

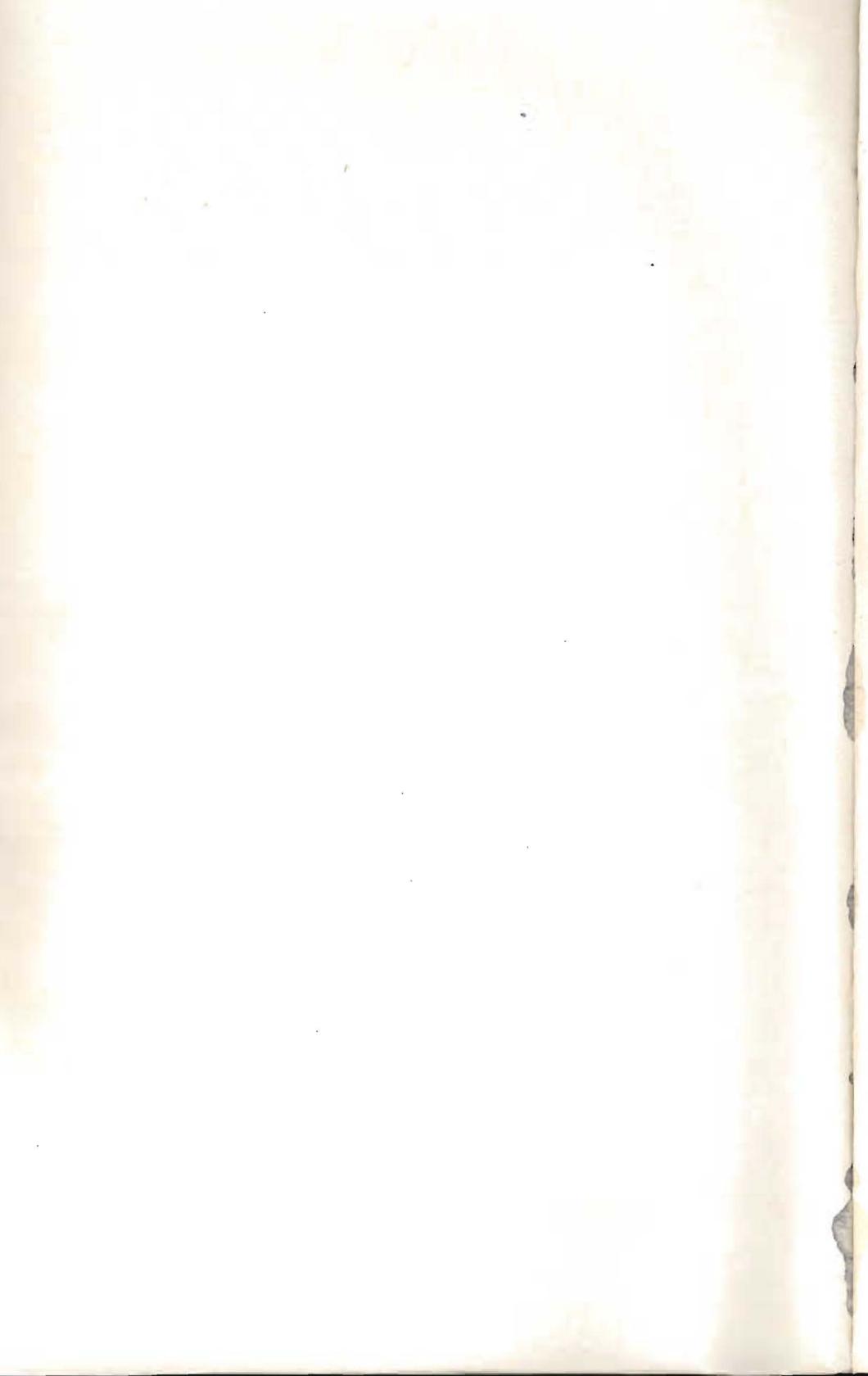


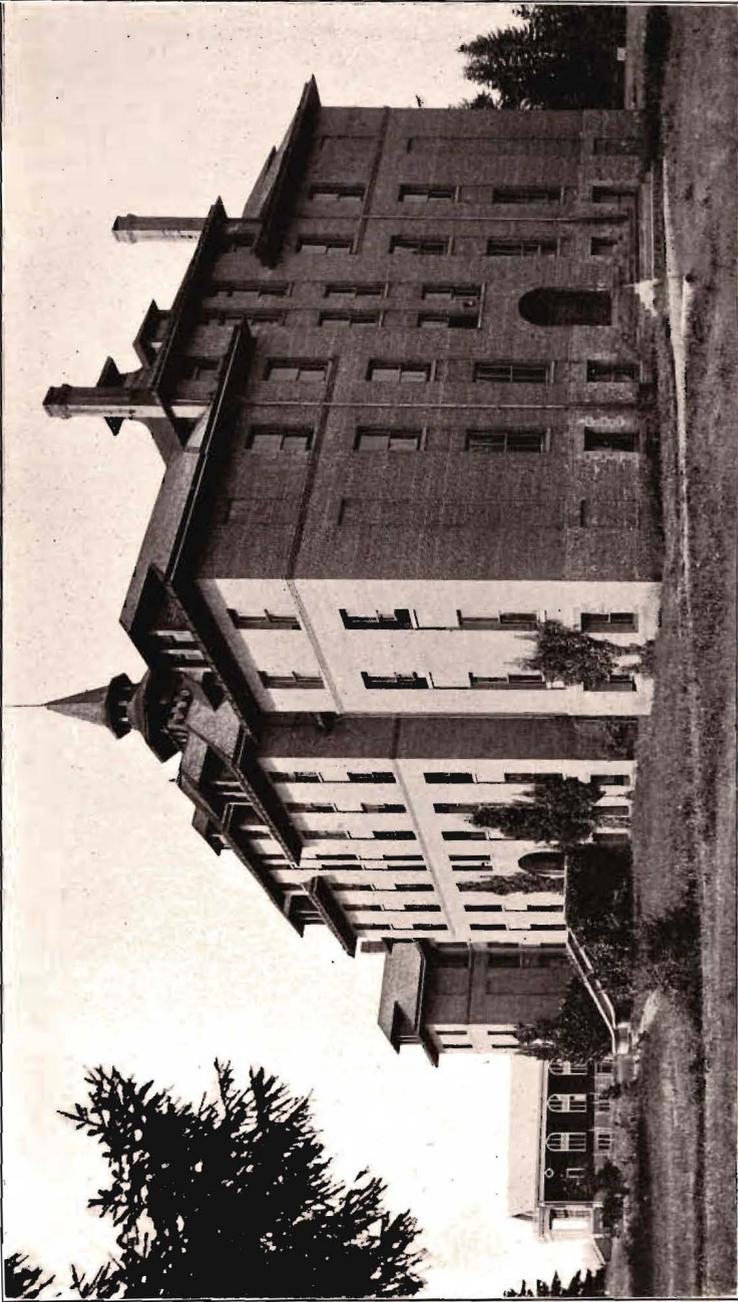
Twentieth Annual Catalogue
OF THE
Pacific Lutheran
Academy
AND
Business College

1913

PARKLAND, WASHINGTON







MAIN BUILDING AND GYMNASIUM



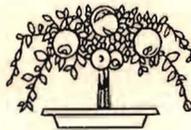
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FACULTY, 1912 - 13.

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English, German, Psychology, Physics

J. U. XAVIER, A. B., Assistant Principal
Bible, General History, Latin and Greek

ANNA TENWICK
Mathematics, Latin, Reading and Grammar

P. J. BARDON, A. B.
Arithmetic, Commercial Branches

ALMA HANSEN, B. Mus.
Piano, Organ and Harmony

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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 schools, 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 necessity be large. Not all students can keep pace with the class. For some the pace set is altogether too fast, for others 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 cannot 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 cannot 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 or 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 cannot 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 appeal 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 beauty and sublimity, whether seen in the rosy glow of morning, in the full glare of noonday, or 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 drain-

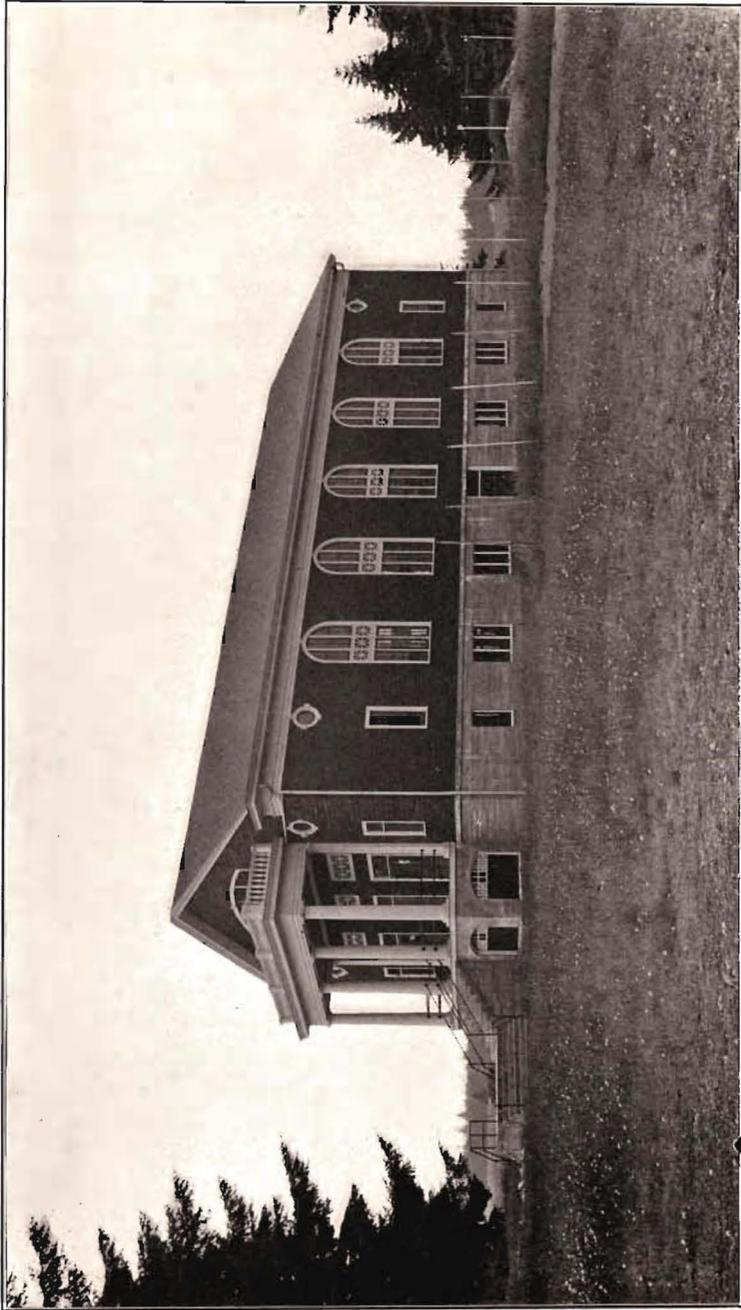
age and excellent opportunity for outdoor exercise at all seasons make it an almost ideal place for students. Situated less than six miles from the heart of the large and growing city of Tacoma, with which it has excellent street car and telephone connections, it possesses practically all the advantages of a large city, with few or none of its drawbacks.

The Main Building. — 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.

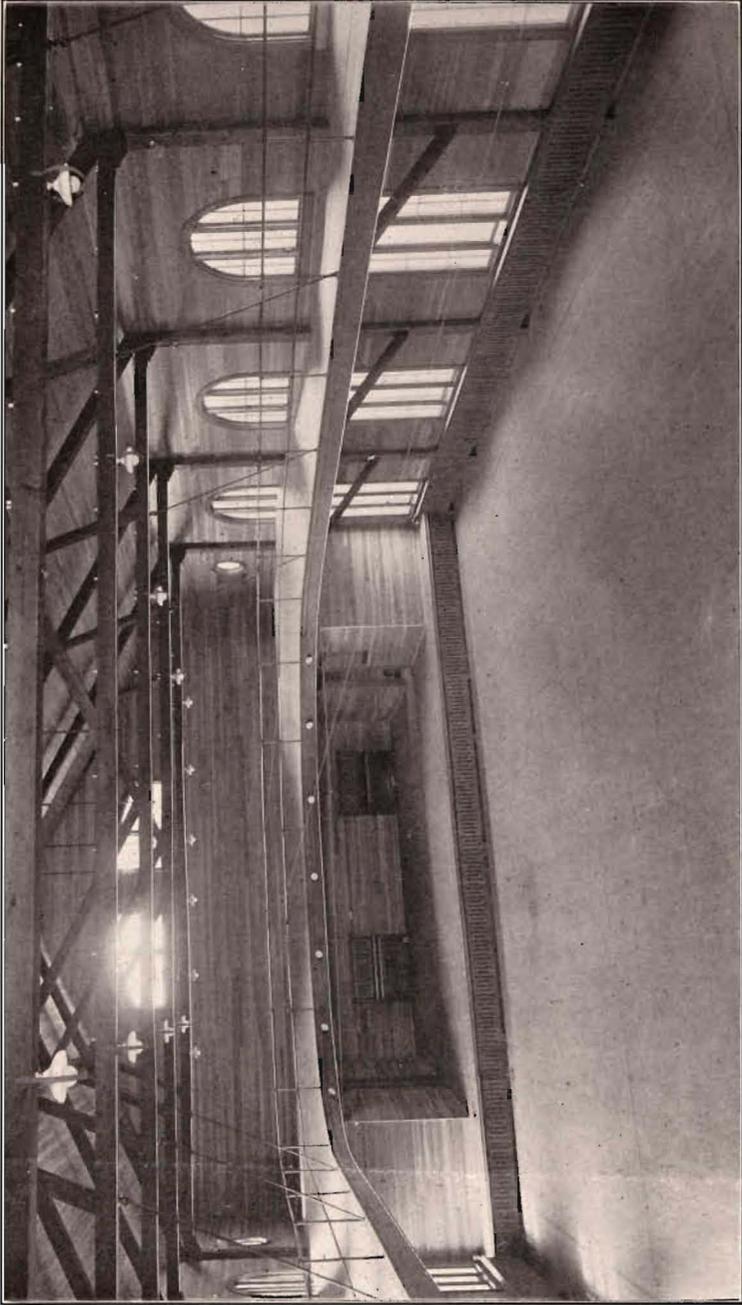
Dormitories. — The main building has been partitioned off into two parts. One of these is used as a ladies' dormitory and the other is occupied by the young men. While the two dormitories are under the same roof, they are, nevertheless, to all intents and purposes, like separate buildings. The rooms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

The New Gymnasium. — The Pacific Lutheran Academy has now one of the finest gymnasium buildings on the Pacific Coast. It is a two-story structure, 50x100 feet. The upper story, which is completely finished, has a clear floor space for games and exercises of about 50x80 feet, exclusive of the stage and dressing rooms. It is also provided with a running track built according to the latest models. The lower story, which is not yet completely finished, is designed to contain a swimming pool, showers, dressing rooms and other conveniences. Efforts will be made to finish this also before the opening of school next fall.

Our Teachers. — While the Pacific Lutheran Academy has superior advantages in the way of location and buildings,



THE NEW GYMNASIUM



ONE END OF GYMNASIUM, SHOWING STAGE AND RUNNING TRACK

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 unnecessary 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. — Sixteen 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 school, a student must earn four units a year. To complete it in three years, he must earn a little more than 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 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, Sept. 23. The next best, is at the opening of the second semester, January 26. 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 12.

For details regarding the scope of the work, see page 18.

LUTHER COLLEGE PREPARATORY

FIRST YEAR

First Semester—	Second Semester—
English	English
Latin	Latin
Norwegian	Norwegian
Elementary Algebra	Elementary Algebra
Physiology or Hist of U. S.	Physical Geography or Civics
Biblical History	Singing

SECOND YEAR

First Semester—	Second Semester—
English	English
Physiology or Hist of U. S.	Physical Geography or Civics
Latin	Latin
Plane Geometry or Physics	Plane Geometry or Physics
Norwegian	Norwegian
	Catechism

THIRD YEAR

First Semester—	Second Semester—
English	English
Physics or Plane Geometry	Physics or Plane Geometry
Latin	Latin
German	German
Augsburg Confession or Bible Study	Penmanship

FOURTH YEAR

First Semester—	Second Semester—
Latin	Latin
Intermediate Algebra or Solid Geometry	Solid Geometry or Intermediate Algebra
German	German
English	English
	Church History or Bible Study

THE CLASSICAL COURSE

FIRST YEAR

First Semester—	Second Semester—
English	English
Latin	Latin
Physiology or Hist of U. S.	Physical Geography or Civics
Elementary Algebra	Elementary Algebra
Orthography and Penmanship	Orthography and Penmanship
Biblical History	Singing

SECOND YEAR**First Semester—**

English
 Latin
 Hist. of U. S. or Physiology
 Plane Geometry or Physics

Second Semester—

English
 Latin
 Civics or Physical Geography
 Plane Geometry or Physics
 Catechism

THIRD YEAR**First Semester—**

English
 Latin
 Physics or Plane Geometry
 German
 Augsburg Confession or Bible
 Study

Second Semester—

English
 Latin
 Physics or Plane Geometry
 German

FOURTH YEAR**First Semester—**

English
 Latin
 German
 Intermediate Algebra or Solid
 Geometry

Second Semester—

English
 Latin
 German
 Intermediate Algebra or Solid
 Geometry
 Church History or Bible Study

MODERN LANGUAGE COURSE**FIRST YEAR****First Semester—**

English
 German or Norwegian
 Physiology or Hist. of U. S.
 Elementary Algebra
 Orthography and Penmanship
 Biblical History

Second Semester—

English
 Elementary Algebra
 Physical Geography or Civics
 Orthography and Penmanship
 German or Norwegian
 Singing

SECOND YEAR**First Semester—**

English
 Hist. of U. S. or Physiology
 German or Norwegian
 Plane Geometry or Physics
 Singing

Second Semester—

English
 Civics or Physical Geography
 German or Norwegian
 Plane Geometry or Physics
 Catechism

THIRD YEAR**First Semester—**

English
 German or Norwegian
 Physics or Plane Geometry
 History, Ancient or Medieval
 Augsburg Confession or Bible
 Study

Second Semester—

English
 German or Norwegian
 Physics or Plane Geometry
 History, Ancient or Medieval

FOURTH YEAR**First Semester—**

English
 German or Norwegian
 Intermediate Algebra or Solid
 Geometry
 History, Medieval or Ancient

Second Semester—

English
 German or Norwegian
 Solid Geometry or Intermediate
 Algebra
 History, Medieval or Ancient
 Church History or Bible Study

THE MATHEMATICS AND SCIENCE COURSE**FIRST YEAR****First Semester—**

English
 Physiology or Hist. of U. S.
 Elementary Algebra
 Orthography and Penmanship
 Latin, German or Norwegian
 Biblical History

Second Semester—

English
 Physical Geography or Civics
 Elementary Algebra
 Orthography and Penmanship
 Latin, German or Norwegian
 Singing

SECOND YEAR**English**

Hist. of U. S. or Physiology
 Physics or Plane Geometry
 History, Ancient or Medieval
 Singing

English

Civics or Physical Geography
 Physics or Plane Geometry
 History, Ancient or Medieval
 Catechism

THIRD YEAR**English**

Latin, German or Norwegian
 Plane Geometry or Physics
 History, Medieval or Ancient
 Augsburg Confession or Bible
 Study

English

Latin, German or Norwegian
 Plane Geometry or Physics
 History, Medieval or Ancient

FOURTH YEAR**English**

Chemistry
 Intermediate Algebra or Solid
 Geometry
 Drawing

English

Chemistry
 Solid Geometry or Intermediate
 Algebra
 Commercial Arithmetic
 Church History or Bible Study

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 four 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 mainly during the first two years, and that most of the first grade branches will be taught during the last two years.

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.

THE NORMAL COURSE

FIRST YEAR

First Semester—

English
Elementary Algebra
Physiology or Hist. of U. S.
Orthography and Penmanship
Political Geography
Biblical History

Second Semester—

English
Elementary Algebra
Physical Geography or Civics
Orthography and Penmanship
Political Geography
Singing

SECOND YEAR

First Semester—

Hist. of U. S. or Physiology
English
Psychology
Adv. Arithmetic
Plane Geometry or Physics

Second Semester—

Civics or Physical Geography
English
State Manual and Art of Teaching
Adv. Arithmetic
Plane Geometry or Physics
Catechism

THIRD YEAR

First Semester—

Physics or Plane Geometry
English
Music or Drawing
General History or Norwegian
Augsburg Confession or Bible
Study

Second Semester—

Physics or Plane Geometry
English
Drawing or Music
General History or Norwegian

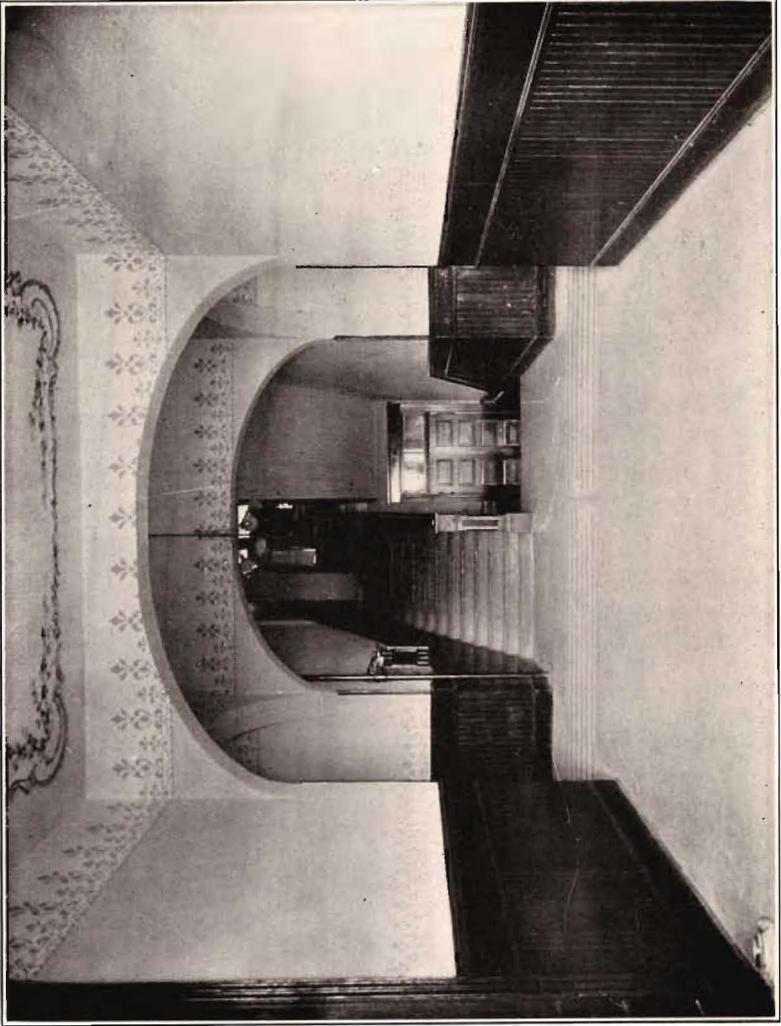
FOURTH YEAR

First Semester—

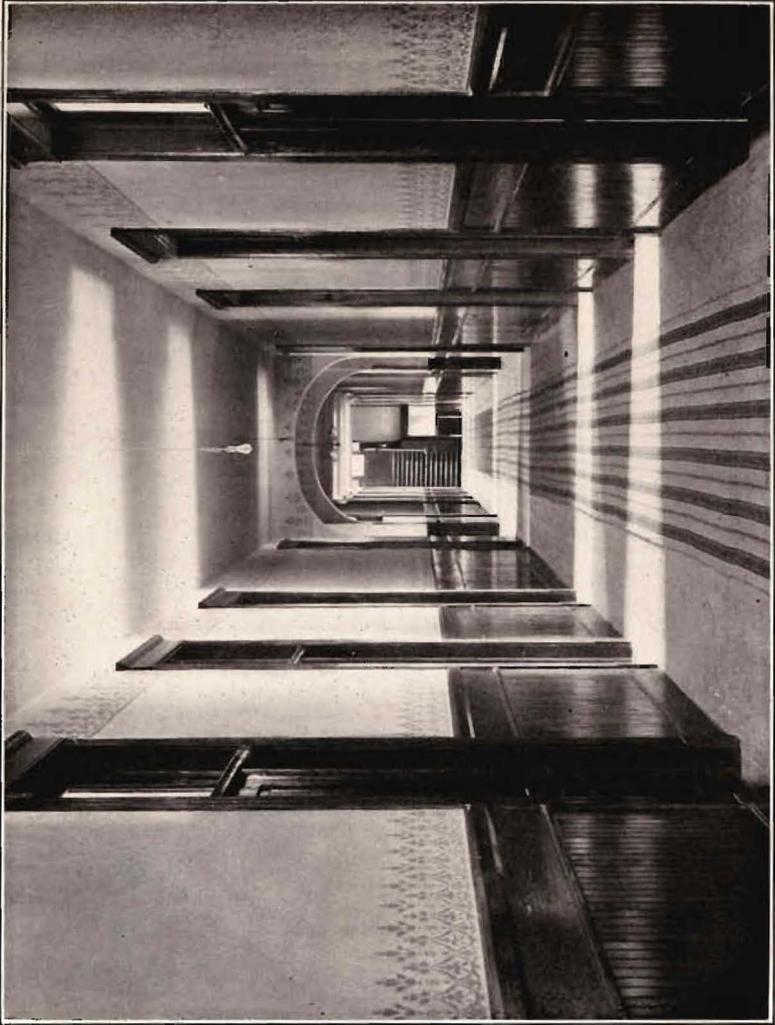
Intermediate Algebra or Solid
Geometry
English
General History or Norwegian
Practice Teaching
Music or Drawing

Second Semester—

Solid Geometry or Intermediate
Algebra
English
General History or Norwegian
Church History or Bible Study
Practice Teaching
Music or Drawing



VESTIBULE, SHOWING ENTRANCE TO DINING HALL



MAIN CORRIDOR, FIRST FLOOR

The Normal and College Preparatory Branches

CHRISTIANITY

BELIEVING that the fear of the Lord is the beginning of wisdom, we have made ample provision for a systematic instruction in the principles of the Christian religion. Biblical History will be studied five hours weekly during the first semester of the first year, Dietrich's Explanation during the second semester of the second year, the Augsburg Confession during the first semester of the third year, and Church History during the second semester of the fourth year. The work will be so arranged, however, that a student who desires it may study two or more of the above branches during the one year. There will also be classes for Bible study two hours a week during the entire school year .

HISTORY

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.

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. — Shakespeare: 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).—Selections from the Old Testament. Shakespeare: *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 Roger de Coverly Papers in "The Spectator." Franklin: *Autobiography*.

Group 3 (One Book to Be Selected). — Chaucer: *Prologue*. Spencer: *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 Chilon*. Palgrave: *Golden Treasury (First Series)*, Book VI., with special attention to Wordsworth, Keats, and Shelley. Macaulay: *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*, *Pheidippides*. 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 marks of Webster or Worcester that, with a dictionary in 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 two semesters 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 year, 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 binominal theorem equations with one unknown quantity, literal and numerical coefficients, the ordinary methods of elimination, variations, ratio and proportion, imaginary and complex numbers.

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 measurements 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 verifications 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 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.

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.

SCIENCES

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 it gives 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, chloride, bromide, 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 notebook 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.

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 of 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.

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 to 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 student 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 re-read 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 over-estimated. 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.

MISCELLANEOUS

Singing. — Five 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 semester 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 well-being 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 servant of the will. If this is done, health and muscular strength must follow as a necessary consequence.

The Business Department

COMMERCIAL COURSE

First Semester—

Bookkeeping
Commercial Arithmetic
Grammar
Business Writing and Spelling
Reading
Typewriting
Rapid Calculation
Bible History or Bible Study

Second Semester—

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

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 how 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.

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.



CORNER OF RECEPTION ROOM



PRINCIPAL'S OFFICE



FAVORITE HAUNTS OF OUR STUDENTS

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, while 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 for 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 of 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. Correct writing of legal documents is a special feature.

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.

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 the 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.

Rapid Calculations. — 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.

THE STENOGRAPHIC COURSE

First Semester—	Second Semester—
Shorthand	Shorthand
Grammar	Composition and Letter Writing
Typewriting	Typewriting
Spelling and Penmanship	Reading
Bible History or Bible Study	Spelling and Penmanship
Reading	Office Work
	Form Writing

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 about twenty years old, has acquired a wide popularity and is used by a large number of representative schools in this country and 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 typewriting successfully, the student must be able to write a good hand, to spell well, and compose correctly. 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, 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 hindrance. 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 \$50.00 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, September 23. The next best time is at the beginning of one of the terms, November 25, January 27 or April 1.

The work will be pursued in the following order:

A

First Term begins Sept. 23	Third Term begins Jan. 26
Arithmetic	Arithmetic
Reading	Orthoepy (Dictionary Work)
Geography	History of U. S.
Grammar	Composition
Penmanship and Spelling	Spelling and Penmanship
Second Term begins Nov. 24	Fourth Term begins Mar. 30
Arithmetic	Arithmetic
Reading	Physiology and Hygiene
Geography	Civics
Grammar	Composition
Penmanship and Spelling	Spelling and Penmanship

Special Class 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

speaking 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

<p style="text-align: center;">First Term begins Sept. 23 Ends Nov. 24</p> <p>Reading Spelling Grammar Arithmetic Penmanship</p> <p style="text-align: center;">Second Term begins Nov. 24 Ends Jan. 24</p> <p>Reading (Continued) Spelling (Continued) Grammar (Continued) Arithmetic (Continued) Penmanship (Continued)</p>	<p style="text-align: center;">Third Term begins Jan. 26 Ends Mar. 30</p> <p>Reading (U. S. History) Orthoepy Composition Arithmetic (Continued) Penmanship (Continued)</p> <p style="text-align: center;">Fourth Term begins Mar. 30 Ends May 29</p> <p>Civil Government Reading Letter Writing Arithmetic Agriculture or Physiology</p>
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Students who are unable to enter at the beginning of the school-year, may enter at the beginning of the second term, November 24, 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 musical 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. Loeschorn, Kohler, Studies. Sonatinas by Clementi and others. Selections from modern composers.

2. Intermediate Grade—Major and minor scales. Broken chords and arpeggios. Studies by Loeschorn, Czerny, Heller, Kuhlau, Rheinecker, Dussek, 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 Waldescenen.

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

Harmony and History of Music.

4. Teacher's Certificate Class—Velocity scales, Arpeggios, Octaves, Cramer and Mocheles, Studies. Octave Studies Kullak, Clementi, Gradus and 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.

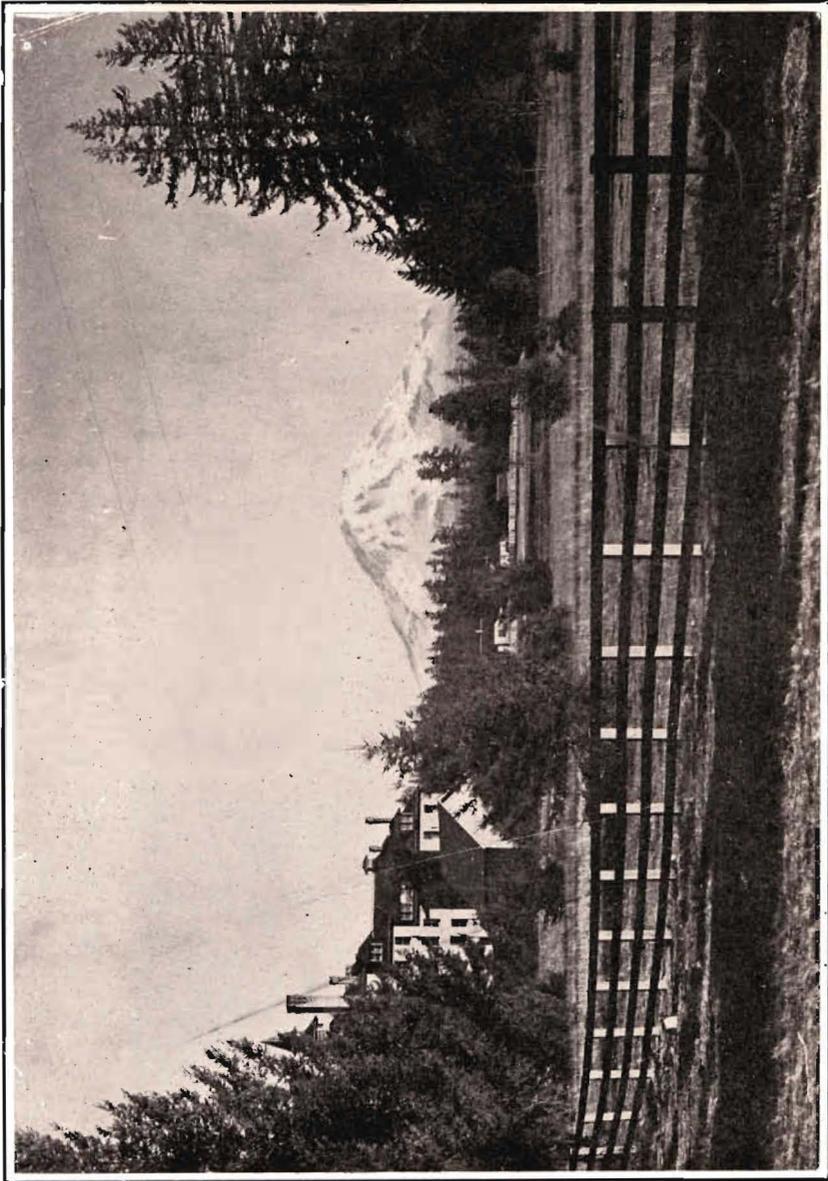
5. Graduating Class—Velocity scales, Arpeggios, Octaves; Chopin, Studies; Bach's Preludes and Fugues; Beethoven, Sonatas; Concertos from Hummel, Grieg, Mendelssohn, Beethoven; Selections from Handel, Schumann, Chopin, Liszt, Rubenstein, Weber, Brahms, Raff and others.

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

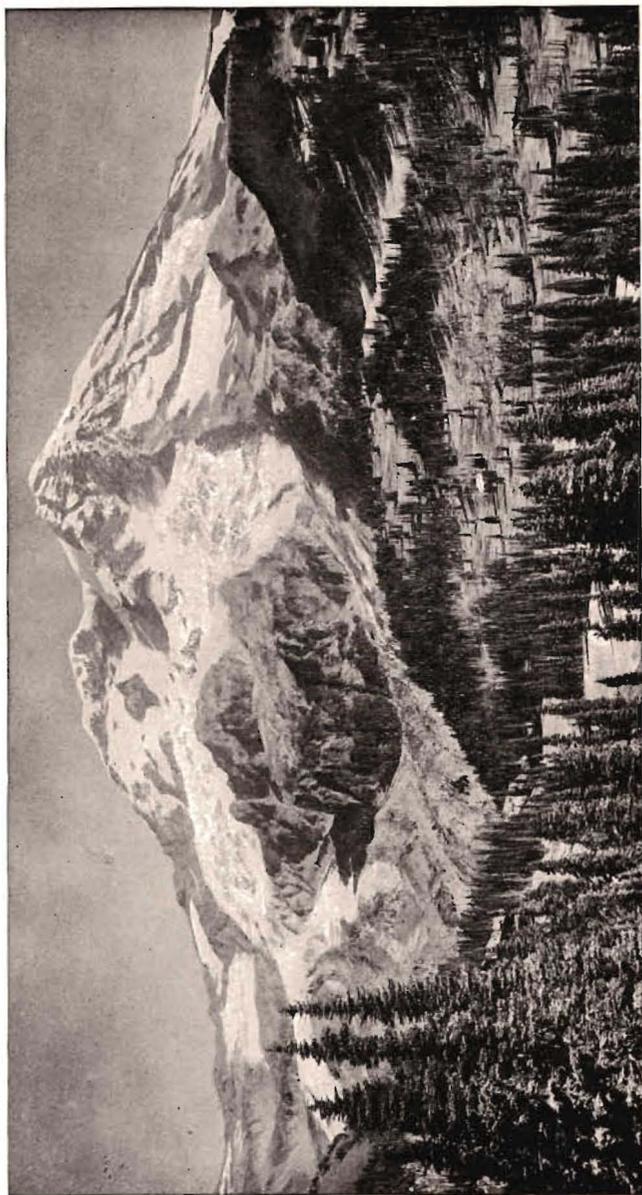
COURSE IN ORGAN

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

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



REAR OF ACADEMY, WITH MT. TACOMA IN DISTANCE



MT. TACOMA FROM INDIAN HENRY'S HUNTING GROUND.

General Information

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 at 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 room and board in the Academy Dormitories are as follows:

One week	\$ 7.00
9 weeks	50.00
18 weeks	95.00
36 weeks	180.00

This includes instruction in all branches offered by the school, except music. It also includes room, good 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. All these charges are payable in advance.

Expenses for Day Students.—

One week	\$ 2.00
9 weeks	15.00
18 weeks	28.00
36 weeks	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. All charges are payable in advance.

Music Tuition.—

Single lessons	\$ 1.50
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 month	\$.50
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. Each room has two occupants.

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 interest 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 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.

All absences and irregularities must be reported at the office at once.

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.

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

All students are required to abstain from the use of tobacco in any form within the building and on the campus.

Students are expected to employ their time to the best possible advantage, and to avoid, as far as possible, everything that has a tendency to interfere with legitimate school work. The participation in dancing or card playing, the 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, 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.

Students are required to keep their rooms clean and tidy and to leave them so.

Students are required to attend their classes until the day they leave.

Day students who prefer to remain in the building between recitations are required to spend the time in the study hall.

Parkland people are requested not to call on the students during study hours.

Day students will not be permitted to frequent the dormitory during evening study hours.

The school maintains the right to exercise supervision outside of school hours, in the case of day students.

All literary societies, athletic clubs or other student organizations are subject to the supervision of the faculty.

All students who take either the college preparatory or normal courses are required to join a least one of the literary societies.

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 or in the study hall. Students should at all times refrain from loud talking, laughing, or other boisterous conduct in the building.

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

The use of lamps and candles in the dormitory 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.

ATHLETICS

To be eligible to membership in a contesting team, a student must have registered for not less than one semester, must carry not less than twenty hours of work per week, and must maintain an average of at least 80 per cent. in his class work.

A student who uses tobacco in any form will not be permitted to participate in any contest game.

The names of the candidates for membership in contesting teams must be reported to the principal at least two weeks before the first contest game. Any change in the team must be reported immediately.

To become a candidate for honorary letters or numbers, a student must comply with one of the following conditions:

1. He must have attended the Academy not less than thirty-six weeks, must have carried not less than twenty hours of work per week, and have maintained an average of not less than 80 per cent. in his class work, or

2. He must be registered for a full school-year, carry not less than twenty hours of work per week, and maintain an average of at least 80 per cent. in his class work.

The names of the candidates for membership for letters must be reported to the principal at least four weeks before the end of the school-year.

DIRECTORY OF GRADUATES

Normal Course

1898—Mrs. Viggo Jurgensen (nee Ettie Kraabel).....	Wilbur, Wash.
1900—Anna M. Tenwick, Missionary.....	Shanghai, China
1902—Clara A. Fossen, Teacher.....	Parkland, Wash.
1903—Marion Afdem, Teacher.....	Tacoma, Wash.
1905—Marie Olson, Teacher.....	Genesee, Idaho
1905—Mrs. J. T. Davis (nee Tomine Halvorson).....	Pantano, Ariz.
1905—Karen M. Lauridsen, Nurse.....	Astoria, Ore.
1905—Lauritz Rasmussen, Clergyman.....	Burlington, Wash.
1906—Nellie May Tegland, Teacher.....	Parkland, Wash.
1906—Ida Aaberg, Stenographer.....	Parkland, Wash.
1906—Mrs. Oscar Wenberg (Marie Louise Anderson).....	Quincy, Wash.
1908—Mrs. Olaf Borge (nee Sigrid Greibrok).....	Vancouver, B. C.
1908—Olive Christensen, Missionary.....	Shanghai, China
1908—Edith Johnson, Student.....	Parkland, Wash.
1908—Louise D. Harstad, Nurse.....	Tacoma, Wash.
1909—Isabel Storaaslie, Teacher.....	Parkland, Wash.
1910—Moses O. Herber, Plumbing & Heating.....	Tacoma, Wash.
1911—Marie R. Knutson, Teacher.....	Tacoma, Wash.
1913—Olga Hong.....	Parkland, Wash.
1913—Lena O. Kittelson.....	Parkland, Wash.

Preparatory Course

1898—Mrs. Anderson (nee Amanda Swain).....	Bellingham, Wash.
1899—Mrs. O. J. Ordal (nee Anna C. Leque).....	Tacoma, Wash.
1901—Mrs. O. J. Toft (nee Johanna Anderson).....	Seattle, Wash.
1902—Mrs. Louis Nyhus (nee Mary Skjervem).....	Parkland, Wash.
1902—Henry Skjervem, Teacher.....	Parkland, Wash.

Commercial Course

1899—Nellie I. P. Lee.....	Mt. Vernon, Wash.
1899—Sena Olson, Stenographer.....	Imperial, Cal.
1900—Oscar A. Tingelstad, Teacher.....	Decorah, Iowa
1900—C. A. Anderson.....	Seattle, Wash.
1900—August Buschmann, Manufacturer.....	Seattle, Wash.
1900—Richard Isachson, Merchant.....	Eureka, Cal.
1901—Gilbert Anderson, Farmer.....	Ellingson, N. Dak.
1901—G. W. Brown, Contractor.....	Oakland, Cal.
1901—G. R. Haukelie, Contractor.....	Aberdeen, Wash.
1902—Arnie Hanson, Public Accountant.....	Seattle, Wash.
1902—Rudolph E. Hamry, Bookkeeper.....	Kindred, N. Dak.
1902—Mrs. H. F. Kempe (nee Nellie Brakke).....	Astoria, Ore.
1902—Oliver Rindal (Deceased).....	Seattle, Wash.
1902—T. W. Magelssen, Farmer.....	Stanwood, Wash.
1903—Christine Harstad, Bookkeeper.....	Parkland, Wash.
1903—E. E. Huseby.....	Petersburg, Alaska

1903—Theodore Iles (Deceased)	Arlington, Wash.
1903—Marie C. Johanson, Bookkeeper	Portland, Ore.
1903—K. T. Knutson, Bookkeeper	Stanwood, Wash.
1903—Emil Nelson, Bookkeeper	Ballard, Wash.
1903—Harold H. Pederson, Merchant	Los Angeles, Cal.
1903—Mrs. O. A. Tingelstad (nee Alfield Tvete)	Decorah, Iowa
1904—A. M. Anderson, Farmer	Brownville, Wash.
1904—Oscar V. Aaberg	
1904—J. G. Lund, Restaurant Keeper	Tacoma, Wash.
1904—F. C. Moehring	Snohomish, Wash.
1904—Ella Olson, Bookkeeper	Stanwood, Wash.
1905—George Harstad, Teacher	Willmar, Minn.
1905—Lewis Moe, Bookkeeper	Ellensburg, Wash.
1905—Alfred I. Smith, Fruitgrower	Kennewick, Wash.
1905—Edwin Anderson, Farmer	Parkland, Wash.
1905—Carlo S. Loven, Solicitor	Tacoma, Wash.
1905—Floyd Sather, Bookkeeper	Port Townsend, Wash.
1905—Olaf Bendixon, Student	Pullman, Wash.
1906—John H. Molstad, Real Estate Dealer	Edmonton, Alberta
1906—I. J. Erickson, Bookkeeper	Seattle, Wash.
1906—P. H. Ongstad, Bookkeeper	Seattle, Wash.
1906—Marius Mesford, Bookkeeper	Poulsbo, Wash.
1907—Mrs. Dean Ashcroft (nee Blanche Benner)	Tacoma, Wash.
1907—Mrs. C. D. Milhoane (nee Maude Benner)	Tacoma, Wash.
1907—Margrete T. Knudson, Expert Typewriter	Tacoma, Wash.
1907—Mathias H. Forde, Student	Seattle, Wash.
1907—John Nelson, Bookkeeper	Oakland, Cal.
1907—John Schau	Seattle, Wash.
1907—Even Berg, Bookkeeper	Clayton, Wash.
1907—Charles G. Bentson, Merchant	Silverton, Ore.
1907—Ole Linvog, Student	Seattle, Wash.
1908—Otto Widen, Bookkeeper	Seattle, Wash.
1908—Julius Alberg, Bookkeeper	Seattle, Wash.
1908—M. O. Hatteberg Farmer	Silverton, Ore.
1908—M. T. Tingelstad, Farmer	Silverton, Ore.
1908—Melvin A. Larson, Farmer	Ballard, Wash.
1908—C. Herman Johnson, Bookkeeper	Everett, Wash.
1908—Clara J. Molden, Clerk	Parkland, Wash.
1908—P. B. Jacobson	Oro Grande, Idaho
1908—J. H. Smith	S. Dak.
1908—Alexander Ostrom, Bookkeeper	Astoria, Ore.
1908—Lars Mahlberg, Stenographer	Olympia, Wash.
1908—Bernard J. Berg, Farmer	Barlow, Ore.
1909—John Hogberg, Contractor	Bellingham, Wash.
1909—Edw. G. Bloom, Farmer	Fairfield, Wash.
1909—Edwin Tingelstad, Student	Decorah, Iowa
1909—Oscar A. Larson, Bookkeeper	Petersburg, Alaska

1910—Hans Staurust	
1911—John V. Hills, Bookkeeper	Alberni, B. C.
1911—L. C. Thynness, Bookkeeper	Berkeley, Cal.
1911—E. B. Houke, Bookkeeper	Astoria, Ore.
1911—Ole Torget	Seattle, Wash.
1911—A. H. Foss, Bookkeeper	Tacoma, Wash.
1911—Milton C. Hoff, Lumber Dealer	Flasher, N. D.
1911—Wm. Hjertaas	Tolt, Wash.
1911—Carl L. Hansen	Junction City, Ore.
1912—Gustav O. Haagenzen	Eureka, Cal.
1912—Henry Husby	Point No Point, Wash.
1912—Louis Roen	Waterford, Cal.
1912—Harold Johnson, Merchant	Parkland, Wash.
1912—Ordin Hiim, Bookkeeper	Chehalis, Wash.
1912—Lewis Ness	Astoria, Ore.
1912—John Kulsley	Arlington, Wash.
1912—Henrik Nilsen	Seattle, Wash.
1912—Conrad Gaard, Student	Decorah, Iowa
1913—Edmund H. Hanson	Nordland, Wash.
1913—Lasse Knutson, Bookkeeper	Silona, Wash.
1913—Elias Nelson	Astoria, Ore.

Stenographic Course

1902—Mrs. O. A. Tingelstad (nee Alfield Tvete)	Decorah, Iowa
1904—Bertha Erickson	Quincy, Ore.
1904—Ludvig Larson	Parkland, Wash.
1905—Anna Molden (Deceased)	Parkland, Wash.
1905—Alfred I. Smith, Fruitgrower	Kennewick, Wash.
1905—Nils Jeldness, Merchant	Astoria, Ore.
1905—Clara R. Knudson, Bookkeeper	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, Bookkeeper	Ballard, Wash.
1907—Margrete T. Knudson, Expert Typewriter	Tacoma, Wash.
1908—P. C. Lee, Merchant	Bellingham, Wash.
1908—Alexander Ostrom, Bookkeeper	Astoria, Ore.
1908—Bertha Harstad, Stenographer	Parkland, Wash.
1908—Gena Brudvig	Barlow, Ore.
1908—H. L. Dahl, Farmer	Neptune, Minn.
1909—H. P. Hansen, Farmer	Silverton, Ore.
1909—E. G. Blom, Farmer	Fairfield, Wash.
1909—Mary W. Sales, Stenographer	Tacoma, Wash.
1909—Emma H. Wallin, Stenographer	Minot, N. Dak.
1909—C. A. Wallin, Stenographer	Minot, N. Dak.
1910—Ella Tvete, Stenographer	Seattle, Wash.
1910—Mrs. H. A. Hendrickson (nee Margot Sende)	Los Angeles, Cal.

1910—Ida Waale	Tacoma, Wash.
1910—Inga Waale, Stenographer	Tacoma, Wash.
1910—Mrs. D. Storvik (nee Minnie Hong)	Tacoma, Wash.
1911—Ina Cooper, Stenographer	Wolford, N. Dak.
1911—Clara M. Madsen, Stenographer	Santa Barbara, Cal.
1911—Jennie Foss, Stenographer	Seattle, Wash.
1911—Helmer Halvorson	Poulsbo, Wash.
1911—John L. Hogberg, Contractor	Bellingham, Wash.
1911—Laura Ellefson, Stenographer	Willmar, Minn.
1911—A. H. Foss, Bookkeeper	Tacoma, Wash.
1911—Clara L. Oss, Bookkeeper	Tacoma, Wash.
1913—Cora Hoff	Winchester, Wash.
1913—Alma Nelson	Montbourne, Wash.
1913—Myrtle Olson	Chinook, Wash.
1913—Alpha Pederson	Empire, Ore.

College Preparatory Course

1902—Ingebret Dorrurn, Teacher	Fergus Falls, Minn.
1910—Clara Christensen, Teacher	Parkland, Wash.
1910—Mathias H. Forde, Student	Seattle, Wash.
1910—Aletta Greibrok, Teacher	Parkland, Wash.
1902—Oscar A. Tingelstad, Teacher	Decorah, Iowa
1903—John C. Goplerud, Farmer	Silverton, Ore.
1905—Alfred Halvorson, Student	Seattle, Wash.
1903—Lars Jensen	Silverton, Ore.
1903—Ludvig Larson	Parkland, Wash.
1905—George Harstad, Teacher	Willmar, Minn.
1907—Iver A. Opstad, Teacher	Reineck, Iowa
1908—Frank W. Peterson, Teacher	Bellingham, Wash.
1908—Gynther Storaasli, Student	St. Paul, Minn.
1909—Aanon Greibrok, Student	St. Paul, Minn.
1909—Alfred E. Wedberg, Merchant	Tacoma, Wash.
1910—Martin Leque, Farmer	Stanwood, Wash.
1911—Walter J. Maakestad, Student	Decorah, Iowa
1911—Oliver Harstad, Student	Decorah, Iowa
1911—Joseph Husby, Student	Seattle, Wash.
1911—H. A. Hendricksen, Solicitor	Los Angeles, Cal.
1911—Conrad Gaard, Student	Decorah, Iowa
1911—Alfonso Lee, Student	Seattle, Wash.
1911—Martin Olson, Student	Bellingham, Wash.
1912—Ida Fjelde, Student	Ossian, Iowa
1912—Agnes B. Christensen, Teacher	Parkland, Wash.
1912—Nils M. Leque, Student	Decorah, Iowa
1912—Henry Torvanger	Pt. Madison, Wash.
1912—Joseph Aaberg, Student	Parkland, Wash.
1913—Elizabeth Larsen	Bickleton, Wash.
1913—Sophie Larsen	Bickleton, Wash.

STUDENTS 1912 - 13

Aaberg, Mabel
Aasten, John
Aberg, Hazel
Anderson, Alfred
Anderson, Chester
Anderson, Esther
Anderson, H. A.
Anderson, Louie
Anderson, Soren
Anderson, Walter
Arntzen, Edward
Arntzen, Melford
Bardon, Gunhild
Bardon, Bardon
Bardon, Guy
Bardon, Jennie
Bardon, Norma
Basse, Christine
Basse, Edward
Beck, Christian
Benson, Harvey O.
Benson, Lawrence
Bremer, J.
Brevig, Dagny A.
Brottem, A. C.
Brown, Scott
Carlson, Edla
Carlson, E. H.
Carlson, Jonas
Caspary, Delo
Caspary, Dolly
Christensen, Clara
Christensen, Gertrude A.
Dahl, Peder
Dahl, George
Daniels, Marcus
Danielson, June M.
Davidson, John
Ditlevson, Sigvard
Drugging, Lars
Ekberg, Agda K.
Ekern, Peder
Eliason, Emil
Eliason, Magnus
Erdahl, Britha
Erickson, Elida
Erickson, John
Erickson, Martin
Fadness, Anna C.
Fangsrud, Ruth
Froise, Arne
Forsberg, Eric
Forsberg, Fred
Gaard, Grace O.
Glassoe, Otelia
Greibrok, Lydia
Hagen, Orrin
Hagen, Wm. L.
Hannus, Michael
Hanson, E. H.
Hanson, Gustaf
Hanson, Victor
Harstad, Ingvald
Harstad, Theander
Hatley, Anton
Hoff, Cora
Hong, Harold V.
Hong, Olga
Hoseth, Christian
Howem, Martha
Husby, Myrtle
Ingebretson, Peter E.
Ingebretson, Ole
Iverson, Marie
Jacobson, Carl
Jacobson, Emil
Jacobson, Jettie
Jensen, Ebba J.
Jensen, Anna
Jensen, Peter
Johanson, Einar
Johnson, Harold G.
Johnson, Harold L.
Johnson, John
Johnson, L.
Johnson, Norman
Kittelson, Lena
Knutson, Lasse
Knudson, Margaret
Komle, Kolbein
Larson, Carl
Larsen, Elizabeth

Larsen, Martin	Ottesen, Aasta C.
Larsen, Sophie	Paulof, Andre
Lee, Osc E.	Peterson, Alpha
Lien, Ingvald	Peterson, Louie
Linder, David	Peterson, Hans
Lofgren, Ella	Peterson, Lillian
Ludvigson, Agnes	Quam, Ed.
Mattson, Carl	Quam, Gertrude
Megard, Peter	Rafseth, Oscar
Mesford, Ivan	Reinseth, Bertha
Moe, Peter	Rygg, Oscar
Moe, Magna	Rynning, Karen S.
Moe, John	Rynning, Lars
Moa, Alma	Salveson, Tom
Nelson, Alma	Sater, Sivert
Nelson, Connie	Saugstad, Randolph
Nelson, Elias	Sinland, Theodore
Nelson, Nils	Siverson, Arthur
Ness, Arthur	Siverson, Steiner
Nilson, Olof C.	Solvold, Gertrude
Nordness, Hans	Sorensen, Hans
Nordstrom, Magnus J.	Steen, Ivar
Norgaard, Hilmar	Storaasli, Gust. G.
Offerdal, Henry	Syse, S. T.
Ohlson, Jacob	Tenold, Peder
Oie, Ole	Tiller, Arnt
Olson, Ingvald	Thorsvig, Albin
Olson, Johanna	Waage, Carl
Olson, Myrtle	Waale, Amanda
Olson, Reuben	Wells, Effie J.
Opdahl, Bessie	Wold, Andrew
Ostby, Gust	Youngdahl, Aug.
Ostby, Peder	

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TEACHERS FOR 1913 - 14.

N. J. HONG, A. B., Principal,
English and Norwegian Literature, Psychology, Pedagogics.

J. U. XAVIER, A. B., Assistant Principal,
General History, Latin, Greek, Bible.

P. J. BARDON, B. S.,
Arithmetic, Physical Geography, English Grammar.

T. M. DROTNING, A. B.,
English, Rhetoric, Reading, Singing, Band, Orchestra, Chorus Work.

O. J. STUEN, A. M.,
Mathematics, Physics, Chemistry, German.

J. M. CLARY, A. B., L.L. B. M. Acc's,
Principal Commercial Department, Bookkeeping, Commercial Law, Civil
Government, U. S. History.

INGA D. HONG,
Shorthand, Typewriting, English Composition, Spelling.

THEODORA ALFSEN, B. Music,
Piano, Organ, Harmony, History of Music.

AGNES HOUGEN, Preceptress.

CALENDAR, 1913 - 14

First Semester

Begins Sept. 23; Ends Jan. 23.

Dedication Day.....October 14

Thanksgiving Day...November 27

Second Semester

Begins Jan. 26; Ends May 29

Washington's Birthday....Feb. 22

