

SCHOOLS AND COLLEGES

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Evening School of Accounts and Finance

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| Business Law | Government Regulation of Business | Life and Property Insurance |
| Money and Credit | Foreign Trade & Ocean Shipping | Insurance—Marine, Compensation and Casualty |
| Advertising | Industrial Relations and Employment Management | Business Correspondence |
| Economics | Markets and Prices | Salesmanship |
| Real Estate | | |

Corporate Taxes, Including Income Taxes

Owing to the limits which must be set on the number of students to be accepted, early registration is advisable. Registration closes Sept. 18.

Address all inquiries to

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School of Commerce term began September 7. College and Professional Schools open September 20. Phone: Diamond 631

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- Advertising
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- Auditing (C. P. A.)
- Bookkeeping
- Commerce and Industry
- Commercial Course
- Commercial Law
- Corporation Finance
- Cost Accounting
- Credits and Collections
- Foreign Trade
- Money and Banking
- Markets and Prices
- Personal Management
- Profreading
- Railway Transportation
- Real Estate Law
- Realty Brokerage
- Salesmanship
- Secretarial Course
- Steamship Operation
- Economics of Business
- Normal Commercial Course
- Saturday Teachers' Course
- Shorthand
- Traffic Management
- Typewriting

COLLEGE

- Standard curriculum based upon best academic experience. English language and literature, mathematics, foreign language, pure science, history, social science and philosophy.
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- Bachelor of Science
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- Two-year Course (day)
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- Civil Engineering (evening)
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- Mechanical Design
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- Architectural Drawing
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- Economics
- Medical Preparatory (two-year course)
- Psychology
- Social Workers (two-year course)

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- Kindergarten
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- Music
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- Educational Gymnastics
- Drawing
- Dressmaking
- Home Nursing and Hygiene
- Institutional and Household Administration
- Millinery
- Playgrounds
- Story Telling

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- Practical, experienced instructors. Classes divided into small groups, insuring individual attention.
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- Law (Evening Sessions)
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- Dentistry (Day Sessions)
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THIS institution concurs fully in the sentiments of Former Provost Edgar Fahs Smith as printed on this page. For fifty years Ursinus College has employed all the means at her command in helping students to the full measure of their intellectual, moral and physical inheritance.

In the present-day dilemma in which education—an essentially broadening process, is contending with training—an essentially narrowing process, Ursinus College takes the position that education should come first and training afterward.

To this end, the College confines itself to the collegiate task, undertaking only the four years of college work in the liberal arts and the pure sciences, and conferring upon its students only the academic degrees representative of this grade of study. On this foundation, it encourages its graduates to train for life work in the best university professional and technical schools in the country.

Within its chosen field, Ursinus College employs high standards, well tested curricula, professional teaching and adequate equipment for the common purpose of furnishing to the world fully informed and well-disciplined minds controlled by enlightened wills and working in healthy, efficient bodies.

To the extent that our youth have visions of these ideals and aims they will continue to seek admission to Ursinus College, and to the extent that our citizens feel the need of this kind of social product they will support Ursinus College.

GEO. L. OMWAKE, President.



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Dr. Maher received the degree of B. S., M. S. and LL. B. from the University of Pennsylvania. As an undergraduate he won not only the respect but the admiration of his instructors. His entire life has been that of an educator, and his success is proved by the uniform success of his pupils in the University of Pennsylvania and other institutions. Doctor Maher was frequently mentioned as a candidate for a Professorship in the University and was Examiner for the Supreme Court in Latin by appointment of the faculty of the University Law School.

The principles laid down by Doctor Smith are identical with those which have guided Doctor Maher as an educator. One of the watchwords of the school is: "Think for yourself; don't memorize."

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DR. EDGAR FAHS SMITH

Ex-Provost of the University of Pennsylvania and connected with that institution for forty-four years as instructor and adviser.

Sends This Message Through the Public Ledger to young men and women seeking a school to prepare for life's work.

The PUBLIC LEDGER, through numerous channels, is striving to assist all young people desirous of entering upon a college career. Its aims are deserving of the gratitude of every one directly or indirectly affected.

To the boys and girls who read the PUBLIC LEDGER let me say that such an opportunity is not to be lightly regarded, and as the writer is familiar with college life and all that is embraced therein, he ventures to express himself briefly on the subject.

There is not the slightest doubt but that the young man or woman, coming out of a high school of first grade, possesses a good foundation for the work of life. In the days when high schools were in their infancy, or even before they existed, there were many young men with meager training who boldly entered the schools of medicine, or law, or theology, or engaged in business and succeeded. So successful were they that, not infrequently, they were cited as examples of the uselessness of a college course before entering upon the serious duties of life. Take as an example, from among the very distinguished men of our city, Joseph Leidy, the eminent scientist, whose name was favorably known to the greatest European savants before he had attained the age of thirty. His knowledge in several of the sciences was astounding, yet he himself advocated the broadest fundamental training for all who intended entering upon the career of physician or investigator in medical science. Another equally striking example was the late John G. Johnson—famous throughout this country as a most astute lawyer. It may be advanced that these men were unusual and exceptions to the generality of the youth of the land who seek to go forward in the professions and business.

Representatives might also be drawn from the financial and industrial world, but all these—no matter in what lines they succeeded—were, in their youthful days, individuals of purpose, possessing unconquerable determination and a genuine interest in the work which claimed their attention.

Coming, then, to the real object of these lines, viz.: Shall the boy and girl graduate of the high school seek for further learning by embarking on a college career? The writer would answer: If they are alive to the fact that life is a most serious thing and that it behooves them to take advantage of every

opportunity to improve themselves, then by all means go to college.

Going to college means much and it means little. Today there is such a vast field opened up to the young collegian that if he be in real earnest he must almost tremble in contemplation of the great and glorious things which he will meet in literature, in the economic, political and social sciences, in history, ancient and modern, and in the histories of those lands and peoples with whom we have only recently been brought into closer relations. Think, too, of the natural and physical sciences, the problems of engineering, architecture and art. The college opens the doors to these broad fields and surely humanizes one in a most remarkable way. It is not only the fact that after graduation one is ready to earn a living, but in this collegiate training there come also the power to think and a spiritual uplift which are better than all else.

But all these grand opportunities will remain as a terra incognita if the persons to whom they are presented prove unresponsive and indifferent, because of lack of earnest purpose and because of devotion to nonessentials.

If those who look college-ward really mean to acquire that for which the college stands, namely, education, then go to college, even if the going means a sacrifice, if the way through college must be made by one's own individual efforts. Education is desired. Get it. Pay the penalty. It is worth all the effort expended for it. But sad, indeed, is the picture presented by the young collegian who gains admission by "aids," by "cribs," advances by the same methods from year to year, and passes the finals in a similar dishonest way. Vastly better would it have been for him had he turned away from college doors and given himself to the humdrum of life with a mental horizon far from that which every normal individual should desire for himself.

As the writer ponders on the opportunities offered to young collegians of the present he is filled with real envy. He would love to live over again his own college days. While he worked hard then, he would work harder now.

But don't think of college unless it is with an honest, sincere purpose to profit from its opportunities.

EDGAR FAHS SMITH.

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