

PACIFIC LUTHERAN ACADEMY
AND BUSINESS COLLEGE

NINETEEN HUNDRED
EIGHT AND NINE



PARKLAND
WASHINGTON



M.S

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Pacific Lutheran University

FIFTEENTH ANNUAL ANNOUNCEMENT
OF THE
PACIFIC LUTHERAN ACADEMY
AND
BUSINESS COLLEGE
PARKLAND 1908-1909 WASHINGTON

FACULTY 1907-8.

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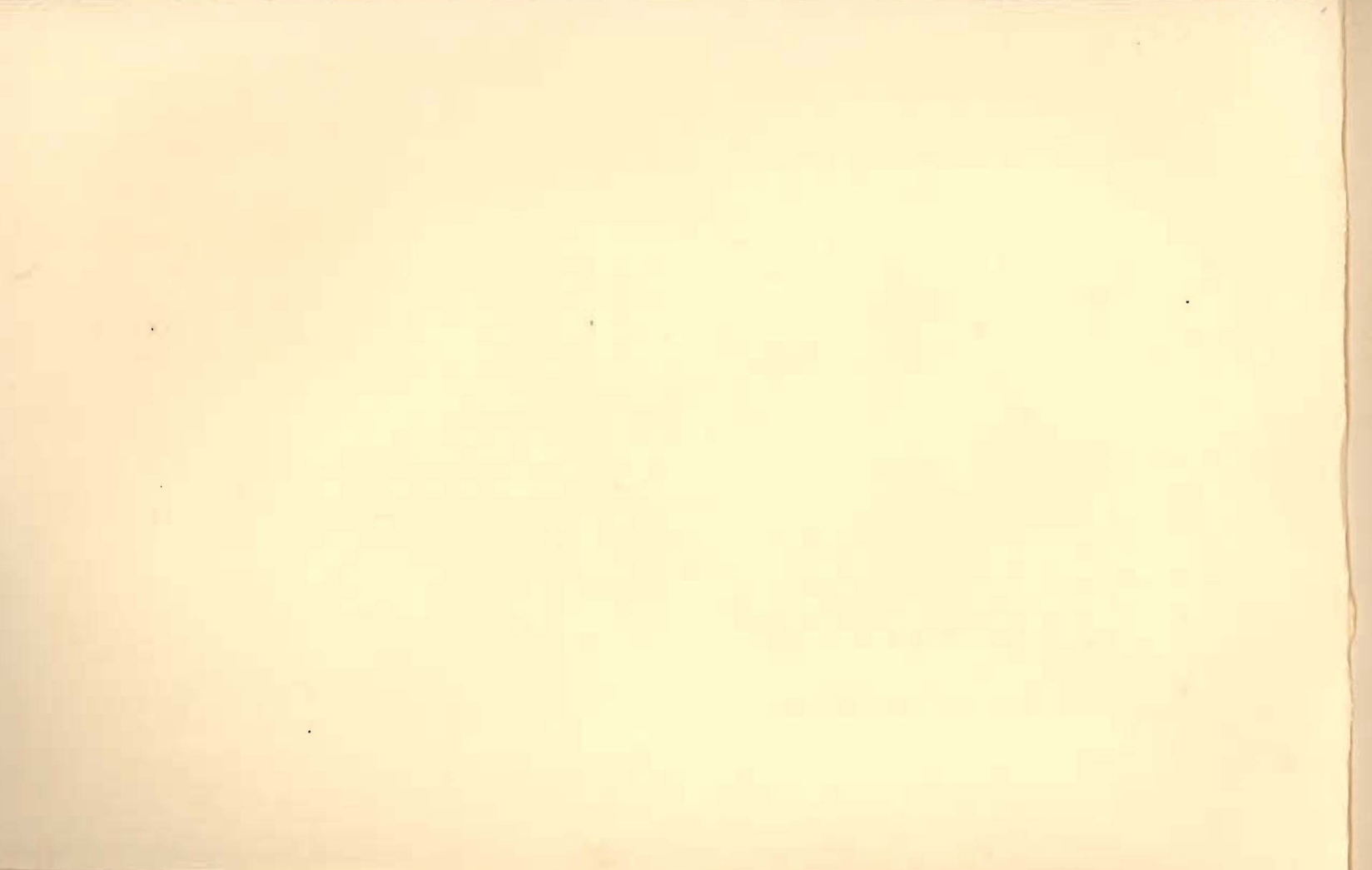
CALENDAR 1908-9

Fall Term beginsSeptember 29
Dedication DayOctober 14
Thanksgiving DayNovember 26
Fall Term closesDecember 23
Winter Term beginsJanuary 5

Washington's BirthdayFebruary 22
Winter Term closesMarch 26
Spring Term beginsMarch 30
Memorial DayMay 30
Commencement ExercisesJune 9 to 11



MAIN BUILDING.



The Pacific Lutheran Academy and Business College



THE PACIFIC LUTHERAN ACADEMY AND BUSINESS COLLEGE is located at **LOCATION**

Parkland, a beautiful suburb of the city of Tacoma, in a region remarkable for the beauty and grandeur of its scenery. To the west are seen the beautiful ranges and peaks of the Olympic mountains. While to the east and south lie the rugged foothills and broken ranges of the Cascade mountains, and, towering far above the surrounding peaks, rises the majestic cone of Mount Tacoma, or Rainier, with its mantle of eternal snow, a vision of unspeakable grandeur and loveliness when bathed in the brilliant tints of the setting sun.

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

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.

**AN 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.

- MAIN BUILDING** The main building, which originally was erected at a cost of \$100,000, is a massive five-story brick structure, 190 feet long and 82 feet wide. It is supplied with modern conveniences, and has a water and electric light plant of its own, and is designed to accommodate between 250 and 300 students. The interior of the building has been thoroughly renovated at considerable expense, and would now compare favorably with any building of its kind in the Northwest. The school has also a large and commodious gymnasium, fairly well equipped with apparatus for indoor work.
- DORMITORIES** The main building has been partitioned off into two parts. One of these is used as a ladies' dormitory and the other is occupied by the young men. While the two dormitories are under the same roof, they are, nevertheless, to all intents and purposes, like separate buildings. The rooms are light, airy and comfortable.
- THE CHRISTIAN ACADEMY NEEDED** With the presence of so many excellent and well equipped public grammar and high schools in almost every section of our country, many persons deem it altogether superfluous to establish and maintain private academies. This, however, is not the case. The academy has at present, as it has had in the past, a definite and important mission.
- While it is true that much of the work formerly done by the private academy is today done by the public grammar and high school, not all of it is so done. There is a great deal of work done by the private academy which the public schools of the same grade, owing to the nature of their organizations, are unable to do.
- LARGE CLASSES** In any system of public education the classes must of a necessity be large. Not all students can keep pace with the class. For some the pace is set altogether too fast, for others it is too slow.

For such students the academy, with its more elastic courses, is the proper place. Here both the quick and the slow are accommodated and permitted to do their best work.

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

**IMMATURE
STUDENTS**

Many students, especially those who are immature, have special difficulty with some particular branch, for instance, algebra, geometry or Latin. In most of our public schools either all or some of these branches must be studied by all students, and as a result many of those who are incapable of mastering these drop out, and, what is worse, learn to dislike school. There is no reason, however, why such students should be deprived of all the opportunities of an education because they can not take Latin or algebra with the rest. Here the private academy has a decided advantage. With its elective system it can allow these students to select and pursue just such branches as they feel 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.

**SPECIAL
STUDENTS**

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

**STEPPING
STONE TO
COLLEGE**

**DEVELOPMENT
OF CHARACTER**

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
INFLUENCE**

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 a principle 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 principle is at best worthless, no matter how many facts it may have succeeded in cramming into the minds of the young.

**PUBLIC SCHOOLS
INADEQUATE**

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

edge of languages and of the laws of thought, a knowledge of the human body and the laws of health, 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.

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 CHRISTIAN
SCHOOL THE
BEST**

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.

ORGANIZATION

The Pacific Lutheran Academy 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

AIM

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, every-day education, and commend themselves to all young persons who would begin life under as favorable conditions as possible.

OUR TEACHERS While the Pacific Lutheran Academy has superior advantages in the way of location and building, it realizes that these are not the most essential factors in 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 institution, 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 come from homes representing the most varied occupations and conditions of life. A **OUR STUDENTS** 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 such students invariably succeed.

Courses of Study



CREDIT SYSTEM

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

The Pacific Lutheran Academy uses the unit or credit system, whereby a student is allowed one or more credits for each branch completed, according to a well graded and definite outline. Generally speaking, a "credit," as used in this school, represents the work done by the average student in each branch during a period of one term, or three months.

Under this system the average student can by diligent work earn from four to five credits each term. The one who is particularly bright and industrious can earn more.

PREPARTORY COURSE

The work of this course corresponds, in a general way, to that pursued in the seventh, eighth and ninth grades of the public schools. It is designed to give young students a thorough elementary knowledge of reading, writing, arithmetic, spelling, grammar, geography, history, physiology and composition, and will require from one to two years, depending on the student's previous knowledge and power of application.

Students will be admitted to the Preparatory Course **without examination.** Suitable classes will be provided for all, even those who are most ignorant and backward. No one will be refused admission to this course because he does not know enough.

**NO ENTRANCE
EXAMINATIONS**

To graduate from this course a student must have received twenty-three credits. Of these, twenty must be obtained by passing a satisfactory examination in the following branches. The remaining three credits are to be selected by the student from one of the other courses offered by the school:

Reading, 4 credits.

Spelling, 1 credit.

Grammar, 2 credits.

Arithmetic, 3 credits.

Penmanship, 2 credits.

Bible, 2 credits.

Physiology, 1 credit.

U. S. History, 2 credits.

Geography, 2 credits.

Composition, 1 credit.

**REQUIREMENTS
FOR
GRADUATION**

N O R M A L . C O U R S E

In spite of the fact that our state supports several normal 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.

**SPECIAL
ADVANTAGES**

There are many advantages about our school which commend themselves to those who desire to get a thorough preparation for teaching. The following are the most prominent:

1. The work done in this institution is much more vigorous than that done in the average normal school, owing to the large percentage of men in our classes.
2. This being a Christian school, our students receive a moral and religious training far superior to that which any state institution is allowed to give.
3. The student is not hampered by an inflexible course of study, but is allowed a great deal of freedom in the selection of his branches. The result is greater interest and more rapid progress.
4. It affords an excellent opportunity for reviewing for examinations. Review classes for teachers will be organized every term.
5. The students have the privilege of taking up other branches not embraced in the normal course, such as bookkeeping, stenography and the like.

**REVIEW
CLASSES**

This course embraces all studies required for a first-grade teacher's certificate in the State of Washington.

As the work in this course will be of a somewhat advanced nature, no one will be admitted who has not a thorough elementary knowledge of the common branches. Graduates of the public schools, or students who have completed our Preparatory Course, will be admitted without examination.

Advanced Grammar, 2 credits.

Algebra, 4 credits.

English Literature, 6 credits.

Physical Geography, 2 credits.

A N D B U S I N E S S C O L L E G E

Arithmetic (Advanced), 3 credits.
Psychology and Methods, 2 credits.
Physics, 3 credits.
Bible, 3 credits.
Orthography and Orthoepy, 1 credit.
Physiology, 1 credit.

Political Geography, 2 credits.
Penmanship, 1 credit.
U. S. History and Civics, 2 credits.
English Composition, 2 credits.
School Law, 1 credit.
Final Recital and Oration, 1 credit.

To graduate from the Normal Course, a student must have received forty credits. Of these, thirty-six must be obtained by passing satisfactory examination in the branches enumerated above. The remaining four credits may be selected from any of the other courses offered by the school.

**REQUIREMENTS
FOR
GRADUATION**

COLLEGE PREPARATORY COURSES

The Pacific Lutheran Academy offers two College Preparatory Courses: The Classical, and the Luther College Preparatory Course.

To enter any of these courses the student must be at least fourteen years of age, and must show satisfactory evidence of possessing a thorough elementary knowledge of the common branches. Graduates of the public schools will be admitted to any of these courses without examination. Candidates for admission to any of these courses who lack the necessary preparation may obtain the same in our Preparatory Course. The length of time needed for this preparation will, of course, vary

**REQUIREMENTS
FOR ENTRANCE**

in different cases, depending upon the student's previous knowledge, as well as upon his mental ability and application to study.

CLASSICAL COURSE

This course requires from three to four years. Its chief aim is to prepare young men and women for entering the Freshman Class of a classical college. It is, however, complete in itself, and furnishes the rudiments of a liberal education.

The following branches are required:

English Grammar, 2 credits.
Orthography and Orthoepy, 1 credit.
Algebra, 4 credits.
Plane Geometry, 2 credits.
Physical Geography, 2 credits.
Physics, 3 credits.
Caesar (3 books), 2 credits.
Virgil (6 books), 2 credits.
Ancient History, 2 credits.
Bible, 4 credits.
Penmanship, 1 credit.

Elocution, 2 credits.
English Literature, 5 credits.
English Composition, 2 credits.
Advanced Arithmetic, 3 credits.
Solid Geometry, 1 credit.
Political Geography, 2 credits.
Beginning Latin, 2 credits.
Cicero (6 orations), 2 credits.
History of the U. S., 1 credit.
Civics, 1 credit.
German, 4 credits.
Recital and Oration, 1 credit.

**REQUIREMENTS
FOR
GRADUATION**

To graduate from this course a student must have received fifty-five credits. Of these, fifty-one must be obtained by passing a satisfactory examination in the branches enumerated above. The remaining four credits are to be selected from any of the other courses offered by the school.

LUTHER COLLEGE PREPARATORY COURSE

The average student will require from three to four years to complete this course, which is especially designed to meet the wants of those who wish to prepare themselves for entering the Norwegian Luther College at Decorah, Iowa. In its main features this course corresponds very closely to the Classical, requiring the same number of credits for graduation, but differing slightly as to their distribution.

To graduate from this course a student must have received fifty-six credits. Of these, fifty-two must be obtained by passing a satisfactory examination in the branches enumerated below. The remaining four credits are to be selected by the student from any of the other branches offered by the school.

English Grammar, 2 credits.
Orthography and Orthoepy, 1 credit.
Algebra, 4 credits.
Plane Geometry, 2 credits.
Physical Geography, 2 credits.
Physics, 3 credits.
Caesar (3 books), 2 credits.
U. S. History, 2 credits.
Bible, 4 credits.
Norwegian, 4 credits.
Recital and Oration, 1 credit.

English Literature, 6 credits.
English Composition, 2 credits.
Advanced Arithmetic, 3 credits.
Solid Geometry, 1 credit.
Political Geography, 2 credits.
Beginning Latin, 2 credits.
Cicero (6 orations), 2 credits.
Ancient History, 2 credits.
German, 4 credits.
Penmanship, 1 credit.

**REQUIREMENTS
FOR
GRADUATION**

COMMERCIAL COURSE

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.

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 must spend sufficient time in the Preparatory Course to attain the required standard of scholarship before taking up the Commercial Course.

**WHAT IS
TAUGHT**

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

It is the aim of the school to make the course so broad and thorough that a student who has com-

pleted 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.

To graduate from this course a student must have twenty-three credits, which must be obtained by passing a satisfactory examination in the branches enumerated below: **REQUIREMENTS FOR GRADUATION**

Commercial Arithmetic, 3 credits.

Grammar, 2 credits.

Composition, 1 credit.

Rapid Calculation, 1 credit.

Business Law, 1 credit.

Spelling, 2 credits.

Business Practice, 1 credit.

Bookkeeping, 3 credits.

Correspondence, 1 credit.

Business Writing, 2 credits.

Bible, 1 credit.

Office Practice, 1 credit.

Reading, 2 credits.

Typewriting, 2 credits.

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 of life. (2 credits.) **BUSINESS WRITING**

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. (3 credits.) **BOOKKEEPING**

**INDIVIDUAL
PLAN**

The work in this branch 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**

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

**GENERAL
EXERCISES**

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

**ACTUAL
BUSINESS
FROM THE
START**

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.

The course is based on Sadler's Budgets. It is simple and systematic, as well as comprehensive. Easy transactions are first taken up, and, step by step, the student advances to more difficult work. In this way Sadler's three-budget course is mastered, giving the student a complete view of the principles employed in the various kinds of bookkeeping. From first to last the Budget course in bookkeeping

is one of actual business practice, and is much superior to the old "set method" of teaching this important subject. In this course the student is constantly observing the proper forms and uses of commercial paper.

When the student has completed the theory of bookkeeping he begins a course of Business Practice. Here he has an opportunity of putting his theoretical knowledge of bookkeeping to practical test, **BUSINESS PRACTICE** **Learning by doing** is the keynote of this course. The students are formed into a business community, and each is supplied with a certain amount of college currency, as well as books and blanks necessary for making the proper record of his transactions. He then begins business by buying goods from the wholesale firms and selling to his fellow students, drawing up the papers in each case, and making a complete entry of each transaction. These transactions are at first very easy and simple, but as the student advances they are made more and more complex, and by the time the course is completed he has become thoroughly familiar with almost every conceivable form of transaction in the business world. Thus he orders and sells goods, deposits money, makes out contracts, deeds and leases, and records each of these transactions in the proper books, which are submitted to the teacher in charge for approval or correction. (1 credit.)

**LEARNING BY
DOING**

The school provides a complete and expensive set of books for the use of students in each office, as well as the necessary stationery to be used therein. For these supplies and the natural wear and tear of the books each student in the Actual Business Department pays a fee of \$4.00 per year, or \$2.00 per term.

At the beginning of each week some student is appointed as expert accountant. It is his duty, under the general direction of the regular instructors, to assist in the business room, and, particularly, to invest- **EXPERT ACCOUNTANT**

tigate incorrect and disputed accounts, and to adjust books that are out of balance, which may be turned over to him. This work, while it furnishes practical training for the student, also affords a delicate test of his mastery of the science of accounts. (1 credit.)

BUSINESS LAW

A knowledge of the laws governing commercial transactions is of great value to anyone, 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. (1 credit.)

OFFICE PRACTICE

The school has two banks, two wholesale houses, a retail and commission house, a commercial emporium, a real estate office, a postoffice and a freight office.

When a student has attained a certain degree of proficiency in the Business Practice course he is placed in charge of one of the above offices, in each of which he spends from one to two weeks. If at the expiration of this time he is unable to render a correct statement of his work he is continued in charge of the same office until he has mastered the difficulty. (1 credit.)

RAPID CALCULATION

A short period each day is set aside for drills in adding long columns of figures and performing other arithmetical computations with speed and accuracy. (1 credit.)

COMMERCIAL ARITHMETIC

Three terms 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. (3 credits.)

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 him the means toward the right understanding and 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 composition and letter-writing. (2 credits.)

GRAMMAR

A large portion of the business of the world is carried on through the medium of letters. It is therefore of great importance to every business man to be able to say just what he means, and to do it in a pleasing and effective way. It is the aim of our work in composition and letter-writing to aid the student in developing this power of expression, both in speech and in writing. This work will occupy two terms, the first being given to composition and the second to letter-writing. (2 credits.)

**COMPOSITION
AND COR-
RESPONDENCE**

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.

SPELLING

STENOGRAPHIC COURSE.

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

SHORTHAND

**VALUE OF
SHORTHAND**

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 time and 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 ten years old, has acquired a wide popularity and is used by a large number of representative schools in this country and in Canada. This system requires no shading, as the characters may be written either light or heavy. It is written on the same slant as longhand, thus securing a uniform movement of the hand. The characters may be written on unruled paper, thus abolishing all position writing. The vowels and consonants are joined and follow each other in their natural order, thus making the writing easy to read. The characters consist almost exclusively of curves and straight lines, angles being almost wholly absent. Being purely phonetic and having very few word signs, the system can be readily adapted to any language. (4 credits.)

**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 have a good handwriting; the ability to spell well and compose correctly is absolutely essential. A student who is deficient in any of these

branches must spend sufficient time in the Preparatory Course to attain the required standard of scholarship before taking up the study of shorthand.

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 dictation. 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.

To graduate from this course a student must have nineteen credits, which must be obtained by passing a satisfactory examination of the branches enumerated below:

**REQUIREMENTS
FOR
GRADUATION**

Shorthand, 4 credits.

Grammar, 2 credits.

Penmanship, 1 credit.

Spelling, 2 credits.

Reading, 3 credits.

Bible, 1 credit.

Composition, 1 credit.

Typewriting, 4 credits.

Correspondence, 1 credit.

Typewriting is given a very prominent place in this course, and students are required to devote from two to three hours daily to systematic practice on the typewriter. We teach the touch method of typewriting, the methods of writing without looking at the keyboard.

TYPEWRITING

The student will be carefully drilled in the various kinds of office practice and will be required to make out commercial papers, legal documents, business letters, specifications, tabulating work, etc.

A charge of \$2.00 per term will be made for the use of the machine. This will entitle the student to practice from two to three hours daily. (4 credits.)

**SPEED
REQUIREMENTS**

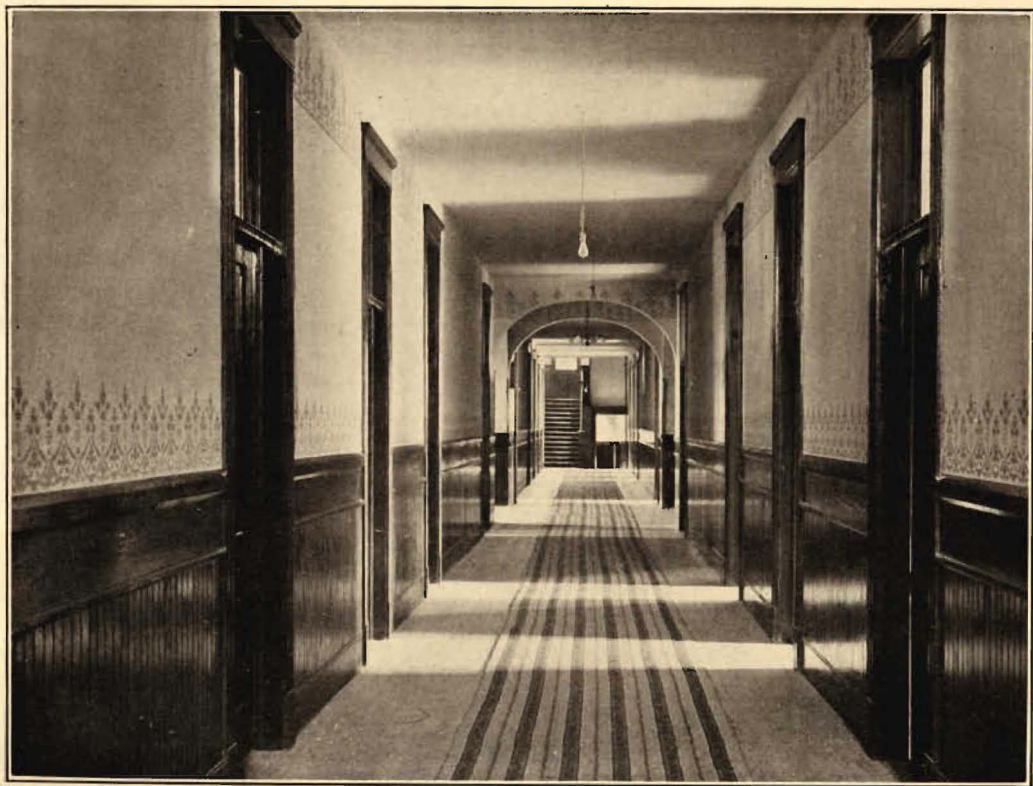
To graduate from this course a person must have attained a speed in shorthand of 140 words a minute and be able to transcribe his notes correctly on the typewriter at the rate of twenty-five words per minute. He must also be able to take dictation on the typewriter at the rate of forty words per minute.

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. (1 credit.)

**ADVANCED
COURSE**

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



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







RECEPTION ROOM.

LIST OF ELECTIVES.

Classes in one or more of the following branches will be formed at the request of ten or more students who are pursuing one of the regular courses and are competent to do the work required.

Medieval History, 1 credit.	Chemistry, 1 credit.
Zoology, 1 credit.	Xenophon, 2 credits.
Elements of Law, 1 credit.	History of Scandinavia, 1 credit.
Surveying, 1 credit.	Vocal Music, 2 credits.
Botany, 1 credit.	Assaying, 1 credit.
Old Norse, 1 credit.	Modern History, 1 credit.
Commercial Geography, 1 credit.	Geology, 1 credit.
Trigonometry, 1 credit.	History of England, 1 credit.
Navigation, 1 credit.	Parliamentary Law and Debating, 1 credit.
	Elementary Economics, 1 credit.
	Mechanical Drawing, 1 credit.

Observations on the Different Branches of Study.



AS we believe that "fear of the Lord is the beginning of wisdom," we deem it is of the utmost importance that the school should do all in its power to give its students a thorough knowledge of the fundamental doctrines of the Christian faith and to imbue them with a true fear and love of God.

**CHRISTIAN
RELIGION**

In furtherance of this, thorough and systematic instruction in the principles of the Christian religion is provided for in all the courses offered by the school, and each student will be required during his stay at school to devote two recitation hours each week to the study of this branch. (4 credits.)

HISTORY AND CIVICS

UNITED STATES HISTORY

All our institutions and many 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 the study of history has been given a prominent place in the curriculum of the school.

An elementary course in the History of the United States is offered in the Preparatory Course. This is especially adapted to the needs of such as are studying history for the first time. (2 credits.)

A more advanced course in the History of the United States and in Civics is given in the Normal and College Preparatory Courses. (2 credits.)

GENERAL HISTORY

Ancient History forms a part of the regular courses offered by the school. (2 credits.)

Classes in Medieval History (1 credit), Modern History (1 credit), the History of England (1 credit), or the History of Scandinavia (1 credit) will be formed at the request of ten or more students who are capable of pursuing the work.

ENGLISH

READING

Intelligent reading lies at the basis of modern education. It is therefore thought well to devote considerable time to this branch. Attention is given to articulation, pronunciation and to thought analysis. Selections are committed to memory. (4 credits.)

SPELLING

This consists of a careful study of words and of oral and written exercises in spelling. (1 credit.)

This is a beginning class in English Grammar. The work is especially adapted to the needs of those who are studying grammar for the first time.

**BEGINNING
GRAMMAR**

In this class the work of the beginning grammar is continued. It forms a suitable connecting link between the classes in beginning and advanced grammar. (2 credits.)

**INTERMEDIATE
GRAMMAR**

This is a more technical course in grammar and presupposes the completion of our course in beginning and intermediate grammar, or its equivalent. 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. (2 credits).

**ADVANCED
GRAMMAR**

It is the special aim of this subject to make the student so familiar with the diacritical marks of Webster and Worcester that, with a dictionary in hand, he can in a moment assure himself of the correct pronunciation of any English word. (1 credit.)

ORTHOEPY

It is a matter of the utmost importance to each man, in business or in society, to be able to say or write exactly what he means. The study of English composition or rhetoric helps him to do this. (2 credits.)

**COMPOSITION
AND
RHETORIC**

The object of this study is to acquaint the student with the productions and characteristics of the most prominent writers in the realm of English literature. As to the choice of masterpieces to be selected, the school will follow, as far as practicable, the recommendations of the Joint Conference of Colleges and Secondary Schols. (5 credits.)

**ENGLISH
LITERATURE**

MATHEMATICS

BEGINNING ARITHMETIC

The work in the class is intended to give students in the Preparatory Course an intelligent knowledge of the subject and a moderate power of independent thought (3 credits.)

ADVANCED ARITHMETIC

This course presupposes the completion of the Preparatory Course, or its equivalent. Special attention will be given to the development of the principles of the different subjects studied. Thorough mastery of the subjects of fractions, the metric system, percentage and its applications, and mensuration, will be insisted upon. (3 credits.)

ALGEBRA

Three terms will be devoted to the study of elementary algebra, including the fundamentals, simple equation, factoring, fractions, integral and fractional simultaneous equations of the first degree, involution and evolution, quadratic equations, the theory of exponents, ratio and proportion, and the binomial theorem. (4 credits.) One term will be devoted to higher algebra.

GEOMETRY

Twenty-four weeks will be devoted to the study of plane geometry, and twelve weeks to that of solid geometry. Much of the work consists of original problems and construction. (3 credits.)

TRIGONOMETRY

Twelve weeks are spent in the study of plane trigonometry. (1 credit.)

SCIENCES

GEOGRAPHY

It will be the aim to give the student a fair acquaintance with the leading facts and principles of geography and to furnish him with a good basis for subsequent study. (2 credits.)

The work in these branches is of a practical nature and is designed for the special benefit of those engaged in or interested in mining. While these courses naturally go hand in hand, they are, nevertheless, separate courses and may be pursued singly.

**ASSAYING,
MINERALOGY
AND GEOLOGY**

These are short courses designed to furnish a working knowledge of the subject.

**SURVEYING AND
NAVIGATION**

This course aims to furnish an introduction to chemical theory. It is followed by an advanced outline of inorganic chemistry.

CHEMISTRY

The study of the text book will be accompanied and supplemented by laboratory work and field study. (2 credits.)

**PHYSICAL
GEOGRAPHY**

The educational value of physics, or, in fact, any natural science, does not consist in the so-called discovery of laws, nor in the demonstration of principles by means of experiment; but consists, rather, in the excellent training they give in attention to details, and in the cultivation of accuracy in the observation of the smallest changes, as well as in the ability to reason back from a set of particular 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. Each student is required to have a notebook in which to record the work done by him in the laboratory. (3 credits.)

PHYSICS

Physiology cannot be learned properly by mere book study. Actual experiments and actual observations are as necessary for illustrating principles in physiology, as they are in botany, chemistry and physics. A certain amount of laboratory work will, therefore, be required. (1 credit.)

PHYSIOLOGY

This work is designed to aid the student in getting a clear idea of the animal kingdom as a whole by the

ZOOLOGY

study of a few typical individuals. The study of structural and systematic zoology by means of the textbook 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 animal. (1 credit.)

BOTANY The aim of the work in botany is to give the student a general knowledge of plant life. The study of the subject by means of the textbook will be supplemented by field and laboratory studies of growing plants. Students are required to keep accurate notes and drawings of the plants examined. (1 credit.)

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

The study of this subject has purposely been placed somewhat early in the course, namely, at the beginning of the second year. A student who can learn algebra, physiology and rhetoric is ready for psychology. The study of some of the chief laws of mind at this early stage will greatly aid the student in his subsequent work. (1 credit.)

METHODS OF TEACHING The chief object of this work is to aid young men and women who are bravely studying to become educational artists. Principles, 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. (1 credit.) Model classes will be organized from time to time.

FOREIGN LANGUAGES

Two terms will be devoted to a thorough study of the elements of Latin Grammar. For this work **LATIN** Collar & Daniell's Beginning Book is used (2 credits). When this is completed the student takes up the study of Caesar's Commentaries (2 credits), Cicero's Orations and Virgil's Aeneid (2 credits). Frequent exercises are given in composition and in grammatical forms and constructions. Selections are committed to memory.

The student spends two terms in becoming familiar with the declensions and conjugations. (2 credits.) **GREEK** He is then prepared to read Xenophon (2 credits). Of this author the first three books are read. Selections are committed to memory.

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

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. (4 credits.)

The first twelve weeks of this course will be spent in reading easy German prose and poetry, after which twelve weeks will be devoted to acquiring the elements of German grammar, as outlined in Collar's Eysenbach. The remaining time will be devoted to a thorough study of a few of the masterpieces of German literature. Considerable attention will be given to sight reading and to oral and written composition. (4 credits.) **GERMAN**

OLD NORSE

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

But aside from this, the Old Norse language is well worthy of study. It is strong, rich and well developed, and has a noble and extensive literature, which compares very favorably with that of any country and age. For linguistic culture, Old Norse ranks very high, and, on account of its close relationship to the Anglo-Saxon, is of great importance in the study of the derivation, structure and growth of a large percentage of English words. (1 credit.)

MISCELLANEOUS

SINGING

Five periods weekly throughout the entire year are devoted to singing. Special efforts will be made to teach the student to read music at sight. Church music and chorus work will be a special feature. (2 credits.)

**PARLIAMEN-
TARY LAW**

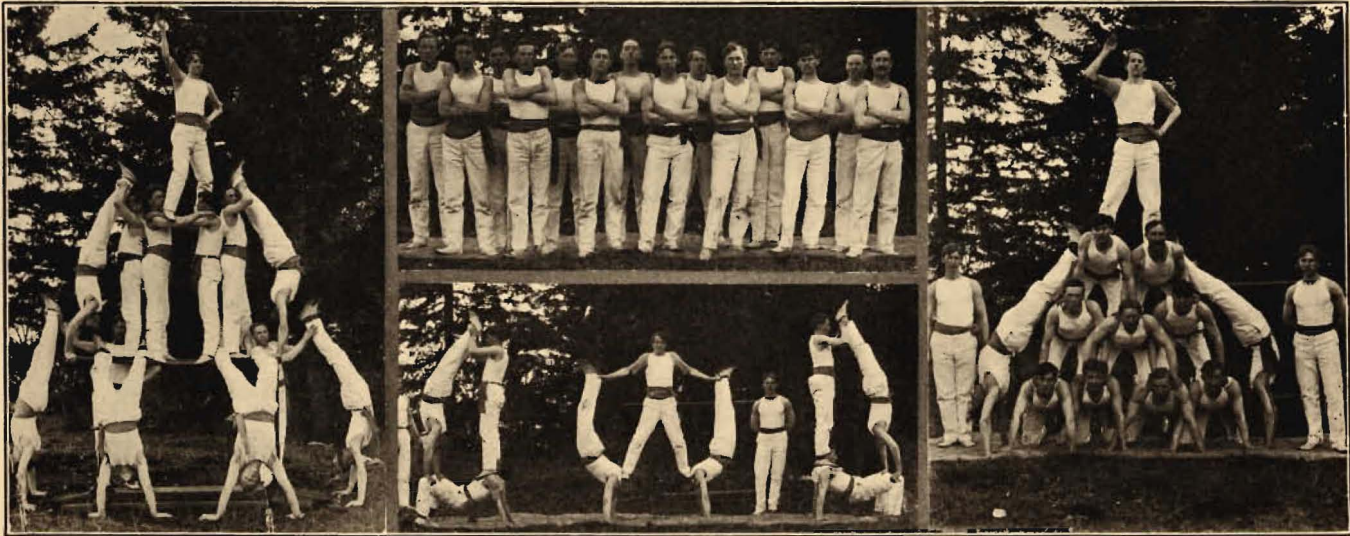
The first four weeks of the winter term will be devoted to the study of Lyon's Rules of Order. The student will learn by actual practice how to organize and conduct public meetings, such as caucuses, school meetings, conventions, etc. (1 credit.)

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 aim to develop these functions by a series of movements of the voluntary system. It does not strive to develop physical special-



GIRLS' OCTETTE.



ONE OF THE TURNING CLUBS.

A few of the exercises performed at annual exhibition winter term 1908.

ists, but only to train the different organs of the body in such a way as to increase the efficiency of the heart and lungs and to render the voluntary muscles the obedient and ready servants of the will. If this is done, health and muscular strength must follow as a necessary consequence. (1 credit.)

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. LYCEUM

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

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

This is a unique organization, having for its motto: "Be not overcome of evil, but overcome evil with good." Its members aim to cherish in their own lives and in the lives of others the beautiful virtue, Christian courtesy. LEAGUE OF COURTESY

The school has a band and an orchestra. By paying a nominal fee of \$5.00 per year, any student may become a member of either of these organizations. Students have the use of the band instruments free of charge. BAND AND ORCHESTRA

The Pacific Lutheran Academy has a large and commodious gymnasium, fairly well equipped with apparatus for indoor exercises. It is the policy of the school to encourage abundance of exercise for the purpose of developing physical vigor and maintaining health, but under no circumstances will athletics GYMNASIUM

be allowed to encroach upon the regular school work or to become an end in itself. A limited number of intercollegiate games will be allowed.

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

GENERAL INFORMATION

**CONDITIONS
FOR
ADMISSION**

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

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

TIME TO ENTER

The best time to enter is the beginning of the fall term, when new classes are organized. Students will be received at any time, however, and generally find classes adapted to their needs. New students will not be registered for a shorter term than three months.

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

**EXPENSES FOR
BOARDING
STUDENTS**

One week	\$ 6 00
One month	24 00
Three months	67 00
Nine months	200 00

A N D B U S I N E S S C O L L E G E

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

All charges are payable in advance.

Students paying in advance for six months will receive a discount of five per cent from the above rates; those paying in advance for nine months will receive a discount of ten per cent.

Day students will be charged tuition according to the following rates:

DAY
STUDENTS

One week	\$ 2 00
One month	8 00
Three months	20 00
Six months	35 00
Nine months	45 00

All charges are payable in advance.

Study-rooms will be rented to day students during school hours at the rate of 30 cents per week for each occupant. The number occupying a room will be limited to six.

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

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

ROOM RENT

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

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

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

**MEDICAL
ATTENTION**

A physician's fee of 75 cents per term, or \$2.00 per year, is required of each student. This entitles the student to medical attendance during his stay at school. The necessary medicine and nursing is furnished at the expense of the student.

**GENERAL
REGULATIONS**

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

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

Written excuses, approved by the president, must be presented to the teacher at the first recitation following an absence. Two unexcused absences will subject the student to a public reprimand; three unexcused absences from any class will bar the student from receiving any credit in that subject at the end of the term. A student who has five unexcused absences will be dismissed from school.

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.

DEVOTIONAL
EXERCISES

All students are required to keep their rooms clean and tidy, and to abstain from the use of tobacco in any form within or about the building. Students under the age of 18 are forbidden altogether the use of tobacco.

Each student is held responsible for any damage done to the room or its furniture. An indemnity fee of \$2.00 must be deposited with the treasurer. This fee will be returned to the student when he leaves, less the cost of repairing any damage he may have done to the property of the school. A key deposit of \$1.00 is required from each occupant of a room.

Students are expected to employ their time to the best possible advantage, and to avoid, as far as possible, everything which has a tendency to interfere with the legitimate school work. The participation in dancing or card playing, whether in the school building or out of it, 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 any of these things will be promptly dismissed.

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

DISMISSAL

SUPERVISION

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

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

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

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

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

Study hours are from 8:00 a. m. to 12 m.; from 1:20 to 4:00 p. m.; from 7:00 to 10:00 p. m. on school days, and from 7:00 to 10:00 Monday evenings.

All students are required to spend this time in the recitation rooms or at their work in their respective rooms.

Students should at all times refrain from loud talking, laughing, or other boisterous conduct in the building, and at all times endeavor to conduct themselves like ladies and gentlemen.

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

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

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

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 term, or oftener. Examinations are held at the close of each term. A final grade of at least 75 per cent. must be attained each term in each separate study pursued to entitle the student to pass.

**RECORDS AND
REPORTS**

A student who has received the full number of credits prescribed in any course of study will receive a diploma. A diploma fee of \$2.50 is charged.

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

**SPENDING-
MONEY**

Parkland is a suburb of Tacoma, one of the large railroad centers and ocean ports on the Pacific Coast.

**HOW TO REACH
PARKLAND**

On arriving in Tacoma take the Spanaway cars, which leave regularly for Parkland every 30 minutes. Ride to Parkland, and walk one block to the Academy.

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

BAGGAGE

TELEPHONE

The telephone number of the Academy is Main 7937. In case of doubt or difficulty, call up this number.

**SELF-SUPPORT-
ING 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 that 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 rooms are inspected by a member of the faculty at a quarter before eight, at which time students should be in their respective rooms and have them open and ready for inspection. 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 twelve, when dinner is served. At twenty minutes after 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, basket ball, tennis, croquet, and the like. Supper is served at six. At seven the students repair to their rooms, where they are expected to study until ten. At a quarter after ten the lights are turned off and all retire.

On Sundays and holidays breakfast is served at half past seven, and devotional exercises are con-

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

Department of Music



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.

The musical education received in a school has many advantages over that gained through private instruction. The musical atmosphere of the school and the stimulous 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.

**MUSICAL
ATMOSPHERE**

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 technic. 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.

**CLASSES FOR
TEACHERS
PIANO**

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

1. Primary Grade—Rudiments of music, studies in melody, and the underlying principles of touch and technic.

W. S. B. Mathews' First Lessons in Phrasing, Gurlitt's Aubum 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 Loeschhorn, Czerny, Heller, Kuhlraw, Reinecker, Dussek, Diabelli, Sonatinas. Kullak and Schumann, Album for the Young. Jensen's Songs and Dances. Pieces by Nevin, Mason, Grieg, Percy and others .

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

Sonatas by Haydn and Clementi, Mozart and Beethoven, easier Sonatas. Pieces by Macdowell, Grieg, Weber, Lavallee, Mason, Schutt, Gade.

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

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

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

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

Single lessons	\$ 1 00	Twelve lessons	\$ 9 00	TUITION
One hour daily, per month	\$ 1 00	Two hours daily, per month	\$ 1 50	PIANO RENT
	Three hours daily, per month		\$ 2 00	
One hour daily, per month	\$ 0 50	Two hours daily, per month	\$ 1 00	ORGAN RENT
	Three hours daily, per month		\$ 1 50	

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

G. GRADUATES

NORMAL COURSE

GRADUATES

- 1898—Mrs. Viggo Jurgensen (nee Ettie Kraabel)
 Wilbur, Washington
 1900—Anna M. Tenwick..... Parkland, Washington
 1902—Clara A. Fossen..... Parkland, Washington
 1903—Marion Afdem..... Fern Hill, Washington
 1905—Marie Olson..... Genesee, Idaho
 1905—Tomine Halvorsen..... Parkland, Washington
 1905—Karen M. Lauridsen..... Tacoma, Washington
 1905—Lauritz Rasmussen..... Coos Bay, Oregon
 1906—Nellie May Tegland..... Parkland, Washington
 1906—Ida Aaberg..... Parkland, Washington
 1906—Marie Louise Anderson... Parkland, Washington
 1908—Sigrid Greibrok..... Parkland, Washington
 1908—Olive Christensen..... Wilbur, Washington
 1908—Edith Johnson..... Parkland, Washington
 1908—Louise D. Harstad..... Parkland, Washington

PREPARATORY COURSE

- 1898—Mrs. Anderson (nee Amanda Swan).....
 Bellingham, Washington
 1899—Mrs. O. J. Ordal (nee Anna C. Leque)....
 Bellingham, Washington
 1901—Mrs. O. J. Toft (nee Johanna Anderson)...
 Seattle, Washington
 1902—Mary Skjervem..... Parkland, Washington
 1902—Henry Skjervem..... Decorah, Iowa

COMMERCIAL COURSE

- 1899—Nellie I. P. Lee..... Mt. Vernon, Washington

- 1899—Sena Olson..... Imperial, California
 1900—Oscar Tingelstad..... Ballard, Washington
 9100—C. A. Anderson..... Redmond, Washington
 1900—August Buschmann..... Seattle, Washington
 1900—Richard Isachson..... Eureka, California
 1901—Gilbert Anderson..... Blair, Wisconsin
 1901—G. W. Brown..... Oakland, California
 1901—G. R. Haukelie..... Aberdeen, Washington
 1902—Arnie Hanson..... Seattle, Washington
 1902—Rudolph E. Hamry..... Kindred, North Dakota
 1902—Mrs. H. F. Kempe (nee Nellie Brakke)....
 Astoria, Oregon
 1902—Oliver Rindal..... Seattle, Washington
 1902—T. W. Magelssen..... Stanwood, Washington
 1903—Christine Harstad..... Parkland, Washington
 1903—E. E. Huseby..... Petersburg, Alaska
 1903—Theodore Iles..... Arlington, Washington
 1903—Marie C. Johanson..... Wallace, Idaho
 1903—K. T. Knutson..... Silvana, Washington
 1903—Emil Nelson..... Ballard, Washington
 1903—Harold H. Pederson..... Los Angeles, California
 1903—Alfeld S. Tvete..... Arlington, Washington
 1904—A. M. Anderson..... Brownsville, Washington
 1904—Oscar V. Aberg..... Worcester, Massachusetts
 1904—J. G. Lund..... Tacoma, Washington
 1904—F. C. Moehring..... Snohomish, Washington
 1904—Ella Olson..... Stanwood, Washington
 1905—George Harstad..... Parkland, Washington

1905—Lewis Moe.....Ellensburg, Washington
 1905—Alfred I. Smith.....Kennewick, Washington
 1905—Edwin Anderson.....Parkland, Washington
 1905—Carlo S. Loven.....Tacoma, Washington
 1905—Floyd Sather.....Centralia, Washington
 1905—Olaf Bendixon.....Tacoma, Washington
 1906—John H. Molstad.....Gales Creek, Oregon
 1906—I. J. Erickson.....Seattle, Washington
 1906—P. H. Ongstad.....Seattle, Washington
 1906—Marius Mesford.....Petersburg, Alaska
 1907—Blanche E. Benner.....Tacoma, Washington
 1907—Maud E. Benner.....Tacoma, Washington
 1907—Margrete T. Knudson.....Tacoma, Washington
 1907—Mathias H. Forde.....Ballard, Washington
 1907—John Nelson.....Oakland, California
 1907—John Schau.....Seattle, Washington
 1907—Even Berg.....Clayton, Washington
 1907—Charles G. Benton.....Silverton, Oregon
 1907—Ole Linvog.....Seattle, Washington
 1908—Otto Widen.....Seattle, Washington
 1908—Julius Alberg.....Sumner, Washington
 1908—M. O. Hatteberg.....Silverton, Oregon
 1908—M. T. Tingelstad.....Silverton, Oregon
 1908—Melvin A. Larson.....Ballard, Washington
 1908—C. Herman Johnson.....Everett, Washington
 1908—Clara J. Molden.....Parkland, Washington
 1908—P. B. Jacobson.....Oro Grande, Idaho
 1908—J. H. Smith.....Parkland, Washington
 1908—Alexander Ostrom.....Astoria, Oregon
 1908—Lars Mahlberg.....Seattle, Washington
 1908—Bernard J. Berg.....Barlow, Oregon

STENOGRAPHIC COURSE

1902—Alfield Tvete.....Arlington, Washington
 1904—Bertha Erickson.....Quincy, Oregon
 1904—Ludvig Larson.....Hamline, Minnesota
 1905—Anna Molden.....Parkland, Washington
 1905—Alfred I. Smith.....Kennewick, Washington
 1905—Nils Jeldness.....Astoria, Oregon
 1905—Clare R. Knutson.....South Bend, Washington
 1907—Blanche E. Benner.....Tacoma, Washington
 1907—Maud E. Benner.....Tacoma, Washington
 1907—Louise B. Brottem.....Parkland, Washington
 1907—Alice M. Merifield.....Seattle, Washington
 1907—Karl F. Fredrickson.....Ballard, Washington
 1907—Margrete T. Knudson.....Tacoma, Washington
 1908—P. C. P. Lee.....Bellingham, Washington
 1908—Alexander Ostrom.....Astoria, Oregon
 1908—Bertha Harstad.....Parkland, Washington
 1908—Gena Brudvig.....Barlow, Oregon
 1908—H. L. Dahl.....Seattle, Washington

GRADUATES

CLASSICAL COLLEGE PREPARATORY COURSE

1902—Ingebret Dorrum.....Fergus Falls, Minnesota

LUTHER COLLEGE PREPARATORY COURSE

1902—Oscar A. Tingelstad.....Ballard, Washington
 1903—John C. Goplerud.....Silverton, Oregon
 1903—Lars Jensen.....Salem, Oregon
 1903—Ludvig Larson.....Hamline, Minnesota
 1905—Alfred Halvorson.....Decorah, Iowa
 1905—George Harstad.....Parkland, Washington
 1906—Henry O. Skjervem.....Decorah, Iowa
 1907—Iver A. Opstad.....Tacoma, Washington
 1908—Frank W. Peterson.....Bellingham, Washington
 1908—Gynther Storaaslie.....Tacoma, Washington

STUDENTS 1907-8

STUDENTS
1907-8

Aaberg, Theodore
Aas, Adolph
Abrahamson, Jno. A.
Alberg, Julius
Anderson, August
Anderson, Grace
Anderson, Hannah L.
Ashley, Frank
Becklund, Oscar
Beck, Mattie
Bentson, Chas. G.
Berg, Bernard
Berg, Cora M.
Berg, Even
Berg, Inga
Berglund, Victor
Bernhoft, Olaf
Bjorn, Jacob
Boe, Agnes
Brecken, C.
Brandes, Harry
Breivik, Amandus
Brettingen, Ole
Brottem, A. C.
Brottem, Goodwin
Brouty, Walter
Brown, Paul N.
Brudvig, Gina
Bruland, Chr.

Bruland, Henry
Bruland, Mathilde
Carlson, James
Carstairs, David
Christensen, Clara
Christensen, Olive
Curella, A.
Dahl, H. L.
Dahl, John
Dahl, Ole
Dammann, Annie L.
Dammann, Dorothea B.
Danielson, Donald
Deining, Chas.
Downs, Mabel
Dammann, Margery
Elsos, P. M.
Elvedahl, Ove
Engdahl, Hofik
Engdahl, Isaac
Engdahl, Jacob
Erdahl, Johanna
Erickson, Gust
Erickson, Gustaf
Espeland, Elias M.
Evans, Edward
Fangsrud, Sherman
Field, Minna
Forde, M. H.

Finkbeiner, Ben
Floe, Emma
Fredrickson, Karl F.
Fredrisk, Knut
Gedstad, Bernard
Gerdrum, Ethel
Gilbert, Inga
Glassoe, Palma
Dahl, John
Greibrook, Aanon
Greibrook, Aletta
Greibrook, Sigrid
Gunderson, John
Gunderson, W. A.
Howem, Hilda
Howem, Hannah
Howem, Sigurd
Hagestad, O. P.
Hallert, Henry
Halvorson, Annie
Halvorson, Almer
Halvorson, Laura M.
Hannem, Henry.
Hegstrom, Nils
Hanson, Axel
Hanson, George
Hanson, Olaf
Harstad, Bertha
Harstad, Louise
Harstad, Oliver

Harstad, Theander
Hatteberg, M. O.
Hartung, Henry
Hector, John
Heggem, Ingval
Hedberg, Jas.
Hendrickson, H. A.
Henrikson, Emil
Herberg, Signor
Hogberg, John
Holm, C.
Holt, M. C.
Hougstel, Daniel
Hove, Arthur
Hove, Johanna
Howe, Alfred
Huseby, Gunnar
Isaacson, Gust
Jacobson, Geo. H.
Jacobson, P. B.
Jager, Ida
Johnson, Algot
Jenson, Alexander
Jenson, Dolly
Jenson, Henry
Johnson, Henry
Johnson, Bessie E.
Johnson, Branth
Johnson, Edith

AND BUSINESS COLLEGE

Johnson, Gottfried
Johnson, C. H.
Johnson, K. Augusta
Johnson, Olive
Johnson, Ruth
Johnson, C. W.
Knudson, Iver
Knudson, Melvin
Knudson, Nora
Knudson, Ragnhild M.
Knutson, J. B.
Krossen, Ellif
Lien, Harry J.
Landin, Beatrice
Lange, Emil
Larson, Arthur
Larson, Elias
Larson, Elmer
Larson, Hans
Larson, Martin
Larson, Melvin A.
Larson, Nils
Larson, Ole
Lee, Alfonso
Lee, G. T.
Lee, Loren F.
Lee, P. C. P.
Lee Winifred
Leister, Edward
Leque, Martin
Lester, Mrs. Aubrey

Lien, Lars
Linn, Benjamin H.
Linn, Clare
Ludlow, Adelaide
Lumijarvi, Miriam
Lunden, Tallak
Lunkley, Geo. J.
Magard, Emma T.
Mahlberg, Lars
Manula, Lina
Matre, Bertin
Melkild, Ingebret
Melkild, John
Melkild, Steiner
Michaelson, Ole
Moe, Lewis
Moehring, C. W.
Moen, Ole
Mogensen, A. C.
Molden, Clara J.
Monty, Guy
Monsaas, Anna
Myren, Peter
Manning, Albert
Nederli, Julia
Neggerson, Edw.
Nelson, Alfred T.
Nelson, Chr. E.
Nelson, Geo. H.
Nelson, Victor
Offerdal, Ida

Oidne, T.
Olson, Alma
Olson, Chas. E.
Olson, Carol E.
Olson, Oscar
Olson, Carrie
Olson, Geo.
Olson, Josephine L.
Olson, Lena
Olson, Minnie W.
Olson, Nils
Ostby, Bert
Ostrom, Iexander
Ostrom, Henry
Paulson, Gertrude
Paulson, Chr.
Pearson, Ethel
Pederson, John
Peterson, C.
Peterson, F. W.
Peterson, Secord
Peterson, Victor
Pyfer, Fred
Rasmussen, Wm.
Reed, Joseph
Reep, Gust
Richstad, Chr.
Robb, Robert
Robeck, Ole
Rondestveit, I. S.
Rostedt, Roy

Rygg, Marie
Sales, Mary
Sande, O. S.
Sandness, Jacob
Sandvik, Oline
Satra, Andrew
Satra, Melvin
Satra, Olaf
Satra, Oliver
Saunders, Anna
Seppola, Sigurd
Schreyer, Warren
Sinland, Amelia
Siverson, Chr.
Skattebol, Olga
Skattebol, Signe
Skjervem, Marie
Skogstad, I.
Skotdal, Ole
Skrondal, Edw.
Smeness, John
Smith, J. H.
Smith, Myrtle
Sneve, J. B.
Solberg, A. P.
Solumslie, Carl
Solvold, Olga
Sorensen, Chr.
Sorsensen, H. P.
Sorensen, Ralph H.
Storaaslie, Gerhard

STUDENTS
1907-8

STUDENTS
1907-8

Storaaslie, Gina
Storaaslie, Gynther
Storaaslie, Isabel
Storaaslie, Nils
Storaaslie, Sophie M.
Storaaslie, Sonva
Storaaslie, Theodore
Storaaslie, Wilhelm
Storli, Melvin L.
Storre, C. O. T.

Staurust, H.
Sulland, T.
Taigen, Louis
Takunaga, Yasuziro
Tegland, Arthur
Tegland, Jesse L.
Teigen, Knut
Thompson, Alma
Thompson, Jessie C.

Tingelstad, Martin
Tingelstad, Sophus B.
Tollefson, Nils
Tollem, Anna
Tollem, Marie
Torget, Ole
Torvik, Elmer
Underseth, Theo.
Vieg, Dean

Vik, Olai
Vissell, Arthur
Wedeborg, Alfred E.
White, Flossie
Whiteside, Ima
Wik, Chr.
Widen, Otto
Wikhime, P. L.
Wollecker, Hugo

