

THE PACIFIC LUTHERAN ACADEMY



MAIN BUILDING

1914 AND 1915 BUSINESS COLLEGE

FIRST QUARTER BEGINS SEPTEMBER 22
SECOND QUARTER BEGINS NOVEMBER 23
THIRD QUARTER BEGINS JANUARY 25
FOURTH QUARTER BEGINS MARCH 29

PARKLAND, WASHINGTON

1914



MT. TACOMA (or Rainier)
as seen from Spanaway Lake, near Parkland

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Twenty-first Annual
OF THE
Pacific Lutheran
Academy
AND
Business College

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PARKLAND, WASH.

1914



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FACULTY, 1913-14

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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. 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. This being the case, is it not 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 THE WORK

The Pacific Lutheran Academy prepares its students for entering any first-class college or school of science. But many students after leaving the grammar or high school do not wish to go to college. However, they desire advanced work in a new environment, and under competent instructors, in those subjects which best meet their tastes and needs. The Pacific Lutheran Academy offers them the opportunity to do this very thing. There are classes to suit all, the backward as well as the advanced.

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 drainage and excellent opportunity for outdoor exercise at all seasons make it an almost ideal place for students. Situated less than six miles from the heart of the large and growing city of Tacoma, with which it has excellent street car and telephone connections, and from which it receives water service, 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, has a water and electric light plant of its own, and is designed to accommodate between 250 and 300 students.

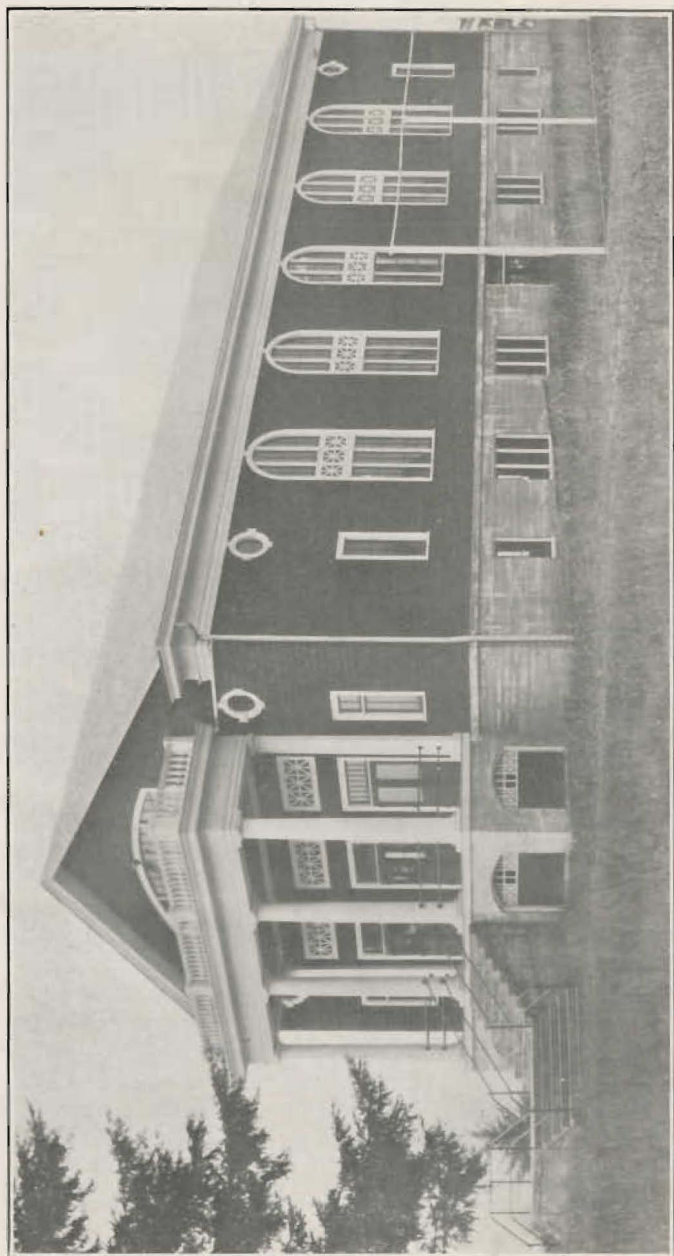
Dormitories.—The main building has been partitioned off into two parts. One of these is used as a ladies' dormitory and the other is occupied by the young men. While the two dormitories are under the same roof, they are, nevertheless, to all intents and purposes, like separate buildings. The rooms are 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 completely finished, is designed to contain a swimming pool, showers, dressing rooms, and other conveniences.

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

Fully Accredited.—The Pacific Lutheran Academy is fully accredited by the University of Washington, and its graduates may enter the University without examination.

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



THE NEW GYMNASIUM -- Corner of Tennis Court



BEAUTY SPOTS ON THE PRAIRIE NEAR THE ACADEMY

Photo by A. H. Barnes

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 three groups, or courses, requiring, as nearly as possible, the same amount of work: The Classical, the Modern Language, and the General Science. These 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. Students who desire to prepare for entering Luther College may take the Classical Course with a few modifications.

Fully Accredited.—Graduates from any of these courses may enter the University of Washington without examination.

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 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. 22. The next best, is at the opening of the second semester, January 25. 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 opposite page.

For details regarding the scope of the work, see page 11.

COURSES OF STUDY

Year	* CLASSICAL		MODERN LANGUAGE				GENERAL SCIENCE		NORMAL	
	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester
First	English Algebra Latin Phys. Geography Bible History	English Algebra Latin Phys. Geography Penmanship	English Algebra †Foreign Lang. Phys. Geography Bible History	English Algebra †Foreign Lang. Phys. Geography Penmanship	English Algebra Phys. Geography †Foreign Lang. Bible History	English Algebra Phys. Geography †Foreign Lang. Penmanship	English Algebra Phys. Geography †Foreign Lang. Bible History	English Algebra Phys. Geography †Foreign Lang. Penmanship	English Algebra Phys. Geography †Foreign Lang. Penmanship	English Algebra Phys. Geography †Foreign Lang. Penmanship
Second	English Latin Geometry Ancient History Physiology	English Latin Geometry Ancient History Catechism	English †Foreign Lang. Geometry Ancient History Physiology	English †Foreign Lang. Geometry Ancient History Catechism	English †Foreign Lang. Geometry Ancient History Physiology	English †Foreign Lang. Geometry Ancient History Catechism	English †Foreign Lang. Geometry Ancient History Physiology	English Political Geog. Geometry Ancient History Physiology	English Political Geog. Geometry Ancient History Catechism	English Political Geog. Geometry Ancient History Catechism
Third	English †Foreign Lang. Solid Geometry Medieval History Augsburg Confes'n	English †Foreign Lang. Higher Algebra Medieval History Psychology	English †Foreign Lang. Solid Geometry Medieval History Augsburg Confes'n	English †Foreign Lang. Higher Algebra Medieval History Psychology	English †Foreign Lang. Zoology Augsburg Confes'n Solid Geometry	English †Foreign Lang. Zoology Psychology Higher Algebra	English Drawing Adv. Arithmetic Augsburg Confes'n Solid Geometry	English Drawing Adv. Arithmetic Augsburg Confes'n Solid Geometry	English Adv. Arithmetic Psychology Higher Algebra	English Adv. Arithmetic Psychology Higher Algebra
Fourth	English †Foreign Language Physics U. S. History Economics	English †Foreign Lang. Physics Civics Church History	English †Foreign Lang. Physics U. S. History Economics	English †Foreign Lang. Physics Civics Church History	English †Foreign Lang. U. S. History Physics Economics	English †Foreign Lang. Civics Physics Church History	English Methods of Teaching U. S. History Physics Economics	English Methods of Teaching U. S. History Physics Economics	English State Manual Civics Physics Church History	English State Manual Civics Physics Church History

*Those preparing to enter Luther College will study Norwegian language and literature during the first two years, and Latin and German during last two years.
†Either Latin, German, or Norwegian.

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.

For outline of course see page 9.

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, 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.

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 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 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, 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.

FIRST YEAR

Review of Grammar. Themes.

For Thorough Study in Class—

Shakespeare: Macbeth or Hamlet.

For Reading in Class—

Shakespeare: Midsummer Night's Dream, As You Like It; Bunyan: Pilgrim's Progress.

For Outside Reading—

Scott: Ivanhoe; Dickens: David Copperfield.

SECOND YEAR

Rhetoric, Lockwood and Emerson. Themes.

For Thorough Study in Class—

Milton: Minor Poems; or Selections from Wordsworth, Keats, and Shelley.

For Reading in Class—

Coleridge: The Ancient Mariner; Lowell: The Vision of Sir Launfal; Shakespeare: Romeo and Juliet.

For Outside Reading—

Swift: Gulliver's Travels; Goldsmith: Vicar of Wakefield; George Eliot: Silas Marner; Cooper: The Spy.

THIRD YEAR

History of English Literature. Themes.

For Thorough Study in Class—

Burke: Conciliation with the Colonies; or Macaulay: Speech on the Copyright.

For Reading in Class—

Shakespeare: King Lear; Tennyson: The Princess; Elocution.

For Outside Reading—

Mrs. Gaskell: Cranford; Blackmore: Lorna Doone; Poe: Selected Tales; Hale: The Man Without a Country.

FOURTH YEAR

History of American Literature. Themes. Final Oration. Senior Recital.

For Thorough Study in Class—

Macaulay: Essay on Johnson, and Selections from Addison's De Coverly Papers.

For Reading in Class—

Shakespeare: Richard II; Burns: Poems; Browning: Shorter Poems; Palgrave: Golden Treasury, with special attention to Poe, Lowell, Longfellow, and Whittier.

For Outside Reading—

Holmes: The Autocrat at the Breakfast Table; Parkman: The Oregon Trail; Franklin Autobiography; Irving: Alhambra.



THE CONCERT BAND



THE ORCHESTRA

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

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

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

While this subject will be studied formally only during one 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.

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.

Zoology.—This work is designed to aid the student in getting a clear idea of the animal kingdom as a whole by the study of a few typical individuals. The study of structural and systematic zoology by means of the text-book will be amply supplemented and illustrated by laboratory work. After devoting considerable time to the study of insects, the students take up the crawfish, the earthworm, the clam, snail, snake, fish, frog, bird and mammal.

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 two semesters,

and will cover the following topics: The earth as a planet, the atmosphere, the ocean, the lands, plains and plateaus, 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

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.

The first semester of the second year's work in German will be spent in reading and translating one or more easy classics, as Schiller's William Tell, Storm's Immensee, and others.

During the second semester a thorough review of the grammar will be given in connection with simple original compositions and easy conversations on different topics. The reading of some classic will be continued during the year. Special stress will be laid on the acquisition by the student of a vocabulary of several hundred German words and phrases.

The third year will be devoted to studying some of the masterpieces of German literature and to more advanced work in composition and conversation. As far as possible, German will be employed as a medium of instruction and recitation during the entire three years' course.

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.

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.

Bookkeeping.—A knowledge of bookkeeping is generally conceded

to be 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.

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 teaching 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 course is one of actual business practice, and is much superior to the "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 law 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 thor-

ough 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—

Shorthand
Grammar
Typewriting
Spelling and Penmanship
Bible History or Bible Study
Reading

Second Semester—

Shorthand
Composition and Letter Writing
Typewriting
Reading
Spelling and Penmanship
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 constantly increasing demand for competent stenographers at a good salary. To the college student, shorthand is of inestimable value in making report 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 train-

ing 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 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 one 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 L. C. Smith 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.

DOMESTIC SCIENCE AND ART

This course will be practical from beginning to end. It will embrace a study of the fundamental principles of foods and cookery, and the application of these principles to the cooking of typical foods. Two hours a day, twice a week, will be devoted to this work. A charge of \$2.00 per semester will be made to cover cost of material.

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 22. The next best time is at the beginning of one of the terms, November 24, January 25 or March 30.

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

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.

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 twenty 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 principle 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 registering for a nine-weeks' term, who are far enough advanced to profit by it.

WHAT BEGINNERS LEARN IN EIGHTEEN WEEKS

To read correctly at sight in treble and bass.

To calculate all kinds of time.

To play all major and minor scales.

To play all major, minor, diminished, augmented and 7th chords.

To play all intervals and their inversions.

To play all cadences.

They are required to have a vocabulary of thirty musical terms, and to know the stories of the composers.

The wrists are made loose, the hands shaped, and the proper finger action given.

Special attention is given to ear training, which is a branch of musical study most necessary to musical development, but often neglected.

All this knowledge is gained without seriously taxing the student, because, by this system, everything is simplified and condensed.

The charges for class lessons in **Fundamental Music Training for Beginners** will be 50 cents per week for each pupil.

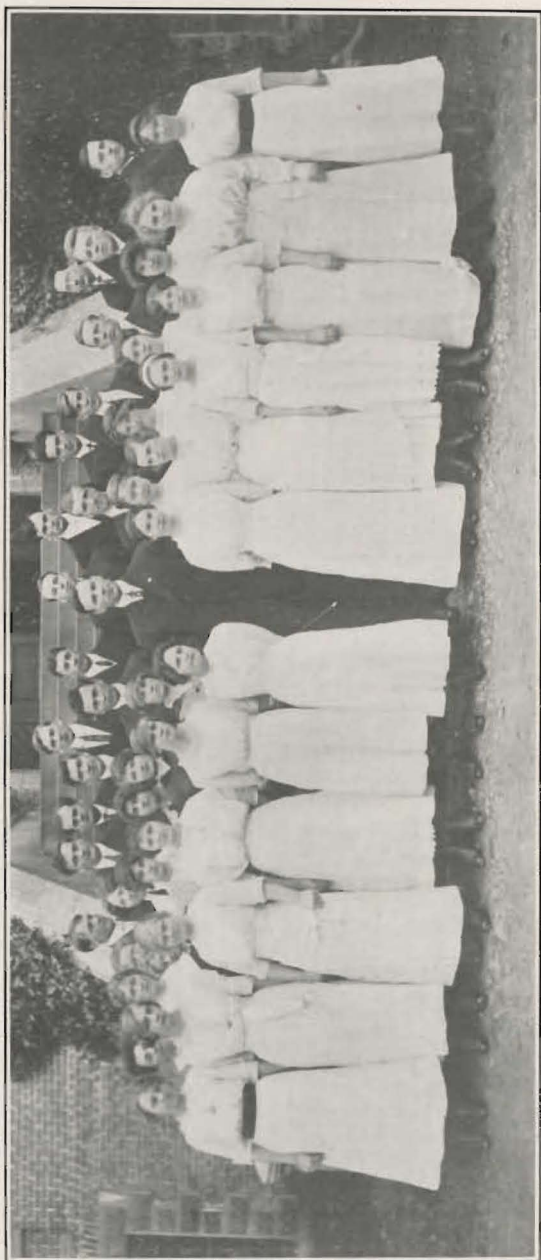
Two sixty-minute lessons will be given each week.

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,



THE GIRLS' GLEE CLUB



THE CHORUS

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

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

3. Advanced Grade—Major and minor scales in octaves, thirds, sixths and tenths, arpeggios, octaves. Cramer Studies; Kullak, Oc-ta; Bach's Inventions; Mendelssohn's Songs Without Words; Schu-ber's Waltzes and Moments Musicales; Schumann's Waldescenen.

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

Harmony and History of Music.

4. Teacher's Certificate Class—Velocity scales, arpeggios, Oc-taves, Cramer and Mocheles, Studies. Octave Studies, Kullak; Cle-menti, Gradus and Parnassum. Bach, Studies. Beethoven's and Mo-zart'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; Cho-pin, Studies; Bach's Preludes and Fugues; Beethoven, Sonatas; Con-certos from Hummel, Grieg, Mendelssohn, Beethoven; Selections from Handel, Schumann, Chopin, Liszt, Rubinstein, Weber, Brahms, Raff, and others.

Harmony, Composition, Counterpoint, Cannon, Fugues, and Sci-ence 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.

VOICE

A systematic course in voice training, including breathing, breath control, voice placing, interpretation and execution.

Preparatory Course.—Breathing and voice placing exercises, sus-tained tones and scale work, vocalizes from Concone; Abt's Singing Tutor.

Advanced Course.—Voice placing, scales, sustained notes and ex-ercises in articulation, studies from Concone, Vacai, Marchesi; sim-ple songs.

Voice placing exercises continued, Marzocchi's Art of Vocalization, Concone's Fifty Lessons, Songs from Handel, Schumann, Schubert, Chadwick and others.

Advanced studies and exercises, solos from the standard operas and oratorios.

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, Hayden, Mozart, Beethoven, Mendelssohn, Brahms, Wagner, and Grieg.

VIOLIN

The work in violin will be in charge of Prof. Olof Bull, an artist of more than ordinary ability and well known all over the Pacific coast. He received his musical education under noted European teachers, among others the famous Wienawski.

In the elementary instruction much emphasis is placed on the production of pure tone, correct bowing, etc. Suitable elementary pieces will be studied.

For the more advanced students, use is made of the standard studies of Kayser, Schradieck, Sevcic, Kreutzer, Fiorillo, Rode, and pieces by Paganini, Jacoby, Sitt and others.

Music Tuition.—Piano, Harmony, Voice.

Single lessons (private instruction)	\$ 1.50
Per semester, 18 weeks, one lesson per week (private)	15.00
Per semester, 18 weeks (class instruction) two lessons per week	9.00
Violin, per lesson	1.00

Piano Rent.—

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

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

Musical Organizations

ALL the students' musical organizations are under the supervision of the Pacific Lutheran Academy Musical Union, organized during the fall of 1913. The officers, with the exception of the musical director, are students. This organization has jurisdiction over the Band, Chorus, Orchestra, Boys' Glee Club, and Girls' Glee Club. Its aim is to cultivate a taste for the best music, to teach the students how to perform on band and orchestra instruments, and to instruct them in reading notes and in part singing. A fee of \$1.00 per year entitles the student to membership in the union and a free pass to the concerts held under its auspices. This also entitles the student to membership in any or all the musical organizations. Instruction is given without extra cost.

THE CONCERT BAND

During the past year this organization numbered twenty-seven, and we hope materially to increase the membership next year. Most of the instruments are furnished by the Musical Union and may be rented for the small sum of \$2.00 per year. Prospective students, who play band and orchestra instruments, are requested to bring them along. It is the intention of the Musical Union to equip the band with a full set of low pitch instruments during the coming year. A committee has already been elected to take charge of this matter, and efforts will be made to raise the necessary funds this summer.

BEGINNERS' BAND

To accommodate students who have no musical knowledge, a beginners' band is organized at the opening of school. Here the very fundamentals of band music, such as scales and very easy selections, are first studied. The studies are progressive and the students are promoted according to their ability. As soon as the members have progressed sufficiently they are given suitable parts in the Concert Band.

THE ORCHESTRA

An orchestra of fourteen pieces was maintained last year. This, as well as the band, furnished musical numbers for the literary societies and other programs, besides assisting at functions out of town.

THE CHORUS

During the past year a mixed chorus of over forty voices rendered selections from Schumann, Haydn, Donizetti, Balfe, and other leading composers. The Girls' and Boys' Glee Clubs also appeared on various occasions and were received with enthusiasm.

CONCERTS

On February 22nd, during the alumni reunion week, the annual concert is given. This consists of selections by all the musical organizations of the school. The proceeds go into the treasury of the Musical Union. During the past year over \$400.00 was realized from concerts and social doings. This sum will be used towards purchasing new instruments, enlarging the musical library, and for running expenses in general. Open air concerts and picnic excursions are a feature of the band during the spring term. It will be our aim to visit the cities along the Sound on concert tours in the near future.



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.—Piano, Harmony, Voice.

Single lessons (private instruction)	\$ 1.50
Per semester, 18 weeks, one lesson per week (private)	15.00
Per semester, 18 weeks (class instruction) two lessons per week	9.00
Violin, per lesson	1.00

Piano Rent.—

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

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.

Library Fee.—A library fee of 50 cents per semester is charged.

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 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 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.

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.



THE BASKET BALL TEAM



THE LADIES' OCTETTE

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 letters must be reported to the principal at least four weeks before the end of the school year.

Records and Reports

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

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

Spending Money

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

How to Reach Parkland

Parkland is a suburb of Tacoma, one of the large railroad centers and ocean ports on the Pacific Coast. On arriving in Tacoma take the Spanaway car, ride to Parkland, and walk one block to the Academy. Here leave checks for baggage, and the school will see to it that same is properly delivered.

All students who desire to be met at the train or boat should inform the principal a few days in advance of their arrival.

Telephone

The telephone number of the Academy is Madison 106 J 2. In case of doubt or difficulty, call up this number.

Self Supporting Students

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

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

Daily Routine

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

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

Lyceum

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

Debating Societies

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

The Mission Society

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

Communications

All communications concerning the school should be addressed to

N. J. HONG, Principal,
Parkland, Wash.

DIRECTORY OF GRADUATES

Normal Course

- 1898—Mrs. Viggo Jurgensen (nee Ettie Kraabel).....Wilbur, Wash.
 1900—Anna M. Tenwick, MissionaryShanghai, China
 1902—Clara A. Fossen, TeacherParkland, Wash.
 1903—Marion Afdem, TeacherTacoma, Wash.
 1905—Marie Olson, TeacherGenessee, Idaho
 1905—Mrs. J. T. Davis (nee Tomie Halvorson)Pantano, Ariz.
 1905—Karen M. Lauridsen, NurseAstoria, Ore.
 1905—Lauritz Rasmussen, ClergymanBurlington, Wash.
 1906—Nellie May Tegland, TeacherYelm, Wash.
 1906—Ida Aaberg, StenographerParkland, Wash.
 1906—Mrs. Oscar Wenberg (Marie Louise Anderson).....Stanwood, Wash
 1908—Mrs. Olaf Borge (nee Sigrid Greibroek)Vancouver, B. C.
 1908—Olive Christensen, MissionaryShanghai, China
 1908—Edith Johnson, StudentParkland, Wash.
 1908—Louise D. Harstad, NurseTacoma, Wash.
 1909—Isabel Storaaslie, TeacherParkland, Wash.
 1910—Moses O. Herber, Plumbing & HeatingTacoma, Wash.
 1911—Marie R. KnutsonTacoma, Wash.
 1913—Olga Hong, TeacherParkland, Wash.
 1913—Lena O. Kittelson, TeacherParkland, Wash.

Preparatory Course

- 1898—Mrs. Anderson nee Amanda Swan)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, TeacherParkland, Wash.

Commercial Course

- 1899—Nellie I. P. LeeMt. Vernon, Wash.
 1899—Sena Olson, StenographerImperial, Cal.
 1900—Oscar A. Tingelstad, TeacherDecorah, Iowa
 1900—C. A. AndersonSeattle, Wash.
 1900—August Buschmann, ManufacturerSeattle, Wash.
 1901—Gilbert Anderson, FarmerEllingson, N. Dak.
 1901—G. W. Brown, ContractorOakland, Cal.
 1901—G. R. Haukelie, ContractorAberdeen, Wash.
 1902—Arnie Hanson, Public AccountantSeattle, Wash.
 1902—Rudolph E. Hamry, BookkeeperKindred, 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, BookkeeperParkland, Wash.
 1903—E. E. HusebyPetersburg, Alaska
 1903—Theodore Iles (Deceased)Arlington, Wash.
 1903—Marie C. Johanson, BookkeeperPortland, Ore.

1903—K. T. Knutson, Bookkeeper Silvana, 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 Wilmar, 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 Pulman, Wash.
 1906—John H. Molstad, Real Estate Dealer Edmonton, Alberta
 1906—L. 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, Lawyer 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, Teacher 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, BookkeeperAstoria, Ore.
 1911—Ole TorgetSeattle, Wash.
 1911—A. H. Foss, BookkeeperTacoma, Wash.
 1911—Milton C. Hoff, Lumber DealerFlasher, N. D.
 1911—Wm. Hjertaas, BookkeeperSeattle, Wash.
 1911—Carl L. Hansen, BookkeeperJunction City, Ore.
 1912—Gustav O. HaagensenEureka, Cal.
 1912—Henry HusbyPoint No Point, Wash.
 1912—Louis RoenWaterford, Cal.
 1912—Harold Johnson, Merchant.....Parkland, Wash.
 1912—Ordin Hiim, BookkeeperChehalis, Wash.
 1912—Lewis NessAstoria, Ore.
 1912—John KulsleyArlington, Wash.
 1912—Henrik NilsenSeattle, Wash.
 1912—Conrad Gaard, StudentParkland, Wash.
 1913—Edmund H. HansonNordland, Wash.
 1913—Lasse Knutson, BookkeeperSilvana, Wash.
 1913—Elias NelsonAstoria, Ore.
 1914—Syver SaterMilton, Wash.
 1914—Edw. O. HouganSpokane, Wash.
 1914—Arndt AndersonCleveland, Ore.
 1914—Ivan MesfordPoulsbo, Wash.
 1914—S. T. SyseCuster, Wash.
 1914—Arthur WardalGarrison, Mont.
 1914—Jacob JacobsonJunction City, Ore.

Stenographic Course

1912—Mrs. O. A. Tingelstad (nee Alfield Tvete)Decorah, Iowa
 1904—Bertha EricksonQuincy, Ore.
 1904—Ludvig LarsonParkland, Wash.
 1905—Anna Molden (Deceased)Parkland, Wash.
 1905—Alfred I. Smith, FruitgrowerKennewick, Wash.
 1905—Nils Jeldness, MerchantAstoria, Ore.
 1905—Clare R. Knudson, BookkeeperSouth 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. Frederickson, BookkeeperBallard, Wash.
 1907—Mrs. A. J. Demers (nee Margrete T. Knudson) ..Tacoma, Wash.
 1908—P. C. Lee, MerchantBellingham, Wash.
 1908—Alexander Ostrom, BookkeeperAstoria, Ore.
 1908—Bertha Harstad, StenographerParkland, Wash.
 1908—Gena BrudvigBarlow, Ore.
 1908—H. L. Dahl, FarmerNeptune, Minn.
 1909—H. P. Hansen, FarmerSilverton, Ore.
 1909—E. G. Bloom, FarmerFairfield, Wash.
 1909—Mrs. Strong (nee Mary W. Sales)Tacoma, Wash.

1909—Emma H. Wallin, StenographerMinot, N. Dak.
 1909—C. A. Wallin, StenographerMinot, N. Dak.
 1910—Ella Tvete, StenographerSeattle, Wash.
 1910—Mrs. H. A. Hendrickson (nee Margot Sende)....Los Angeles, Cal.
 1910—Ida WaaleTacoma, Wash.
 1910—Mrs. D. Storvik (nee Minnie Hong)Tacoma, Wash.
 1911—Ina Cooper, StenographerWolford, N. Dak.
 1911—Clara M. Madsen, StenographerTacoma, Wash.
 1911—Jennie Foss, StenographerSeattle, Wash.
 1911—Helmer HalvorsonPoulsbo, Wash.
 1911—John L. Hogberg, ContractorBellingham, Wash.
 1911—Laura Ellefson, StenographerWilmar, Minn.
 1911—A. H. Foss, BookkeeperTacoma, Wash.
 1911—Clara L. Oss, BookkeeperTacoma, Wash.
 1913—Cora Hoff, StenographerWinchester, Wash.
 1913—Alma NelsonMontbourne, Wash.
 1913—Myrtle Olson, StudentChinook, Wash.
 1913—Alpha PedersonEmpire, Ore.
 1914—Ellen NederleeBryant, Wash.
 1914—Julia NederleeBryant, Wash.
 1914—Dorothy M. OseMcMurray, Wash.
 1914—Alma ArnetTafino, B. C.

College Preparatory Course

1902—Ingebret Dorrurn, TeacherFergus Falls, Minn.
 1910—Clara Christensen, TeacherParkland, Wash.
 1910—Mathias H. Forde, LawyerSeattle, Wash.
 1910—Aletta Greibrok, TeacherParkland, Wash.
 1902—Oscar A. Tingelstad, TeacherDecorah, Iowa
 1903—John C. Goplerud, FarmerSilverton, Ore.
 1905—Alfred Halvorson, StudentSeattle, Wash.
 1903—Lars Jensen (Deceased)Silverton, Ore.
 1903—Ludvig LarsonParkland, Wash.
 1905—George Harstad, TeacherWillmar, Minn.
 1907—Iver A. Opstad, TeacherReineck, Iowa
 1908—Frank W. Peterson, TeacherBellingham, Wash.
 1908—Gynther Storaasli, MissionaryShanghai, China
 1909—Aanon Greibrok, StudentSt. Paul, Minn.
 1909—Alfred E. Wedeberg, MerchantTacoma, Wash.
 1910—Martin Leque, FarmerStanwood, Wash.
 1911—Walter J. Maakestad, StudentDecorah, Iowa
 1911—Oliver Harstad, StudentDecorah, Iowa
 1911—Joseph Husby, ClerkSilvana, Wash.
 1911—H. A. Hendricksen, SolicitorLos Angeles, Cal.
 1911—Conrad Gaard, StudentParkland, Wash.
 1911—Alfonso Lee, StudentSeattle, Wash.
 1911—Martin Olson, StudentBellingham, Wash.
 1912—Ida Fjelde Teacher,Ossian, Iowa

1912—Agnes B. Christensen, Student Parkland, Wash.
 1912—Nils M. Leque, Student Decorah, Iowa
 1912—Henry Torvanger, Clerk Pt. Madison, Wash.
 1912—Joseph Aaberg, Student Decorah, Iowa
 1913—Elizabeth Larsen, Student Bickleton, Wash.
 1913—Sophie Larsen, Student Bickleton, Wash.
 1914—Norma M. Bardon Parkland, Wash.
 1914—Martha R. Howem Lawrence, Wash.
 1914—Edward J. Arntzen Parkland, Wash.
 1914—Lydia Greibrok Parkland, Wash.
 1914—Grace O. Gaard Parkland, Wash.
 1914—Theander Harstad Parkland, Wash.

STUDENTS, 1913-14

Aagaard, Ole	Brown, Osman A.	Hannus, Peter
Aakre, Ole	Brown, Scott	Hanson, Einar
Alfsen, Joel	Carlson, Joel	Hanson, Hedvik
Anderson, Alfred	Caspary, Delo	Hanson, Karsten
Anderson, Arndt	Christensen, Agnes	Hanson, Martin
Anderson, Aslak K.	Coltom, Amy C.	Harstad, Ingvald
Anderson, Esther	Dahle, Sigurd	Harstad, Lydia
Anderson, George	Dahle, M. B.	Harstad, Theander
Anderson, Gust A.	Danielson, Mabel	Hegna, Carl
Anderson, Johannes	Danielson, Lucy	Helgeson, Helge
Anderson, John I.	Drotning, Chas.	Hendrickson, Gilbert
Anderson, Serina	Eide, Anders	Hendrickson, Norman F.
Anensen, Nils	Eilertson, Jens	Hong, Harold W.
Angell, Henry	Ellingboe, Peter	Hoseth, Christian
Antonson, J.	Erdahl, Britha	Hougan, Edw. O.
Arntzen, Milford	Erickstad, John	Hougen, Esther
Arntzen, Edward	Everett, Jeanette M.	Hougen, Olga E.
Arnet, Alma	Fadness, Anna C.	Hougen, Sigurd
Basse, Edw.	Fladeboe, Bertha	Howem, Martha R.
Barbo, Marius	Forsman, Edw.	Huglen, John
Bardon, B.	Fossen, Fred	Isaacson, Isaac
Bardon, Guy	Fredrickson, M.	Iversou, Andrew
Bardon, Norma	Froise, Arne	Jacobson, Christian
Barseth, Martin	Frostad, Nellie	Jacobson, Jettie
Bendixon, Karl	Frydenlund, John	Jacobson, Jacob
Benjaminson, O.	Gaard, Grace	Jenson, Alf A.
Berg, Andreas	Gabrielson, Gunnar	Johnson, Edith
Bjerke, Edith	Greibrok, Ida S.	Kalvik, Peter
Bloom, Arthur	Greibrok, Lydia	Kittelson, Lena
Bloom, Oliver	Hagen, Myrtle D.	Knibe, Olaf
Brenden, Petra M.	Haggmark, Fred	Knutson, Reines
Brottem, A. C.	Hannus, M.	Knutson, Louis

Knutson, Willie
 Larson, Irene
 Larson, Carl L.
 Larson, Carl
 Larsen, A. M.
 Larsen, Lena M.
 Lee, Oscar
 Levorson, Clarence
 Livden, Hans
 Mattson, Frank
 Mathieson, Levi
 Martin, Sophie
 Markstrom, P. E.
 Nelgard, Chr.
 Mesford, Ivan
 Myrreboe, Emil
 Maas, Alfred
 Mederlee, Ellen
 Mederlee, Julia
 Nelson, Nettie
 Ness, Arthur
 Nicholas, Geranium
 Nilson, Osmund
 Norang, Arthur
 Nordstrom, Magnus
 Norgore, Martin
 Nygaard, John L.
 Olson, Gertrude

Olson, Myrtle
 Olson, Reuben
 Olson, Samuel
 Osa, Lorentz
 Ose, Doris
 Ottesen, Aasta
 Otterli, Inga
 Overaa, Paul
 Pedersen, Albert
 Peterson, John
 Peterson, Olaf
 Pedersen, Ruby
 Poutz, Richard
 Putta, Valto
 Ronnei, Orve
 Rindal, Oscar
 Rood, Louis
 Rynning, Emma
 Rynning, Karen
 Sandstrom, John C.
 Sater, Syvert
 Schellerup, Simon
 Seim, Chas. B.
 Sinland, Alma
 Skattebol, Lars
 Skattebol, Olga
 Skjervem, Gustav
 Snekvik, Oistein

Sneve, Norman
 Stensrud, Edw. J.
 Sorensen, Chr. A.
 Sorensen, Niels
 Sougstad, Randolph
 Storaaslie, Gerhard
 Storaasli, Gustav O.
 Stordalen, John
 Storre, C. O. T.
 Sylte, Bella
 Syse, S. T.
 Strand, Anton
 Stubb, Mabel
 Swanson, Ruth
 Sodergaard, Simon E.
 Tiller, A.
 Tollum, Marie
 Tweedt, Ole
 Tweit, Harold
 Vaara, Hilmar
 Vigg, Bert
 Vevelstad, Carl
 Vik, M. B.
 Viken, Ole I.
 Waage, Carl
 Wardal, Arthur
 Wickstrom, Gunner
 Winther, Edw.
 Xavier, Signe



THE TRUTH
ABOUT
The Pacific Lutheran
Academy
AND
Business College

Young men and young women who are looking for a school where they may obtain a thorough, practical, up-to-date education at a moderate cost, and in the shortest possible time, will find this booklet of interest. It explains briefly and truthfully the many opportunities offered by this school of Golden Opportunities in the Golden West.

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For further information read this booklet.

Address all communications to

N. J. HONG, Principal,
Parkland, Wash.