vasileos N.	Merchant.	Manchester.
*Matigian, Senekerim K.		
Muradoff, Nicolas G.		U. S. A.
Panayotides, Teodoros S.	Business.	Samsoun.
Pekmezian, Harouteun K.	Teacher.	Adrianople.



<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
Philadelphes, Georgios P.	Student.	Boston.
Sivaslian, Edward A.	Artist Sch.	Cincinnati.
Vartian, Nishan G.	Physician.	
Varvarian, Haigazoun S.	Physician.	Manissa.
Yesayan, Mihran D.	Mercantile business.	Beirut.

## CLASS OF 1906,

Chyblakian, Harouteum.	Medical student.	Beirut.
Constantinides, Constantinos I.	Student.	U. S. A.
Donikian, Hyrant P.	Pharmacy.	Antioch.
Garabedian, Levon H.	Merchant.	Erzeroum.
Gregoriades, Savvas Y.	Student.	U. S. A.
Gulbenkian, Sarkis G.	Merchant.	Constantinople.
Manissadjian, Armin E.	Student.	Germany.
Metropoulos, Pandali M.	Student Com.	Beirut.
Saprichian, Garabed H.	Medical Student.	Beirut.
Veledian, Harouteun M.	Merchant.	Alexandria.
Zhamgochian, Spiridon M.	Teacher.	Van.

## CLASS OF 1907.

Armaghanian, Dikran H.	Merchant.	Smyrna.
Avakian, Hovhannes H.	Teacher.	Van.
Bylogian, Harouteun H.	Merchant.	Ordou.
Kazis, Sophocles A.	Student Engineer.	Chicago.
Demirjian, Garabed H.	Merchant.	Samsoun.
Haji Savvas Achilevs A.	Engineer.	Konia.
Hampartsoumian, Manoug H.		U. S. A.
Khachigian, Yeghiazar R.	Student.	Edinburgh.
Khantemourian, Krikor M.	Teacher.	Ordou.
*Koulaksizian, Khachadour.		
Mestjian, Melkon K.	Business.	Evanston. Ill.
Panayotoglou, Avraam V.	Merchant.	Constantinople.
Papadopoulos, Prodromos M.	Student.	U. S. A.
Photiades, Theodoros A.	Merchant clerk.	Samsoun.
Soranides, Ioannes Kh.	Teacher.	Broosa.
Zhamgochian, Tateos H.	Teacher.	Marsovan.



## CLASS OF 1908.

<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
Aghnides, Athanasios H.	Student.	Constantinople.
Ayvazian, Haig R.	Medical Student.	Beirut.
Akgeozoglou, Agapios V.	Business.	Samsoun.
Apigian, Maksoud H.	Teacher.	Sivas.
Astigian, Yeprem N.	Business.	Philad. Pa.
Azarian, Mihran M.	Merchant.	Samsoun.
Boyajian, Kamaghiel G.	Business.	Phalad. Pa.
Gorgodian Armenag G.	Teacher.	Marsovan.
Husisian, Levon N.	Medical student.	Beirut.
Iordanides, Georgios J.	Student.	U. S. A.
Iradian, Hovhannes N.	Merchant.	Charshamba.
Kemenchijian, Siragan G.	Teacher.	Marsovan.
Khantemourian, Misag S.	Teacher.	Ordou.
Mirakian, Vahan M.	Teacher.	Anat. Coll.
Misirian, Vartan G.	Teacher.	Sivas.
Sirinides, Ioakim S.	Merchant.	America.
Teto. Ioannes M.	Consular clerk.	Salonica.
Turkjian, Hagop B.	Business.	Samsoun.

## CLASS OF 1909.

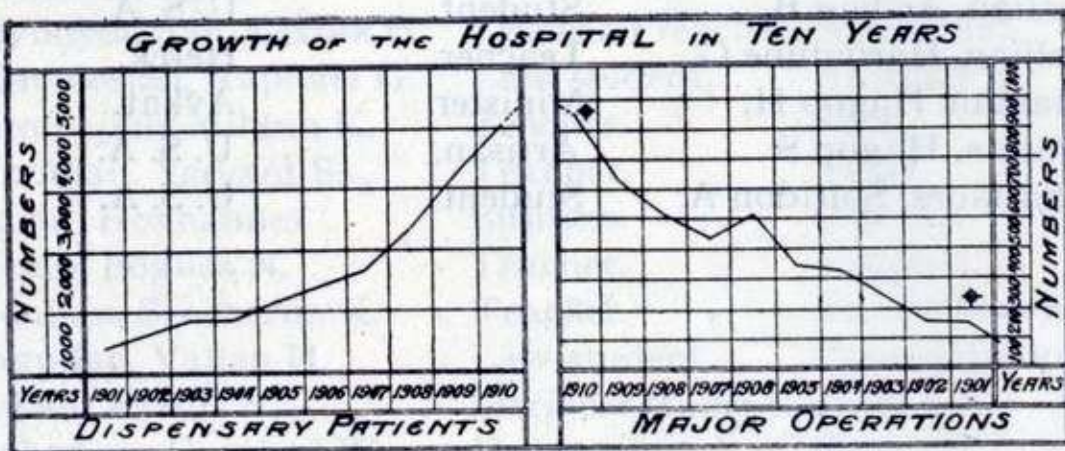
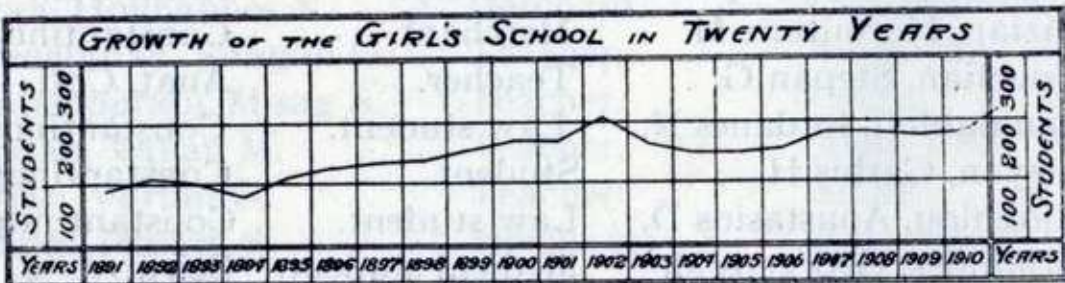
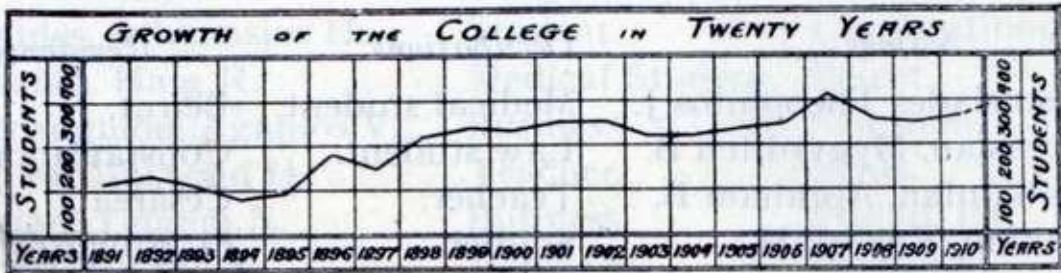
Ayvazian, Hyrant A.		U. S. A.
Ballarian, Haig A.	Consular clerk.	Trebizond.
Bashybuyoukian, Kevork H.	Teacher-Preacher.	Sou-Shehri.
Der Movsesian, Raphael G.	Law-student.	Alexandria.
Deyirmenjian, Mihran K.	Teacher.	Sivas.
Dzerounian, Yervant S.	Teacher.	Talas.
Jedidian, Hovhannes.	Business.	U. S. A.
Jenazian, Boghos N.	Teacher.	Keupreu.
Kalionjian, Senekerim K.	Teacher.	Kara-Hissar Sh.
Karagulian, Vahan H.	Law-student.	Constantinople.
Kylyjian, Avedis N.	Engineer student.	U. S. A.
Nahabedian, Garabed Kh.	Merchant.	Smyrna.
Nigoghosian, Antranig A.	Teacher.	Talas.
Papadopoulos, Michael A.	Teacher.	Trebizond.
Serrajian, Hovhannes H.	Teacher.	Baghjejik.
Sivaslian, Garabed K.		U. S. A.
Toumajian, Mihran T.	Law student.	Constantinople.
Yorghanjian, Hovhannes H.	Teacher.	Marsovan.



## CLASS OF 1910.

<i>Names.</i>	<i>Occupations.</i>	<i>Residences.</i>
Anastasiades Theophilos J.	Medical student.	Beirut.
Antreasian, Mygyrditch B.	Law student.	Constantinople.
Aprahamian, Apraham B.	Teacher.	Cesarea.
Balakian, Kevork H.	Soldier.	Marsovan.
Basmajian, Yervant H.	Teacher.	Baghchejik.
Benlian, Garabed H.	Commercial stud.	Beirut.
Chadyrjian, Yervant A.	Teacher.	Ordou.
Demetracopoulos, Constan. S.	Teacher.	Anat. Coll.
Demetracopoulos, Raphael S.	Secretary.	Anat. Coll.
Dilsizian, Haroutune M.	Merchant.	Constantinople.
Dokouzlian, Stepan G.	Teacher.	Anat. Coll.
Kazanjoghlou, Iordanes N.	Law student.	Constantinople.
Keuleyan, Garbis H.	Student.	Constantinople.
Konjoghlu, Anastasios D.	Law student.	Constantinople.
Kyprianides, Georgeos M.	Medical student.	Beirut.
Okkaloghlu, Phokion P.	Teacher.	Soungourlou.
Papadopoulos, Christos G.	Consular clerk.	Samsoun.
Scramis, Gregorios G.	Engineer stud.	U. S. A.
Sirinides, Neocles S.	Teacher.	Anat. Coll.
Sivaslian, Arshag B.	Student.	U. S. A.
Vareljian, Haroutune G.	Teacher.	Herek.
Vartanian, Hagop H.	Minister.	Avkat.
Yaghjian, Hagop S.	Artisan,	U. S. A.
Zachariades, Spiridon A.	Student.	U. S. A.

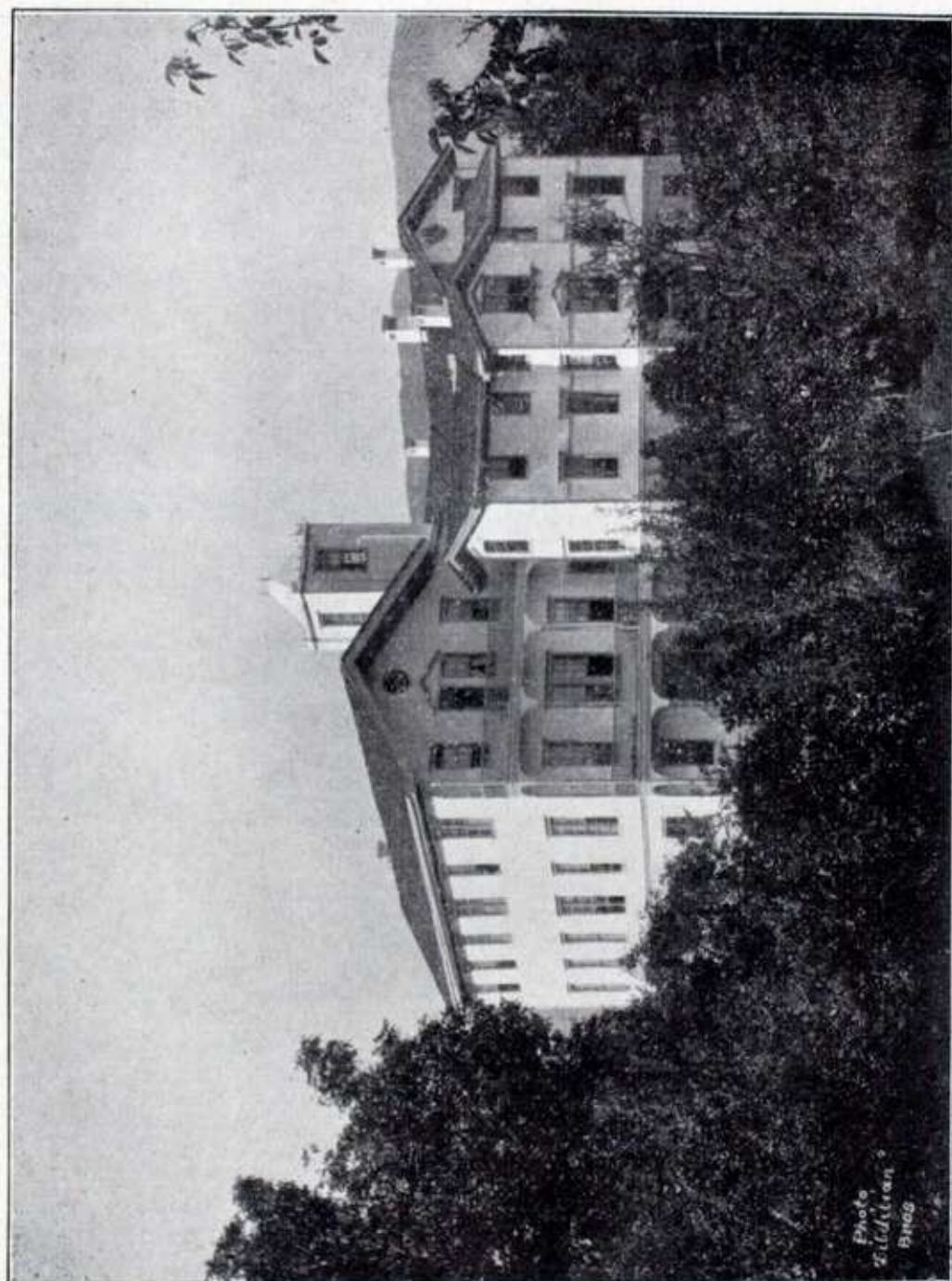




♦ { NUMBERS OF IN-PATIENTS AND MAJOR  
OPERATIONS CLOSELY CORRESPOND } ♦

GROWTH OF INSTITUTIONS.





ANATOLIA GIRLS' SCHOOL

Photo  
Fildiran  
Bing







## **ANATOLIA GIRLS' SCHOOL.**



CALENDAR.

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Beginning of the School Year — Wednesday, September 13, 1911.

Winter Vacation — from Saturday, January 6 to Monday, January 22, 1912.

Mid-year Examinations — Wednesday and Thursday. January 31 and February 1, 1912.

Beginning of the Second Semester — Monday, February 5, 1912.

Spring Vacation — Thursday, April 4, to Thursday, April 11, 1912.

Final Examinations — Thursday, Friday and Monday, June 13, 14 and 17, 1912.

Graduation Exercises — Wednesday, June 19, 1912.

Beginning of the School Year — Wednesday, September 11, 1912.



## INSTRUCTORS.

CHARLOTTE R. WILLARD, A. B.  
Principal.

MARY A. WARD, A. B.  
Science.

CLARIBEL PLATT, A. B.  
Music and English.

ALICE B. CALDWELL, B. L.  
Mathematics and English.

MRS. A. R. HOOVER.  
Domestic 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.

FLORITSA KAZEZIAN.  
English.

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\* Of Anatolia College.



MARGARET CHRYSAKIS.

Greek.

LUSAPER TORIKIAN.

Nurse and Instructor in Hygiene.

GALENE PHILADELPHEVS.

Instructor of the Deaf.

ANDROMACHE IOANNOU.

Greek Mathematics.

SHNORHIG KYLLYDJIAN.

Piano and Organ.

GULUMIA CHINEGOEZIAN.

English and Bible.

LUSAPER ZOBIAN.

Armenian and Turkish.

ARMINE GULIAN.

Armenian Mathematics.

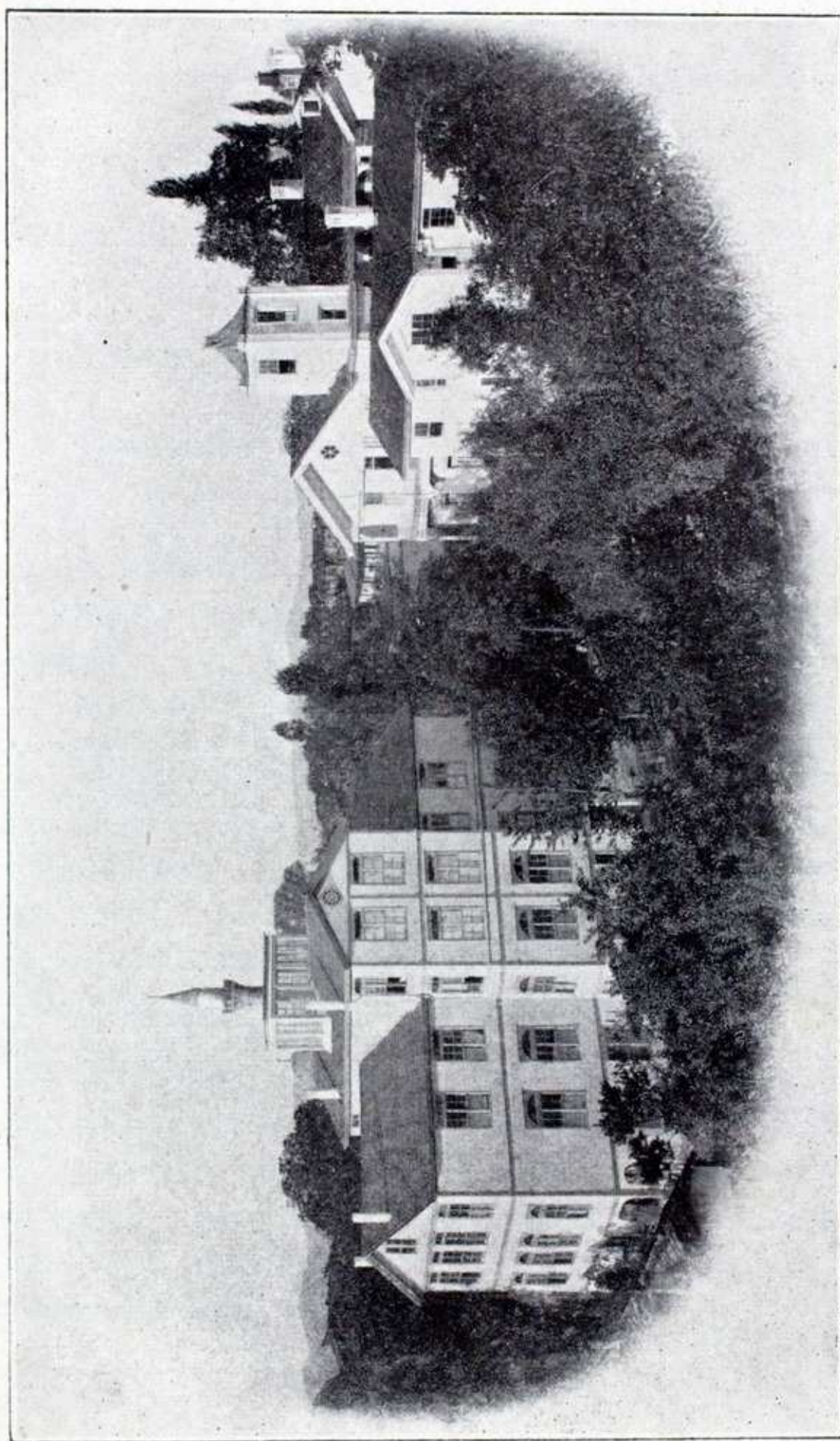
MARIE PAPAIZIAN.

Dressmaking.

VASILIKI KANTARJI.

Primary Greek Department.





ANATOLIA GIRLS' SCHOOL — NEW BUILDING







## TRUSTEES.

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

## NAME, SUPPORT AND PURPOSE.

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The name of the Marsovan Girls' Boarding School has been changed by action of the trustees to Anatolia Girls' School. It, in common with Anatolia College and Anatolia Hospital, now bears the name of the great division of the Turkish Empire in which it is located.

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 Woman's Board School for Girls at Haskeoy, Constantinople, was transferred to Marsovan and placed under the direction of Miss Eliza Fritcher. During the succeeding 45 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 of the Marsovan field 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.



REPORT.

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The present report records an unusual number of important changes. The course of study has been revised. The Preparatory Department has been separated from the High School. South Hall, a large, new building, has been completed. The Martha A. King Memorial School for the Deaf has been established. The annual charge for board and tuition has been raised from seven to nine liras.

The erection of a new building through the generous gifts of women in America, has opened the way for advance in directions for which plans had long been made. The separation of preparatory students from those of the advanced classes is an advantage to both departments. The fifty students of South Hall have assumed the responsibilities of the care of their home and the government of the school under the home committee and the self-government committee, in a way that ministers to good order and good comradeship, and promotes self-control, judgment in the forming of law and a conviction that "Obedience to law is liberty". In the revision of the course of study there has been no desire to bring the school to the standard of a college, as a strictly college training would not at present meet the needs of the majority of the girls who attend the school. One year has been added to the Preparatory Course, and, by this addition, work in the Vernaculars, in English and in Turkish has been strengthened. The increase in the a-



mount of Turkish taught is an important step, as, under the new régime, there is a growing demand for teachers of Turkish in Christian schools. The lengthening of the course has also made a place for the introduction of Domestic Science which is now a required study during six years of the course. For students not intending to take the diploma of the school, a special course is provided by which they spend half the day in the Dress-making or Fine Needle-work Department, and half in study. The music Department has had a very rapid growth; the teaching force and practice pianos have not been sufficient to meet the demand. Larger provision will be made the coming year. Practical lessons on the care of the health are given to each class by the school nurse.

The work of the school treasury and of the growing correspondence of the school has long been a heavy burden on the teachers. The coming of Miss Anna McCoy, who is a stenographer of experience, is bringing needed help in these departments. Miss McCoy serves both the College and the Girls' School.

With the close of the year, in June 1910, Miss Jaynes completed her three years of much valued service as teacher in the school and returned to her work in America. The Woman's Board, being still unable to appoint a permanent missionary to fill the vacancy in the American teaching force, Miss Alice B. Caldwell, who was visiting her brother in Smyrna, consented to fill the position for a year. Of the Armenian department Miss D. Kylludjian and Miss Yaghlian withdrew from the work. Miss Chinegoezian, Miss Zobian, Miss Gulian and Miss Papazian have been added



to the teaching force. Miss Torikian has been called to the position of Nurse and Instructor in Hygiene.

The Christian Endeavor Societies continue to do strong work and to have the hearty support of both teachers and pupils. The mid-week prayer meetings are well attended. Bible study forms a part of the regular work in all classes. Daily meetings were held during the week of prayer in Fritcher Hall which was always well filled and sometimes crowded. These were union meetings of the College and Girls' School under the direction of a committee of missionaries, teachers and students. During the week preceeding the annual day af prayer for students daily meetings were held. The day of prayer was one of unusual interest and power in the school and has led to a special weekly meeting for those who are seeking to enter the Christian life. The Sunday School continues to do its home missionary work in aiding to support a teacher in the mountain village of Kapou Kaya. On Thanksgiving Day the annual gift of clothing, food and money for the poor was made. The extreme cold of the winter prompted another effort to relieve the suffering of the poor, and the short recess between the first and second semester was improved by teachers and pupils in such an effort. The result was that forty families were aided by gifts of clothing and bedding.

The work of former pupils of the school properly comes into this report as it is a recognized fact that the work of the school in smaller places must be done through those who have gone out from the school. Seventeen who have been trained here are now teaching in schools of the American Board, twenty in other



Protestant schools, twelve in Gregorian schools, and two in Orthodox Greek schools; seven are nurses and four are Bible women.

#### GROUNDS 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 play grounds are large, covering 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, a small building for the Primary Greek School, the Tracy Kindergarten, two small native houses which are at present rented, and a building for laundry purposes.

#### COURSE OF STUDY.

The course of study is given in full in another place but some comment on it may be made here. During preparatory years all subjects except English and the Fourth Form Arithmetic are studied in the vernacular. 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.

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 dress-making, including cutting and fitting, is taught. Following the plain sewing are courses in embroidery and fine needle-work where excellent work is done both in oriental work, and also in that introduced from Europe and America. The newly opened department of Domestic Science is greatly appreciated, and is giving practical training which will minister to more sanitary house-keeping and comfort in many homes. This course extends over six years with one lesson each week.



A trained nurse gives lessons to all in the school 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. There are three strong Christian Endeavor Societies which represent 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 class 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.

#### 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. 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 teacher having been prepared for her work in Clarke School for the Deaf in Northampton, Massachusetts. The fact that the children whom the school hopes to help will come from homes which have no common language has greatly increased the difficulty of teaching them. The importance of teaching each child the vernacular of his own home has led to the decision to have three departments. This year the Greek Department has been





KING SCHOOL FOR DEAF-MUTES



PUPILS OF THE KING SCHOOL







opened. It is the intention to open work in Armenian next year and a department in Turkish as soon after as possible. The beginning is a small one as the school has opened with only three children, but strong foundations are being laid for the development of a work which we believe will be of great importance in opening the way to knowledge to those who, by their lack of hearing, are shut away from most of that which man counts most precious. 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. One joining them at dinner is struck with the way in which they have accepted the training in neatness and in table manners, the care with which teachers and guests are first served by them, and also the way in which they are beginning to drop their sign language and ask with laboriously uttered words for that which they want. 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. There will also be practical training given. The boys are at present spending an hour each day in the carpenter shop. Children, both boys and girls, will be received at from six to eight years of age. Older children may be accepted but it is very important for the attainment of the best results of the training that pupils begin the work within the age limits named. The annual charge for board and



tuition is twelve liras. The establishment of this school has been made possible by the friends of Miss Martha A. King who have wished to found it in her name hoping that it will do for the deaf such work as she had hoped to do for the girls of Turkey. Miss King began her work in Marsovan Girls' School in 1893 but after two and a half years rich in service and in the affection of associates and pupils she was called from earthly life. Park Avenue Congregational Church, Minneapolis, with which Miss King was associated from earliest childhood and where she was pastor's assistant before receiving her appointment under the American Board, has undertaken to purchase the home for the school. Many Carleton College friends have united in providing for the other expenses incident upon the preparation for opening this work and for the cost of it during this first year. To Clark School for the Deaf, and to the American Associations for the Promotion of Speech Among the Deaf grateful acknowledgment is made for the great aid they have given to this work. With the addition of Armenian and Turkish Departments the expenses of the school will be much increased. Gifts are earnestly solicited from friends interested in this work.

#### 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 underclothing. 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
„ „ and Board	9 „
Board and Tuition by the Month	1 „
„ „ „ „ „ „	from Monday A. M. to Fri. P. M. 75 piasters
„ „ „ „ „ „	from Monday A. M. to Sat. noon 80 piasters
Dinners five days in the week by the month	30 piasters
Organ lessons for the year (two a week)	1 $\frac{1}{2}$ lira
Organ for practice	$\frac{1}{2}$ „



Piano lessons for the year (two a week)	2 lira
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 5 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 50 piasters.



## COURSE OF STUDY.

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(Throughout the course an option between Greek and Armenian 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 Needle-work. (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) Dress-making. (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)
Dress-making. (3) Domestic Science. (1)	
Rhetoricals. (1) Singing. (1)	

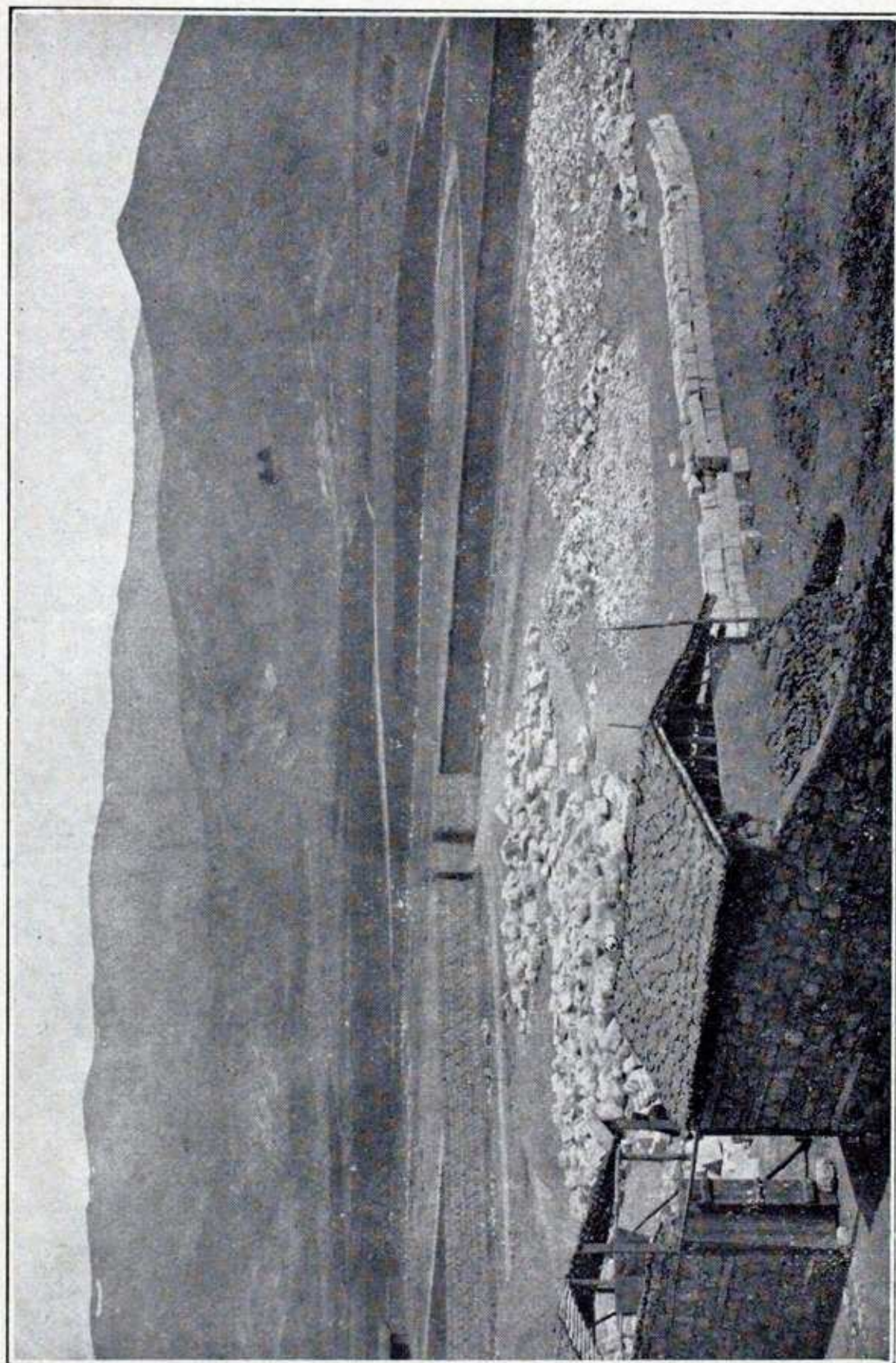
## ENROLLMENT.

Senior . . . . .	10	
Junior . . . . .	7	
Sophomore . . . . .	17	
Freshman . . . . .	11	
Fourth Form . . . . .	23	
Third Form . . . . .	29	
Second Form . . . . .	35	
First Form . . . . .	39	
Special students . . . . .	16	
Primary Greek . . . . .	28	
King School . . . . .	3	
Total		218

## NATIONALITIES.

Armenian . . . . .	139	
Greek . . . . .	78	
Russian . . . . .	1	
Total		218





HOSPITAL GROUND — FOUNDATIONS BEGUN.







## ANATOLIA HOSPITAL



## ANNUAL REPORT FOR YEAR 1909-1910.

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Anatolia Hospital, the medical branch of the mission work at Marsovan, Turkey has the following force: two American physicians, two trained nurses, one American, and one English, three graduate Armenian nurses, four undergraduate Armenian nurses, one graduate pharmacist, with three assistants, three male nurses, assistants and helpers and servants to the number of 20. Of the above two are recent additions, the American nurse, Miss Noyes, has been called to be associated with Miss Moore, as the work has proven too strenuous for one to supervise. Our pharmacist, Mr. Dadourian, is a graduate of Beirut College of Pharmacy, fully qualified for the work to which he is called.

The work of Anatolia Hospital consists of in-patient and out-patient departments, medical care of students of Anatolia College and Anatolia Girls' School, work for the people of Marsovan, touring to surrounding cities and villages, a nurses training class and religious teaching for patients and employees.

The in-patient work consists of medical and surgical cases. Its growth is best seen in comparison with figures of last year.

Last year	{	Medical	219	This year	{	Medical	218
		Surgical	448			Surgical	560
		<hr/>				<hr/>	
			667				778



number of beds (55 in number) with which the hospital is equipped, making it impossible to treat chronic medical cases in the hospital to any considerable extent.

The out-patient department shows the following increase over last year:

Last year number of new patients examined 2636

This year „ „ „ „ „ 4005

Regular clinics are held daily in the morning for eye, ear, nose and throat, minor surgery and dressings, which are visited by from 30 to 50 patients daily. Two forenoons of each week are devoted to medical clinics. Three to four of each week are devoted to surgical clinics. The operative work, as the figures show, embraces a great variety of major surgical work, showing an increase in the number of operations over the preceding year from 605 to 806 this year.

The afternoons are devoted to examination of new patients, work in the city etc. A very considerable amount of free work is done, two forenoons of each week only one half the regular fee is charged for examination, and many are examined absolutely free, and supplied with medicines. Cases are rarely if ever refused if deserving, however poor, and through the kindness of friends many cases have been given free operative treatment and hospital care. The destitute and sick of the city have been cared for as far as strength and funds would allow, not only medicine but milk, fuel and clothing being provided for worthy cases.

From the foregoing it is seen that a healthy and substantial increase has been made in all lines of the



hospital work. The doctors, nurses and helpers have been taxed severely to cope with the increasing opportunity. The influence and reputation of Anatolia Hospital has increased and spread to a large territory including the cities and villages in an area 100 miles or more in every direction. The patients are remarkable for their variety, coming from all ranks of life, from the very poorest, most wretched condition of human existence, to those in high official position, an increasing proportion of the official class being a noticeable feature of the year's work. The number of nationalities represented gives an idea of the varied work and wide-spread influence of the work. Turks, Greeks, Armenians, Circassians, Georgians, Shirvanlis, Kurds, Albanians, Russians, Persians, Jews, American, French, Germans. By far the greater number being of the first three mentioned.

We are thankful indeed for the success with which the year's work has been rewarded, and we look forward to the year before us with hope and expectation. Our plans for the future are assuming definite shape—a beautiful tract of land has been procured for a new hospital site as the present quarters are in close proximity to the college and unsuited to our growing needs. Building plans have been completed, and negotiations are under way for a permit to construct a suitable and permanent Hospital building, to have modern equipment and sufficient capacity to meet our needs.

Friends in England and America, and in this country have shown their interest by contributing generously toward the building fund and equipment—



enough being now in hand to warrant undertaking the work, some \$10,000 being still needed to complete the \$25,000 necessary. We are confidently expecting that our friends will see in this an opportunity to aid in a work which is yielding big returns in funds invested.

We acknowledge with grateful thanks contributions to the general work of the hospital received since the last catalogue was printed, as follows:

L. T.

1909	Miss Wilkes, England . . . . .	66.00
	Mrs. Lucy Thoumayan, England . . . . .	110.00
	Mrs. Smith . . . . .	2.27
	Students Anatolia College . . . . .	9.77
	Holt bed Chicago . . . . .	.69

1910	Miss Wilkes . . . . .	66.00
	Mrs. Lucy Thoumayan, England . . . . .	110.00
	Mr. H. Kamberian . . . . .	25.00
	Dakin Bros. . . . .	5.36
	Mrs. Ella Rheinking Towle . . . . .	227.00
	S. S. California . . . . .	2.25
	Mr. Zimmer . . . . .	5.00
	Students Anatolia College . . . . .	14.04
	Mrs. Crane . . . . .	45.46



A LATER WORD.

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The above is the Hospital Report up to the end of the last year. During some time after the opening of the present year, the unheard-of winter weather, with the depth of snow covering the country made it impossible for patients to come, except from the city and places very near. But, with the opening of the roads they began to pour in, in numbers never known here before. April, May and early June have brought a phenomenal amount of work — double that of the corresponding period in the past few years. There have been far more in-patients than beds, and every sort of expedient has been resorted to for the relief of those who could not be turned away. The number of major operations has often been as high as twelve and thirteen in a day, and operation days sometimes well nigh as many as the days of the week. There is no special reason for such an influx of patients, except the rapid growth of the Hospital's influence in communities far and near. It is plain from past experience, that a corresponding increase in this medical work must be expected. The demands upon the strength of the three doctors, two American and one native, and the whole staff of nurses and workers, is as great as the physical frame will bear. With great longing they wait for better provision, more spacious accommodations, increased facilities and conveniences.

With joy, we announce the beginning of such provisions. The building of the new Hospital is begun.

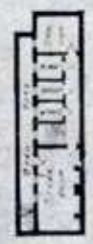


DRAWING NO II

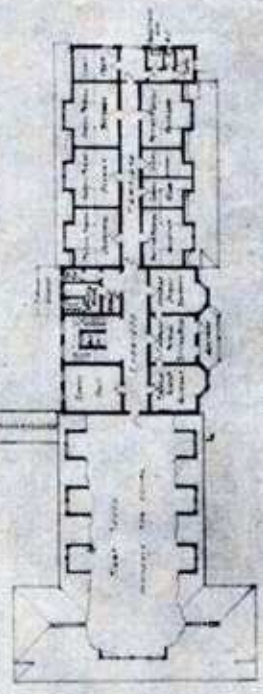
ANATOLIA HOSPITAL  
MARSOVAN, TURKEY—ASIA.



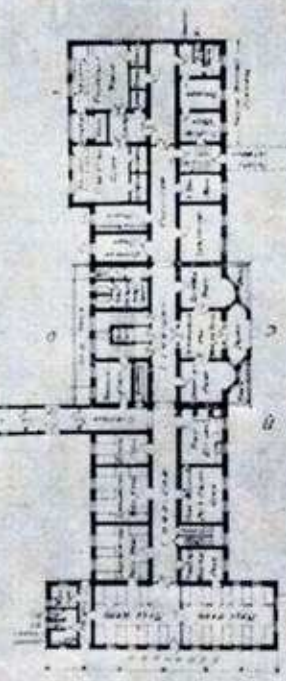
Plan of Basement  
Scale 1/1000



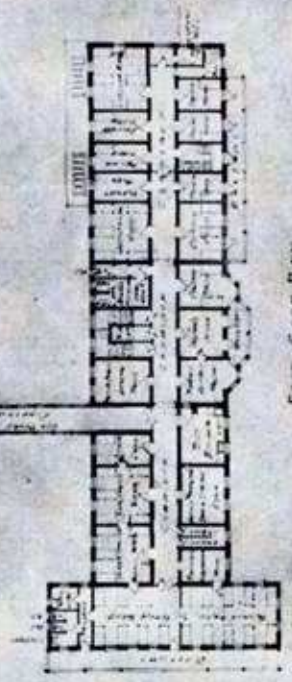
Plan of Central  
outside Bridge



Second Floor Plan



General Floor Plan



First Floor Plan



— Outside of Walls —  
— Foundation —  
— Construction —

PLAN OF NEW HOSPITAL.







Ground was broken during the month of May, and now, at this writing, (early June) there are near fifty men at work preparing the foundations, fifteen or more cutting stones, others making and burning brick, ten men constantly in the quarry on the mountain-side near at hand, a dozen teams hauling, while contracts are being made for hundreds of tons of lime for this and College buildings which are in process of construction.

The new Hospital is located on open ground the other side of the public road to the north — close at hand, but entirely separate from the College campus. All around is open ground. The drainage is the best; the space is large; the water and the prevailing winds are from the adjacent mountains. As the location is 2,500 feet above sea-level, this is an ideal place not only for a hospital, but also for a sanatorium. A thousand medical establishments in various quarters of the world might look with envious eye on such a location. The adjacent ground, many acres in extent, is for sale, and can doubtless be added, if necessity require further expansion in future years.

Every effort will be made to complete the new Hospital during the coming year. Its accommodations will be more than double those of the present poor and insufficient quarters—and, as much more convenient and suitable as they are more spacious. It is with great hope and satisfaction that the corps of workers in the College look forward to the completion of the hospital plant. During many years, through pain and struggle, the College, with its slender hospital arrangements, toiled, and almost fought for the estab-



lishment of a good medical department. for it was always well known that this is a right arm of effective work for any people, as it has proved in this case. The relation of the Hospital with the educational establishments at this centre is such that the effectiveness of their combined and harmonious influence is secured. Indeed, all departments are so organized that they will be coadjutors to each other, and, as far as indications point, will have each an unlimited arena for its work.

The funds necessary for the completion of the hospital building are not, by any means, all in hand. It is the ardent hope of us all that, during coming months, as the work goes on, the funds will come in from one source and another, so that the prosperous work will not have to stop — for the stopping and re-beginning of such work is always accompanied with great pecuniary loss. When the work is in the full swing of progress, interruption throws all things out of gear, and entails heavy additional trouble and expense. May this be avoided.

CHARLES C. TRACY,  
President of College.







THE  
LIBRARY OF THE  
MUSEUM OF THE  
MOUNTAIN