

Pacific Lutheran College

BULLETIN

Vol. 1

June 1921

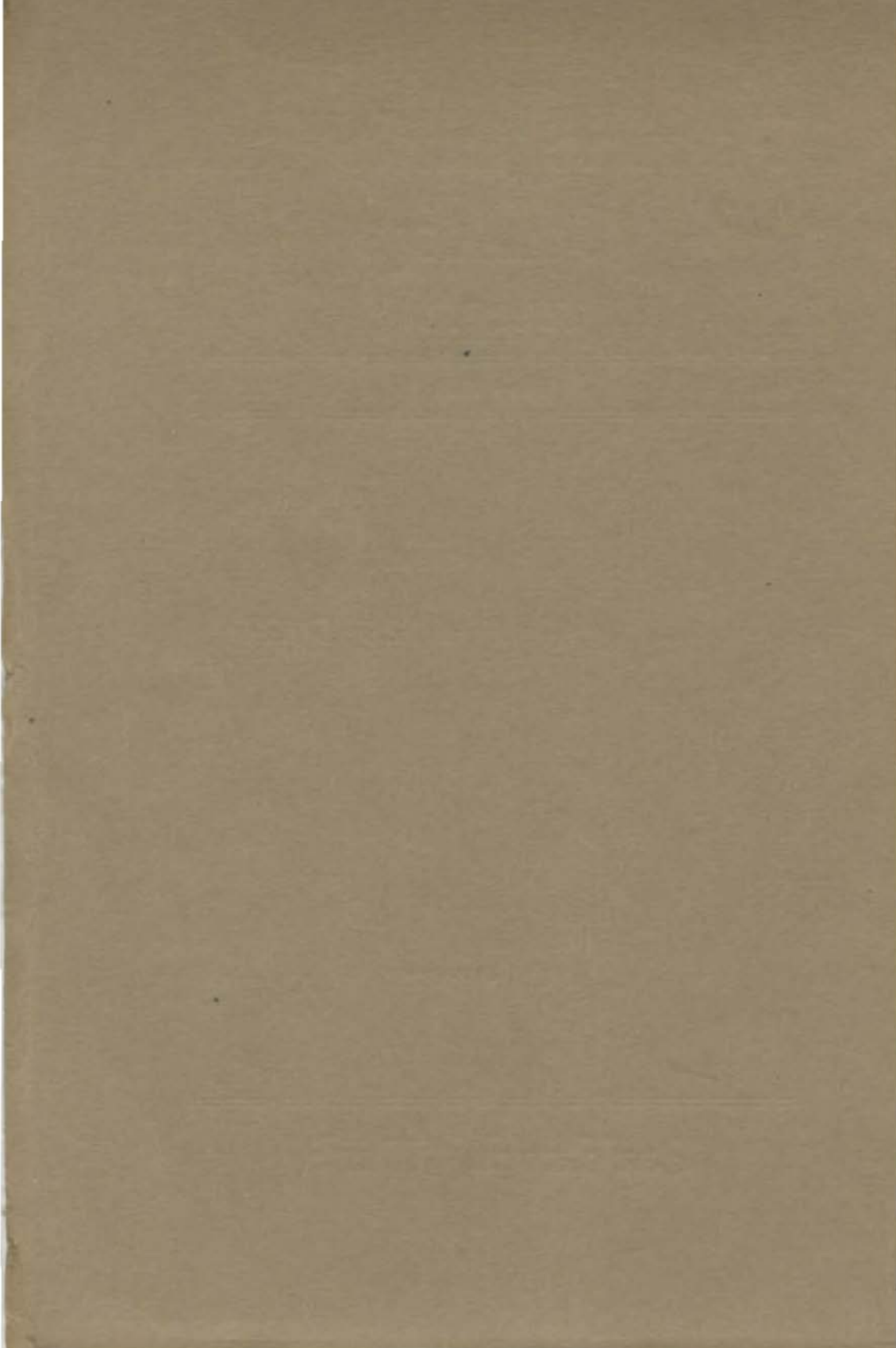
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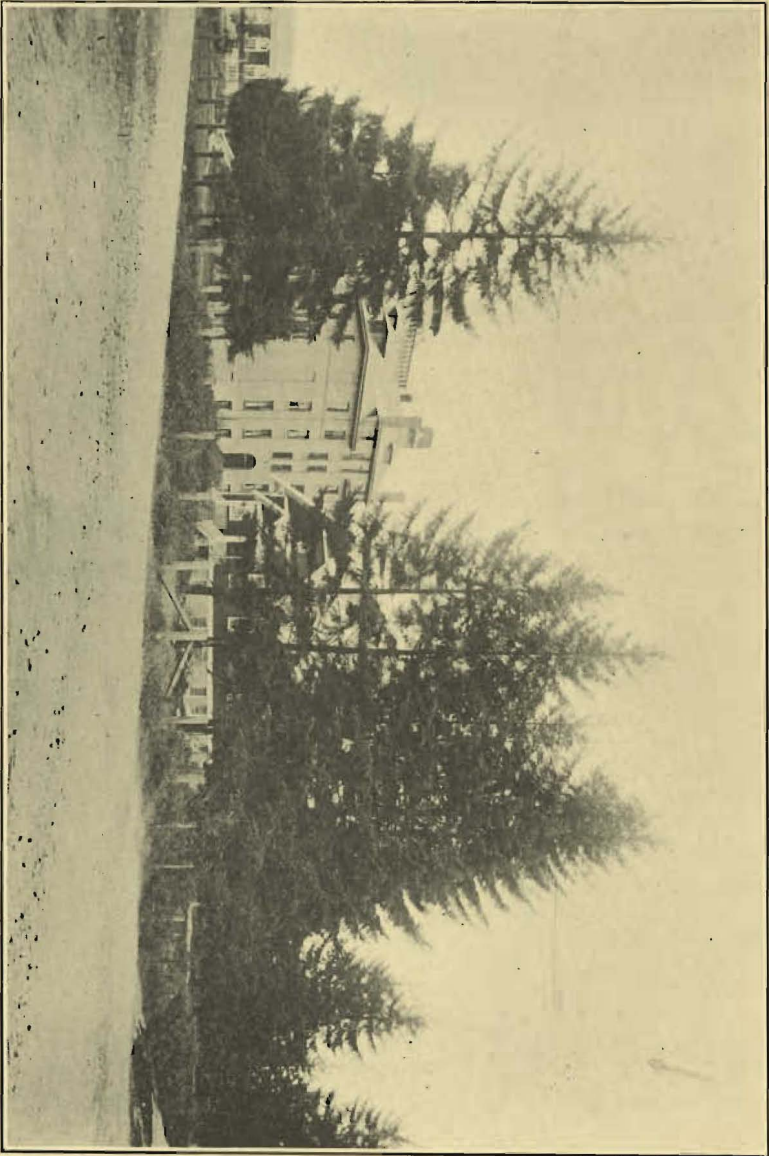
*First Annual
Catalog for 1920-1921*



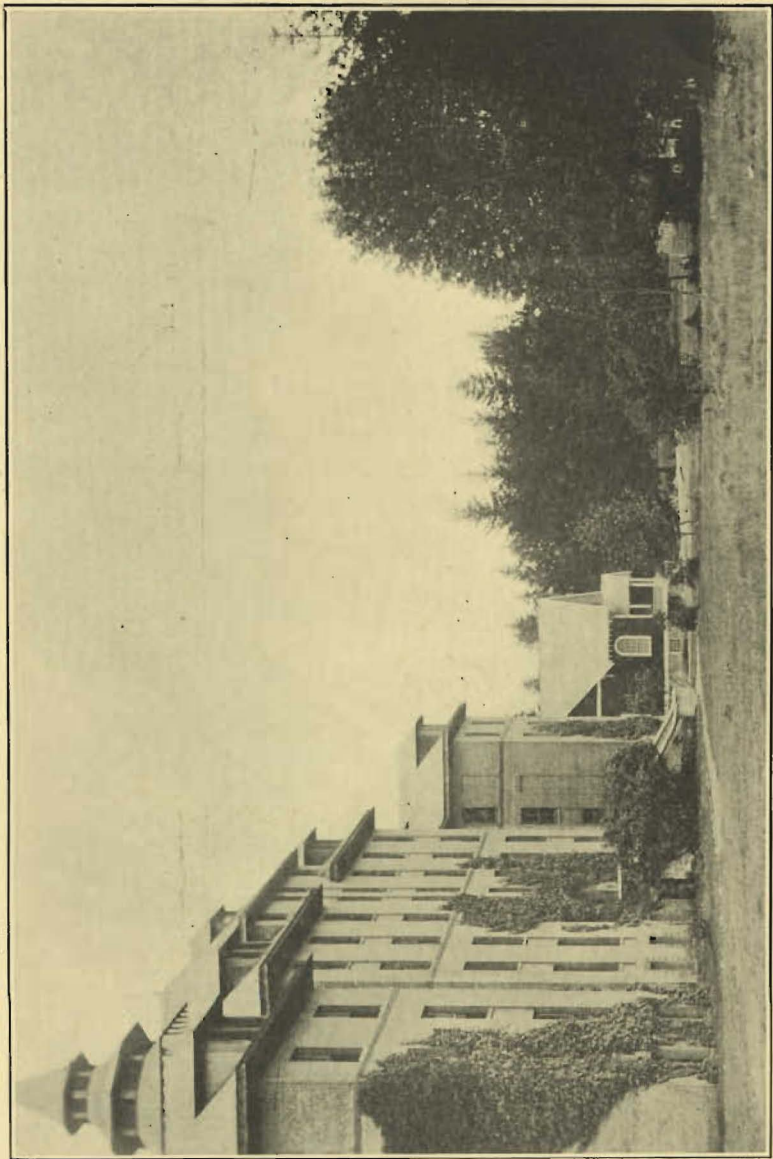
*Announcements for
1921 - 1922*

Parkland, Wash





THE BUILDINGS FROM THE NORTHEAST



MAIN BUILDING AND CHAPEL FROM THE SOUTH

Pacific Lutheran College

BULLETIN

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June 1921

No. 3

First Annual
Catalog for 1920-1921



Announcements for
1921 - 1922

Parkland, Wash

School Calendar

1920-21

I Semester

Registration	Monday, Oct., 4
Formal Opening	Tuesday, Oct. 5
Dedication Service	Sunday, Oct. 17
Thanksgiving	Thursday, Nov. 25
2nd Quarter begins	Monday, Dec. 6
Christmas Recess begins	Thursday, Dec. 23

1921

Christmas Recess ends	Monday, Jan. 3
Semester Examinations begin	Wednesday, Feb. 2

II Semester

Registration	Monday, Feb. 7
Reunion	Sat. and Sund., Feb. 19-20
Washington's Birthday	Tuesday, Feb. 22
Easter Recess	Thursd.-Mond., March 24-28

4th Quarter begins	Monday, Apr. 11
Decoration Day	Monday, May 30
Baccalaureate Service	Sunday, June 5
Final Examinations begin	Tuesday, June 7
Commencement	Friday, June 10
Alumni Day	Saturday, June 11

1921-22

I Semester

Registration	Monday, Sept. 19
Formal Opening	Tuesday, Sept. 20
Dedication Program	Friday, Oct. 14
Reformation Program	Monday, Oct. 31
2nd Quarter begins	Monday, Nov. 21
Thanksgiving	Thursday, Nov. 24
Christmas Recess begins	Thursday, Dec. 22

1922

Christmas Recess ends	Monday, Jan. 2
Semester Examinations begin	Wednesday, Jan. 18

II Semester

Registration	Monday, Jan. 23
Reunion	Wednesday, Feb. 22
Washington's Birthday	Wednesday, Feb. 22
4th Quarter begins	Monday, March 27
Easter Recess	Thursd.-Mond., Apr. 13-16
Baccalaureate Service	Sunday, May 21
Final Examinations begin	Tuesday, May 23
Commencement	Friday, May 26
Alumni Day	Saturday, May 27

Faculty 1920 - 1921

XAVIER, J. U., A. B. Luth. Col., Act. Pres.

Religion, History, Latin, Botany

LARSON, LUDVIG, Asst. Treas.

Commercial Branches, Mathematics, Penmanship

HAUGE, Ph. E. R., A. B. St. Olaf, Dean of Men

English, Psychology, Geography

VELDEY, S. F., A. B. St. Olaf, Coach

French, Physics, Mathematics

ELLISON, MISS ALPHA, Preceptress

English, History, Citizenship

JESSEN, MISS MARGARETHE, Secretary

Shorthand, Typewriting, Preparatory English, Voice

NIELSEN, MISS LIZZIE

Music Department, Preparatory English

NEW TEACHERS FOR 1921

STUEN, O. J., M. A., U. of Wash.

Languages, Science, Mathematics

JORGENSEN, N. S., M. A., U. of Chicago

History, Language, Education

HOLUM, M.

Commercial Branches, Arithmetic

Called for 1921

NAESS, REV. J. A. E., President

Religion, History

BOARD OF TRUSTEES

REV. O. HOLEN, Pres. Tacoma, Wash.

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REV. O. J. ORDAL Tacoma, Wash.

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SCHOOL PHYSICIAN

DR. EVAN HYSLIN 703-7 Jones Block, Tacoma

Christian Education

Says R. W. Babson, "The need of the hour is not more factories or materials, not more railroads or steamships, not more armies and navies, but rather more education based on the plain teachings of Jesus Christ."

To this we fully subscribe. The Lutheran Church has always advocated education—education of all the people, but not an education of the mind and body alone. We want an education which includes the heart also; an education of the moral nature of man; an education, if you please, of the soul.

We believe that without public education there can be no great political liberty, no great social advancement, no real manhood or womanhood, because men become mentally stunted. But we also believe that a true education must take into consideration the religious aspirations of man, or he will become morally stunted.

In our church schools the classes are not as large as in most of our public institutions at the present time, and for this reason greater attention can be given to the individual pupil. The teacher does not lose that personal touch with his pupils which is so essential to good teaching and learning.

Then again, whence is the church to get its teachers and pastors? Were we to rely on our state institutions alone the church would soon be without leaders.

But we need our church schools, not only for leadership, but for the common walks of life as well. We need devout, enlightened, alive members as well in the pews as in the pulpits. We do not hold that "Ignorance is the mother of devotion," unless it be of an ignorant devotion, and such a devotion is not a result of, nor has it anything to do with the biblical attitude of "I know."

For these reasons we build and maintain our church schools. These are needs no other institutions can meet.

OUR AIM

To reach as many as we can of our own church, and also to open our doors to those who may affiliate with other churches or with no church.

To help the backward pupil and to spur on the more gifted.

To do as much good as we can in teaching and discipline to as many as possible.

To give the special student as much attention as the regular, and to guide each till he, by the growth of his intellectual and moral powers, shall have overcome the difficulties he has been laboring under.

To inculcate regular habits of life.

To help each one to become a law unto himself.

To serve as a stepping stone to a higher education whether in church or in state.

To educate the whole man and help our boys and girls to become men and women of character.

To educate for a life of usefulness.

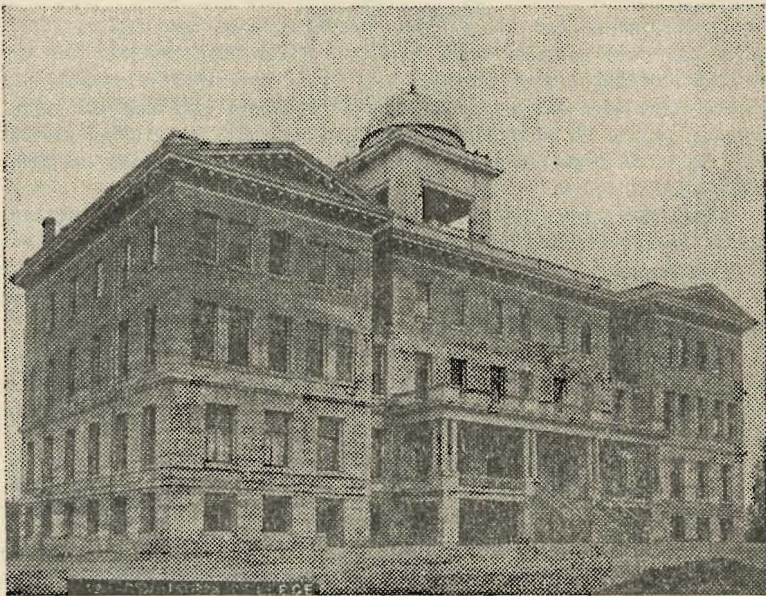
To nourish and strengthen the faith of our fathers, a firm belief in Christ and Christianity.

To help in supplying workers for our schools, our congregations and our missions.

HISTORICAL SKETCH

The Pacific Lutheran Academy at Parkland, Wash., was established by members of the Norw. Ev. Luth. Church of America. It began its work in 1894 and continued until 1918, the last year in conjunction with the College at Everett. In its field it ranked as one of the best in the state.

The Columbia Lutheran College was built at Everett, Wash., by members of the United Norw. Luth. Church of America. It opened its doors for pupils in 1909, and continued its work till the spring of 1919. From 1911 it was under the direct management of the United Church.



COLUMBIA LUTHERAN COLLEGE

In 1919 both schools were closed to pupils, and the consolidated school, The Pacific Lutheran College, which was to be located at Parkland, Wash., began its preparation for taking up the work under the new auspices. During the summer of 1920 the P. L. A. main building was thoroughly renovated, and a chapel was built. On Oct. 4, 1920, registration began, and the new school took up its work of education.

LOCATION

Parkland is a suburb of Tacoma. Its name indicates the nature of its scenery. To the west lie the broken, rugged, snow-capped Olympic Mountains; to the east and south stretch the Cascade Mountains with their wooded foothills and the towering peaks. Here, serene and majestic, rises the snowy dome of Mt. Tacoma, the heavenward pointing, nourishing mother—a vision not to be forgotten, never the same, always sublime, whether crowned by a storm cap of clouds, or roseate with the glow of morning, or still and milky white under the blaze of day, or tinted by the setting sun.

Within this frame lies Parkland, its prairies dotted with groves and clusters of trees, its nesting homes, and the Clover Creek winding like a band of silver below the hill on which the P. L. C. is located.

THE BUILDINGS

The Main Building. This is a massive five-story structure of brick, 190x82 feet. It was thoroughly renovated last summer. In the basement are located the heating system, the kitchen, dining room, the chemical and biological laboratories, the boys' showers. The first floor contains all the offices, the reception room, the reading room, guest rooms, two class rooms and two suites for teachers. On the second floor are four classrooms, the library and students' rooms, and on the third floor thirty-seven students' rooms and the boys' and girls' hospital rooms. It is furnished with city light and water, and has its own light and water system for an emergency. The rooms are light and pleasant.

When the fourth and fifth stories are finished the building will house about 250 pupils.

The Chapel was erected at a cost of about \$7,000 last summer. It is a frame building, 40x60 feet, with a full concrete basement. The basement has an assembly room and a fully equipped kitchen.

The Gymnasium, one of the best on the west coast, is a frame building on a concrete basement, 160x50 feet. The main floor has a fine running track, a large stage, dressing rooms, a moving picture outfit and an open floor for games of 50x80.

The basement when finished will contain a swimming pool, 20x48, locker rooms, etc.

THE LIBRARY

The school library at present has a collection of some 5,500 books and pamphlets, besides a quantity of unbound magazines. The largest

single additions to the library have been: Rev. J. O. Hougen (about 400), Rev. C. N. M. Carlsen (some 350), Prof. J. M. Clary (some 200), Prof. A. O. Aaberg (about 130). When the books from Columbia College are added it will materially increase the library and enhance its value. The library fee is used for improving and enlarging this part of our school equipment.

THE CAMPUS

The College campus comprises about eighteen acres, a fine playground for the pupils. There are the base ball diamond, two tennis courts and the croquet courts.

OUR TEACHERS

While the Pacific Lutheran College 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 College 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.

For the coming year additional teachers have been engaged, and the Board has exercised great care in the selection.

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 improve themselves, and it is unnecessary to add that they invariably succeed.

The past year eight nationalities and six church bodies were represented at our College.

EQUIPMENT

Due to lack of funds our equipment is not yet what we hope soon to make it by the help of our friends. Here is a splendid field of work for the Y. P. S.'s, the Alumni Association and Student Societies.

The Physical Laboratory has a somewhat adequate equipment but our other laboratories are as yet in their beginning.

The school also has a moving picture machine and a balopticon.

As to pianos, typewriters see under Music Department and under Typewriting.

Courses of Study

Special efforts have been made to arrange the branches of the various courses in their natural order. Pupils are therefore required to select and follow some particular course of study, and will, as a rule, find it to their advantage to do so. Only under special circumstances will a pupil be allowed to omit a study from the course which he has selected.

Beginners' English Course

First Semester—	Hours*	Second Semester—	Hours
Religion I	2	Religion I	2
English A	5	English A	5
Spelling I	5	Spelling I	5
Arithmetic I	5	Arithmetic I	5
Penmanship	3	Penmanship	3

* The "hours" means 2, 3 or 5 hours per week.

This course is especially designed to meet the needs of foreigners, but young men and women, who, from want of opportunity, or from other causes, have been deprived of the advantages of even an education equal to that of the fifth or sixth grade, will also here find an excellent opportunity to make up what they have lost.

The main stress is put on the study of English; and the greatest care is taken that the pupil may learn to read well, spell correctly, speak and write the language with a fair amount of skill, write a good hand, and be thorough in arithmetic.

The study of Bible History is taken up in this year—not in a way designed for children, but for persons of more mature age.

No pupil has ever been refused admission because he was too old or knew too little. From 14 to 40 has been the slogan, but even 50 is not too old.

Those who are able to do so will be permitted to take up some subjects in the Preparatory Course also.

Preparatory Course

First Semester—	Hours	Second Semester—	Hours
Religion II	2	Religion II	3
English B	5	English B	5
Spelling II	3	Spelling II	3
Arithmetic II	5	Arithmetic II	5
Political Geography	5	Political Geography	5
Citizenship	5	Citizenship	5

The work in this year corresponds, in a general way, to that pursued in the seventh and eighth grades of our public schools. While

elementary in character, it is planned for young men and women, rather than for children.

For explanation of the subjects refer to "Subjects," beginning on page 16.

BUSINESS DEPARTMENT

Commercial Course

First Semester—	Hours	Second Semester—	Hours
Religion II-VIII	2	Religion II-VIII	2
English I-IV	5	English I-IV	5
Business English VIII.....	5	Commercial Law	5
Spelling III	3	Spelling III	3
Arithmetic IV and Rapid Calculation	5	Arithmetic IV and Rapid Calculation	5
Bookkeeping	10	Bookkeeping	10
Typewriting	10	Typewriting	10
Penmanship	3	Penmanship	3

This course is designed to prepare young men and 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. The business world and the government are constantly calling for well trained men and women to fill positions.

A pupil who has a good elementary knowledge of reading, spelling, grammar and arithmetic can complete the course in nine months. One who is deficient in one or more of these subjects will require longer time. No one will be allowed to graduate who has not at least completed English I, and all below eighteen years of age should finish one year of High School before taking up this course.

What is taught. The pupil is taught the following very important things: A good business handwriting; good business English; a knowledge of punctuation; how to write a correct business letter that will command attention; how to use the typewriter; how to solve all kinds of practical problems in arithmetic rapidly and accurately; 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 the pupil who has completed it shall be able, readily, to adapt himself to any ordinary system or sets of books, involving either single or double entry bookkeeping, as used in the business world.

Stenographic Course

First Semester—	Hours	Second Semester—	Hours
Religion II-VIII	2	Religion II-VIII	2
English I-IV	5	English I-IV	5
Spelling III	3	Spelling III	3
Shorthand	5	Shorthand	5
Typewriting	5	Typewriting	5
Penmanship	3	Penmanship	3
		Office Work	

This course is designed for those who wish to prepare for general office work. The time required to complete this course is nine months, but to do so successfully, the student must be able to write a good hand, spell well and have a good command of the English language. One who is deficient in any of these branches must spend sufficient time in attaining the required standard of scholarship before taking up the study of shorthand. The minimum of English required for graduation from this course is English I.

The use of shorthand and typewriting is continually being extended, and at the present time more opportunities are offered to the competent stenographer than to any other profession. There is a constant call for efficient workers in the field. The modern business office is not fully equipped without one or more stenographers. The United States' civil service commission is calling for more candidates to supply the shortage of eligibles who are trained in both stenography and typewriting, for employment at Washington, D. C., and various government offices throughout the United States. To the college student, shorthand is of great 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. Aside from its specific commercial value, shorthand affords a splendid training in mental discipline and awakens push, energy and activity.

Speed Requirements: To graduate from this course, the 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 at twenty-five words a minute.

ACADEMIC DEPARTMENT

English and Modern Language Courses

Classical Courses

Scientific Course

First Year		Second Year		Third Year		Fourth Year	
1st Semester	Hrs.	2d Semester	Hrs.	1st Semester	Hrs.	2d Semester	Hrs.
Religion III	2	Religion III	2	Religion V	2	Religion V	2
English I	5	English I	5	English III	5	English III	5
Arithmetic III	3	Arithmetic III	3	For. Lang. IorII	5	For. Lang. IorII	5
Algebra I	5	Algebra I	5	Med. History	5	Psychology	5
Phys. Geography	5	Phys. Geography	5	Psychology	5	Botany	5
For. Lang. I	5	For. Lang. I	5	Geometry II	5	Algebra II	5
Penmanship	3	Penmanship	3	Latin I-III	5	Manual Training	5
Latin I	5	Latin I	5				
Second Year							
Religion IV	2	Religion IV	2	Religion V	2	Religion V	2
English II	5	English II	5	English III	5	English III	5
For. Lang. IorII	5	For. Lang. IorII	5	For. Lang. IorII	5	For. Lang. IorII	5
Anc. History	3	Anc. History	3	Med. History	5	Psychology	5
Physiology	3	Physiology	3	Psychology	5	Botany	5
Geometry I	5	Geometry I	5	Latin I or II	5	Manual Training	5
Latin I or II	5	Latin I or II	5				
Third Year							
Religion V	2	Religion V	2	Religion V	2	Religion V	2
English III	5	English III	5	English III	5	English III	5
For. Lang. IorII	5	For. Lang. IorII	5	For. Lang. IorII	5	For. Lang. IorII	5
Med. History	5	Med. History	5	Med. History	5	Psychology	5
Psychology	5	Psychology	5	Psychology	5	Botany	5
Geometry II	5	Geometry II	5	Latin I-III	5	Manual Training	5
Latin I-III	5	Latin I-III	5				
Fourth Year							
Religion VI	2	Religion VI	2	Religion VI	2	Religion VI	2
English IV	5	English IV	5	English IV	5	English IV	5
For. Lang. II	5	For. Lang. II	5	For. Lang. II	5	For. Lang. II	5
Mod. History	5	Mod. History	5	Mod. History	5	Mod. History	5
U. S. History	5	U. S. History	5	U. S. History	5	U. S. History	5
Physics	5	Physics	5	Physics	5	Physics	5
Latin II-IV	5	Latin II-IV	5	Latin II-IV	5	Latin II-IV	5

* For explanation of studies cfr. pages 16-31

ACADEMIC DEPARTMENT

Graduates from the eighth grade of our parochial schools and from the public schools will be admitted to any of these courses without examination on presentation of credentials from the respective schools. Applicants who lack the necessary preparation may obtain the same in our Preparatory Course.

The aim of the courses is to prepare the pupil for life, or for a continuation in our own College or Normal Departments, the State College, our University, or any of the Normal Schools of the state. The preparation is thorough, and our pupils will rank with any from our High Schools. Our former school ranked as one of the best in the state at our University, and the P. L. C. is not going to lower the standard of scholarship.

COLLEGE DEPARTMENT

This department constitutes the Junior College. The reason for this department is chiefly that our own young people may be kept under the influence of our church education as long as possible, that they may be better grounded in the truths of the Christian doctrines, that their faith may be stronger and more mature before they come under the dissolving influences of our irreligious state institutions. If it is true, what a young man from our University said, "It is hard for a young man to retain his Christian faith under the influence of these teachers," it behooves the Christian Church to see to it that they may be spared this temptation in the more impressive years of their youth.

Our church needs pastors; our schools, teachers, and no better place for preparation for these callings can be found than at our own schools.

Furthermore, our state schools are so crowded that they can not adequately accommodate all the students. The teacher becomes more or less only a lecturer; the individual supervision is to a great extent lacking. This, no doubt, partly explains the great number of failures in the first years of the State Colleges. Nor is this the fault of the teachers, but a result of the lack of teachers and classrooms.

We have taken up with the University the matter of getting our Junior College accredited, so our graduates will not need to take an examination to enter the Sophomore or the Junior year as the case may be.

The requirements for entry are the same as those of the University of Washington Cfr. credits, page 32.

COLLEGE DEPARTMENT

Modern Language Course

Classical Course

Scientific Course

Freshman Year

1st Semester		2d Semester		1st Semester		2d Semester	
Hrs.	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.
Religion VII	2	Religion VII	2	Religion VII	2	Religion VII	2
English IV, V	5	English IV, V	5	English IV, V	5	English IV, V	5
For Lang. III	5	For Lang. III	5	For Lang. III	5	For Lang. III	5
Trigonometry	5	Hist. of Educ.	5	Trigonometry	5	Trigonometry	5
Chemistry	5	Chemistry	5	Chemistry	5	Chemistry	5
Latin III-V	5	Latin III-V	5	Latin III-V	5	Latin III-V	5
Greek I	5	Greek I	5	Greek I	5	Greek I	5

Sophomore Year

Religion VIII	2	Religion VIII	2	Religion VIII	2	Religion VIII	2
English V, VI	5	English V, VI	5	English V, VI	5	English V, VI	5
For Lan. III, IV	5	For Lan. III, IV	5	For Lan. III, IV	5	For Lan. III, IV	5
Economics	5	Economics	5	Economics	5	Economics	5
Latin IV-VI	5	Analy. Geometry	5	Analy. Geometry	5	Analy. Geometry	5
Greek II	5	Latin IV-VI	5	Latin IV-VI	5	Latin IV-VI	5
		Greek II	5	Greek II	5	Greek II	5

NORMAL DEPARTMENT

First Year

First Semester—	Hours	Second Semester—	Hours
Religion VII	2	Religion VII	2
English IV or V	5	English IV or V	5
English in Elementary Schools	5	English in Elementary Schools	5
Chemistry	5	Chemistry	5
Normal Art	3	Normal Art	3
Principles of Education	5	History of Education	5
Methods of Education	3	Methods of Education	3
State Manual	2	Agriculture	3
Music	2	Music	2

Second Year

Religion VIII	2	Religion VIII	2
English V or VI	5	English V or VI	5
Normal Art	3	Normal Art	3
Methods of Education	3	Methods of Education	3
Music	2	Music	2
Expression	3	Expression	3
Practice Teaching	3	Practice Teaching	3
Child Psychology	5	Tests and Measurements	3
Hygiene and First Aid	5	School Management	3

Why run a Normal Department with all the well equipped Normal Schools we have in Washington? The question is partly answered under the College Department. But we may add that graduates and students of the Normal Department of our former school have been so successful as teachers, both in the public schools and in our parochial schools, that we have felt the work ought to be continued. Besides we are getting requests from young men and women who wish to take up teaching as a vocation and who say, "We will come to your school, provided you have a Normal Department."

To enter this department, the applicant must have graduated from our Academic Department or from some accredited High School of the state. Cf. credits, page 22. Persons under sixteen years should not register for this course.

MUSIC DEPARTMENT

Plano	Violin	Voice
First Year		
Touch and Technique	Exercises	Breathing
Sight Reading	Bowing, Elementary	Voice Placing
Ear Training	Scales, Elementary	Sustained Notes
Cord and Scale Construction	Theory, Elementary	Scales
Elementary Harmony-1	Easy Pieces	Exercises
Easy Pieces		Simple Songs
Duets		
Second Year		
Touch and Technique	Technique	Breathing
Arpeggios	Scales	Voice Placing
Selections	Bowing	Articulation
Harmony 1	Sight Reading	Exercises
History of Music.. 1	Pieces	Songs
Third Year		
Touch and Technique	Technique	
Harmony 1	Scales, Arpeggios	
History of Music.. 1	Bowing	
Selections	Ensemble	
	Duets	
	Pieces	

Outline of Subjects

RELIGION

"The fear of the Lord is the beginning of wisdom," sang the psalmist (Ps. 111, 10), and the great Apostle Paul adds, "Godliness is profitable unto all things" (I Tim. 4, 8). And so religion, which is to teach us our duties toward God and our fellow men, and the mercy of God toward us, has been made a part of every course of our school.

In the interpretation of the Bible the teachings of the Lutheran Church are adhered to. The aim is to strengthen the faith, impart knowledge of Bible truths, and help the prospective parochial teacher to impart this knowledge to others.

I. Bible History. The Vogt's Bible History will be used as the textbook. Those who are not familiar with the Bible will gain a general knowledge of the Bible stories, and those who are familiar with them will gain a new insight, a deeper understanding of them. The stories will be illuminated by sidelights from history, from philology, from science and from daily experience.

II. Catechism and Explanation. The fundamental doctrines of the Christian faith are studied. What does the Bible teach on these questions? Its answers decides the matter. Other books on Christian doctrine will be used for parallel reading.

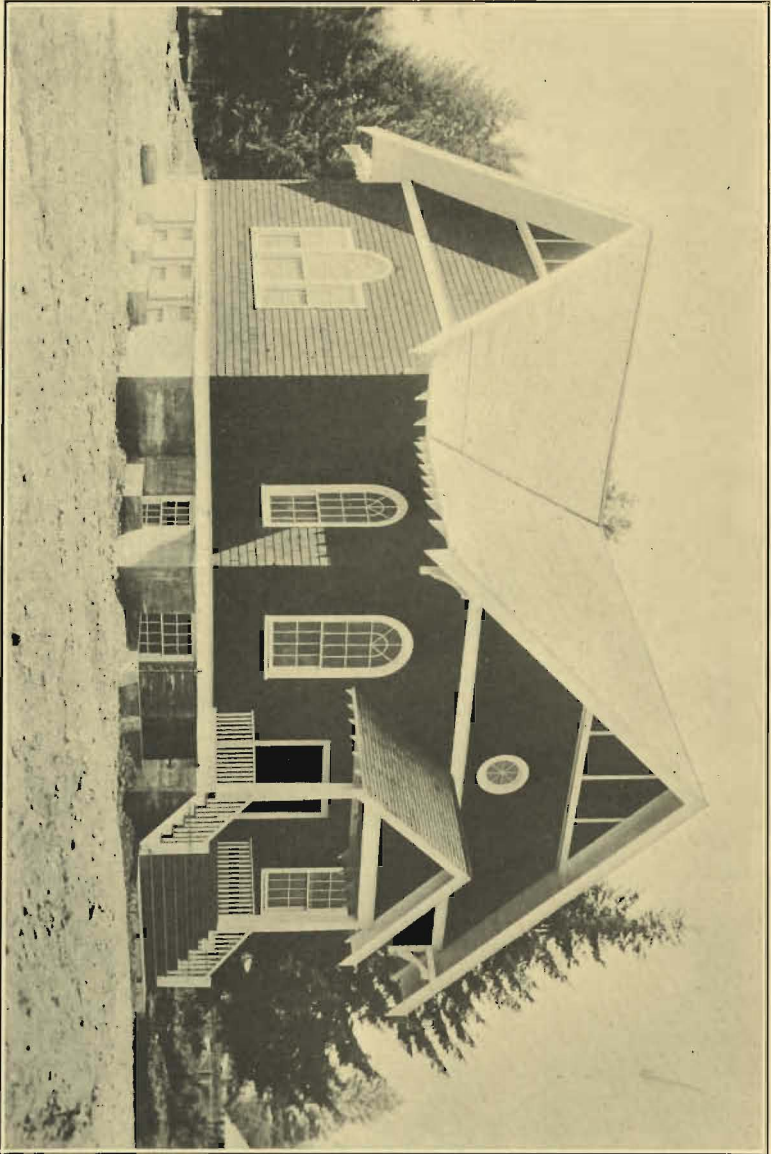
III. Gospels and Acts. A brief introduction will be given to the Gospels and the Acts after which one of the Gospels, or the Acts, will be taken up for more detailed study. In taking up the study of the Acts special emphasis is laid on the life of St. Paul.

IV. Romans to Revelation. After a brief survey of these writings, some of the Epistles, or the Revelation, will be taken up for fuller study.

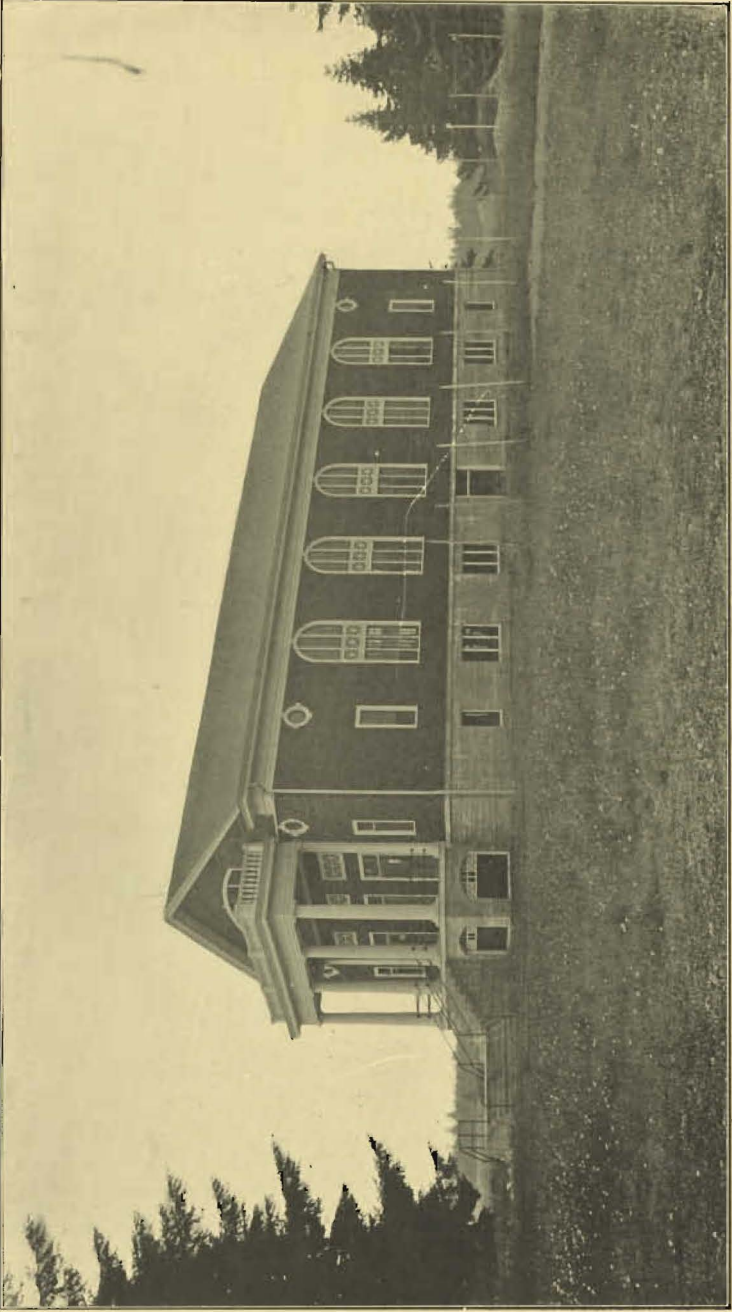
V. The Old Testament. A brief introduction will be given to the writings of the Old Testament. Part of the year will be spent in studying some of the psalms or some of the prophetic books.

VI. The Open Bible by Dr. O. M. Norlie will be used as a textbook. This book gives a masterly introduction to the Bible. It is a whole library on the Bible brought within the compass of about 700 pages. It is conservative, scholarly, and written in a language so simple that all can understand it.

VII. The Augsburg Confession. Every Lutheran ought to know what the teachings of his church are, what he, as a Lutheran, confesses, and the reasons for Luther's revolt against the Roman church.



THE CHAPEL



THE GYMNASIUM

And it will not hurt anyone else to become acquainted with this noble document.

VII. Church History. The Gospels and the Epistles teach us Christianity, the Acts show us the origin of the Christian Church, while the church history traces for us the growth of this church thru persecutions and controversies about doctrine. It shows us the rise and growth of the papacy, its suppression of the freedom of conscience, the Reformation under Luther, the division of the church into different denominations, and how thru it all, in spite of the fallacies and frailties of man, God's hand has guided and supported his Church.

LANGUAGES

ENGLISH

First learn the language of your own country, then as many more as you can.

The chief aims in teaching English are:

To assist the students to acquire an accurate and ready command of good English in speaking and in writing;

To stimulate and train the taste in reading;

To familiarize him with the best literature;

To furnish a spiritual and ethical stimulus and give him the basis for a judgment of literary values;

To open the storehouse of the world's best thoughts.

A. The Beginners' English:

Special Class for Foreigners: The school invites to this course foreign born men and women of all ages. Even those who have just arrived from Europe and are unable to speak English will find suitable classes. Special attention is given to the study of words, spelling, reading, pronunciation and conversation.

B. The Preparatory Class (7th and 8th grades):

The work in this department corresponds to that pursued in the seventh and eighth grades of the public school and is especially for the benefit of the young man or woman who has not had the opportunity to finish grade school, and who wish to prepare themselves to enter the academic classes. This course includes reading, spelling, grammar, penmanship, arithmetic and Bible study.

Students of any age will be admitted to this class without examination.

English I. Grammar. Review of the elements. Spelling—Chew's text.

Composition. A review of the mechanics of writing, narration, letter writing, word analysis.

Study in class—Dicken's A Christmas Carol, Scott's Ivanhoe, Lowell's Vision of Sir Launfal, Franklin's Autobiography.

Outside Reading. The Spy—Cooper; David Copperfield—Dickens; Snow Bound—J. G. Whittier; The Man Who Was—Rudyard Kipling; The Wasted Day—Richard Harding Davis; Chambered Nautilus—O. W. Holmes; The Gift of the Magi—O. Henry.

English II. Grammar. Review of the parts of speech.

Composition. Description and Exposition—Debates—Themes—Study of the Short Story.

Study in class—Shakespeare's Merchant of Venice, George Eliot's Silas Marner, Francis Parkman's Oregon Trail.

Outside Reading. The Other Wise Man—Henry Van Dyke; The Blue Bird—Maurice Maeterlinck; The Prince and the Pauper—Samuel L. Clemens; Twice Told Tales—Nathaniel Hawthorne; Counsel Assigned—Mary R. S. Andrews.

English III. Composition. The study and practice of writing English.

History of English Literature. A systematic study of the lives and works of the important English writers. A special study made of the following: Shakespeare's Hamlet, Milton's Paradise Lost and Ruskin's Sesame and Lilies. Outside reading required.

English IV. Grammar. Detailed study of verbs with especial attention to the forms and correct use of irregular verbs. Effort will be made to establish a correct usage of the English language.

Composition. Themes, Argumentation, Final Oration, Newspaper reporting on local enterprises and happenings, School Paper, Study of a Periodical.

History of American Literature.

A systematic study of the lives and writings of our leading American authors. Typical selections from their writings will be studied in connection with the biography and criticism, such as:

Washington's Farewell Address, Webster's Bunker Hill Oration, Lincoln's Addresses, and others.

Outside Reading. The Gold Bug—Edgar Allan Poe; Scarlet Letter—Nathaniel Hawthorne; Autocrat of the Breakfast Table—Oliver W. Holmes; Pilgrims Progress—John Bunyan; Perfect Tribute—Mary Raymond Shipman Andrews; Lincoln the Leader and Lincoln the Genius for Expression—Richard Watson Gilder; Romola—George Eliot; Nicholas Nickleby—Charles Dickens.

English V. Composition, principles and practice; criticism. Practice of writing and the study of modern writers. The novel, its development, plot, characters, background, word building, derivation. Supplementary reading and reports.

English VI. The instruction in general follows the lines of English V. Orthoepy. Supplementary reading. Compositions and letters based on the literature read. Elocution, practice in reading and debating, and other exercises that tend to encourage freedom of expression.

English VII. Normal. Methods and problems in teaching English in the grades form the main part of the work. Study and criticism of grade readers. Selection of material suitable for the grades.

English VIII. Business English. 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 the power of expression, both in speech and in writing.

Spelling. This consist 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.

NORWEGIAN

Next to English, Norwegian ought to be of interest to those of Norse parentage. It is the language of our parents, it is the language which still is, and has to be, used extensively in our public worksip. And Norway has a literature that any country might be proud of. In parts of our country our native born American neighbors are studying Norwegian, should we despise this rich inheritance of our fathers?

I. This courses begins with elementary work, such as spelling, reading, writing, elementary grammar. The reading will be of easy selections such as found in our Norwegian readers for beginners.

II. Platou's grammar, or one of the same grade, will be used. Compositions will be required, and short and easy stories, as Bjornson's *Bondenoveller*, read.

Whenever it is found necessary, other classes will be organized, where the history of the literature of Norway will be studied in connection with selections or books by all the renowned writers of the country.

GERMAN

German has been more or less taboo since the war, and it will be some time before it will become a regular course in our schools again. But the language and its literature are too important to be neglected. Especially in science Germany has for years stood at the

head. Besides it was not the German language, or literature, or science, we fought in the World War, but Kaiserism.

I. Elements of German grammar, easy reading and translation. German will be used more or less in the classroom from the beginning.

II. More advanced grammar and composition is taken up, and in connection with these some of the easier masterpieces of German literature will be studied. Sight reading and easy conversation will receive considerable attention.

As the need arises more advanced classes will be organized.

FRENCH OR SPANISH

French has always held its own in our schools, more as a language of culture and refinement. Of late, however, it seems that Spanish is running a close second and that chiefly because of the growing importance of the commercial and political relations with our neighbors to the south.

The object sought will be to attain a degree of practical fluency in speaking by means of the direct conversational method.

I. The pupil will be taught (1) clear and distinct pronunciation, (2) knowledge of the principles of grammar essential to the expression of ideas, (3) ability to read easy selections and small news items in newspapers, (4) ability to speak fluently, (5) simple letter-writing.

II. The aim is to coordinate the knowledge gained the first year and enlarge it by means of a systematic study of grammar, without departing from the principles of the direct method. Part of the time will be devoted to the study of two or three comedies.

LATIN

Is not Latin a rather useless study and the time spent on learning it more or less wasted? The answer will largely depend on the personal viewpoint of the one replying.

When we remember that of the English language about fifty per cent is derived from the Latin, that language takes on a new importance. Then the study of the grammar, the exactitude demanded in translating correctly, will constitute a splendid drill in carefulness even though the "transference" may be a mooted question.

Says J. M. Siddall, editor of American Magazine, "If a person wishes to have a good understanding of the English language a knowledge of Latin is essential. The average high school graduate who has studied no other language than English curiously enough does not really understand it. . . . Words are beautiful things with their delicate differences of shading. Latin will aid you to discover their beauty."

I. One of the standard textbooks for beginners will be used. Em-

phasis will be put on the correct pronunciation of the words, on the essentials of grammar, on the declensions and conjugations. Almost from the first easy questions and answers in Latin will be introduced.

II. Grammar will be taken up more in detail, and the pupil will study Latin composition based on Caesar's "De Bello Gallico." Caesar's commentaries will be read (four books). The Roman army and its equipment, and the Roman camp will be given special attention.

III. Further study of the grammar is taken up. Composition based on Cicero's speeches will be studied thruout the year. Social and political organizations among the Romans will be studied. The study of the history of Roman literature will be begun. Six speeches of Cicero will be read, or five speeches with select letters amounting in subject matter to one speech. Sight reading.

IV. Prose composition continued. A rapid survey of the history of Roman literature. Four Books of Virgil's Aeneid are read and selections from Ovid's Metamorphoses equal to about one book. Latin prosody is taken up. Sight reading.

V. Prose compositions. Roman antiquities. Sight reading. Selections from Livy and Horace.

VI. Prose composition. Special authors studied. Tacitus' Germania.

GREEK

The Greek has not given by far the number of words to our language that the Latin has, it is still an important factor in science and inventions. And those who wish to become pastors, or even laymen who wish to gain a clearer understanding of the New Testament, ought to study Greek.

I. White's First Greek Book is used. Special stress is put on learning the forms and being able to read with some fluency.

II. Goodwin's grammar and prose composition. Xenophon's Anabasis, four books.

HISTORY

Our forefathers laid the foundation, we are building on the superstructure. Most of our institutions, our modes of action, our habits of thought even, have come down to us from former generations. No great reform can be instituted that does not have its roots in former times; nothing absolutely new can well be introduced. We are as individuals a part of all our ancestors; as a people, of all former times and nations. Herein lies one of the great lessons of history and one of the chief sources of our interest in history.

Political Geography. The pupil learns, not only the natural divisions into continents and oceans, plains and plateaus, valleys and mountains, but he becomes acquainted with the resources, the centers

of trade, cities, boundary lines and political divisions. The why of many of these things are made plain. Why England is a country of trade and manufactures; why Norway is a land of bold sailors, and is now forging to the front as a land of electrical power.

I. Ancient History. This study will take us back to the dim past, the dawn of history. We see mighty nations rise and fall, we see civilization moving from country to country. The annals of the Sumerians and the other nations of the "Fertile Crescent," of mighty Egypt, of God's chosen people, of the beauty-loving Greek and the stern Romans will pass before us. We see the beginnings of customs and institutions, the spread of civilization, until the onslaughts of the barbarous Germanic tribes seem to overwhelm it all in a common ruin.

II. The Medieval History will gather the broken fragments, arrange them in a mosaic of ever changing patterns, always disturbed by the turbulency of the age, changes are taking place, at times only dimly seen thru the gloom of the so-called Dark Ages, while the church of Rome spreads her pall over all of Europe.

But there is a change in all things human,—the Renaissance, which was also an awakening from a troubled sleep of centuries was ushered in; fetters of ignorance and superstition were broken, and we find that the old civilization had not really perished, but had been recast in new forms.

III. The third period is the **Modern History.** This is the age of discoveries and inventions, of reforms in church and revolutions in states; constitutions granted, republics founded; the age of steam and electricity, of science; the era when man to his conquest of earth and sea adds that of the air. But it is an age also that again trembles in the scales.

IV. United States History. This course begins with the American Revolution, altho a brief survey of the earlier period is reviewed to give the student a setting for the national development. Effort will be made to familiarize the student thoroughly with the chief events relating to the nation. Much time is spent on the period after the reconstruction, emphasis being placed on the political and industrial problems that have arisen and have extended down to the present time. Special attention is also given to biography. Reference books and periodicals are used quite extensively.

POLITICAL SCIENCE

I. Citizenship. This is a special study for foreigners who wish to become American citizens. The aim in this study of the city, state and national government is to prepare the foreign born student, as far as possible, to become a good and useful American citizen. The fundamentals upon which the actions of our government rests; the conditions out of which our present government arose; the constitutions, both state and national, and the laws that have been enacted, are studied.

II. Civics. One semester is devoted to a careful study of our civil and political institutions. Efforts will be made to give the pupil a clear understanding of the constitutions of the nation and the state, and of the charters of our city governments. The three great branches of our government, their functions and their interdependence will receive special attention.

III. Economics. This course is designed to acquaint the student with the background of our social and political life. Leading principles of economy will be treated. Stress will be laid on our monetary system, taxation, land, labor and capital, commerce, etc., and how they effect the social conditions of today.

MATHEMATICS

I. Arithmetic. This is a beginners' class. A thorough drill is given in the four ground rules, in simple fractions, weights and measures, mensuration.

I. Intermediate Class. The work will be more difficult than that of No. I. Involution and evolution, ratio and proportion, percentage, etc., will receive more attention.

III. Advanced Arithmetic. 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.

IV. Commercial Arithmetic. 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.

Rapid Calculation. A short period is set apart each day for drills in adding long columns of figures and performing other arithmetical computations with speed and accuracy.

V. Elementary Algebra. One year is spent on the fundamentals, factors, fractions, radicals, exponents, equations with one unknown quantity, the ordinary methods of elimination.

VI. Higher Algebra. First a rapid review of elementary Algebra is given. Then quadratics, binomial theorem, literal and numerical coefficients, variation, ratio and proportion, imaginary and complex numbers are taken up for a thoro study. Time used one semester.

VII. Plane Geometry. Two semesters are devoted to this subject. Part of the time will be employed in studying the theorems of the text book, including the general properties of plane rectilinear figures, the circle; the measurement of angles, similar polygons, areas.

The study of geometry is important from an informational point of view. It is generally recognized that a genuine mastery of the subject means real achievement in the solution of original exercises. Much

time will be given to original demonstrations of exercises and solutions of problems.

VIII. **Solid Geometry.** The work in this branch covers one semester and includes the usual theorems and constructions contained in the best text 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.

IX. **Trigonometry.** A course in plane trigonometry will be given, for one semester. Circular measurements of angles, proofs of the principle formulas, the use of inverse functions, solution of right and oblique triangles, surveying, navigation.

X. **Analytic Geometry.** Rectilinear and polar coordinates, equations of loci, properties of the straight line and conic sections, etc., are studied thru one semester.

SCIENCE

Our school offers an introduction to natural and biological science, and endeavors to lay a broad foundation for further study. That this instruction is built on Christian principles is of the greatest importance. The purely materialistic or evolutionary presentation may do untold harm, and mere theory has no right to be represented as facts. The work will to a great extent consist of experiments and laboratory work.

I. **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 textbook will be supplemented by the study of reference books, laboratory work, and field study.

II. **Physiology.** The study of the textbook 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.

III. **Hygiene.** A nontechnical, sane and simple discussion of facts that every pupil should know in order to safeguard his health. In connection with the hygiene will be given a course in first aid.

IV. **General Science.** This subject is fundamental to the entire field of science. It furnishes the foundation for all subsequent work in this line. It provides instruction about principles and facts that all should know. It answers the natural curiosity of the young and at the same time furnishes a solid foundation of knowledge on which to build farther. Unity is kept thruout; it is not the study of a series of unrelated subjects. Laboratory work.

V. **Botany.** The main facts of botany are studied. A great part of the time is spent on the morphology of plants. Relationships are pointed out. Structure and physiology of seed plants are studied. Ecology and economy of plants is also treated. Laboratory. Note books.

VI. **Agriculture.** The farm is the center of interest. Soil, fertility, moisture, heat, planting, pruning, insect pests, are fully discussed. The pupil is taught the reasons for the more important operations on the farm. Phenomena are explained. Laboratory. Note books.

VII. **Zoology.** Most of the time will be spent on insects and vertebrates. The less known groups are, however, also treated with care, and among these animals the earthworm receives especial attention. Laboratory work. Note books.

VIII. **Psychology.** This subject is treated in an elementary way, and deals with the plain facts of the mind. It will be of value to those who wish to gain an insight into the nature and workings of the mind. Special emphasis will be placed upon the physiological aspect of mental reactions. The course will include the study of the process of attention, association, perception, memory, reasoning, instinct, etc. Experiments will be carried on in connection with the work.

IX. **Child Psychology.** This course deals especially with tendencies of the child, its mental and physical development. Problems of child life and of the adolescent; how the natural tendencies of the child can be corrected or guided, are studied.

X. **Physics.** The course consists of recitations, lectures and laboratory work. The chief aim is to present elementary physics in such a way as to stimulate the pupil to do some original thinking about the laws and the whys of the physical world in which he lives. Modern life and modern wars have wrought many changes. The most striking changes, as the gas engine, the automobile and the airplane, will be given fuller treatment. Text Milliken and Gale.

XI. **Chemistry.** The preparation and properties of the elements are studied thoroughly, the compounds of these elements are next treated, and a discussion of certain topics is included. The aim is to acquaint the student with the science and its application to everyday life, and to develop scientific habits of thought.

COMMERCIAL BRANCHES

The commercial branches are those that bring the quickest return in money for the time spent and the expenses incurred in learning them. This is possibly the only reason why they are popular with a great number of our young. They are necessary for our well-being in more than one way, and it would not be amiss if everyone had some instruction in them.

I. **Penmanship.** A good handwriting like a pleasing appearance is its own recommendation. 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 cor-

rect training, through a well-graded and systematic course, the average pupils gains full controll of his muscles, acquires a neat, rapid and legible style of writing, which will be of great benefit to him in any vocation in life.

II. Bookkeeping. A knowledge of bookkeeping is generally conceded to be of considerable value to all persons, no matter what their occupation 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.

The work is carried on according to the so-called individual plan. This makes it possible for pupils 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 pupil, with a good preparation, will not be retarded by his slower and less active fellow-student, and the slow, plodding pupil will not be hurried along in his attempt to keep pace with the brighter and more active members of the class.

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

All points not understood by the pupil will be thoroughly discussed and explained to him, and no part of the work will be considered finished until it has been completely mastered. From first to last, the course is one of actual business practice, and the pupil is constantly observing the proper forms and uses of commercial papers.

III. Typewriting. Typewriting is of course necessary for those who wish to become stenographers. The touch system is taught, by which the greatest speed is obtained. From the beginning the student is taught the proper fingering of the keys, the care and adjusting of the machine; the proper form and arrangement of letters, legal documents, manfolding, etc. A great deal of time is devoted to transcription from shorthand so that the pupil may have ample practice in doing this before he enters the office. The course includes careful and extended drill in the various kinds of office practice, commercial papers, legal documents, business letters, specifications, tabulating work, stencil cutting for mimeographing, etc.

Equipment: An ample supply of L. C. Smith and Underwood typewriters of the latest model is kept on hand for the use of the pupils. The school also has a rotary Edison mimeograph which the student is taught to use.

IV. Shorthand. The Gregg System of shorthand is now being taught in most of the leading schools in this country and in Canada. It can be learned from one-third to one-half the time required by the old systems: it requires no shading, and is written on the same slant as long-hand. Vowels and consonants are joined and follow each other in their natural order, thus contributing to easy, continuous, effortless writing. It is easy to read, and, being purely phonetic, can be adapted to any language. The latest edition of the text-book "Gregg Short-

hand" is used, also "The Gregg Writer," a monthly magazine devoted to shorthand, typewriting and commercial education.

When the student has acquired a certain standard of efficiency, he is required to be ready at any time to do stenographic work in the office of the president or other officials of the school, for the purpose of becoming acquainted with general office work.

V. **Advanced Course in Shorthand.** This course has been designed for the benefit of graduates and those who require special training for responsible positions where high speed and technical 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 and the like. Students in this course will be required to make verbatim reports of sermons, lectures, addresses, etc.

VI. **Commercial 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. Correct writing of legal documents is a special feature.

EDUCATION

The aim of education should be to construct such a world in the consciousness of the individual as will furnish him with motives to live an enlightened, kindly, helpful and noble social life.

I. **History of Education.** The theories of education, the different systems, and the development of education from primitive systems to the present, are studied. Barbaric, Oriental, Greek, Roman, Medieval and Modern education will each be discussed.

II. **Principles of Education.** The doctrine of formal discipline, educational values, curriculum, agencies that educate, physiological and psychological basis of teaching, etc., are all taken up.

III. **Methods of Education.** The teacher attempts to adopt instruction to the present needs, to stimulate interest, eliminate waste due to either deficient methods of learning or teaching. Practical problems are discussed, the most approved methods pointed out.

IV. **Observation.** First observations in classes of our own school, later visits to other schools. Reports and discussions of data gathered.

V. **Expression.** This class is not only a means to secure free and natural expression on the side of the one who is to become a teacher, but also points out the best ways of developing this ability in the pupil.

VI. **Tests and Measurements.** Measuring and weighing the children to find out if they are up to standard physically. But it is especially a course in the study and application of mental tests for intelligence and mental analysis; training in applying these tests, and methods of measuring the results—a practical explanation of results.

VII. **State Manual.** A study of manual and the school code of our state. The functions of our state government and leading facts of history in connection with our state are also discussed.

VIII. **School and Classroom Management.** Among the questions discussed will be: routine, daily program, attendance, order and discipline, attention, incentives, organization, administration, the teachers' relations to fellow teachers, to principals and to supervisors.

IX. **Practice Teaching.** The student will observe the work of skilled teachers,—Principles and Methods have been studied before. He is then placed in charge where conditions will be as nearly as possible the same as those he will meet with in the public school.

For Child Psychology see Science IX, page 25; for Normal Music, page 30; for Normal Art, page 31.

MUSIC AND ART

Ruskin said, "The beautiful is as useful as the useful." We need beauty in our lives as well as the more directly useful things; if for no other purpose than to relieve us from a rather drab existence.

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.

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.

FUNDAMENTAL MUSIC TRAINING FOR BEGINNERS

The first year of piano study is often spent in unthinking, unprofitable practice, which discourages the student. Music study should be a delight, and if the student does not find it so, there is something wrong.

How to avoid the drudgery of the beginning is the problem which confronts those who are interested in music study.

Class instruction in Fundamental Music Training solves this problem, saves the student much worry, and places him or her in a position more fully to understand and appreciate music, and to practice thoughtfully. A student who has first learned to think a scale, will find it a simple matter to play it.

CLASS INSTRUCTION IN PIANO

Beginners are taught in classes, as class-study is an incentive to

work. Each student, however, receives personal attention. The class has two lessons a week for eighteen weeks. The students are not required to practice at home during the first few weeks. They practice, but only in the presence of the teacher, to prevent them practicing mistakes. At the end of the first two or three weeks they have learned how to practice thoughtfully, and are then required to practice daily on the piano.

CLASS INSTRUCTION IN KEY-BOARD HARMONY

By the term keyboard harmony is meant the practical working out of harmonic principles at the instrument instead of only on paper, as is usual in the study of harmony.

This course of study is designed to supplement private instruction and does not interfere in any way with the regular lessons. It gives the student the necessary broadening knowledge of theory, elementary harmony, ear training, analysis, sight reading, and musical history, that cannot be imparted in the time allotted to a private lesson.

Instruction in key-board harmony will be given free of charge to piano students who register for a nine-weeks' term, and who are far enough advanced to profit by it.

PIANOS

The school has a new Hallet and Davis piano, and other pianos for practice.

Piano I. 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. Loeschorn, Lynes, Bertini and others. Selections from modern composers.

Piano II. Major and minor scales. Broken chords and arpeggios. Saummell—Finger Exercises, Hanan, Studies by Loeschorn, Gurlitt, Burgmuller, etc.

Piano III. Major and minor scales in octaves, thirds, sixths and tenths, arpeggios. Cramer Studies, Czerny Velocity Studies, Bach Inventions, Dunernay Etudes, Heller Studies, etc. Pieces suitable for grade.

HARMONY

No person who desires to become accomplished in music should neglect to study harmony, which has aptly been called the grammar of music. In the study of this branch ear training receives special attention. Much time is devoted to original work and the construction of major and minor scales, intervals, triads, chords of the seventh, and inversions, altered chords, modulations, suspension, organ point, passing notes, etc. Some time will also be devoted to the study of analysis and form.

HISTORY OF MUSIC

Students find music doubly interesting if they acquire some knowledge of the life of the great composers.

In the study of the history of music, attention is paid to the development of music from the earliest times to the present, the birth of the opera, the rise of Romanticism and its influence on music, the development of the modern opera, etc. Special attention will be given to the life and activities of each of the following composers: Bach, Handel, Haydn, Mozart, Beethoven, Mendelssohn, Brahms, Wagner, and Grieg.

NORMAL MUSIC I AND II

The special aim of this course is to give prospective teachers the ability to teach singing in the public schools.

VOICE CULTURE

A course in voice not only develops the voice and teaches proper singing, but builds up and strengthens a delicate physique as well. This course includes proper breathing exercises, breath control, voice placing, interpretation and execution.

I. **Preparatory work.** Breathing exercises, voice placing, sustained notes, and scales. Vocal exercises by Concone and Marchesi.

II. **Advanced course.** Breathing, voice placing, exercises in articulation, exercises by Concone, Vaccai and Marchesi. Simple songs. All voice placing exercises continued, Marchesi, advanced studies and exercises. Songs by Schumann, Chadwick and others; solos from standard operas and oratorios.

VIOLIN

This is one of the finest tone instruments, and is deservedly becoming more and more popular. Instruction will be given by competent teacher.

I. Exercises—Aiquoni; elementary bowing, scales and theory; easy pieces.

II. Technique 2nd year, scales, bowing—Sevcik; elementary ensemble class, sight reading, pieces.

III. Technique 3rd year, scales and arpeggios, bowing—Sevcik; ensemble, class, duets, etc.; pieces.

ART

Drawing I. Freehand Drawing. Drawing is the foundation of all art of forms. A thorough drill is given in the elements of drawing. Geometric solids; drawing from nature, from casts in crayon and charcoal; drawing from memory, from imagination; sketching. Study of grouping, of composition. Water color.

Drawing II. Mechanical Drawing. Properly speaking this does not belong under art, but is placed here for want of a better place. The pupil first learns how to handle his tools, while instruction is given in the elements of the study. Working drawings, lettering, perspective, projection and later special lines of drafting, are taken up.

Manual Training. This course is to make the pupil acquainted with the ordinary tools needed around a house, give him ability to handle them with skill, to plan and make simple pieces of furniture, give him an idea of the square and its manifold uses, etc.

Normal Art I. The art taught in the elementary grades. This will include paper folding, cutting, construction; weaving, knotting; modeling; simple designs and patterns; object drawing, nature drawing, color work.

II. This is a continuation of Normal Art I. Designing, harmony of colors, charcoal and crayon work; stencil cutting, block printing; pyrography, work in leather and metal; basketry and work with raffia; blackboard illustrating.

GYMNASTICS

Physical Education. The aim of this course is to develop the body and keep the individual in good health by suitable exercises. Emphasis is placed on correct posture. All are required to give some time to gymnastics, but those incapacitated because of physical defects may satisfy the requirements with hygiene.

General Information

REQUIREMENTS FOR ADMISSION

No examination is demanded for entering the Beginning English and the Preparatory classes. But for entering the Academic department one must show certificate of graduation from the eighth grade of the public schools or from the same grade of private or parochial schools.

Those who have attended high schools, normal school, or academies of recognized standing, will receive full credit for the work done on presenting the proper credentials.

To enter the College or Normal Department, graduation from an accredited high school or its equivalent will be required. All others must take examinations.

TIME TO ENTER

The best time is naturally at the beginning of the school year, next at the beginning of the second semester. Pupils will, however, be received at any time, and will be placed where they can do the most effective work.

GRADES AND CREDITS

The scale of grades are the same as those of the university. A=96-100, B=86-95, C=76-85, D=70-75, E=failure.

For graduation from the courses of the Academy 15 credits are demanded besides those for religion; and from next year two thirds of these must be 80 or above to entitle one to a diploma.

Modern Language Course		Scientific Course	
English	3	English	3
U. S. History and Civics...	1	U. S. History and Civics...	1
Algebra	1	Algebra	1½
Geometry	1	Geometry	1½
Physics	1	Physics	1
Gen. History	1	Physical Geography	½
Physical Geography	½	Botany or Zoology	1
Modern Language	2	Electives (Exclusive of Religion)	5½
Electives (Exclusive of Religion)	4½		
	15		15

The English Course differs from Mod. Languages in having English 4. no Modern Language demanded, Electives 5½. Classical same as Mod. Languages, but demands 2 credits in Latin instead of in Modern Language.

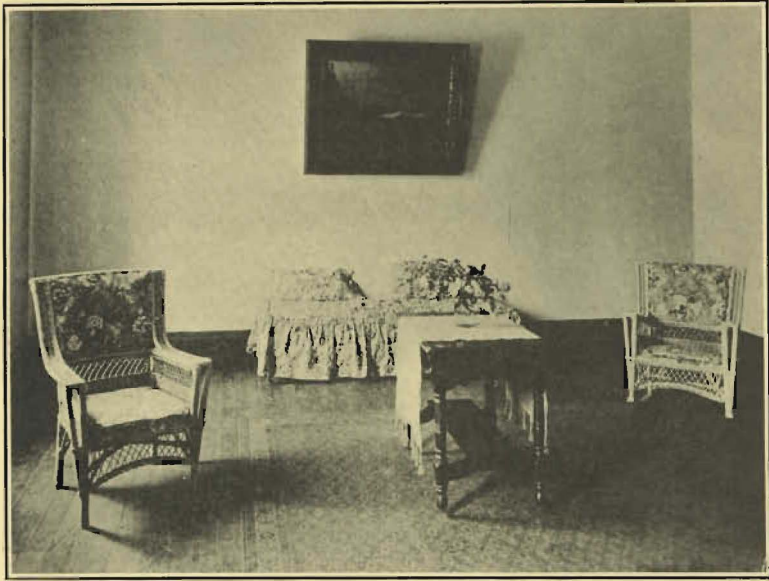
Religion is required of all students.



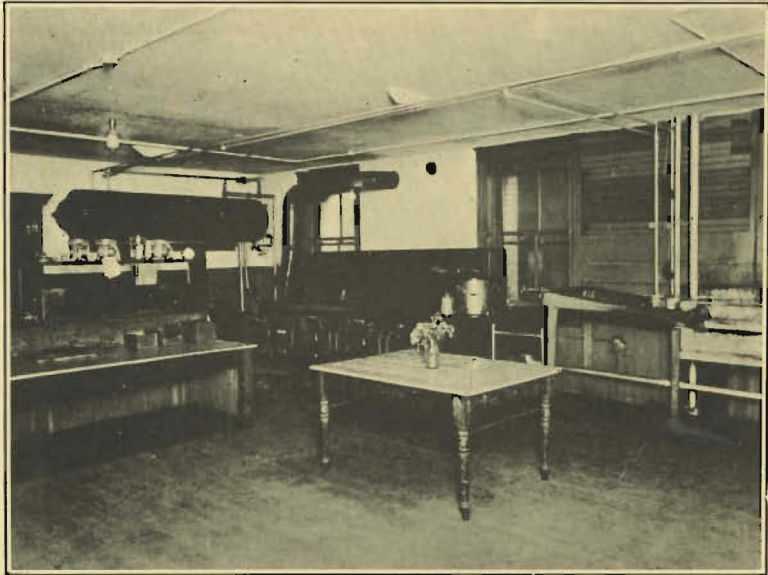
THE OFFICE



THE RECEPTION ROOM



THE GIRLS' PARLOR



THE KITCHEN

One credit equals five units, and one unit is made up of one 45-minute period a week for 36 weeks.

ROOM AND BOARD

The P. L. C. is a boarding school. Pleasant, well lighted and heated rooms are furnished with tables, chairs, beds and mattresses. Whatever else is needed or wanted the pupils furnish.

The board furnished by the school is good, wholesome and well prepared.

BOOKS AND STATIONERY

The school has its own bookstore where the necessary supplies may be bought at regular prices.

SUMMARY OF EXPENSES

	Year	Semester	Quarter	Month
Tuition	\$ 75.00	\$ 40.00	\$ 25.00	\$ 15.00
Room, Board and Laundry*.....	300.00	160.00	85.00	40.00
Music Tuition, 2 hours per week..	80.00	45.00	25.00	15.00
Music Tuition, 2 hour per week...	40.00	22.50	12.50	8.00
Music Tuition (class), 2 hours per week	20.00	10.00	5.00	3.00
Piano Rent, 3 hours per day.....	25.00	18.00	10.00	5.00
Piano Rent, 2 hours per day.....	18.00	12.00	8.00	4.00
Piano rent, 1 hour per day.....	10.00	7.00	4.00	2.00
Typewriter Rent, 3 hours per day.	10.00	7.00	4.00	2.00
Day Student's Room Rent.....	1.00
Fees—				
Indemnity	5.00	5.00	5.00	5.00
Library	2.00	1.00	1.00	1.00
Medical	3.00	2.00	1.00	1.00
Athletic**	3.00	2.00	1.00	1.00
Musical Union**	3.00	2.00	1.00	1.00
Diploma	2.50
Laboratory Fees—				
Physics or Chemistry	5.00	3.00	2.00	1.00
Botany or Zoology	3.00	2.00	1.00	1.00
General Science, Physical Geogra- phy or Physiology	2.00	1.00	1.00	1.00

*The free wash each week includes: one sheet, one pillow case, two pairs of socks or stockings, one suit of underwear, two towels and four handkerchiefs.

**The Athletic and Musical fees entitle the student to free admission at all the games and programs given by those societies at the School.

The above rates are for cash in advance for the term indicated, and payment must be made before the pupil is enrolled in his classes.

RULES AND DISCIPLINE

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 deport themselves as it befits Christian ladies and gentlemen.

All students are required to submit to the principal 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 principal, dean or preceptress, must be presented to the teacher at the first recitation following an absence.

All students are required to be present at the daily devotional exercises held in the chapel, and are expected to attend divine services on Sunday either of our church, or if not Lutherans, of their respective denominations in Tacoma.

All students are required to keep their rooms clean and tidy, and to abstain from the use of tobacco in any form within or about the building. The occupant of a room will be held responsible for its condition.

Day students are expected to observe the evening study hours at home, and are not permitted to frequent the dormitory after 7:00 p. m. The school maintains the right to exercise supervision over day students outside of study hours.

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

Students are expected to employ their time to the best possible advantage, and to avoid, as far as possible, everything which has a tendency to interfere with legitimate school work. The participation in dancing or card playing, whether in the school building or out of it, visiting gambling houses or other places of a questionable nature, and the use of intoxicating liquors, are strictly forbidden.

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 is 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.

In addition to observing the general rules given above, all students will be required to observe the special regulations announced from time to time.

EMPLOYMENT

We are often asked if a pupil can work his way thru school. A great number of our pupils pay their own way. They may have a little saved up to begin with, and each summer they are hard at work to earn enough to continue. There is also some employment to be had at

the school for a number of pupils. Correspondence from pupils who need work to help pay for their schooling is invited.

MEDICAL ATTENTION

The payment of the medical fee entitles the pupil to medical attendance by the school physician. The necessary medicine, nursing and, as may become inevitable, room in a city hospital is furnished at the expense of the pupil.

RECORDS AND REPORTS

A record of attendance, recitation, deportment, etc., is kept, and a copy is sent to parents and guardians who request it, at the end of each semester, or oftener.

SPENDING MONEY

We do not wish to encourage extravagant spending, and parents are urged not to allow their children too much pocket money. It is never conducive to good school work, and free spenders are generally poor students.

VISITORS

Visitors are always welcome, and the parents and other relatives are invited to visit the school to become acquainted with the work and environment of the pupils.

BAGGAGE

We have a transfer company at Parkland that will bring the students' baggage at special prices. So leave your baggage in Tacoma, bring us your check, and the baggage will be brought out as soon and as cheaply as possible.

HOW TO REACH PARKLAND

Parkland is a suburb of Tacoma, one of the large ports and railroad centers on the Puget Sound. On arriving at Tacoma take Spanaway or Parkland car on Pacific avenue. At Parkland the College is one block from the station. The cars generally run about every half hour.

STUDENT ORGANIZATIONS

The P. L. C. Mission Society is an organization composed of young men and women who feel the need of devoting an evening a week to prayer and Scripture study. Interest has chiefly centered in mission work, and much over \$100.00 has this year been sent to different mission fields and to help those in need.

The Dramatic Club. This club was organized for the purpose of giving to its members training that will enable them to speak effectively before the public, read impressively; it is to teach the art of expression. Several plays are studied and produced during the school year.

The Alpha Omicron. This is a literary society. It is strictly mod-

ern in its methods. It represents all phases of work of interest to young men and women. It is to train its members for leadership. The society stands for the highest ideals of scholarship, friendship, and true loyalty to the institution of which it forms an important part. Let us pull together, is the meaning of the name, and "the Sedarmoc," the school paper issued by the society, stands for the same idea.

The Debating Club. To be fully alive every school must have its contests,—contests of muscle and contests of mind. One gains proficiency in any line only by exercise in that line of work. Up-to-date questions are studied and discussed and by constant application proficiency will be attained, tho the beginning be ever so modest.

MUSICAL ORGANIZATIONS

"Love is the spirit of life, and
Music the life of the spirit."—Coleridge

Music is everywhere. Nature is full of harmony; it is one grand melody,—the voice of man, the whispering wind, the laughing brook, the throbbing ocean. God has endowed us with the gift of music, and has made it so universal that it is an expression of our every feeling.

We all possess that wonderful talent for music. It is the most beautiful talent our Maker could endow us with, and it was intended to be developed. The majority of us do not realize that the musical talent is indeed within us until we try,—but there are so many of us who never have the opportunity.

The College provides the opportunity for everyone, and every pupil is heartily invited and earnestly encouraged to join our musical organizations.

Two very successful concerts have been given during the year by these organizations. The first was given during the Reunion, on Feb. 20, the second May 29.

I. **The Musical Union.** This is an organization of all the students and has the general control of the musical organizations among the students under the guidance of members of the faculty.

II. **The Chorus.** This is an organization of boys and girls. Tho the attendance was small this year the chorus had a membership of thirty-five.

III. **The Boys' Glee Club** consisted this year of twelve.

IV. **The Girls' Glee Club** with a membership of twenty.

V. **The Orchestra** has done good work and counted some very good players among its members. There were nine who belonged to this organization, but we hope to at least double this number next year.

VI. **The Band.** There were not enough players to take up this line of music and organize a band. We have some good instruments, however, and hope next year to start the work early.

The Athletic Club has charge of all athletic activities among the students. The athletic coach is the mentor of the club.

The Student Body and the Councils. The former is an organization of all the students. Its express purpose is to educate the boys and girls to become a law unto themselves, to settle all minor cases of discipline, and look after the general behavior of the pupils.

The Councils are similar bodies that have to do with the boys, or the girls, only. They treat cases that do not concern the student body in general, but have to do with the boys or the girls respectively.

The P. L. C. Alumni Association. During the Reunion meeting the 19th and 20th of Feb., 1921, the Alumni Associations of the Columbia Lutheran College and the Pacific Lutheran Academy dissolved and re-organized as the P. L. C. A. A.

Reunion. The school aims to have a reunion of former pupils, teachers and members of the board of trustees each year. This year it was held Feb. 19 and 20. Washington's birthday is generally the day chosen. Look for announcements later.

For further information write to

The Registrar, or to the Secretary, P. L. C.,
Parkland, Wash.

Students

GRADUATES

Class of 1921

PresidentMiss Marie Smaby

Secretary-TreasurerMiss Solveig Rynning

Class Motto: "Know thy work and do it."

Class Colors: Pink and Pale Blue.

Class Flower: Pink Rosebud.

MEMBERS

English Course—Quam, Emmeline; Wathne, Thomas.

Modern Language Course—Rynning, Solveig; Smaby, Marie.

Commercial Course—Hauke, Olga; Johnson, Julia.

Stenographic—Glasso, Agnes; Roe, Olga C.; Starks, Goldie.

1920-1921 Enrollment

Adskim, Martin J.	Kridler, Burton
Almaas, Oscar	Kveven, Erik
Anderson, Arngrim	Lange, Leo
Anderson, Arthur	Langlow, Monroe
Anderson, John I.	Lee, Lars
Anderson, Paul	Lero, Bertha
Anderson, Reinhold	Malmberg, Torsten
Anderson, Thorsten	Merculieff, Paul
Benson, Amanda	Nelson, Birger
Benson, Bertrum	Nielsen, Lizzie S.
Boe, Barbara	Larson, Christian
Breum, Helmer O.	Odegaard, Asbjorn
Coltom, Arthur	Olsen, Alfred
Cooper, George E.	Oness, Peter
Crosby,	Oyen, Arnt
Eik, Amelia	Quam, Emmeline
Eik, Hubert	Rasmussen, Johanna
Eikanger, Magnus	Rian, Johan
Fadness, Sonva	Roalkvam, Tom
Finsvik, Arne	Roe, Olga C.
Glasso, Agnes	Rynning, Solveig
Haaland, Olive	Samuelson, Alfred
Hansen, Bert	Sinland, Inez S.
Hauke, Olga	Skarbo, Frieda
Holdal, Gertrude	Skare, Birger
Holm, Ole O.	Smaby, Marie
Holte, Herman J.	Solem, Ingeborg
Jensen, Murl L.	Solheim, Oliver
Jessen, Margrethe W.	Sorenson, Ole
Imislund, Floyd	Starks, Goldie
Johanson, Werner	Swanson, Matt
Johnson, Julia	Thompson, Albert
Jorgenson, Edgar M.	Veldey, Seimer F.
Krangnes Bert	Wathne, Thomas

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