

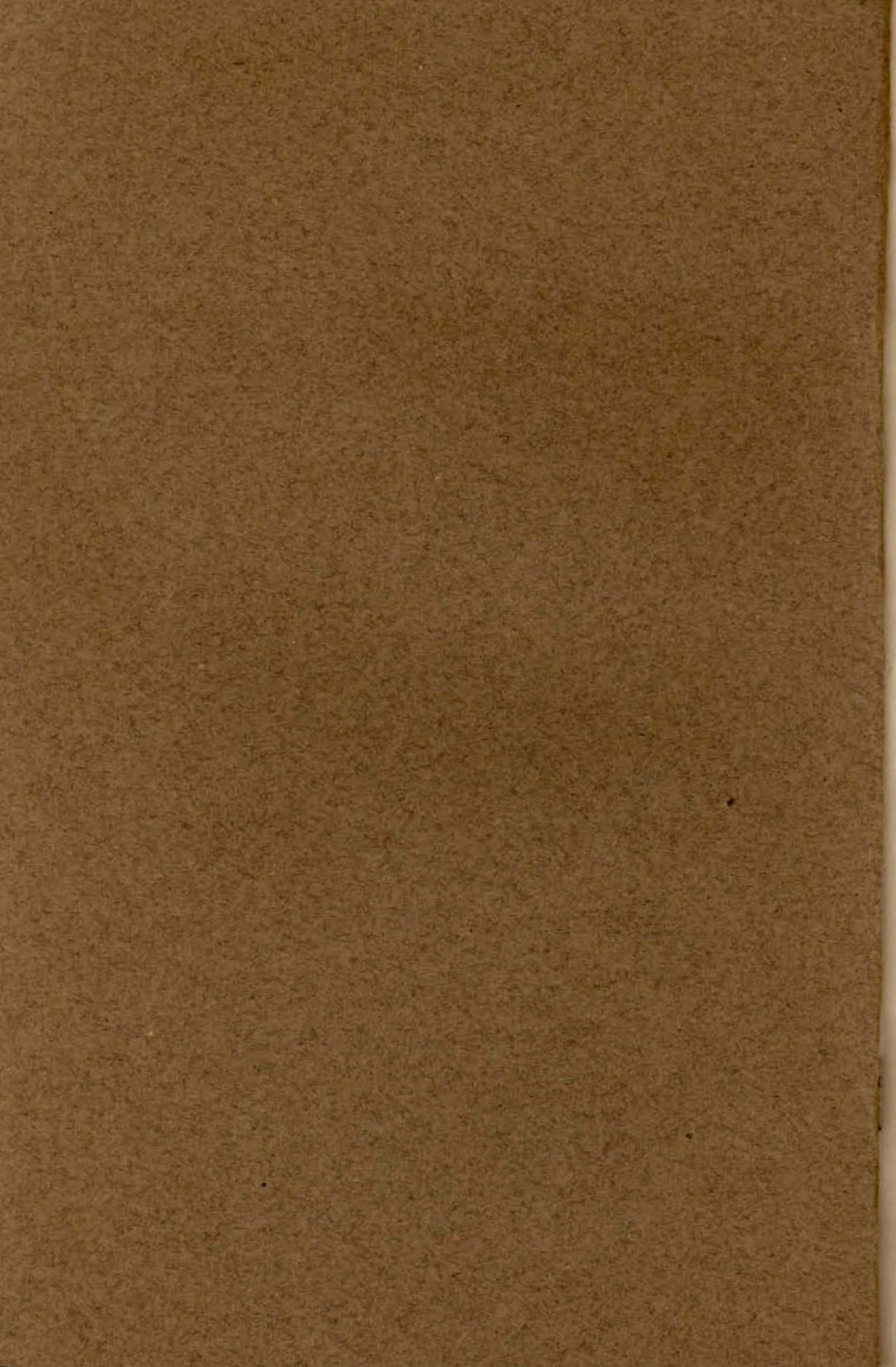
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Containing
Eighteenth Annual Catalogue



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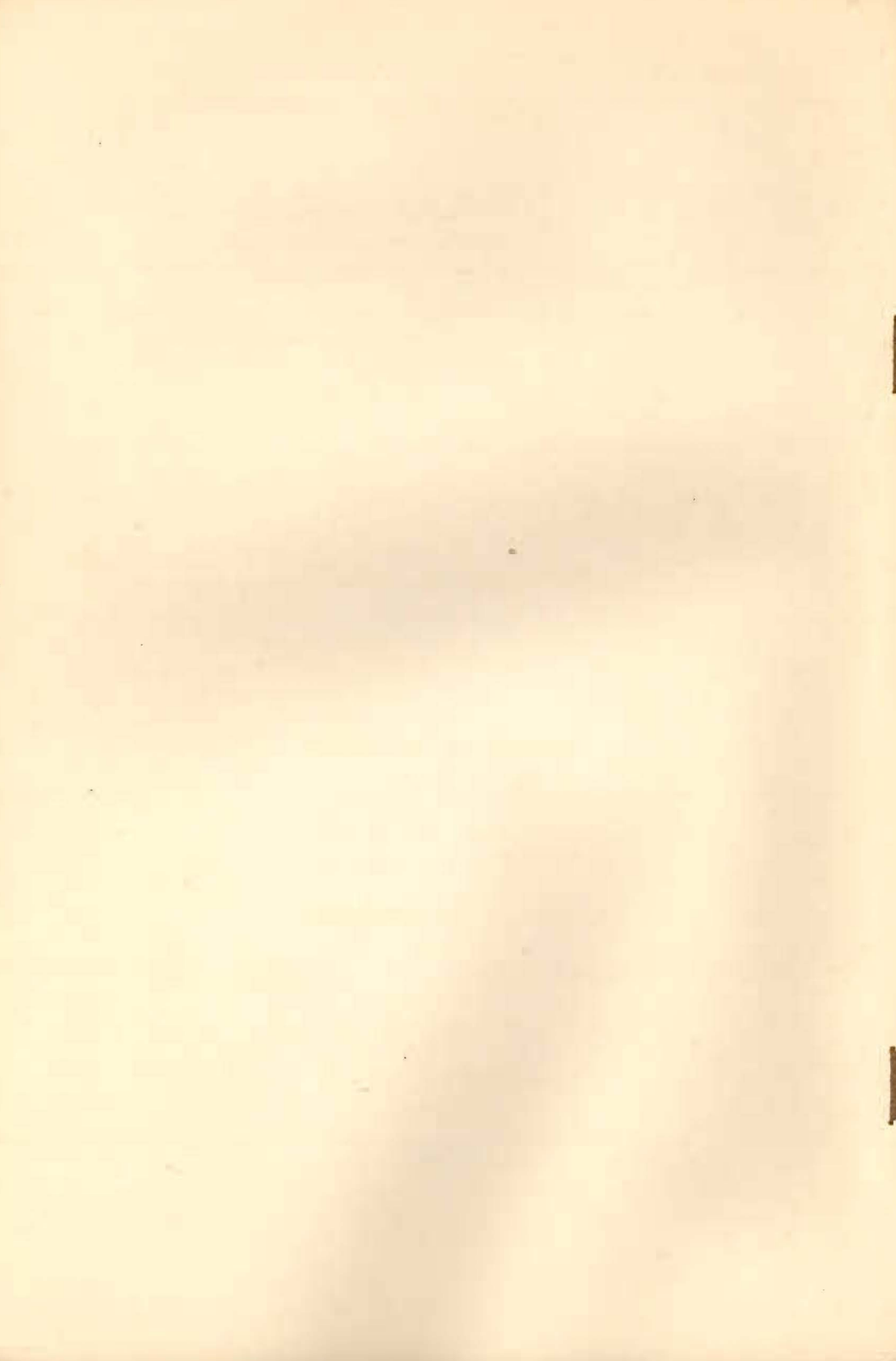
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EIGHTEENTH ANNUAL CATALOGUE
OF THE
PACIFIC LUTHERAN ACADEMY
AND
BUSINESS COLLEGE
PARKLAND, - - - WASHINGTON





FACULTY 1910-11

N. J. HONG, A. B., PresidentEnglish, German, Psychology
ANNA TENWICKMathematics, Latin, Reading and
Grammar
J. U. XAVIER, A. B.Bible, General History, Latin and
Greek
W. J. SHERMANPrincipal Commercial Dept., Arith-
metic, Commercial Branches
H. S. PETERSON, A. B. B. S.Mathematics and Natural Sciences
ALMA HANSEN, B. Mus.Piano, Organ and Harmony
INGA D. HONGShorthand and Typewriting
OLIVE CHRISTENSENEnglish, German
J. U. XAVIER, A. B.Librarian
J. L. RYNNING, M. D.Physician
MRS. GURI FJELDEPreceptress

NEW TEACHERS FOR 1911-12

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MRS. I. JULSONSpecial Teacher, English Depart-
ment

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CALENDAR 1911-12

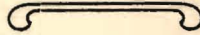
FIRST SEMESTER

Begins Oct. 3, Ends Feb. 10
Dedication DayOctober 14
Thanksgiving Day ..November 24

SECOND SEMESTER

Begins Feb. 12, Ends June 15
Washington's Birthday ..Feb. 22
Memorial DayMay 30

The Christian Academy Needed



WITH the presence of so many excellent and well equipped public grammar and high schools in almost every section of our country, many persons deem it altogether superfluous to establish and maintain private academies. This, however, is not the case. The academy has at present, as it has had in the past, a definite and important mission.

While it is true that much of the work formerly done by the private academy is today done by the public grammar and high school, not all of it is so done. There is a great deal of work done by the private academy which the public schools of the same grade, owing to the nature of their organization, are unable to do.

In any system of public education the classes must of a necessity be large. Not all students can keep pace with the class. For some the pace set is altogether too fast, for others it is too slow. For such students the academy, with its more elastic courses, is the proper place. Here both the quick and the slow are accommodated and permitted to do their best work.

IMMATURE STUDENTS

During the period of adolescence many young people are not in robust health and can not keep pace with the requirements of the public schools in addition to the many social duties which beset them at home. Such students will, as a rule, do excellent work and develop greater concentration in the academy, with its regular habits of study, eating, sleeping, and recreation.

SPECIAL STUDENTS

Many students, especially those who are immature, have special difficulty with some particular branch, for instance, algebra, geometry or Latin. In most of our public schools either all or some of these branches must be studied by all students, and as a result, many of those who are incapable of mastering these drop out, and, what is worse, learn to dislike school. There is no reason, however, why such students should be deprived of all the opportunities of an education because they can not take Latin or algebra with the rest. Here the private academy has a decided advantage. With its elective system it can allow these students to select and pursue such branches as they need. In this way the school can, by judicious direction, and step by step, cultivate in them the growth of intellectual and moral power, and thus finally lead them to master the very difficulties by which they were at first overcome.

STEPPING STONE TO COLLEGE

The academy also furnishes the very best intermediate step between the guarded and more less dependent home life of the student

and his more independent life at college or in the business world. Through the gentle direction and control of the academy he develops self-control and learns "to be a law unto himself." Through daily association with his fellows, in the dormitory, in the gymnasium, or on the campus, he learns how to make his way among his fellow men. He develops school-spirit and a desire to work for the common good. Being away from home, and continually under the necessity of deciding questions for himself, he develops self-reliance and a sense of responsibility. If he is conceited or proud, selfish or snobbish, he has these qualities taken out of him by his associates, who value him only for what he is, or what he can do, and not by the wealth or social position of his family. A great many young people who have made utter failures at college might in all probability have been saved from such a fate had they, before plunging into the greater freedom of college life, received this intermediate training, which a good academy can give.

MORAL AND RELIGIOUS INFLUENCES

Finally, the private academy, particularly the Christian academy, is far superior to the public schools with respect to the quality of the moral instruction and training which it imparts.

It is quite generally recognized that the most important part of the teacher's work is that of character-building, and that any scheme for public instruction which ignores this is at best worthless, no matter how many facts it may have succeeded in cramming into the minds of the young.

PUBLIC SCHOOLS INADEQUATE

From the nature of the case, the moral instruction and training which the public schools are allowed to give can not be adequate. They can deal chiefly, and perhaps solely, with the intellectual development of the pupil and with his outward manners and actions. They can impart what is narrowly called useful knowledge; that is to say, so much knowledge as is useful to a human being in this present life, during his passage from the cradle to the grave, and in reference to it alone. It will include a knowledge of arithmetic, reading, writing, geography, history, civil government, a knowledge of the material universe and some of its laws, and the like. Here it ends. This is the sum total of the instruction allowed to be given in the public schools.

THE CHRISTIAN SCHOOL THE BEST

But we know and believe that man is destined for a life beyond the grave, and that there is a body of knowledge within our reach which bears closely upon that life. And, this being the case, is it not, then, the part of common sense to make this knowledge, too, a part of the instruction we give our children? And this is just what the Christian academy or college essays to do. It is not subject to the same limitations as the public schools in this matter. It can make use of the helps from above in the building of character. It can ap-

peal to the highest motives, it can judge conduct by the highest standard, it can inculcate the loftiest principles, it can hold up for the imitation of its students the highest ideal, the most perfect character, the God-man Jesus Christ, and it can lay down the only infallible rule of faith and conduct, the inspired word of God.



THE PACIFIC LUTHERAN ACADEMY

The Pacific Lutheran Academy is an institution which humbly offers to serve the public in harmony with the principles discussed in the foregoing paragraphs. It aims by a thorough, systematic instruction on a Christian foundation, to prepare young men and women for some useful work in life. It will therefore be its constant endeavor to promote the highest intellectual development of its students, to give them a sound religious instruction, and to surround them with such influences as best will fit them for their duties in life. Instruction in the fundamental truths of the Bible forms an integral part of all courses offered by the school.

SCOPE OF WORK

The Pacific Lutheran Academy seeks to make its work as broad and as thorough as possible, but at the same time it seeks the general education of the many rather than the elaborate education of a few. And for this reason its courses of study are so planned and arranged that they embrace everything essential to a practical, everyday education, and commend themselves to all young persons who would begin life under as favorable conditions as possible.

ORGANIZATION

The Pacific Lutheran Academy is controlled and operated by the Pacific Lutheran University Association, a corporation, organized in 1890 under the laws of the State of Washington. This corporation meets annually on the second Wednesday in December to elect trustees, and to outline the general policy of the institution. The immediate control of the affairs of the school is vested in a board of trustees, composed of five members, who elect teachers, adopt rules and regulations, and manage the financial affairs of the institution.

BEAUTIFUL LOCATION

The Pacific Lutheran Academy is located at Parkland, a beautiful suburb of the city of Tacoma, in a region remarkable for the beauty and grandeur of its scenery. To the west are seen the beautiful ranges and peaks of the Olympic mountains, while to the east and south lie the rugged foothills and broken ranges of the Cascade mountains, and towering far above the surrounding peaks, rises the majestic cone of Mount Tacoma, or

Rainier, with its mantle of eternal snow, a vision of unspeakable grandeur and loveliness when bathed in the brilliant tints of the setting sun.

Within this magnificent frame, lie the beautiful, park-like prairies, dotted with groves and clusters of trees at short and irregular intervals, and covered, in spring and summer, with myriads of wild flowers of almost every hue and color.

AN IDEAL PLACE FOR STUDENTS

In healthfulness, Parkland and vicinity can scarcely be surpassed. Situated midway between the Cascade range and the Pacific ocean, it enjoys the blending of the invigorating mountain breezes with the softer air from the ocean, and has a mild, equable temperature throughout the whole year. Pure air, pure water, good drainage, and excellent opportunity for outdoor exercise at all seasons make it an almost ideal place for students.

Situated less than six miles from the heart of the large and growing city of Tacoma, with which it has excellent street car and telephone connections, it possesses practically all the advantages of a large city, with few or none of its drawbacks.

BUILDINGS

The main building, which originally was erected at a cost of \$100,000, is a massive five-story structure, 190 feet long and 82 feet wide. It is supplied with modern conveniences, and has a water and electric light plant of its own, and is designed to accommodate between 250 and 300 students. The interior of the building has been thoroughly renovated at considerable expense, and would now compare favorably with most buildings of its kind in the Northwest. The school has a gymnasium, fairly well equipped with apparatus for indoor work.

DORMITORIES

The main building has been partitioned off into two parts. One of these is used as a ladies' dormitory and the other is occupied by the young men. While the two dormitories are under the same roof, they are, nevertheless, to all intents and purposes, like separate buildings. The rooms are light, airy and comfortable.

OUR TEACHERS

While the Pacific Lutheran Academy has superior advantages in the way of location and buildings, it realizes that these are not the most essential factors of a good school. The teachers make the school. The Academy has therefore spared no efforts to secure teachers who are graduates of institutions of repute, and who have had successful experience in school work. They are loyal to the school, devoted to their work, capable, enthusiastic, and helpful to our students. Several of the teachers reside in the dormitory and come into daily contact with the students. As companions and advisers of the students they seek to guide them to the highest ideals of Christian manhood and womanhood.

OUR COMMUNITY

Parkland is a town of churches and schools. The larger number of its inhabitants have been attracted by its educational advantages. Most of its young people are studious and industrious, and are, as a rule, church members. The town has no saloons, and is free from many of the temptations with which students are usually beset. However, it is in the world, and not free from all temptations. Those whose tastes incline them to evil company will likely find it or make it. The Academy does not aim to be a reformatory, nor can it undertake the care of students who are wayward, shiftless or unwilling to study. All students who desire to obtain an education will be cordially welcomed and given every possible opportunity to advance. Young people of bad morals are allowed to remain only until their character is ascertained.

OUR STUDENTS

Our students come from homes representing the most varied occupations and conditions of life. A few come from wealthy homes, but the majority are young men and women of moderate, or even slender, means. Many of them have to support themselves while attending school, and practically all have been accustomed to hard work. They come to the school, bringing with them rugged energy and habits of economy and industry; and while some of them are rough-hewn and deficient in some of the graces of fine society, they have an intense desire to learn and to improve themselves, and it is necessary to add that they invariably succeed.



College Preparatory Department



THIS department offers thorough preparation for college, and provides a fairly complete course of practical education for those who cannot enter college.

It embraces four groups, or courses, requiring, as nearly as possible, the same amount of work. The first, the Luther College Preparatory Course, aims to give the student the necessary preparation for entering Luther College, at Decorah, Iowa. The last three, the Classical, the Modern Language, and the Mathematics and Science Courses, correspond very closely to those offered by the high schools of the State, and aim to furnish the necessary preparation for entering the State university.

SYSTEM OF CREDITS

The credits in this department are reckoned by "units." To count as a "unit," a subject must be taught five times a week, in periods of forty-five minutes each, for the entire school year of thirty-six weeks.

REQUIREMENTS FOR GRADUATION

Fifteen units are required for graduation from any of these courses. To complete a course in four years, which is the usual time required in the state high schools, a student must earn about four units a year. To complete it in three years, he must earn five, and this a bright young student can do without much difficulty, under the more favorable conditions for study and recitation offered by the Pacific Lutheran Academy.

WHO ARE ADMITTED

Graduates of the public schools and graduates of private or parochial schools, doing work similar to that of the public schools, or students who have completed the work of course A of our English Department (see page 30,) will be admitted without examination. Students who are lacking the necessary preparation may obtain it in our English Department.

Students who have completed one or more branches in a high school, normal school, academy, or other institution of recognized standing, will receive full credit therefor, and will be admitted to advanced standing on presenting the proper credentials.

TIME TO ENTER

The best time to enter is at the beginning of the school year, October 3. The next best, is at the opening of the second semester, February 12. Students will, however, be received at any time, and will be placed where they can do the most effective work.

Brief outlines of the courses in this department are given on page 11. For details regarding the scope of the work, see page 16.

THE LUTHER COLLEGE PREPARATORY COURSE

FIRST YEAR

FIRST SEMESTER

Begins Oct. 3, Ends Feb. 10
Elementary Algebra
English
History and Civics
Latin, Grammar and Reader

SECOND SEMESTER

Begins Feb. 12, Ends June 15
Elementary Algebra
English
History and Civics
Latin, Grammar and Reader

SECOND YEAR

Intermediate Algebra
English
Caesar, Books I. and II.
German, Grammar and Reader

Plane Geometry
English
Caesar, Books III. and IV.
German, Grammar and Reader

THIRD YEAR

Plane Geometry
English
Cicero, Orations I., II. and III.
German Composition

Physics
English
Cicero, Orations IV., V and VI.
German Literature

FOURTH YEAR

Physics
Norwegian, Grammar and Reader
Virgil, Books I. and II.
Elocution

Solid Geometry
Norwegian, Grammar and Reader
Virgil, Books III. and IV.
Recital and Final Oration

THE CLASSICAL COURSE

FIRST YEAR

FIRST SEMESTER

Begins Oct. 3, Ends Feb. 10
Elementary Algebra
English
History and Civics
Latin, German and Reader

SECOND SEMESTER

Begins Feb. 12, Ends June 15
Elementary Algebra
English
History and Civics
Latin, Grammar and Reader

SECOND YEAR

Intermediate Algebra
English
Caesar, Books I. and II.
†Foreign Language

Plane Geometry
English
Caesar, Books III. and IV.
†Foreign Language

THIRD YEAR

Plane Geometry
English
Elective
†Foreign Language

Physics
English
Elective
†Foreign Language

FOURTH YEAR

Physics
English
*Elective
Elocution

*Elective
English
*Elective
Recital and Oration

†Either Latin, German, Norwegian or Greek.

*To be chosen from list of electives on page 13.

THE MODERN LANGUAGE COURSE

FIRST YEAR

FIRST SEMESTER

Begins Oct. 3, Ends Feb. 10

Elementary Algebra
English
History and Civics
†Foreign Language

SECOND SEMESTER

Begins Feb. 12, Ends June 15

Intermediate Algebra
English
History and Civics
†Foreign Language

SECOND YEAR

Intermediate Algebra
English
†Foreign Language
*Elective

Plane Geometry
English
†Foreign Language
*Elective

THIRD YEAR

Plane Geometry
English
†Foreign Language
*Elective

Physics
English
†Foreign Language
*Elective

FOURTH YEAR

Physics
†Foreign Language
English
Elocution

*Elective
†Foreign Language
English
Recital and Oration

THE MATHEMATICS AND SCIENCE COURSE

FIRST YEAR

Elementary Algebra
English
History and Civics
†Foreign Language

Elementary Algebra
English
History and Civics
†Foreign Language

SECOND YEAR

Intermediate Algebra
English
†Foreign Language
*Elective

Plane Geometry
English
†Foreign Language
*Elective

THIRD YEAR

Plane Geometry
English
*Elective
*Elective

Physics
English
*Elective
Trigonometry

FOURTH YEAR

Physics
English
Chemistry
Elocution

Solid Geometry
English
Chemistry
Recital and Oration

†Either Latin, German, Norwegian or Greek.

*To be chosen from list of electives on page 13.

ELECTIVE SUBJECTS

The two and one-half elective units required in the Modern Language, The Classical, and the Mathematics and Science courses are to be selected from the following subjects, not already listed in the course the student has chosen.

Classes in any of the elective subjects will be organized at the beginning of a semester, on the petition of not less than five students pursuing a regular course in this department and possessing the prerequisites for doing the work in the elective subject.

Greek:	Units	Norwegian:	Units
1—Grammar and Reader	1	1—Grammar and Reader	1
2—Anabasis, 4 books	1	2—Liter. and Comp.	1
3—Homer, 3 books	1	3—Liter. and Comp.	1
Latin:		Mathematics:	
1—Grammar and Reader	1	Commercial Arithmetic	$\frac{1}{2}$
2—Caesar, 4 books	1	Solid Geometry	$\frac{1}{2}$
3—Cicero, 6 orations	1	Trigonometry	$\frac{1}{2}$
4—Virgil, 4 books	1	Miscellaneous:	
German:		Agriculture	$\frac{1}{2}$
1—Grammar and Reader	1	Chemistry	$\frac{1}{2}$
2—Liter. and Comp.	1	Botany	$\frac{1}{2}$
3—Liter. and Comp.	1	Physiology	$\frac{1}{2}$
Drawing:		Phys. Geography	$\frac{1}{2}$
Freehand	$\frac{1}{2}$	Economics	$\frac{1}{2}$
Mechanical	$\frac{1}{2}$	Psychology	$\frac{1}{2}$
History:		Bookkeeping	$\frac{1}{2}$
Ancient	1	Commercial Law	$\frac{1}{2}$
Medieval and Modern	1	Commercial Geography	$\frac{1}{2}$

The Normal Department



IN spite of the fact that our State supports several schools for the special training of teachers, the Pacific Lutheran Academy has been called upon to prepare many young men and women, who are now engaged in the public schools of this and neighboring states, and so successful has been the work of our graduates and students in this line, that we have felt encouraged not only to continue the work in this department, but also to extend it from time to time.

The course covers a period of three years, and embraces all branches required for a first grade certificate in the State of Washington.

REQUIREMENTS

To obtain a third grade certificate in this state, the applicant must pass an examination in reading, grammar, penmanship and punctuation, history of the United States, geography, arithmetic, physiology and hygiene, theory and art of teaching, orthography, and Washington State Manual

Applicants for a second grade certificate must have credits in the same subjects as for a third grade certificate, and must also take an examination in music.

To obtain a first grade certificate, applicants must have taught at least nine months, and must have credits in the same subjects as for a second grade certificate, and also in physics, English literature, algebra, and physical geography.

By comparing these requirements with the outline given below, it will be seen that the third and second grade branches will be taught during the first two years, and that the first grade branches will be taught during the last year, with the exception of elementary algebra, which is begun during the second year and finished during the first semester of the third year.

GRADUATION

To graduate from this course, a student must pass a state examination in all the branches required for a second grade certificate, and also pass an examination at the Academy in all the other branches required in the course.

PAROCHIAL SCHOOL TEACHERS

Students who wish to fit themselves for teaching in the Lutheran parochial or Sunday schools will be given special work in Bible study, catechetics, and Norwegian grammar and literature in addition to the branches required for a public school certificate.

FIRST YEAR

FIRST SEMESTER

Begins Oct. 3, Ends Feb. 10

Arithmetic
Grammar
Reading
Orthography
Penmanship

SECOND SEMESTER

Begins Feb. 12, Ends June 15

Arithmetic
Composition
Reading
Geography
Penmanship

SECOND YEAR

U. S. History
Reading
Elementary Algebra
Elocution
Geography

Physiology and Hygiene
Civics
Reading
Elementary Algebra
Music
Washington State Manual and
Theory and Art of Teaching

THIRD YEAR

Algebra Intermediate
Rhetoric
Physics
English Literature
Physical Geography

Psychology
Physics
English Literature
Drawing
Recital and Oration



The Normal and College Preparatory Branches

U. S. HISTORY AND CIVICS

TWO semesters will be devoted to a careful study of the history and civil government of the United States. Efforts will be made to familiarize the student thoroughly with the chief events bearing on the development of the nation, and especially to give him as clear an insight into its political and constitutional history as his development will permit.

GENERAL HISTORY

Nearly all our institutions and most of our modes of action and habits of thought have come down to us from former generations. No conscious progress, no truly worthy reform can therefore be achieved without a knowledge of the relations which the present bears to the past. For this reason, a knowledge of general history should form a part of the educational equipment of every young person.

Four semesters will be devoted to this subject, two of which will be given to ancient history, and two to medieval and modern.

ENGLISH

The work in English, while, in the main, following the requirements adopted by the Conference on Uniform Entrance Requirements, as given below, will have certain distinctive features. One of these is the introduction of the study of English grammar during the first year. Another is the special attention given to orthography, orthoepy, and vocal expression.

REQUIRED FOR STUDY AND PRACTICE

Shakespear: Macbeth. Milton, Lycidas, Comus, L'Allegro, and Il Penseroso; or Tennyson: Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur. Burke: Speech on Conciliation with America; or Washington: Farewell Address, and Webster: First Bunker Hill Oration. Macaulay: Life of Johnson; or Carlyle: Essay on Burns.

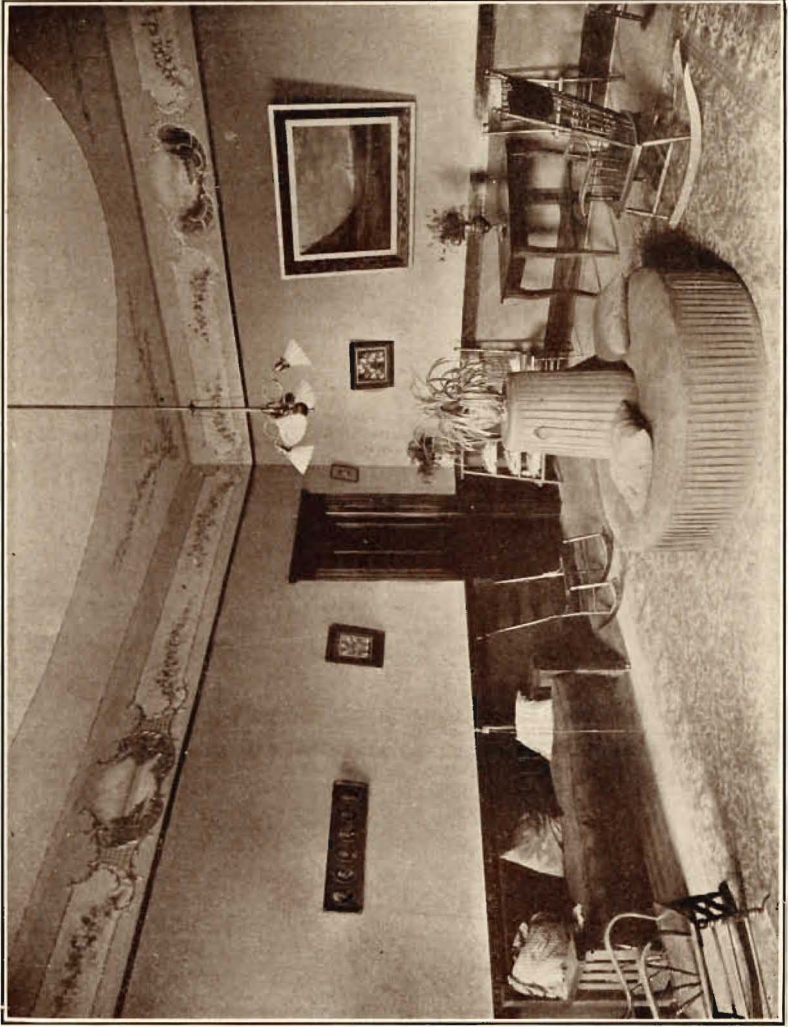
REQUIRED FOR READING

Group 1 (Two Books to Be Selected)

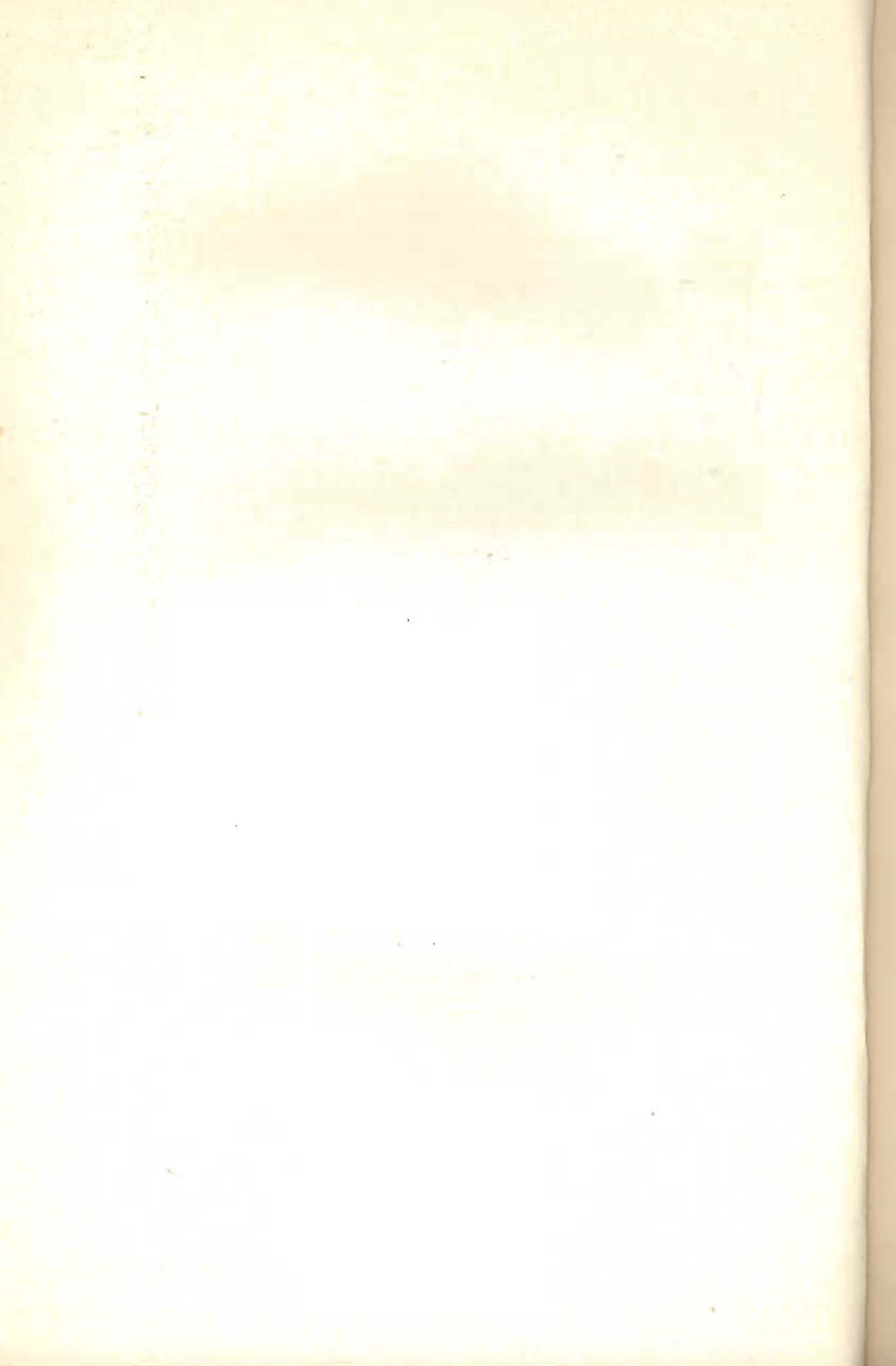
Shakespear: As You Like it, Henry V, Julius Caesar, The Merchant of Venice, Twelfth Night.

Group 2 (One Book to Be Selected)

Bacon: Essays. Bunyan: The Pilgrim's Progress, Part I. The Sir



RECEPTION ROOM.



Roger de Coverley Papers in "The Spectator." Franklin: Autobiography.

Group 3 (One Book to Be Selected)

Chaucer: Prologue. Spenser: Selections from *The Faerie Queene*. Pope: *The Rape of the Lock*. Goldsmith: *The Deserted Village*. Palgrave: *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4 (Two Books to Be Selected)

Goldsmith: *The Vicar of Wakefield*. Scott: *Ivanhoe*, *Quentin Durward*. Hawthorne: *The House of the Seven Gables*. Thackeray: *Henry Esmond*. Gaskell: *Cranford*. Dickens: *A Tale of Two Cities*. George Eliot: *Silas Marner*. Blackmore: *Lorna Doone*.

Group 5 (Two Books to Be Selected)

Irving: *Sketch Book*. Lamb: *Essays of Elia*. De Quincey: *Joan of Arc* and *The English Mail-Coach*. Carlyle: *Heroes and Hero-Worship*. Emerson: *Essays (selected)*. Ruskin: *Sesame and Lilies*.

Group 6 (Two Books to Be Selected)

Coleridge: *The Ancient Mariner*. Scott: *The Lady of the Lake*. Byron: *Mazeppa* and *The Prisoner of Chillon*. Palgrave: *Golden Treasury (First Series)*, Book VI., with special attention to Wordsworth, Keats, and Shelley. Macauley: *Lays of Ancient Rome*. Arnold: *Sohrab and Rustum*. Longfellow: *The Courtship of Miles Standish*. Tennyson: *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*. Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Phedippides*. Lowell: *Vision of Sir Launfal*.

ENGLISH GRAMMAR

This is a more technical course in grammar than that generally pursued in the grades. The presentation will, as far as possible be inductive. It will take familiarity with English on the part of the student for granted, and lead him to observe, compare, and classify grammatical facts for himself, and guide him to the right inferences. As a preparation for the study of literature and composition it is invaluable.

ORTHOGRAPHY AND ORTHOEPY

The work in orthography consists of a careful study of words, and a systematic drill in spelling, both oral and written.

In orthoepy it is the special aim to make the student so familiar with the diacritical works of Webster or Worcester that, with a dictionary on hand, he can in a moment assure himself of the correct pronunciation of any English word. Besides this he is carefully drilled in the correct pronunciation of about fifteen hundred words that are often mispronounced.

ELOCUTION

In this branch the object is to teach the student properly to interpret and express the author's thought. To do this, many things enter in, such as emphasis, inflection, enunciation, pauses, posture, and gesture, all of which will, in turn, receive due attention.

During the semester that this subject is studied the student will be required to memorize and recite, before the class, selections of prose and poetry, taken from the standard English and American classics, and before his graduation, to render a public recital of six or seven selections, approved by the teacher in charge of this work.

RHETORIC

According to the judgment of those who are conversant with the facts, nothing in school is usually so poorly taught as rhetoric. Yet it would be hard to name a study that equals it in practical importance. The ability to express orally, or in writing, exactly what he means, not only helps the student in acquiring knowledge, but also multiplies indefinitely the value of it when acquired. The student who has this skill can thereby learn faster every other branch of study and at the same time turn every other branch to greater account.

While this subject will be studied formally only during one semester, it will, nevertheless, receive frequent attention throughout the entire course in connection with other branches of study, particularly that of English literature.

MATHEMATICS

The aim will be: (1.) To lead the student to study mathematics so as to develop his reason and imagination and to become familiar with the subject-matter and methods of mathematical work. (2.) To furnish him with a certain number of mathematical facts and the necessary skill and accuracy in handling them.

ALGEBRA

The required work in algebra covers one and a half years and includes the following subjects: The fundamentals, factors, fractions, radicals, exponents, the binomial theorem equations with one unknown quantity, literal and numerical coefficients, the ordinary methods of elimination, variation, ratio and proportion, imaginary and complex numbers, and their geometrical representation.

PLANE GEOMETRY

Two semesters are devoted to this subject. Part of this time will be employed in studying the theorems of the text book, including the general properties of plane rectilinear figures, the circle and the measurement of angles, similar polygons, areas, and the measure of the circle. The remainder of the time will be given to original demonstrations of exercises, construction of models, measuring of

lines and areas, numerical verification of results, and accurate work in geometrical constructions.

SOLID GEOMETRY

The work in this branch covers one semester and includes the usual theorems and constructions contained in the best test books, including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders, cones, and spheres. A large part of the time will be given to the solution of original exercises, and to constructions.

PLANE TRIGONOMETRY

The work in this branch includes a thorough study of trigonometric functions, circular measurements of angles, proofs of the principal formulas, the transformation of trigonometric expressions by means of these formulas, the use of inverse functions, the solution of right and oblique triangles, together with surveying, navigation and the like.

HIGHER ARITHMETIC

This is an advanced class. Special attention will be given to the development of the principles underlying arithmetical operations. Thorough mastery of the subject of fractions, the metric system, mensuration, percentage and its various applications will be insisted on. One semester.

PHYSICS

The educational value of physics, or, in fact any natural science, does not consist in the so-called discovery of laws, nor in the demonstration of principles by means of experiment; but consists, rather, in the excellent training they give in attention to details, and in the cultivation of accuracy in the observation of the smallest changes as well as in the ability to reason back from a set of phenomena to general laws, and in the power to express thought in precise language. The work will, therefore, consist of recitations, experiments, and the solution of problems. A thorough mastery of the fundamental principles will be insisted on. Each student is required to have a notebook in which to record the work done by him in the laboratory. Two semesters.

CHEMISTRY

Two semesters are devoted to this subject. It will include, first, a thorough study of the preparation and properties of the following elements: hydrogen, oxygen, nitrogen, chlorine, bromine, iodine, carbon, sulphur, silicon, phosphorus, sodium, copper, calcium, aluminum and iron; secondly, the preparation and properties of the more important compounds of these elements; thirdly, the discussion of certain topics, as the atmosphere, combustion, acids, bases, salts,

oxidation, reduction, crystallization, electrolysis, symbols, formulas, solutions, conservation of energy, atomic theory, and the like.

The student will be required to keep a note book record of his laboratory experiments, which must be submitted as a part of the examination.

PHYSICAL GEOGRAPHY

This subject will be studied one semester, and will cover the following topics: The earth as a planet, the atmosphere, the ocean, the lands, plains and plateaus, mountains, volcanoes, rivers, deserts and glaciers, shore lines, and the distribution of plants, animals, and man. The study of the text-book will be supplemented by the study of reference books, laboratory work, and field study.

PHYSIOLOGY

The study of the text-book will be accompanied by simple chemical and physical experiments, illustrating the various physiological processes of the human body. The work will include a general survey of anatomy, the principles of digestion and absorption, the general functions of respiration, the skin, kidneys, nervous system, and the special senses. Special efforts will be made to teach the students to understand the relations of these facts to the great laws of health and to apply them to daily living.

BOTANY

The aim of the work in botany is to give the student a general knowledge of plant life. The study of the subject by means of the text-book will be supplemented by field and laboratory studies of growing plants. Students are required to keep accurate notes and drawings of plants examined.

PSYCHOLOGY

This work will be of an elementary character, and will deal with the plain facts of mind. It will lead the learner to look into his own mind, to analyze his own mental acts, and to discover for himself the capabilities of the soul. What am I? What can I do? How shall I make the most of myself? These are questions which obtrude themselves on the young student. Psychology will lead him to find answers to these questions.

A student who can learn algebra, physiology and rhetoric is ready for psychology. The study of some of the chief laws of mind during the high school age will greatly aid the student in his subsequent work.

THEORY AND ART OF TEACHING

The chief object of this work is to aid young men and women who are bravely studying to become educational artists. Processes, illustrations and results are freely given. With these aids each teacher is left to work out the problems of school management for himself in his own way.

FOREIGN LANGUAGES

LATIN GRAMMAR AND READER

Two semesters will be devoted to a thorough study of the elements of Latin grammar. It will be the aim to master the pronunciation, including accent and quantity. The regular declensions and conjugations, the vocabularies, with special attention to etymology and English derivatives, the simple rules of syntax, simple translations from Latin to English, and from English to Latin.

CAESAR

During the second year four books of Caesar will be read and translated. Some attention will also be paid to Latin prose composition, to the study of the life and times of Caesar, and to the organization of the Roman army.

CICERO

Six of Cicero's orations will be read and translated. Special efforts will be made to have the student render the Latin into pure, idiomatic English. A considerable part of the time will be devoted to Latin prose composition, based on Cicero's writings, and to the subject of Roman oratory, institutions, and courts of law.

VIRGIL

Four books of Virgil's Aeneid will be studied. Special attention will be paid to prosody, syntax, mythology, and the history and purpose involved in the poem.

GREEK GRAMMAR AND READER

This will embrace a study of the elements of Greek grammar. A thorough mastery of the pronunciation, declensions, and conjugations, and the simpler rules of syntax will be insisted on. Great emphasis will also be placed on a thorough mastery of a vocabulary of at least eight hundred words.

XENOPHON'S ANABASIS

Four books of this author will be read and translated. Great stress will be laid on having the Greek translated into correct, idiomatic English.

HOMER

Three books of Homer's Iliad or Odyssey will be read and translated. Special attention will be given to Homeric forms and constructions, and to prosody. Easy passages of English narrative will be translated into Greek. During the last semester about four weeks will be devoted to a thorough review of grammar and of Xenophon's Anabasis, with special emphasis on Book II.

GERMAN GRAMMAR AND READER

The first nine weeks of this course will be spent in reading about 150 pages of easy German prose. The remainder of the year will be devoted to acquiring the elements of German grammar. An accurate knowledge will be required: of the declensions of articles, adjectives, pronouns, and nouns; the conjugation of verbs, with the principal parts of all strong verbs; the prepositions, and the cases they govern; the uses of modal auxiliaries; the elementary rules of syntax and word order. Considerable time will be devoted to practice in pronunciation and in writing German from dictation. Several simple German poems will be committed to memory.

GERMAN COMPOSITION AND LITERATURE

The first semester of the second year's work in German will be given to a thorough review of the grammar, and to definite and practical exercises in German composition, both oral and written. Special stress will be laid on the acquisition by the students of a vocabulary of several hundred German words and phrases. German is largely used as a medium of instruction in this class.

The second semester will be spent in reading and translating Schiller's *Wilhelm Tell*. After the student has become thoroughly familiar with the poem, he is required to read it and reread it several times, so as to bring out the expression, and to impress the forms more thoroughly upon his mind.

GERMAN LITERATURE

The third year will be devoted to studying several of the masterpieces of German literature. During the last semester Kappe's *Eine Kleine Weltgeschichte* will be studied. The student will recite in German.

NORWEGIAN

The practical importance of this study can scarcely be overestimated. Ministers, teachers, and business men who are familiar with the Norwegian or Danish language will, for a long time, be in demand in this section of the country.

As a large number of our students possess a practical knowledge of these languages, the aim of the work in this class will be to teach them to speak and write them with accuracy, and to acquaint them with the riches of their literature.

OLD NORSE

To the Norwegian, the Old Norse language and literature possesses a peculiar interest, being the faithful record of the religion, thoughts and achievements of his forefathers. To understand himself well, he must learn to know his ancestors, and nowhere are they more graphically pictured than in the old sagas.

But aside from this, the Old Norse language is well worthy of study. It is strong, rich and well developed, and has a noble and

extensive literature, which compares very favorably with that of any country and age. For linguistic culture, Old Norse ranks very high, and, on account of its close relationship to the Anglo-Saxon, is of importance in the study of the derivation, structure and growth of a large percentage of English words.

MISCELLANEOUS

SINGING

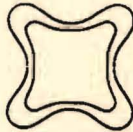
Two periods weekly throughout the entire year will be devoted to singing. Special efforts will be made to teach the students to read music at sight.

PARLIAMENTARY LAW

One period a week during the first term will be devoted to the study of Lyon's Rules of Order. The student will learn by actual practice how to organize and conduct public meetings, such as caucuses, school meetings, conventions, etc.

GYMNASTICS

The functions of the heart and lungs are the fundamental functions of the body, upon which the wellbeing of all the other functions depends. Swedish educational gymnastics aims to develop these functions by a series of movements of the voluntary system. It does not strive to develop physical specialists, but only to train the different organs of the body in such a way as to increase the efficiency of the heart and lungs, and to render the voluntary muscles the obedient and ready servants of the will. If this is done, health and muscular strength must follow as a necessary consequence.



The Business Department



COMMERCIAL COURSE

FIRST SEMESTER

Begins Oct. 3, Ends Feb. 10

Bookkeeping
Commercial Arithmetic
Business English
Business Writing
Reading
Commercial Geography
Rapid Calculation

SECOND SEMESTER

Begins Feb 12, Ends June 15

Bookkeeping
Commercial Arithmetic
Business English, Letter Writing
Business Writing
Spelling
Typewriting
Commercial Law

This course is designed to prepare young men and young women for the active duties of the business world by giving them a practical knowledge of the laws, usages and practices of trade and commerce. There is probably no other course of the same length and cost which even approaches a business training course in its value to young people.

DEMAND FOR TRAINED HELP

The rapid expansion of commercial and manufacturing employments creates a strong demand for young people, well trained in business methods and needs.

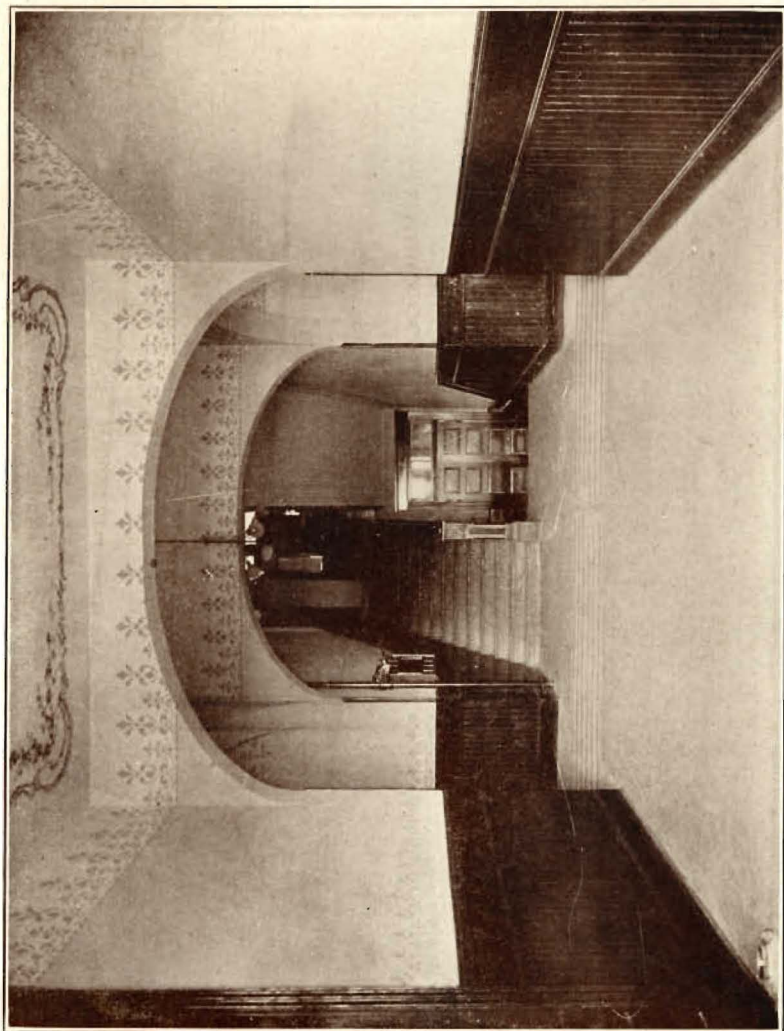
TIME REQUIRED

A student who has a good elementary knowledge of reading, spelling, arithmetic, and grammar can complete this course in from six to nine months. A student who is deficient in one or more of these branches will require longer time.

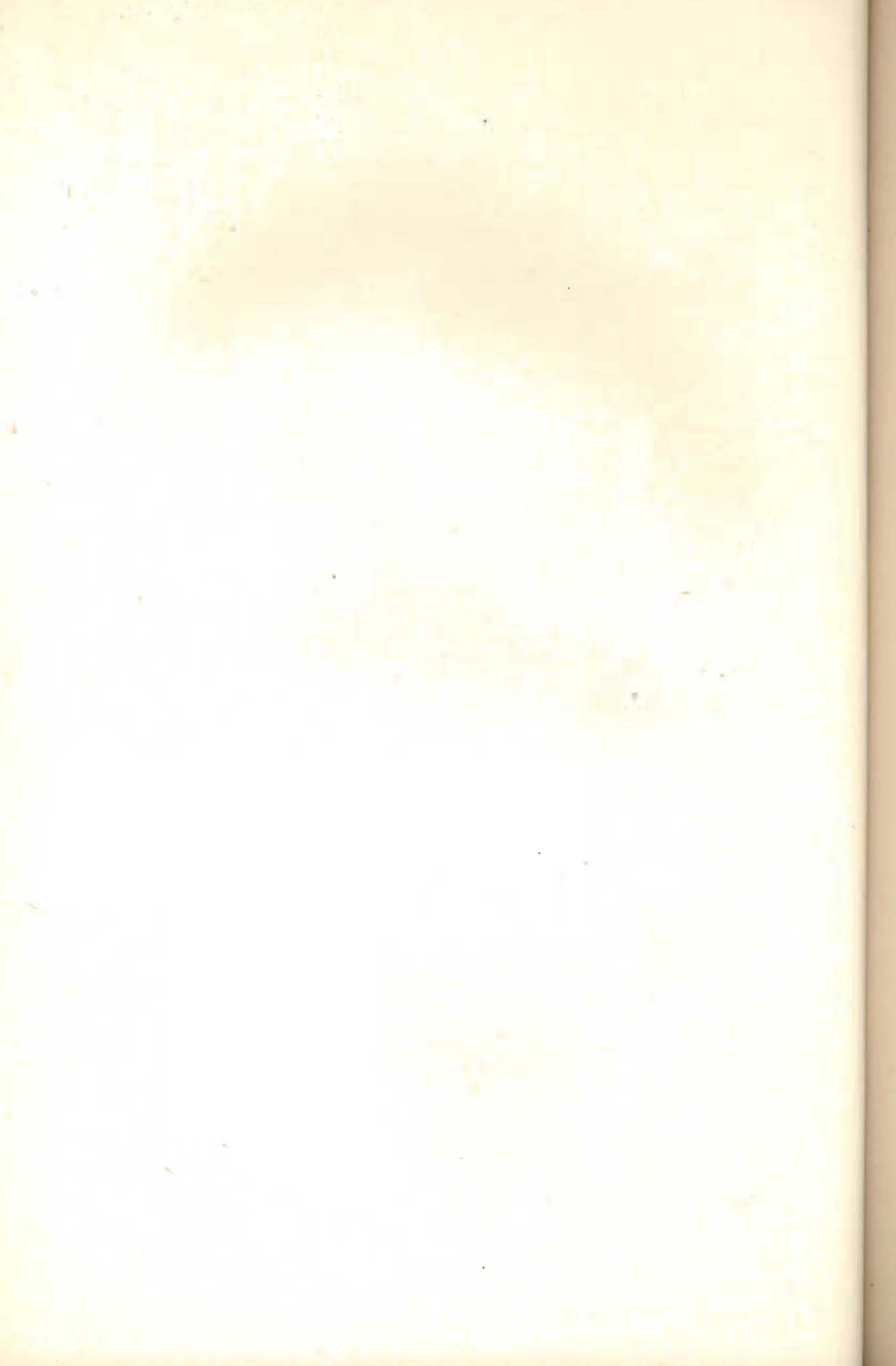
WHAT IS TAUGHT

The student is taught the following very important things: A good business handwriting; the ability to construct grammatical sentences, and to arrange them into paragraphs; a knowledge of punctuation; how to write a business letter that will command attention; how to use the typewriter; how to compute all kinds of practical arithmetical problems with rapidity and accuracy; a knowledge of business law; how to draw up contracts, deeds, and business documents; a thorough knowledge of bookkeeping; system, neatness, and order.

It is the aim of the school to make the course so broad and thorough that a student who has completed it shall be able, readily to adapt himself to any ordinary system or set of books involving either single or double entry bookkeeping, as used in the business world.



VESTIBULE SHOWING ENTRANCE TO DINING HALL AND MAIN STAIRWAY.



BUSINESS WRITING

In penmanship the right movement is taught, and the student is made to see the errors of his own writing. Speed, form and movement are developed at the same time. By correct training, through a well-graded and systematic course, the average pupil acquires a neat, rapid, and legible style of writing, which will be of great benefit to him in any vocation in life.

BOOKKEEPING

A knowledge of bookkeeping is generally conceded to be of considerable value to all persons, no matter what their occupations may be. Aside from the practical utility of the science, it also affords mental discipline of the highest order. It inculcates neatness, accuracy, and system—acquirements which are essential to success in life.

INDIVIDUAL PLAN

The work in bookkeeping is carried on according to the so-called individual plan. There are no classes, as ordinarily understood, experience having demonstrated the extreme difficulty, not to say, impossibility, of classing together students differing widely in age, mental ability and preparation. To this comes the circumstance that a great many students are unable to enter at the beginning of a term, thus making it still more difficult to adhere rigidly to any regular class system, as in other branches.

ENTER ANY TIME

With the individual plan it is possible for students to enter at any time, take up such work as they need, and progress as rapidly as their abilities will allow. In this way the bright, energetic student, with a good preparation, will not be retarded by his slower and less active fellow-student, and the slow, plodding student will not be hurried along in his attempt to keep pace with the brighter or more active members of the class.

GENERAL EXERCISES

But at the same time that the school follows no regular class system of bookkeeping, it nevertheless imparts much instruction in general exercises, discussions, examinations and drills, wherein the individual student has ample opportunity of comparing himself with others and of profiting by their successes and failures.

All points not understood by the student will be thoroughly discussed and explained to him, and no part of the work will be considered finished until it has been completely mastered.

ACTUAL BUSINESS FROM THE START

The course is based on Sadler's Budgets. It is simple and systematic, as well as comprehensive. Easy transactions are first taken up, and, step by step, the student advances to more difficult work. In

this way Sadler's three-budget course is mastered, giving the student a complete view of the principles employed in the various kinds of bookkeeping. From first to last the Budget course in bookkeeping is one of actual business practice, and is much superior to the old "set method" of teaching this important subject. In this course the student is constantly observing the proper forms and uses of commercial paper.

BUSINESS LAW

A knowledge of the laws governing commercial transactions is of great value to everyone, but especially to the business man. Our course aims to give the student such knowledge of the laws of commerce that he may transact his business affairs in an intelligent manner. Contract writing is a special feature.

RAPID CALCULATION

Nine months will be devoted to a careful study of commercial arithmetic. This is an advanced class and is not intended for students requiring instruction in the more elementary principles of arithmetic. It is presupposed that the student has become thoroughly acquainted with these before he takes up commercial arithmetic. The work in this class furnishes the student a thorough drill in the short and time-saving methods actually used by business men.

BUSINESS ENGLISH

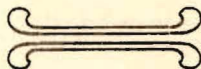
It is not the aim of this class to teach the greatest number of grammatical facts, but to enable the student to master the leading principles of grammar, and in this way furnish the means toward the right understanding and the correct use of the English language. The work will be practical and interesting from beginning to end, and furnishes an excellent preparation for the study of letter-writing.

LETTER WRITING

A large proportion of the business of the world is carried on through the medium of letters. It is therefore of great importance to every business man to be able to say just what he means, and to do it in a pleasing and effective way. It is the aim of our work in composition and letter-writing to aid the student in developing this power of expression, both in speech and in writing.

SPELLING

This consists of a careful study of words, and of dictation exercises. The spelling, the pronunciation, the meaning and the use of a word are taught at the same time.



THE STENOGRAPHIC COURSE

FIRST SEMESTER

Begins Oct. 3, Ends Feb. 10

Shorthand
Grammar
Business Writing
Typewriting
Spelling

SECOND SEMESTER

Begins Feb 12, Ends June 15

Shorthand
Composition and Letter Writing
Business Writing
Typewriting
Reading

SHORTHAND

The uses of shorthand and typewriting have been greatly extended during the last fifteen or twenty years, and, at the present time, more opportunities for advancement are offered to competent stenographers than to any other profession. The modern business office is not fully equipped without one or more stenographers. Every court of justice has its official reporter, and in the convention, the assembly, the legislature and other gatherings the art of shorthand is useful and necessary. In the civil service, there is a constantly increasing demand for competent stenographers at a good salary. To the college student, shorthand is of inestimable value in making reports of addresses and lectures, and to the lawyer, the lecturer, the clergyman, and the teacher, the art is a valuable assistant. No young person, therefore, who is desirous of success in any of these fields, can possibly make any mistake by taking a thorough course in shorthand and typewriting.

But aside from its specific commercial value as an art, the training received in a course of this kind is well worth the money spent in acquiring it, on account of the mental discipline it affords, and the push, energy, and activity it awakens.

THE GREGG SYSTEM

We teach the Gregg system of shorthand, which, although only twelve years old, has acquired a wide popularity and is used by a large number of representative schools in this country and in Canada. This system requires no shading, as the characters may be written either light or heavy. It is written on the same slant as longhand, thus securing a uniform movement of the hand. The characters may be written on unruled paper, thus abolishing all position writing. The vowels and consonants are joined, and follow each other in their natural order, thus making the writing easy to read. The characters consist almost exclusively of curves and straight lines, angles being almost wholly absent. Being purely phonetic and having very few signs, the system can be readily adapted to any language.

TIME REQUIRED TO LEARN

The time required to complete this course is from six to nine months. To be able to pursue the subjects of shorthand and type-

writing successfully, the student must have a good handwriting; the ability to spell well and compose correctly is absolutely essential. A student who is deficient in any of these branches, must spend sufficient time in the English Department to attain the required standard of scholarship before taking up the study of shorthand.

SPEED PRACTICE

After the student has become familiar with the characters used in shorthand and has learned to write phonetically any word that might be met with, he begins to take dictations. These, which at first are naturally slow and simple, are continued throughout the entire course, and include business correspondence, literary selections, reports on lectures, testimony, sermons, etc. Special attention is given to the individual student, thus gaining an opportunity of discovering his peculiar difficulties and helping him to overcome them.

TYPEWRITING

Typewriting occupies a very prominent place in this course, and is, in fact, an inseparable part of it. Students are required to devote from two to three hours a day to systematic practice on the typewriter.

From the very beginning, students are taught the proper fingering of the keys, the cleaning, oiling, and adjusting of the machine, the proper form and arrangement of letters, legal documents, manifolding, mimeographing, and the like.

As soon as the student becomes more proficient, business letters are dictated to him in shorthand for transcription on the machine. This practice is of great value to the student. It gives him independence and confidence. It compels him to think clearly and accurately, and above all, to correct his mistakes, a task usually unwelcome, and seldom performed by students practicing alone, without the oversight of a teacher. In this way he is taught to spell correctly and to learn the right punctuation. Six months of such practice will do more to train the average student in spelling and grammar and general neatness than two years' study without it.

The course in typewriting includes a careful and extended drill in the various kinds of office practice, commercial papers, legal documents, business letters, specifications, tabulating work, etc.

MODERN EQUIPMENT

An ample supply of Remington typewriters of the latest model is kept on hand for the use of students. A charge of \$3.00 per semester will be made for the use of the machine. The school has also an Edison commercial phonograph, and two Edison mimeographs, which the students are taught to operate.

SPEED REQUIREMENTS

To graduate from this course, a student must have attained a speed in shorthand of 140 words a minute and be able to transcribe his

notes correctly on the typewriter at the rate of twenty-five words per minute.

OFFICE WORK

When a student has acquired a certain standard of proficiency he is given a place in the principal's or manager's office as stenographer. The work here is similar to that required in the average business office.

ADVANCED COURSE IN SHORTHAND

This course has been designed for the benefit of graduates and others who require special training for responsible positions, where high speed and great accuracy are required. It will include a thorough review of the principles, and a careful drill in legal forms, advanced phrasing, court reporting, tabulating, mimeographing, specifications, filing devices and the like. Students in this course will be required to make verbatim reports of sermons, lectures, addresses, etc.



The English Department



THIS has been called the English Department for want of a better name. Young men and women, who from want of opportunity, or failure to improve it when offered, or from other causes, have been deprived of the advantages of an education, and thus seriously handicapped in the struggle for existence or success, will here find an excellent opportunity to make up much of what they have lost.

The work in this department corresponds, in a general way, to that pursued in the seventh and eighth grades of the public schools. While elementary in its nature, the instruction is not designed for children, but for young men and women. The greatest care is taken that a student may learn to read well, to spell correctly, to write a good hand, and to be thorough in arithmetic.

Students will be admitted to this course without examination. Suitable classes will be provided for all, even those who are most ignorant and backward. Age is no hinderance. No student has ever been refused admission because he was too old, or knew too little.

To accommodate those who can attend but a few weeks at a time, the school-year has been divided into four terms, of nine weeks each. The cost of tuition, board, room, light, and washing is only \$50 per term of nine weeks. This brings it within the reach of all.

TIME TO ENTER

The best time to enter is at the beginning of the school-year, Oct. 3. The next best time is at the beginning of one of the terms, Dec. 4, Feb. 12, or April 15.

The work will be pursued in to the following order:

A

First Term October 3	Second Term December 4
Arithmetic	Arithmetic
Reading	Reading
Geography	Geography
Grammar	Grammar
Penmanship	Penmanship
Third Term February 12	Fourth Term April 15
Arithmetic	Arithmetic
Orthoepy (Dictionary Work)	Physcology and Hygiene
History of U. S.	Civic, Grammar
Composition	Composition
Spelling	Spelling

SPECIAL CLASSES FOR FOREIGNERS

Another feature of the English Department is the special course for foreigners. The Academy receives into this course foreign born

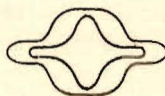
men and women of all ages. A student at the age of fourteen is not too young, nor is one of forty too old. The one who has just arrived from Europe, and who is unable to speak a single word of English, will here find suitable classes. And he who has acquired some knowledge of the language will also get the instruction he needs. A special course in the history and civil government of the United States has been arranged for the benefit of this class of students. This work, besides preparing the student for American citizenship, will provide excellent training in the use of the English language.

The work will be pursued according to the following outline:

B

First Term Begins October 3	Second Term Begins December 4
Reading	Reading (Continued)
Spelling	Spelling (Continued)
Grammar	Grammar (Continued)
Arithmetic	Arithmetic (Continued)
Penmanship	Penmanship (Continued)
Third Term Begins February 12	
Reading (U. S. History)	Civil Government
Orthoepy	Reading
Composition	Letter Writing
Arithmetic (Continued)	Arithmetic
Penmanship (Continued)	Agriculture or Physiology

Students who are unable to enter at the beginning of the school-year, may enter at the beginning of the second term, Dec. 4, when new classes will be organized in reading, spelling, grammar, arithmetic and penmanship. These classes will be continued throughout the third term. At the beginning of the fourth term, students in the special classes will take up the regular work in civil government, reading, letter writing, and agriculture, with the classes that started at the beginning of the year.



The Music Department



THE Pacific Lutheran Academy recognizes the great importance of music as a means of culture and refinement, and aims to furnish high-grade instruction at a very moderate price.

In common with all the other courses of the school, the work in music has been arranged on the progressive plan. Great importance is therefore attached to a thorough mastery of the fundamental principles involved before passing on to more advanced work.

SPECIAL ADVANTAGES

The music education received in a school has many advantages over that gained through private instruction. The musical atmosphere of the school, and the stimulus resulting from the close and frequent contact with others engaged in similar work, cannot but exert a powerful influence for good upon the student. Furthermore, the close personal supervision of the teachers during practice periods, the regular term recitals, the musical library, and many opportunities for public performances and concerted playing, make it possible for a student in a school of music to make far greater progress than would be possible under a private teacher.

A RIGHT START

A great deal has been accomplished of late years in the study of the arm, wrist, knuckles and fingers, involving many new motions and combinations for controlling touch and technique. Proper attention to these important details at the outset will save the student much misdirected effort and needless disappointment later on.

In addition to the above mentioned advantages afforded by our school of music, the rates of tuition are less than one-half of what would be charged by similar talent for private lessons.

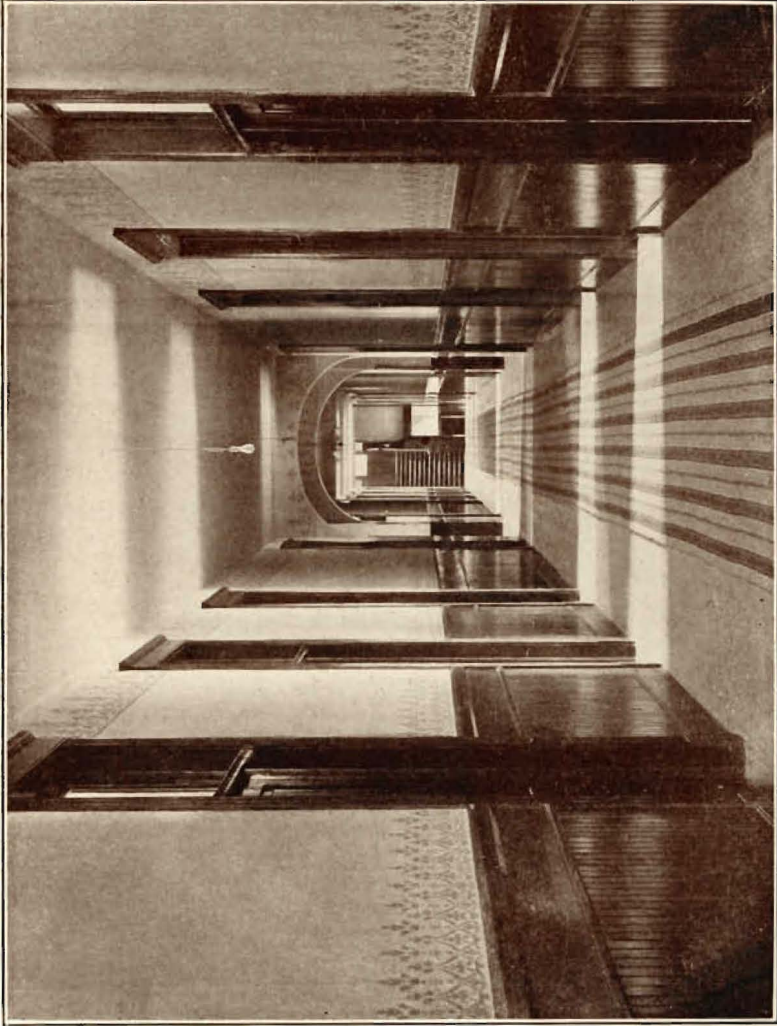
Special normal classes will be arranged for those who desire to fit themselves for teaching music.

COURSE IN PIANO

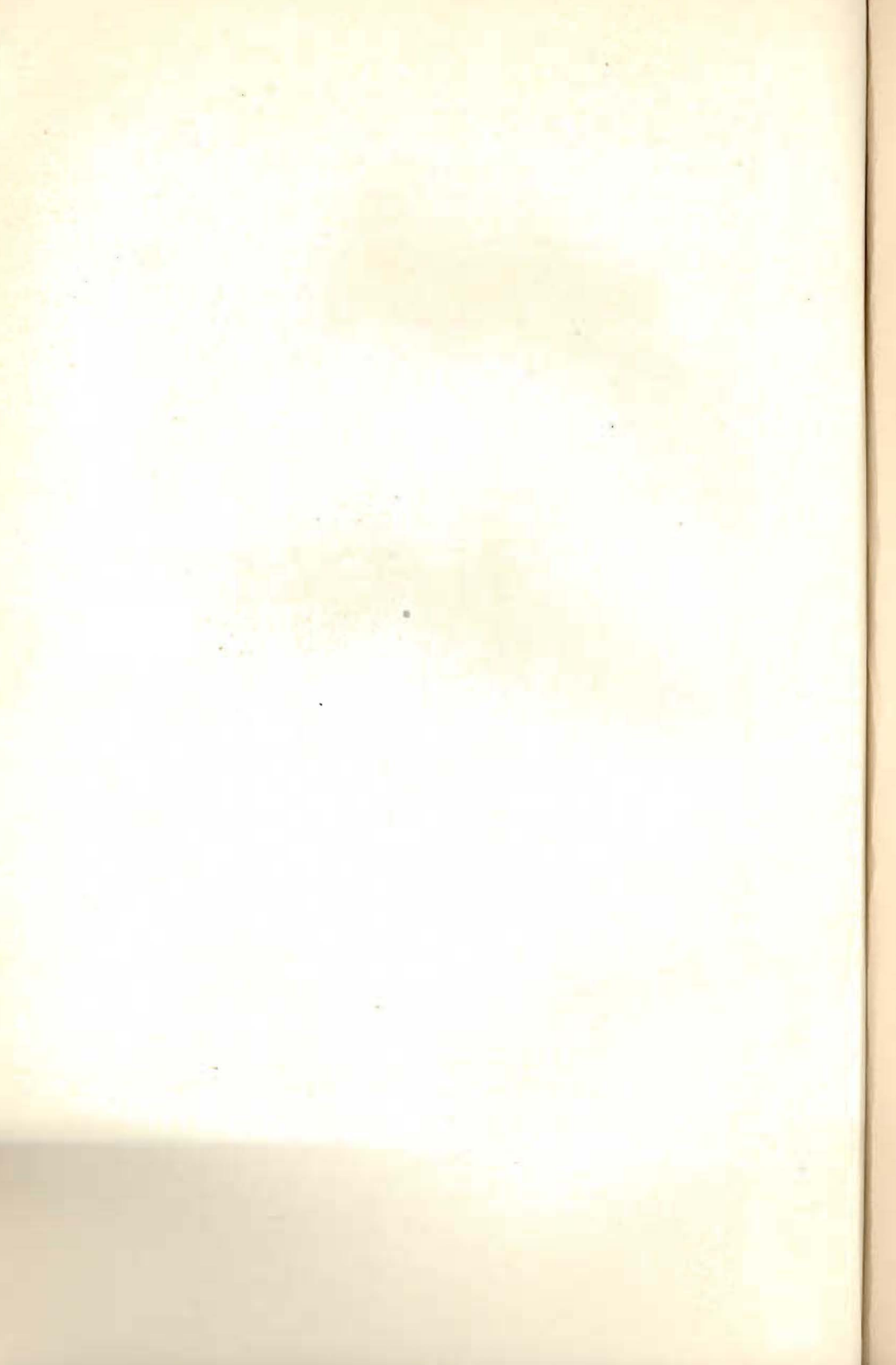


1. Primary Grade—Rudiments of music, studies in melody, and the underlying principles of touch and technique. National Graded Course, Gurlitt's Album for the Young, Concone, Pieces. Loeschhorn. Kohler, Studies. Sonatinas by Clementi and others. Selections from modern composers.

2. Intermediate Grade—Major and minor scales. Broken chords and arpeggios. Studies by Loeschhorn, Czerny, Heller, Kuhlau, Rein-



MAIN CORRIDOR, FIRST FLOOR, SHOWING SOUTH ENTRANCE AND STAIRWAY.



ecker, Dusseck, Diabelli, Sonatinas. Kullak, and Schumann's Album for the Young. Jensen's Songs and Dances.

Pieces by Nevin, Mason, Grieg, Percy and others.

3. Advanced Grade—Major and minor scales in octaves, thirds, sixths and tenths; arpeggios, octaves. Cramer Studies; Kullak, Octaves; Bach's Inventions; Mendelssohn's Songs Without Words; Schubert's Waltzes and Moments Musicales; Schumann's Waldscenen.

Sonatas by Hayden and Mozart. Pieces by MacDowell, Grieg, Weber, Lavallee, Mason, Schutt, Gade.

Harmony and History of Music.

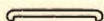
4. Teachers' Certificate Class—Velocity scales, Arpeggios, Octaves, Cramer and Mocheles, Studies. Octave Studies Kullak, Clementi, Gradus ad Parnassum. Bach, Studies. Beethoven's and Mozart's Sonatas, Chopin's Waltzes, Nocturnes, Mazurkas and Preludes. Schumann's Novelties. Schubert's Impromptus; Selections from Liszt, Chopin, Weber, Grieg, Raff, Brahms.

Harmony and History of Music.

5. Graduating Class—Velocity scales, Arpeggios, Octaves; Chopin, Studies; Bach's Preludes and Fugues; Beethoven, Sonatas; Concertos from Hummel, Grieg, Mendelssohn, Beethoven; Selections from Handel, Schumann, Chopin, Liszt, Rubenstein, Weber, Brahms, Raff and others.

Harmony, Composition, Counterpoint, Cannon, Fugues, and Science of Music.

COURSE IN ORGAN



First Grade—Walter Langdon's Organ, Books I. and II., with easy voluntaries, hymn tunes and fungues, Schmidt's Technique.

Second Grade—Mendelssohn's Songs without Words, voluntaries and fugues.



General Information



CONDITIONS FOR ADMISSION

YOUNG men and young women who are willing and able to do the work required and to obey the rules and regulations of the school will be admitted to any course, upon paying the regular tuition and other required fees.

No effort will be spared to secure for each student the very best classification possible, and to place him where he can do the most effective work.

TIME TO ENTER

The best time to enter is the beginning of the first semester, when new classes are organized. Students will be received at any time, however, and generally find classes adapted to their needs.

EXPENSES FOR BOARDING STUDENTS

The charges for students rooming and boarding in the Academy Dormitories are as follows:

One week	\$ 6.00
9 weeks (paid in advance)	50.00
18 weeks (paid in advance)	95.00
36 weeks (paid in advance)	180.00

This includes instruction in all branches offered by the school, except music. It also includes room, good table board, and the washing, each week, of the following articles of clothing: One sheet, one pillowcase, two pairs of socks or stockings, one suit underwear, and two towels.

EXPENSES FOR DAY STUDENTS

One week (paid in advance)	\$ 2.00
9 weeks (paid in advance)	15.00
18 weeks (paid in advance)	28.00
36 weeks (paid in advance)	45.00

A student who leaves school before his time expires will be given a due bill. This due bill may be used either by the student himself or by a brother or sister. In no case will a due bill be issued for a shorter time than two weeks.

A student entering one or two weeks after the opening of a term will receive no reduction.

MUSIC TUITION

Single lessons	\$ 1.00
9 weeks, one lesson per week, Piano, Organ or Horn	8.00
Per semester, 18 weeks, one lesson per week	15.00

PIANO RENT

One hour daily, per month	\$ 1.00
Two hours daily, per month	1.50
Three hours daily, per month	2.00

ORGAN RENT

One hour daily, per month50
Two hours daily, per month	1.00
Three hours daily, per month	1.50

Tuition, as well as rent of instrument, must be paid in advance.

ROOMS

The rooms are heated by steam, lighted by electricity and furnished with chairs, tables, bedsteads, mattresses and wardrobes. Students furnish their own towels, bedclothes, floor rug and any article of luxury that may be desired.

All students not residents of Parkland are required to room and board in the Academy Dormitory, unless expressly excused by the president.

BOOKS

The necessary textbooks and stationery may be bought at the Academy bookstore at reasonable prices.

MEDICAL ATTENTION

A physician's fee of \$1.00 per semester, or \$2.00 per year, is required of each student. This entitles the student to medical attendance during his stay at school. The necessary medicine and nursing is furnished at the expense of the student.

GENERAL REGULATIONS

Only such rules have been adopted as have been found necessary for the promotion of the highest interests of the students. The school, on admitting students, does so with the express understanding that they will cheerfully comply with the rules and regulations of the school in every respect, and to deport themselves as it befits Christian ladies and gentlemen.

All students are required to submit to the president a course of study before beginning the work of the term, and no student will be allowed to drop a study or be absent from his classes without special permission.

Written excuses, approved by the president, must be presented to the teacher at the first recitation following an absence.

Thorough and systematic instruction, in the principles of the Christian religion is provided in all the courses offered by the school, and each student will be required, during his stay at school, to devote two recitation hours each week to the study of this branch.

All students are required to be present at the daily devotional services held in the chapel, and are expected to attend divine

services on Sunday. Students are not permitted to engage in noisy amusements on the Lord's day.

All students are required to keep their room clean and tidy, and to abstain from the use of tobacco in any form within or about the building. Students under the age of 18 are forbidden altogether the use of tobacco. Each student is held responsible for any damage done to the room or its furniture. An idemnity fee of \$2.00 must be deposited with the treasurer. This will be returned to the student when he leaves, less the cost of repairing any damage he may have done to the property of the school.

Students are requested to employ their time to the best possible advantage, and to avoid, as far as possible, everything which has a tendency to interfere with the legitimate school work. The participation in dancing or card playing, whether in the school building or out of it, visiting of saloons, gambling houses, or other places of a questionable nature, and the use of intoxicating liquors, are strictly forbidden. Any student found guilty of doing these things will be promptly dismissed.

A student who neglects his work, who wilfully disobeys the rules which are laid down for the government of the school, or whose conduct is improper, or whose influence, pernicious, is not wanted, and will not be retained in the institution, and if expelled, forfeits the tuition and room rent paid. Continued failure to do good work, after a fair trial, will be considered reasonable ground for dismissal.

A student who neglects his work, or whose average class standing is below 80 per cent., will not be allowed to engage in any contest game.

The school maintains the right to exercise supervision outside of school hours, in the case of day students, as well as in the case of those rooming in the dormitory.

Each occupant of a room will be held responsible for the order and condition of the same.

All literary societies or other student organizations are under the supervision of the faculty.

Only those who have paid rent will be allowed to use the pianos and typewriters, and then only during the prescribed practice periods.

Study hours are from 8:00 a. m. to 12:30 p. m.; from 1:30 to 4:10 p. m.; from 7:00 to 10:00 p. m. on school days, and from 7:00 to 10:00 Monday evenings.

All students are required to spend this time in the recitation rooms or at their work in their respective rooms. Students should at all times refrain from loud talking, laughing, or other boisterous conduct in the building, and at all times endeavor to conduct themselves like ladies and gentlemen.

All forms of hazing are strictly forbidden. All students are required to be in the dormitory after 7:00 p. m., unless granted special leave of absence.

The electric lights are turned off at 10:00 o'clock on Sundays and holidays, and at 10:15 on school days. The use of lamps and candles is forbidden.

In addition to observing the general rules given above, the young ladies living in the dormitory will also be required to observe the special regulations announced by the preceptress from time to time.

RECORDS OF REPORTS

A record of attendance, recitation and deportment is kept, a copy of which is sent to parents or guardians who request it, at the end of each semester, or oftener. Examinations are held at the close of each semester. A final grade of at least 75 per cent. must be attained in each separate study pursued to entitle the student to pass.

Students in the Normal and College Preparatory Departments will be given the opportunity to take the regular University Entrance Examinations on completing a subject, at the end of a semester. These examinations will be given to the Academy.

A student who has passed a satisfactory examination in all branches prescribed in any course of study will receive a diploma. A diploma fee of \$2.50 is charged.

SPENDING MONEY

Parents are earnestly urged not to allow their children too much pocket money. Students who have a too liberal allowance of this, and still more those who are allowed to contract debts, are almost sure to fail in study and in conduct. Parents are advised to require their children to submit an itemized account of their expenditures at the end of each month, and, if in doubt, to correspond with the president in regard to expenses.

HOW TO REACH PARKLAND

Parkland is a suburb of Tacoma, one of the large railroad centers and ocean ports on the Pacific Coast. On arriving in Tacoma take the Spanaway car, which leaves regularly for Parkland every 30 minutes. Ride to Parkland, and walk one block to the Academy.

BAGGAGE

The Academy has made special arrangements with the Tacoma Carriage & Baggage Transfer Company for a regular and speedy delivery of baggage. Hand your check for baggage to the messengers of this company, who, in uniform, and with badge, meet every incoming train and boat.

TELEPHONE

The telephone number of the Academy is Main 7843, J 2. In case of doubt or difficulty, call up this number.

SELF SUPPORTING STUDENTS

The question is often asked: Can a student work his way through the Pacific Lutheran Academy?

That depends largely upon the student. From one-third to one-half of our students earn a considerable part of their expenses, and a large number are absolutely dependent upon themselves. A young person who has saved from \$75.00 to \$100.00 can safely make a start. The Pacific Lutheran Academy is anxious to attract self-supporting students. The president of the Academy invites correspondence from such students, and assures them he will consider it a privilege to assist them in every possible way.

DAILY ROUTINE

On the five school days of the week the students rise at half past six and breakfast at seven. The school work begins at eight and continues until ten, at which time the entire school assembles in the chapel for devotional exercises. Immediately following these there is a short recess, after which the school work is resumed, and continues until half past twelve, when dinner is served. At half past one the school work is again resumed, and continues until four. The time between four and six is set apart especially for recitation, and students are encouraged to take part in various forms of physical exercise, such as baseball, basket ball, tennis, croquet, and the like. Supper is served at six. At seven the students repair to their rooms, where they are expected to study until ten. At a quarter after ten the lights are turned off, and all retire.

On Sundays and holidays breakfast is served at half past seven. Students are earnestly urged to attend divine services on the Lord's day. On Monday no regular class work is done. The day is used partly for recreation and partly for doing special work, such as debating, writing compositions and the like.

GYMNASIUM

It is the policy of the school to encourage abundance of exercise for the purpose of developing physical vigor and maintaining health, but under no circumstances will athletics be allowed to encroach upon the regular school work or to become an end in itself. A limited number of intercollegiate games will be allowed.

The work in athletics has been in charge of the Athletic Association, composed of students, which, under the general supervision of the school, has had charge of the gymnasium and the athletic grounds.

LYCEUM

This is the oldest literary society of the school. It has a strong membership and is doing excellent work. Public programs are rendered twice a month.

DEBATING SOCIETIES

Two or more of these are usually organized at the beginning of the school year. They afford an excellent opportunity for practice in public speaking. Meetings are held once a week.

THE MISSIONARY SOCIETY

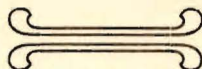
The aim of this society is to promote among its members and the school at large an interest in Christian missions. During the past four years the society has contributed money to various missions.

BAND AND ORCHESTRA

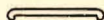
The school has a band and an orchestra. Students have the use of the band instruments free of charge. Concerts are given throughout the year, the proceeds of which are paid into the treasury of the Academy.

ALL COMMUNICATIONS

All communications concerning the school should be addressed to
N. J. HONG, President,
Parkland, Wash.



GRADUATES



NORMAL COURSE

1898—Mrs. Viggo Jurgensen (nee Ettie Kraabel)	Wilbur, Wash.
1900—Anna M. Tenwick	Parkland, Wash.
1902—Clara A. Fossen	Parkland, Wash.
1903—Marion Afdem	Tacoma, Wash.
1905—Marie Olson	Genesee, Idaho
1905—Tomine Halvorsen	Parkland, Wash.
1905—Karen M. Lauridsen	Astoria, Ore.
1905—Lauritz Rasmussen	Burlington, Wash.
1906—Nellie May Tegland	Parkland, Wash.
1906—Ida Aaberg	Parkland, Wash.
1906—Mrs. Osc. Wenberg (Marie Louise Anderson)	Quincy, Wash.
1908—Mrs. Olaf Borge (nee Sigrid Greibrok)	Vancouver, B. C.
1908—Olive Christensen	Parkland, Wash.
1908—Edith Johnson	Parkland, Wash.
1908—Louise D. Harstad	Parkland, Wash.
1909—Isabel Storaaslie	Parkland, Wash.
1910—Moses O. Herber	Tacoma, Wash.
1911—Marie R. Knutson	Tacoma, Wash.

PREPARATORY COURSE

- 1898—Mrs. Anderson (nee Amanda Swan) Bellingham, Wash.
1899—Mrs. O. J. Ordal (nee Anna C. Leque) Red Wing, Minn.
1901—Mrs. O. J. Toft (nee Johanna Anderson) Seattle, Wash.
1902—Mrs. Louise Nyhus (nee Mary Skjervem) Parkland, Wash.
1902—Henry Skjervem Parkland, Wash.

COMMERCIAL COURSE

- 1899—Nellie I. P. Lee Mt. Vernon, Wash.
1899—Sena Olson Imperial, Cal.
1900—Oscar A. Tingelstad Decorah, Iowa
1900—C. A. Anderson Redmond, Wash.
1900—August Buschmann Seattle, Wash.
1900—Richard Isachson Eureka, Cal.
1901—Gilbert Anderson Ellingson, N. Dak.
1901—G. W. Brown Oakland, Cal.
1901—G. R. Haukelie Aberdeen, Wash.
1902—Arnie Hanson Seattle, Wash.
1902—Rudolph E. Hamry Kindred, N. Dak.
1902—Mrs. H. F. Kempe (nee Nellie Brakke) Astoria, Ore.
1902—Oliver Rindal (deceased) Seattle, Wash.
1902—T. W. Magelssen Seattle, Wash.
1903—Christine Harstad Parkland, Wash.
1903—E. E. Huseby Petersburg, Alaska
1903—Theodore Iles (deceased) Arlington, Wash.
1903—Marie C. Johanson Portland, Ore.
1903—K. T. Knutson Everett, Wash.
1903—Emil Nelson Ballard, Wash.
1903—Harold H. Pederson Los Angeles, Cal.
1903—Mrs. A. A. Tingedstad (nee Alfield Tvete) Decorah, Iowa
1904—A. M. Anderson Brownville, Wash.
1904—Oscar V. Aberg Worcester, Mass.
1904—J. G. Lund Tacoma, Wash.
1904—F. C. Moehring Snohomish, Wash.
1904—Ella Olson Stanwood, Wash.
1905—George Harstad Albion, Wis.
1905—Lewis Moe Ellensburg, Wash.
1905—Alfred I. Smith Kennewick, Wash.
1905—Edwin Anderson Parkland, Wash.
1905—Carlo S. Loven Tacoma, Wash.
1905—Floyd Sather Chimacum, Wash.
1905—Olaf Bendixon Pullman, Wash.
1906—John H. Molstad Gales Creek, Ore.
1906—I. J. Erickson Seattle, Wash.
1906—P. H. Ongstad Seattle, Wash.
1906—Marius Mesford Poulsbo, Wash.
1907—Mrs. Dean Ashcroft (nee Blanche Benner) Tacoma, Wash.
1907—Mrs. C. D. Milhoane (nee Maud Benner) Tacoma, Wash.

1907—Margrete T. Knudson	Tacoma, Wash.
1907—Mathias H. Forde	Ballard, Wash.
1907—John Nelson	Oakland, Cal.
1907—John Schau	Seattle, Wash.
1907—Even Berg	Clayton, Wash.
1907—Charles G. Bentson	Silverton, Ore.
1907—Ole Linvog	Seattle, Wash.
1908—Otto Widen	Seattle, Wash.
1908—Julius Alberg	Sumner, Wash.
1908—M. O. Hatteberg	Silverton, Ore.
1908—M. T. Tingelstad	Silverton, Ore.
1908—Melvin A. Larson	Ballard, Wash.
1908—C. Herman Johnson	Everett, Wash.
1908—Clara J. Molden	Parkland, Wash.
1908—P. B. Jacobson	Oro Grande, Idaho
1908—J. H. Smith	Parkland, Wash.
1908—Alexander Ostrom	Astoria, Ore.
1908—Lars Mahlberg	Olympia, Wash.
1908—Bernard J. Berg	Barlow, Ore.
1909—John Hogberg	Bellingham, Wash.
1909—Edw. G. Blom	Fairfield, Wash.
1909—Edwin Tingelstad	Silverton, Ore.
1909—Oscar A. Larson	Parkland, Wash.
1910—Hans Staurust.	
1911—John V. Hills	Alberni, B. C.
1911—L. C. Thynness	Berkeley, Cal.
1911—E. B. Houke	Astoria, Ore.
1911—Ole Torget	Seattle, Wash.
1911—A. H. Foss	Tacoma, Wash.
1911—Milton C. Hoff	Lawrence, Wash.
1911—Wm. Hjertaas	Tolt, Wash.
1911—Carl L. Hansen	Junction City, Ore.

STENOGRAPHIC COURSE

1902—Mrs. O. A. Tingelstad (nee Alfield Tvete)	Decorah, Iowa
1904—Bertha Erickson	Quincy, Ore.
1904—Ludvig Larson	Hoople, N. Dak.
1905—Anna Molden	Parkland, Wash.
1905—Alfred I. Smith	Kennewick, Wash.
1905—Nils Jeldness	Astoria, Ore.
1905—Clare R. Knudson	South Bend, Wash.
1907—Mrs. Dean Ashcroft (nee Blanche Benner)	Tacoma, Wash.
1907—Mrs. C. D. Milhoane (nee Maude Benner)	Tacoma, Wash.
1907—Mrs. Hugh Sales (nee Louise Brottem)	Parkland, Wash.
1907—Mrs. Chambers (nee Alice Merifield)	Seattle, Wash.
1907—Karl F. Fredrickson	Ballard, Wash.
1907—Margrete T. Knudson	Tacoma, Wash.
1908—P. C. Lee	Bellingham, Wash.

1908—Alexander Ostrom	Astoria, Ore.
1908—Bertha Harstad	Parkland, Wash.
1908—Gena Brudvig	Barlow, Ore.
1908—H. L. Dahl	Parkland, Wash.
1909—H. P. Hansen	Silverton, Ore.
1909—E. G. Blom	Fairfield, Wash.
1909—Mary W. Sales	Parkland, Wash.
1909—Emma H. Wallin	Minot, N. Dak.
1909—C. A. Wallin	Minot, N. Dak.
1910—Ella Tvete	Arlington, Wash.
1910—Margot Sende	Lake Bay, Wash.
1910—Ida Waale	Tacoma, Wash.
1910—Inga Waale	Tacoma, Wash.
1910—Minnie Hong	Parkland, Wash.
1911—Ina Cooper	Wolford, N. Dak.
1911—Clara M. Madsen	Santa Barbara, Cal.
1911—Jennie Foss	Everett, Wash.
1911—Helmer Halvorson	Poulsbo, Wash.
1911—John L. Hogberg	Bellingham, Wash.
1911—Laura Ellefson	Portland, Ore.
1911—A. H. Foss	Tacoma, Wash.
1911—Clara L. Oss	Tacoma, Wash.

COLLEGE PREPARATORY COURSE

1902—Ingebret Dorrum	Fergus Falls, Minn.
1910—Clara Christensen	Parkland, Wash.
1910—Mathias H. Forde	Seattle, Wash.
1910—Aletta Greibrok	Parkland, Wash.
1902—Oscar A. Tingelstad	Decorah, Iowa
1903—John C. Goplerud	Silverton, Ore.
1903—Lars Jensen	Salem, Ore.
1903—Ludvig Larson	Hoople, N. Dak.
1905—Alfred Halvorson	Weme, Minn.
1905—George Harstad	Parkland, Wash.
1907—Iver A. Opstad	Reineck, Iowa
1908—Frank W. Peterson	Bellingham, Wash.
1908—Gynther Storaasli	Tacoma, Wash.
1909—Aanon Greibrok	Decorah, Iowa
1909—Alfred E. Wedeberg	Tacoma, Wash.
1910—Martin Leque	Stanwood, Wash.
1911—Walter J. Maakestad	Sutton's Bay, Mich.
1911—Oliver Harstad	Parkland, Wash.
1911—Joseph Husby	Arlington, Wash.
1911—H. A. Hendricksen	Eureka, Cal.
1911—Conrad Gaard	Parkland, Wash.
1911—Alfonso Lee	Bellingham, Wash.
1911—Martin Olson	Chinook, Wash.

STUDENTS 1910-11

Aaberg, Joseph	Fry, Leland
Aaberg, Mabel	Gaard, Conrad
Adams, Nellie	Gaard, Grace O.
Afdem, Ellen	Gerhardson, Carl
Afdem, Marion	Glassoe, Otelia
Afdem, Ruth	Greibrok, Lydia
Anderson, Andrew	Haagenson, Gust
Anderson, August	Halvorson, Herman, G.
Anderson, Olav	Halvorson, Helmer
Anderson, Soren	Habostad, Peter L.
Arntzen, Edward	Hannus, Alexander
Arntzen, Kathryn	Hanson, C. L.
Arnason, Trygve	Hanson, Fred
Austad, Lars	Hansen, Ingolf
Beck, Andrew	Hanseth, Olaf
Belsvik, Lars	Haraldson, August
Benson, Obed	Harstad, Bertha
Berg, Olaf	Harstad, Oliver
Berglund, Albin	Harstad, Theander
Bernhoff, Axel	Haugen, Karollus
Billroth, Helga	Hauke, E. B.
Borsheim, Elling	Hausness, J.
Braut, Peter	Hendricksen, H. A.
Christensen, Agnes	Hilm, Ordin
Cooper, Ina	Hills, J. V.
Culp, Charles	Hjertaas, Anna
Dahl, Walter	Hjertaas, William
Danielson, Ella	Hoff, M. C.
Eagles, Earl	Hoffman, Bernice
Ekern, Andrew	Hogberg, John L.
Elden, Gudrun	Holand, Harold
Ellason, Edwin	Holm, Gustav
Ellefsen, Laura	Hong, Ellen O.
Elvedahl, Ove	Hoskins, Minnie
Enge, Kathrine	Howem, Johanna
Erickson, Elida	Husby, Joseph
Fangsrud, Sherman	Iverson, Harold
Fangsrud, Ruth	Jernstrom, Arthur
Fisher, Ethel	Jetland, Nicolai
Fjelde, Ida	Jetland, Sigurd
Fladeboe, Edward	Johnson, Anton
Foreland, Magdalene	Johnson, Arvid
Forsman, Else	Johnson, Olav
Foss, A. H.	Johnson, Selmer
Foss, Jennie	Johnson, Sidney
Fossen, Fred	Jorgenson, Jorgen

Kittelson, Lena O.
Kittleson, Tina
Kjerland, Olai
Knudson, Lily
Knudson, Marie R.
Knudson, Nora
Knutson, Lasse
Kulsley, John
Larson, Martin
Larson, Nettie
La Fromboise, George
Lee, Alfonso
Lee, P. A.
Leque, Nils M.
Lindvog, Anton
Lobeck, Oscar
Liland, Isak
Liland, Martin
Lilleland, Olav
Lunden, O.
McKinley, Lena M.
Maakestad, Walter
Madsen, Clara M.
Magnusson, Conrad
Mathiasson, Magnus
Martin, Mabel
Martin, John A.
Moen, Johann
Monset, Andrew
Nelson, Andrew
Nelson, Henry
Nelson, Henry
Nelson, Louis
Nelson, Ole O.
Nordstrom, Erick
Nordstrom, Selma
Norgaard, Gunnar
Offerdahl, John Henry
Ohlson, Lawrence H.
Olson, Andrew
Olson, Carl

Olson, Florence
Olson, Oliver
Olson, Oscar
Oss, Clara L.
Otteson, Jacob A.
Peterson, Elmer L.
Rosso, Leonard R.
Roen, Louis
Rorvik, Theo. P.
Robstad, G. H.
Rodseth, C. M.
Ronnei, Christine
Rynning, Lars
Storaaslie, Signe G.
Storaaslie, Gerhard
Storaaslie, Theodore
Sandstrom, George
Sather, Ole
Schmidt, Fred
Sethen, Sam
Siverson, Carl
Skattebol, Signe
Skjervem, Gustav
Skrondal, Ed.
Sorenson, C. A.
Sorenson, Hans
Stub, Walter
Sundell, Lee
Tantari, Eino
Thompson, Arthur
Thynness, Louis
Tollem, Anna
Torget, Ole
Tornensis, Bertha
Torvanger, Henry
Underdahl, Gilbert
Vik, Ingvald
Vevelstad, Sverre H. P.
Virach, Jennie
Weik, Hohn
Wenneck, Andrew

