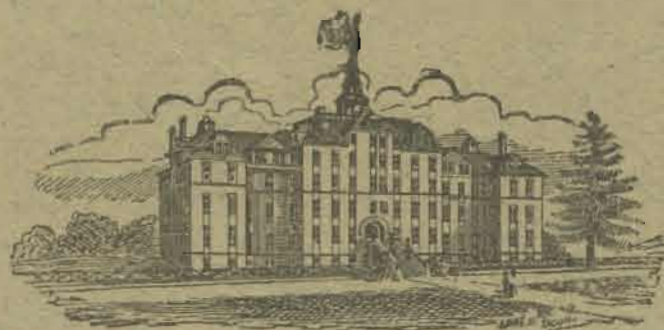


Pacific



Herold.

Vol. 20

Tacoma og Parkland, Wash., 119 So. 14 St., 1 Juli, 1910.

No. 26



Pacific Lutheran Academy, Parkland, Wash.

PACIFIC HEROLD

Vol. 20

Tacoma og Parkland, Wash., 119 So. 14 St., i Juli, 1910.

No. 26

Ekstrakursus i Engelsk for Nykommere og andre Nybegyndere.

Pacific Lutheran Academy and Business College har i en Række af Jæren Mar givet Ekstrakursus for Nykommere og andre Nybegyndere, som vil lære at læse, tale og skrive det engelske Sprog.

I dette Tidrum har flere hundrede Nybegyndere i kortere eller længere Tid frekventeret denne Skole og findes nu spredte over hele Pacific Kysten, hvor mange af dem indehaver vigtige og vel aflønnede Stillinger.

Gjennem sin lange Erfaring med Nybegyndere har Skolens Bestyrelse havt Anledning til grundig at sætte sig ind i de eiendommelige Vanskeligheder denne Klasse Elever har at kæmpe med, og hvad Slags Undervisning de hovedsagelig trænger.

Hvem optages

Skolen optager i denne Afdeling unge Mand og Kvinder uden Hensyn til Alder og paa de mest forskellige Udviklingsstrin. Den, som er fjorten Mar, er ikke for ung, og den som er firti, er ikke for gammel. Den, som nylig er ankommen fra det gamle Land og ikke kan et eneste engelsk Ord, finder her Klasser, som passer for ham. Og den, som for en stor Del forstaar det, som siges paa Engelsk, og endog til en vis Grad kan udtrykke sig i dette Sprog, kan ogsaa i denne Afdeling faa netop den Undervisning, han trænger. Enhver er saaledes velkommen, enten han kan meget eller lidt, og ingen blir nægtet Adgang, fordi han ikke kan noget. Skolen eksisterer for Elevernes Skyld, og vil gjøre alt muligt for at hjælpe dem.

Vore Nybegyndere er i Regelen vore flittigste og bedste Elever. Fra fem til syv Undervisningstimer om Dagen holder dem i stadig Virksomhed, men dette skræmmer dem ikke, da de er komne for at lære saameget som muligt i den korte Tid, de kan gaa paa Skole, og dette faar de ogsaa Anledning til at gjøre.

Engelsk Læsning

Fra en til to Undervisningstimer om Dagen anvendes ubelukkende til Læsning af lettere Prosa eller Poesi; Stor Vægt lægges paa Udtalen især af saadanne Ord, som Skandinaverne i Almindelighed har haardt for at udtale. Alle vanskelige Ord og Udtryk forklares og anskueliggøres. Det engelske Sprog bruges i Regelen som Undervisningsmiddel, dog bruges ogsaa det norske Sprog til at forklare engel-

sk Ord, naar dette gjøres nødvendigt.

Engelsk Stavning

En Undervisningstime om Dagen anvendes til Stavning. Her lærer vor Nybegynder ikke alene at stav de forskellige Ord, men ogsaa at udtale dem, forklare dem og bruge dem i Sætninger. Han faar ogsaa en grundig Øvelse i at bruge Ordbogen og bliver paa denne Maade sat i stand til at hjælpe sig selv baade med Hensyn til Ordens Udtale og Betydning.

Stil og Brevskrivning

En af Undervisningstimerne i denne Afdeling bruges hovedsagelig til skriftlige Øvelser. Enhver af Klassens Medlemmer skriver flere Gange om Ugen en kort Stil over et eller andet af Læreren bestemt Emne. Disse Stile bliver senere rettede af Læreren og leverede tilbage til Eleven til Gjennemsyn. Eleverne faar ogsaa adskillig Øvelse i at skrive forskellige Slags Breve.

Regning

I dette Jæg er de fleste Nykommere nogenlunde vel hjemme, dog er det nødvendigt at gennemgaa det paanytt for Sprogets Skyld, især for at lære de mange Ord og Udtryk, som ofte forekommer i Forretningenslivet.

Grammatik

Engelsk Grammatik paabegyndes, saasnart Eleverne har opnaaet den nødvendige Færdighed i Læsning, Stavning, med mere. De Elever, som har nogenlunde god Kjendskab til sit Modersmaals Grammatik, finder det i Regelen forholdsvis let at lære den engelske Grammatik. Øste overgaa de endog i dette Stykke mange af de indsejtede Amerikanere.

Skjønkrift

En god Haandskrift er nyttig for enhver og kan erhverves paa en forholdsvis kort Tid. En Undervisningstime daglig anvendes paa dette Jæg.

Svor lang Tid der fraves

Til at gennemgaa de ovennævnte Kurser fraves fra tre til seks Maanedes, beroende paa vedkommende Elevers Begavelse, Fortundigheder og Alder.

Andre Kurser

Mange af dem, som har gennemgaaet de ovennævnte Kurser, fortæller videre i de andre regelmæssige Kurser, saasom Bogholderi, Skriftligt, Latin, Tysk, Græsk, Engelsk, Naturvidenskab, Matematik, med mere.

Skoleaarets Inddeling

Skoleaaret er inddeelt i tre Terminer.

Høstterminen begynder den 3de Oktober og slutter den 23de December. Vinterterminen begynder den 3die Januar og slutter den 25de Marts. Vaarterminen begynder den 30te Marts og slutter den 16de Juni.

Elever Modtages Naar-

somhelst

Elever modtages naar-somhelst. Den bedste Tid for Indtrædelse er dog ved en Termins Begyndelse, da nye klasser dannes. Det allerbedste er naturligvis at begynde ved Skoleaarets Begyndelse, den 3die Oktober, og fortsætte lige til dets Slutning, den 16de Juni.

Svad det koster

Skolepenge, Kost, Logis, Vask, med mere for en Termin koster \$67.00; for to Terminer \$127.00; for tre Terminer, eller hele Skoleaaret, \$180.00. Det hele koster saaledes ikke mere end, hvad man i Almindelighed maa betale for Kost og Logis i en større By. Skolen giver ogsaa sine Elever i Virkeligheden mer end de betaler for, og dette sættes den i stand til derved, at mange af dens Venner, især blandt det lutheriske Kirkefolk, yder den finansielle Støtte fra Tid til anden.

Skolens Beliggenhed

Pacific Lutheran Academy er beliggende i Parkland, en af Tacomas nydeligste Forstæder og kan naaes let fra alle Kanter.

Nærmere Oplysninger

Katalog og nærmere Oplysninger faaes ved at tilskrive Skolens Bestyrer, Prof. R. J. Song, Parkland, Wash.

Sand Oplysning

Svad Solskin er for den sorte Muld, Er sand Oplysning for Muldets Frænde; Langt mere værd end det røde Guld, Det er sin Gud og sig selv at kende.

Vi Kristne tror, at vi er skabte af Gud til et evigt Liv, efter Syndefalbet gjenløste ved Guds Søns Blod og af Gud den Helligaand kaldes og helliggjøres, for at vi skal elske og tjene Herren og ved et helligt og nyttigt Liv her paa Jorden forberber hans Navn.

Ved disse og andre Sandheder vil og kan den kristelige Skole opmuntre Disciple og sprede Lys og Glæde paa deres Vel. Den vil lære dem at forstaa og erkende, at alle gode Ting paa Jorden er Gaver fra det høie, hvoraf hver har faaet sin Del, som han skal være en god Guds-holder

over og forvalte til sin Frelser's Forherligelse, sit Lands og sine Medmennekers fjerne Gavn. Den forbereder de unge paa dette Husholderstak og paa Regnskabets derfor.

• Ved Guds herlige Gaver og Raade er den fattigste saavel som den rigeste bleven en rig Eiendomsbesidder, der er sig selv en Lov, og hvis Livsmaal og Stræben gaar ud paa noget langt herligere og større end jordisk Binding og Mennekers Ære og Gunst.

Virkelig Selvtændighed og gudhengiven Virkelyst og Mod og Kraft kan den aabenbarede Sandhed og nøgtern Kristendom alene give. Martusjunders Erfaring og Historie viser klart for enhver, der vil se, at ingen Videnskab, ingen Kunst, intet menneskeligt, men alene Gud kan virkelig oplyse, styrke og grundfæste den arme Menneksesjæl.

Det er Grunden til, at vi driver kristelige Skoler. Og vi beder ikke om Undskyldning herfor, men venter af enhver, der kalder sig en Kristen, at han ikke glemmer det store Fortrin, som de saa kristelige Skoler har fremfor alle andre, hvor rige og fornemme de end kan være.

Mangler en Skole kristelig Disciplin, da mangler den det væsentligste af alt, og det er et stort Spørgsmaal, om en saadan Skole blandt oplyste Kristne fortjener Navn af Opdragelsesanstalt.

Maaget Netten har afgjort, at Sporvognskompagniet skal transportere Passagerer fra og til Bygrensen for 5 Cents er der dog endnu adskillig Vanskelighed med at faa det gennemført, idet Kompagniet negter at efterkomme Kjendelsen. Forat hjælpe paa Sagen holdt nylig Folk i Fern Hill ett Møde og besluttede at negte at betale mer end 5 Cents Fare. Lederne var Peder Jensen, Lorenzo Dow og N. Mitchell. Mandag denne Uge kom det til Sammenstød, idet Kompagniet havde givet sine Conduktors Ordre til at kaste af alle, som ikke betalte sine 10 Cents. Jensen og Dow negtet, hvorpaa Vognen blev standset, og Motormann og Conductor søgte i Forening at kaste de tapre Herrer af, men for-gjæves. De led Lænderne sammen og klængede sig til Sæder og Stolper, indtil Kompagniets Betjente maatte give sig og atter sætte Vognen i Gang. Hvad det endelige Resultat vil blive, er ikke saa let at sige, dog haaber vi, at det vil ende med at Folket faar sin Ret ligeover for dette graadige Kompagni, der i lang Tid har benyttet ethvert Kneb til at trodse Folkets Billie.

Pacific Distrikt af Synoden for den norske ev. lutheriske Kirke i Amerika holder, om Gud vil, sit 11te ordentlige Aarsmøde i Parkland, Wash., fra 1ste til 7de Juli. Mødet aabnes med Gudstjeneste kl. 10 Formiddag. Døreforhandling paa Norsk: 2 Nov. 5, 13 med Pastor N. Johansen som Referent. Paa Engelsk Math. 10, 32, 33 med Past. D. Borge som Referent.

Foruden de almindelige Forretnings-sager og andre Sager, som Mødet maatte optage til Behandling, skal der foretages Valg paa følgende Embedsmænd: Lægemedlem af Kirkeraadet, Sekretær, Kassierer, to Revisorer, Suppleanter for alle disse Embeder samt en Missionskomite bestaaende af tre Medlemmer.

L. C. Foss, Formand,
D. W. Holden, Sekretær.

Korporationsmøde. Et specielt Møde af Pacific Lutheran University Association afholdes, om Gud vil, den 6te Juli 1910 om Aftenen kl. 7, forat høre Rapporter og behandle andre Ting der maatte komme op i Forbindelse med Skolen.

N. J. Hong, President,
L. C. Foss, Sekretær.

Synodemødet. Som allerede oplyst holder Pacific Distrikt for den norske Synode sit Møde her fra den første til den syvende Juli. Parkland Menighed er forberedt paa at skaffe Plads til alle, som kommer. Det er Meningen at indkvartere Synodaler og Gæster i Akademiet, hvor der er Plads for henved et Par Hundrede. Prestes, Repræsentanter og staaende Medlemmer tilhørende Pacific Distrikt faar frit Ophold, alle andre betaler 75c per Dag, for Kost og Logis eller for enkelte Maaltider 25c, og 25c for Seng. Prof. S. S. Peterson har paataget sig at besørge alt angaaende Logis og Beværtning under Synodemødet. De, som agter at bivaane Synodemødet, bør indmelde sig til ham snarest muligt.

Sommer-skole. Umiddelbart efter Prestekonferencen vil der her ved Skolen holdes en to Ugers Sommer-skole eller Chautauqua. Flere fremragende Mænd i vort Samfund er opfordret til at levere en Række Foredrag over religiøse eller sociale Emner.

Prestes, Lærere og andre, baade Mænd og Kvinder, der kommer til Synodemødet, bør forberede sig paa at overvære disse Forhandlinger, der uden tvivl vil blive af almindelig Interesse.

Kost og Logis i Akademiet er at faa for \$5.00 per Uge. Muligt Overstund gaar til Pacific Luther College Clubs Kasse.

Sangere Merk! Sangerforbundets Fælleskor har Generalprøve i Kirken i Parkland Torsdags Aften, 2 Juli, kl. 7. Lad os da alle være pænt klædt. Tilreisende tager „Spanaway“ Car paa Pacific Ave. i Tacoma. Den gaar fra Nyen hver halv Time, 15 Min. før og 15 Min. efter „even Hour.“ Alle som kommer kan faa bo i Akademiet. Korledere bør melde til Prof. Peterson naar og hvor mange der kommer. Søndag Formiddag d. 3 Juli synger vi ved Kirkeindvielsen og om Eftermiddagen kl. 3 holdes Sangerfesten.

Derfor Sangerforbundet ikke anderle-

des bestemmer, gaar Indtægterne ved Sangerfesten til Betaling af Rejsudgifter og Ophold for Sangerne. Forat denne Udbetaling kan ske straks efter Festen og retfærdig vil jeg udnævne Sekretær M. Hofenstad og Kassierer M. L. Anderson som Komite til at uddele de nødvendige Beløb. Men forat disse igjen skal kunne gjøre dette maa hver Leder give Rapport over sit Kors Udgifter til Komiteen saa snart de kan. Prof. Xavier er udnævnt til at forestaa Arrangementet i Parkland. Han har Indmægt til at udnævne alle de nødvendige Komiteer til Udførelsen af dette, som da alle som kan til Sangerfesten, og kan N. faa stans og vær med ved 1de Juli Festsagerne paa Mandag og saa meget som mulig af Synodemødet. Velkommen vil N. blive ønsket af alle Parklændinger, det ved jeg, og ikke mindre af eders midlertidige Formand,

Ove J. S. Frens.

Stanwood, Wash.—Bestefar N. Bruget overrakte mig idag \$50.00 som han bad mig dele lidt mellem Barnehjemmene i Teller og Parkland. „Dette skal ligesom være fra Bestemor Bruget dette.“ Han kunde ikke sige mere paa en Stund. Mrs. N. Bruget døde nemlig for en Tid siden. Gud vil visjelig velsigne Gaven og Giveren.

S. M. Tjernagel.

Reunion in February.

A reunion of graduates, teachers, and former students of the Pacific Lutheran Academy will be held at Parkland on the 18th and 19th of February, 1910. The president of the Alumni Association, Mr. Moses O. Herber, has promised to cooperate to make this meeting the largest in the history of the school.

If you cannot attend the reunion in person send a letter, giving your address, present occupation and such other facts as you may deem of interest to your teachers or former school mates.

Don't wait, do it now.

N. J. HONG.

OAKLAND, CAL.

As representatives to the synod meeting in Parkland St. Paul's English Lutheran Church has elected Capt. J. Hansen with Capt. C. J. Fosen as alternate, in the hope that fair winds might waft them into Puget Sound about the time the district convention is held. It is difficult for us at such a distance to secure the attendance of lay representatives at the synod, but we do the best we can.

SEVENTEENTH ANNUAL ANNOUNCEMENT
 OF THE
 PACIFIC LUTHERAN ACADEMY
 AND
 BUSINESS COLLEGE

PARKLAND

1910—1911

WASHINGTON

FACULTY 1909-10

N. J. HONG, A. B., President	- - - - -	English, German, Psychology
ANNA TENWICK	- - - - -	-Mathematics, Latin, Reading and Grammar
J. U. XAVIER, A. B.	- - - - -	Bible, General History, Latin and Greek
BERTHA HOVERSTAD, B. L., A. M., Preceptress	- -	English Literature, Grammar
J. M. CLARY, LL. B., A. B., M. Accts.	- - - - -	Principal Commercial Dept., Arithmetic, Commercial Branches
H. S. PETERSON, A. B., B. S.	- - - - -	Mathematics and Natural Sciences
ALMA HANSEN, B. Mus.	- - - - -	Piano, Organ and Harmony
INGA D. HONG	- - - - -	Shorthand and Typewriting
OLIVE CHRISTENSEN	- - - - -	English, German
J. U. XAVIER, A. B.	- - - - -	Librarian
J. L. RYNNING, M. D.	- - - - -	Physician
MRS. GURI FJELDE	- - - - -	Preceptress during Spring Term

BOARD OF TRUSTEES

N. J. HONG, President.	P. GUNDERSON, Vice President
REV. L. C. FOSS, Secretary	M. KNUDSON
T. C. SATRA, Treasurer	

BOARD OF VISITORS

REV. OVE J. H. PREUS, Tacoma, Wash.	REV. H. A. STUB, Seattle, Wash.
DR. J. L. RYNNING, Fern Hill, Wash.	

CALENDAR 1910-11

Fall Term begins	.....October 4	Washington's Birthday	.....February 22
Dedication Day	.....October 14	Winter Term closes	.....March 24
Thanksgiving Day	.....November 24	Spring Term begins	.....March 28
Fall Term closes	.....December 22	Memorial Day	.....May 30
Winter Term begins	.....January 3	Commencement Exercises	.....June 14, 15 and 16

THE PACIFIC LUTHERAN ACADEMY AND BUSINESS COLLEGE.

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

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

An Ideal Place for Students

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

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

Main Building

The main building, which originally was erected at a cost of \$100,000, is a massive five-story structure, 190 feet long and 82 feet wide. It is supplied with modern conveniences, and has a water and electric light plant of its own, and 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 a gymnasium, fairly well equipped with apparatus for indoor work.

Dormitories

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

The Christian Academy Needed

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

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

In any system of public education the classes must of a necessity be large. Not all students can keep pace with the class. For some the pace 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 slow are accommodated and permitted to do their best work.

Immature Students

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

Special Students

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

as they need. In this way the school can, by judicious direction, and step by step, cultivate in them the growth of intellectual and moral power, and thus finally lead them to master the very difficulties by which they were at first overcome.

Stepping Stone to College

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

Moral and Religious Influences

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

It is 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 knowledge of the material universe and some of its laws, and the like. Here it ends. This is the sum total of the instruction allowed to be given in the public schools.

The Christian School the Best

But we know and believe that man is destined for a life beyond the grave, and that there is a body of knowledge within our reach which bears closely upon that life. And, this being the case, is it not, then, the part of common sense to make this knowledge, too, a part of the instruction we give our children? And this is just what the Christian academy or college essays to do. It is not subject to the same limitations as the public schools in this matter. It can make use of the helps from above in the building of character. It can appeal to the highest motives, it can judge conduct by the highest standard, it can inculcate the loftiest principles, it can hold up for the imitation of its students the highest ideal, the most perfect character, the God-man Jesus Christ, and it can lay down the only infallible rule of faith and conduct, the inspired word of God.

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.

Aim

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 endeavor to promote the highest intellectual development of its students, to give them a sound religious instruction, and to surround them with such influences as best will fit them for their duties in life. Instruction in the fundamental truths of the Bible forms an integral part of all courses offered by the school.

Scope of Work

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

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 of a good school. The teachers make the school. The Academy has therefore spared no efforts to secure teachers who are graduates of institutions of repute and who have had successful experience in school work. They are loyal to the school, devoted to their work, capable, enthusiastic, and helpful to our students. Several of the teachers reside in the dormitory and come into daily contact with the students. As companions and advisers of the students they seek to guide them to the highest ideals of Christian manhood and womanhood.

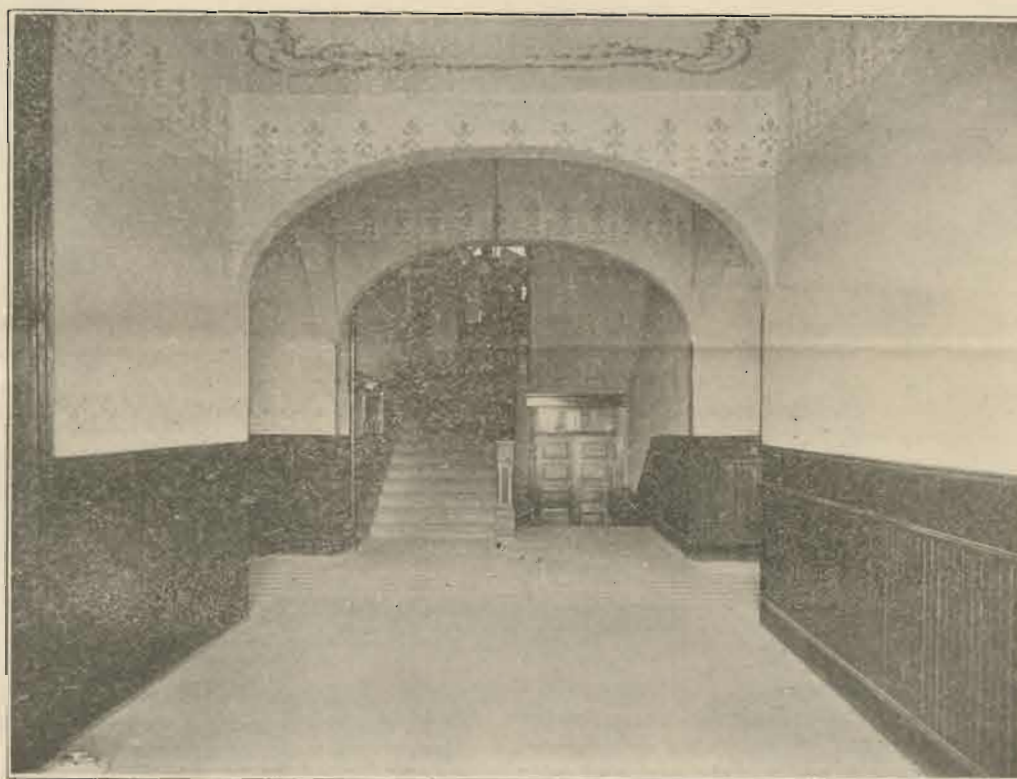
Our Community

Parkland is a town of churches and schools. The larger number of its inhabitants has been attracted by its educational advantages,

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

Our Students

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



VESTIBULE SHOWING ENTRANCE TO DINING HALL AND MAIN STAIRWAY

COURSES OF STUDY

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.

PREPARATORY 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.

No Entrance Examinations

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.

The work will be taken up in the following order:

FIRST YEAR

Fall Term

- Reading, 5
- Spelling, 5
- Pennmanship, 5
- Arithmetic, 5
- Bible, 2
- Singing, 1

Winter Term

- Reading, 5
- Spelling, 5
- Pennmanship, 5
- Arithmetic, 5
- Bible, 2
- Singing, 2

Spring Term

- Reading, 5
- Orthoepy, 5
- Pennmanship, 5
- Arithmetic, 5
- Bible, 2
- Singing, 2

SECOND YEAR

Fall Term

- Grammar, 5
- Reading, 5
- Geography, 5
- U. S. History, 5
- Bible, 2

Winter Term

- Grammar, 5
- Reading, 5
- Geography, 5
- U. S. History, 5
- Bible, 2

Spring Term

- English Composition, 5
- Reading, 5
- Physiology, 5
- Geics, 5
- Bible, 2

Figures indicate the number of weekly recitations in each branch.

NORMAL COURSE

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. 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.
2. 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.

3. It affords an excellent opportunity of reviewing for examinations. Review classes for teachers will be organized every term.

4. The students have the privilege of taking up other branches not embraced in the Normal Course, such as bookkeeping, stenography and the like.

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.

The work will be pursued in the following order:

Fall Term

Arithmetic, 5
English Grammar, 5
Algebra, 5
English Literature, 4
Orthoepy, 2
Penmanship, 3
Singing, 2
Bible, 2

Fall Term

Psychology, 3
General History, 5
English Literature, 4
Word Analysis, 2
Parliamentary Law, 1
Plane Geometry, 4
Bible, 2
Political Geography, 5

Fall Term

English Literature, 3
History of English Literature, 3
Physics, 4
Laboratory, 2
Rhetoric, 3
State Constitution & School Law, 5
Methods of Teaching, 1

FIRST YEAR
Winter Term

Arithmetic, 5
English Grammar, 5
Algebra, 5
English Literature, 4
Orthoepy, 2
Penmanship, 3
Singing, 2
Bible, 2

SECOND YEAR
Winter Term

Psychology, 3
Physical Geography, 4
English Literature, 4
Word Analysis, 2
General History, 5
Plane Geometry, 4
Bible, 2
Political Geography, 5

THIRD YEAR
Winter Term

English Literature, 3
History of English Literature, 3
Physics, 4
Laboratory, 2
Rhetoric, 3
History and Civics, 5
Methods of Teaching, 2

Spring Term

Arithmetic, 5
English Grammar, 5
Algebra, 5
English Literature, 4
Orthoepy, 2
Penmanship, 3
Singing, 2
Bible, 2
Physiology

Spring Term

Psychology, 5
Physical Geography, 4
English Literature, 4
Word Analysis, 2
General History, 5
Solid Geometry, 5
Bible, 2

Spring Term

English Literature, 3
History of English Literature, 3
Physics, 4
Laboratory, 2
Rhetoric, 3
History and Civics, 5
Methods of Teaching, 2
Recital and Oration

CLASSICAL COURSE

Requirements for Entrance

To enter this course 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 exami-

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

Fall Term

English Grammar, 4
English Literature, 4
Orthoepy, 2
Penmanship, 3
Arithmetic, 5
Algebra, 5
Bible, 2
Singing, 2

Fall Term

Beginning Latin, 5
Psychology, 3
General History, 5
English Literature, 4
Parliamentary Law, 1
Plane Geometry, 3
Word Analysis, or Norwegian, 2
Bible, 2

Fall Term

Higher Algebra, 5
Caesar, 4
Latin Composition, 1
Physics, 4
Laboratory, 2
German Reading, 5
English Literature, 2
Elocution, 3
Bible, 2
Norwegian, 2

FIRST YEAR
Winter Term

English Grammar, 4
English Literature, 4
Orthoepy, 2
Penmanship, 3
Physical Geography, 4
Algebra, 5
Bible, 2
Singing, 2

SECOND YEAR
Winter Term

Beginning Latin, 5
Psychology, 3
General History, 5
English Literature, 4
Civics and History, 5
Plane Geometry, 3
Norwegian, 2
Bible, 2

THIRD YEAR
Winter Term

Caesar, 4
Latin Composition, 1
Physics, 4
Laboratory, 2
German Grammar, 5
English Literature, 2
Elocution, 3
Bible, 2
Norwegian, 2

Spring Term

English Composition, 5
English Literature, 4
Orthoepy, 2
Penmanship, 3
Physical Geography, 4
Algebra, 5
Bible, 2
Singing, 2

Spring Term

Physiology, 5

General History, 5
English Literature, 4
Civics and History, 5
Plane Geometry, 3
Word Analysis, or Norwegian, 2
Bible, 2

Spring Term

Cicero, 4
Latin Composition, 1
Physics, 4
Laboratory, 2
German Grammar, 5
English Literature, 2
Elocution, 3
Bible, 2
Norwegian, 2

FOURTH YEAR

Fall Term
 Plane Trigonometry, 5
 Latin Composition, 1
 Cicero, 4
 Beginning Greek, 5
 German Literature, 3
 English Literature, 2
 Rhetoric, 3
 Bible, 2
 Norwegian, 2

Winter Term

Latin Composition, 1
 Virgil, 4
 Beginning Greek, 5
 German Literature, 4
 English Literature, 2
 Rhetoric, 3
 Bible, 2
 Norwegian, 2

Spring Term

Latin Composition, 1
 Virgil, 4
 Xenophon, 5
 German Composition, 5
 English Literature, 2
 Rhetoric, 3
 Bible, 2
 Norwegian, 2

FIFTH YEAR

Fall Term
 Sallust, 4
 Latin Composition, 1
 Homer, 5
 German Literature, 3
 History of English Literature, 3
 Elementary Economics, 4
 Chemistry, 4
 Church History, 2
 Norwegian, 2

Winter Term

Ovid, 4
 Latin Composition, 1
 Homer, 5
 German Literature, 3
 History of English Literature, 3
 Elements of Law, 4
 Chemistry, 4
 Church History, 2
 Old Norse, 2

Spring Term

Livy, 4
 Latin Composition, 1
 Plato, 5
 German Literature, 3
 History of English Literature, 3
 Botany, 4
 Recital and Oration,
 Church History, 2
 Old Norse, 4

COMMERCIAL COURSE

Fall Term
 Arithmetic, 5
 English Grammar, 4
 Rapid Calculation, 1
 Bookkeeping, 5
 Spelling, 5
 Business Writing, 5
 Reading, 3
 Typewriting, 5
 Commercial Geography

Winter Term

Commercial Arithmetic, 5
 English Grammar, 4
 Rapid Calculation, 1
 Bookkeeping, 5
 Business Writing, 5
 Reading, 3
 Typewriting, 5
 Commercial Geography

Spring Term

Commercial Arithmetic, 5
 English Composition and Letter
 Writing, 4
 Rapid Calculation, 1
 Bookkeeping, 5
 Commercial Law, 5
 Business Writing, 5
 Reading, 3

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 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 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 of life.

Bookkeeping

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

Individual Plan

The work in 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, examinations and drills, wherein the individual student has ample opportunity of comparing himself with others and of profiting by their successes and failures.

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

Actual Business from the Start

The course is based on Sadler's Budgets. It is simple and systematic, as well as comprehensive. Easy transactions are first taken up, and, step by step, the student advances to more difficult work. In this way Sadler's three-budget course is mastered, giving the student a complete view of the principles employed in the various kinds of bookkeeping. From first to last the Budget course in bookkeeping is one of actual business practice, and is much superior to the old "set method" of teaching this important subject. In this course the student is constantly observing the proper forms and uses of commercial paper.

Business Law

A knowledge of the laws governing commercial transactions is of great value to 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. Contract writing is a special feature.

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.

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.

Grammar

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 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.

Composition and Correspondence

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.

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.

STENOGRAPHIC COURSE

Fall Term
Shorthand, 5
Grammar, 5
Business Writing, 5
Spelling, 5
Typewriting, 15
Reading, 3

Winter Term
Shorthand, 10
Grammar, 5
Business Writing, 5
Spelling, 5
Typewriting, 15
Reading, 3

Spring Term
Shorthand, 10
English Composition, 5
Letter Writing, 5
Business Writing, 5
Typewriting, 15
Reading, 3

SHORTHAND

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

But, aside from its specific commercial value as an art, the training received in a course of this kind is well worth the 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 eleven years old, has acquired a wide popularity and is used by a large number of representative schools in this country and in Canada. This system requires no shading, as the characters may be written either light or heavy. It is written on the same slant as longhand, thus securing a uniform movement of the hand. The characters may be written on unruled paper, thus abolishing all position writing. The vowels and consonants are joined and follow each other in their natural order, thus making the writing easy to read. The characters consist almost exclusively of curves and straight lines, angles being almost wholly absent. Being purely phonetic and having very few signs, the system can be readily adapted to any language.

Time Required to Learn

The time required to complete this course is from six to nine months. To be able to pursue the subjects of shorthand and 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 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 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 method of writing without looking at the keyboard.

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.

Speed Requirements

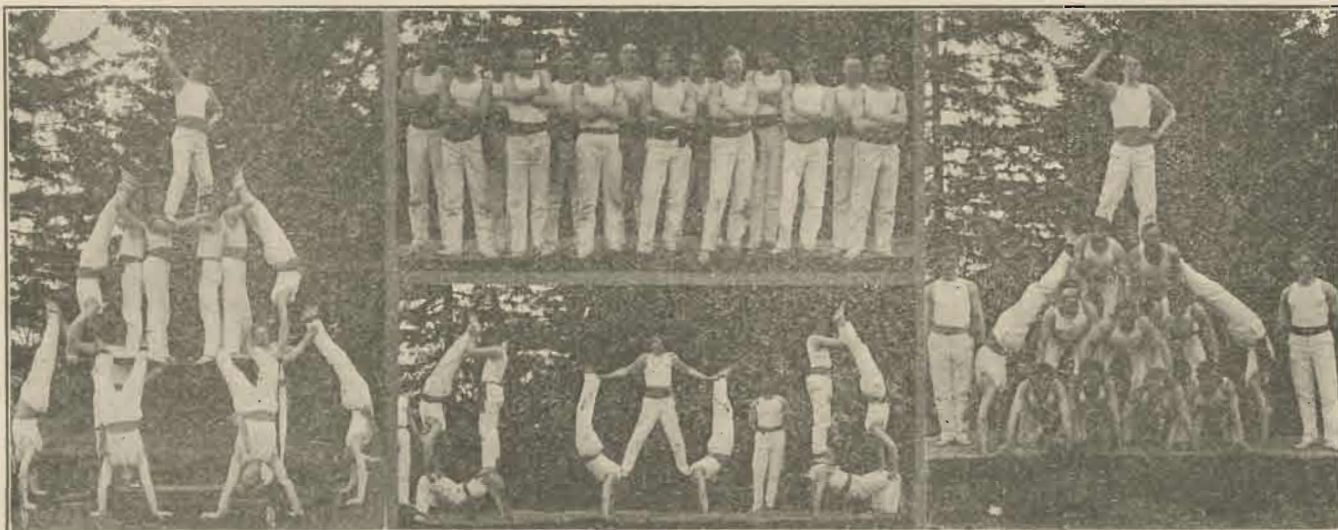
To graduate from this course a student must have attained a speed in shorthand of 140 words a minute and be able to transcribe his notes correctly on the typewriter at the rate of twenty-five words per minute.

Office Work

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

Advanced Course in Shorthand

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



PYRAMID BUILDERS

CHRISTIAN RELIGION

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.

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.

HISTORY AND CIVICS

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.

History of the United States

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.

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

General History

Three terms will be devoted to a brief course in general history.

ENGLISH

Reading

Intelligent reading is 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.

Spelling

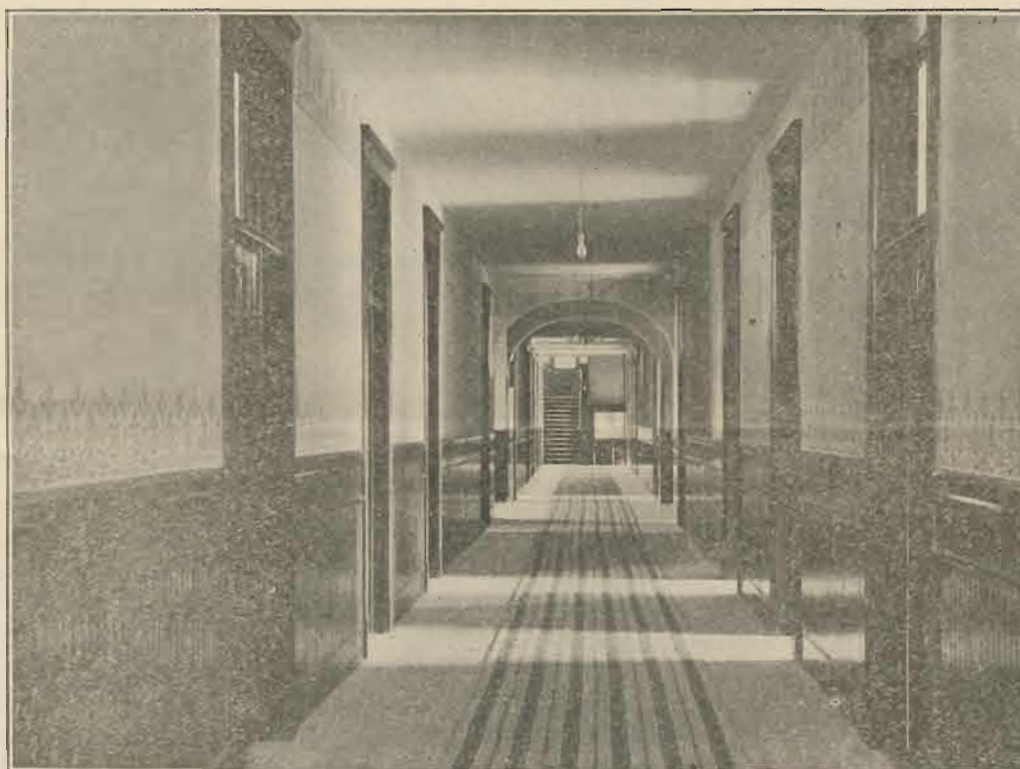
This consists of a careful study of words, and of oral and written exercises in spelling.

Beginning Grammar

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.

Intermediate 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.



MAIN CORRIDOR, FIRST FLOOR, SHOWING SOUTH ENTRANCE AND STAIRWAY

Advanced 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.

Orthoepy

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.

Composition and Rhetoric

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.

Two classes will be given in this subject, the one elementary, the other advanced.

English Literature

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.

MATHEMATICS

Beginning Arithmetic

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

Higher 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 subject of fractions, the metric system, percentage and its application, and mensuration will be insisted upon.

Algebra

Three terms will be devoted to the study of elementary algebra, including the fundamentals, simple equations, 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. 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 constructions.

Plane Trigonometry

Twelve weeks are spent in the study of plane trigonometry.

NATURAL SCIENCES

Political 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. Twenty-four weeks will be devoted to this subject.

Chemistry

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

Physical Geography

Two terms will be devoted to this subject. The study of the text book will be accompanied and supplemented by laboratory work and field study.

Physics

The educational value of physics, or, in fact any natural science, does not consist in the so-called discovery of laws, nor in the demonstration of principles by means of experiment; but consists, rather in the excellent training they give in attention to details, and in the cultivation of accuracy in the observation of the smallest changes as well as in the ability to reason back from a set of 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.

Physiology

Physiology cannot be learned properly by mere 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.

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 plants examined.

Psychology

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

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.

Methods 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.

Model classes will be organized from time to time.

FOREIGN LANGUAGES

Latin

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

Greek

The student spends two terms in becoming familiar with the declensions and conjugations. He is then prepared to read Xenophon. Of this author the first three books are read. This is followed by Homer's Iliad, Plato's Apology, and the New Testament.

Norwegian

The practical importance to 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.

German

The first twelve weeks of this course will be spent in reading easy German prose, after which twenty-four weeks will be devoted to acquiring the elements of German grammar. The remaining time will be devoted to a thorough study of a few of the masterpieces of German literature, such as Schiller's Wilhelm Tell, Lessing's Minna von Barnhelm, Goethe's Faust. Considerable attention will be given to sight reading and to oral and written composition. During the last half of the second year the German language is exclusively used as a medium of instruction and recitation.

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 importance in the study of the derivation, structure and growth of a large percentage of English words.

MISCELLANEOUS

Singing

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

Parliamentary Law

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

Gymnastics

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

Lyceum

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

Debating Societies

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

The Missionary Society

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

Band and Orchestra

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

Gymnasium

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

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

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.

Expenses for Boarding Students

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

One week	\$ 6.00
12 weeks (paid in advance)	67.00
24 " " " "	127.00
36 " " " "	180.00

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

All charges are payable in advance.

Expenses for Day Students

One week (paid in advance)	\$ 2.00
12 weeks " " "	24.00
24 " " " "	35.00
36 " " " "	45.00

All charges are payable in advance.

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.

Rooms

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

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

Books

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

Medical Attention

A physician's fee of 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 ladies and gentlemen.

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

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

All students are required to be present at the daily devotional exercises held in the chapel, and are expected to attend divine services on Sunday. Students are not permitted to engage in noisy amusements on the Lord's day.

All students are required to keep their room clean and tidy, and to abstain from the use of tobacco in any form within or about the building. Students under the age of 18 are forbidden altogether the use of tobacco. Each student is held responsible for any damage done to the room or its furniture. An indemnity fee of \$2.00 must be deposited with the treasurer. This will be returned to the student when he leaves, less the cost of repairing any damage he may have done to the property of the school. 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, visiting of saloons, gambling houses, or other places of a questionable nature, and the use of intoxicating liquors, are strictly forbidden. Any student found guilty of doing these things will be promptly dismissed.

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

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

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

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

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

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

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

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

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

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

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

Records 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 term, or oftener. Examinations are held at the close of each term. 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 president in regard to expenses.

How to Reach Parkland

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

Baggage.

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

Telephone

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

Self Supporting Students

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

That depends largely upon the student. From one-third to one-half of our students earn a considerable part of their expenses, and a large number are absolutely dependent upon themselves. A young

person who has saved from \$75.00 to \$100.00 can safely make a start. The Pacific Lutheran Academy is anxious to attract self-supporting students. The president of the Academy invites correspondence from such students, and assures them 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 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, basket ball, tennis, croquet, and the like. Supper is served at six. At seven the students repair to their rooms, where they are expected to study until ten. At a quarter after ten the lights are turned off, and all retire.

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



RECEPTION ROOM

MUSIC COURSE

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

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

Special Advantages

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

A Right Start

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

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

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

Course in Piano

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

2. Intermediate Grade—Major and minor scales. Broken chords and arpeggios. Studies by Loeschhorn, Czerny, Heller, Kuhlau, Reinecker, Dussek, Diabelli, Sonatas. Kullak, and Schumann's Album for the Young. Jensen's Songs and Dances.

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

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

Sonatas by Haydn and Mozart. Pieces by Macdowell, Grieg, Weber, Lavalley, Mason, Schutt, Gade.

Harmony and History of Music.

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

Harmony and History of Music.

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

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

Course in Organ

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

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

Tuition

Single lessons \$1.00
Per term of 12 weeks, one lesson per week
Piano, Organ or Harmony) 9.00

Piano Rent

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

Organ Rent

One hour daily, per month \$.50
Two hours daily, per month 1.00
Three hours daily, per month 1.50

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

NORMAL COURSE

1898—Moses O. Herber, Tacoma, Wash.
 1898—Mrs. Viggo Jurgensen (nee Ettie Kraabel), Wilbur, Wash.
 1900—Anna M. Tenwick, Parkland, Wash.
 1902—Clara A. Fossen, Parkland, Wash.
 1903—Marion Afdem, Fern Hill, Wash.
 1905—Marie Olson, Genesee, Idaho.
 1905—Tomine Halvorsen, Parkland, Wash.
 1905—Karen M. Lauridsen, Tacoma, Wash.
 1905—Lauritz Rasmussen, Coos Bay, Ore.
 1906—Nellie May Tegland, Parkland, Wash.
 1906—Ida Aaberg, Parkland, Wash.
 1906—Marie Louise Anderson, Parkland.
 1908—Sigrid Greibrok, Parkland, Wash.
 1906—Olive Christensen, Wilbur, Wash.
 1908—Edith Johnson, Parkland, Wash.
 1908—Louise D. Harstad, Parkland, Wash.
 1909—Isabel Storaaslie, Parkland, Wash.

PREPARATORY COURSE

1898—Mrs. Anderson (nee Amanda Swan) Bellingham, Wash.
 1899—Mrs. O. J. Ordal (nee Anna C. Leque), Bellingham, Wash.
 1901—Mrs. O. J. Toft (nee Johanna Anderson), Seattle, Wash.
 1902—Mary Skjervem, Parkland, Wash.
 1902—Henry Skjervem, Parkland, Wash.
 COMMERCIAL COURSE
 1899—Neillie I. P. Lee, Mt. Vernon, Wash.
 1899—Sena Olson, Imperial, Cal.
 1900—Oscar A. Tingelstad, Decorah, Ia.
 1900—C. A. Anderson, Redmond, Wash.
 1900—August Buschmann, Seattle, Wash.
 1900—Richard Isachsen, Eureka, Cal.
 1901—Gilbert Anderson, Blair, Wis.
 1901—G. W. Brown, Oakland, Cal.
 1901—G. R. Haukelie, Aberdeen, Wash.
 1902—Arnie Hanson, Seattle, Wash.
 1902—Rudolph E. Hamry, Kindred, N. D.
 1902—Mrs. H. F. Kempe (nee Nellie Brakke), Astoria, Ore.
 1902—Oliver Rindal, Seattle, Wash. (Deceased)
 1902—T. W. Magelssen, Seattle, Wash.
 1903—Christine Harstad, Parkland, Wash.

1903—E. E. Huseby, Petersburg, Alaska.
 1903—Theodore Iles, Arlington, Wash. (Deceased)
 1903—Marie C. Johanson, Portland, Ore.
 1903—K. T. Knutson, Silvana, Wash.
 1903—Emil Nelson, Ballard, Wash.
 1903—Harold H. Pederson, Los Angeles, Cal.
 1903—Alfield S. Tvette, Arlington, Wash.
 1904—A. M. Anderson, Brownville, Wash.
 1904—Oscar V. Aberg, Worcester, Mass.
 1904—J. G. Lund, Tacoma, Wash.
 1904—F. C. Moehring, Snohomish, Wash.
 1904—Ella Olson, Stanwood, Wash.
 1905—eGorge Harstad, Parkland, Wash.
 1905—Lewis Moe, Ellensburg, Wash.
 1905—Alfred I. Smith, Kennewick, Wash.
 1905—Edwin Anderson, Parkland, Wash.
 1905—Carlo S. Loven, Tacoma, Wash.
 1905—Floyd Sather, Centralia, Wash.
 1905—Olaf Bendixon, Tacoma, Wash.
 1906—John H. Molstad, Gales Creek, Ore.
 1906—I. J. Erickson, Seattle, Wash.
 1906—P. H. Ongstad, Seattle, Wash.
 1906—Marius Mesford, Poulsbo, Wash.
 1907—Blanche E. Benner, Tacoma, Wash.
 1907—Maud E. Benner, Tacoma, Wash.
 1907—Margrete T. Knudson, Tacoma, Wash.
 1907—Mathias H. Forde, Ballard, Wash.
 1907—John Nelson, Oakland, Cal.
 1907—John Schau, Seattle, Wash.
 1907—Even Berg, Clayton, Wash.
 1907—Charles G. Bentson, Silverton, Ore.
 1907—Ole Linvog, Seattle, Wash.
 1908—Otto Widen, Seattle, Wash.
 1908—Julius Alberg, Sumner, Wash.
 1908—M. O. Hatteberg, Silverton, Ore.
 1908—M. T. Tingelstad, Silverton, Ore.
 1908—Melvin A. Larson, Ballard, Wash.
 1908—C. Herman Johnson, Everett, Wash.
 1908—Clara J. Molden, Parkland, Wash.
 1908—P. B. Jacobson, Oro Grande, Idaho
 1908—J. H. Smith, Parkland, Wash.
 1908—Alexander Ostrom, Astoria, Ore.
 1908—Lars Mahlberg, Seattle, Wash.
 1908—Bernard J. Berg, Barlow, Ore.
 1909—John Hogberg, Bellingham, Wash.
 1909—Edw. G. Blom, Fairfield, Wash.
 1909—Edwin Tingelstad, Silverton, Ore.
 1909—Oscar A. Larson, Parkland, Wash.
 1910—Hans Staurust

STENOGRAPHIC COURSE

1902—Alfield Tvette, Arlington, Wash.
 1904—Bertha Erickson, Quincy, Ore.
 1904—Ludvig Larson, Hamline, Minnesota
 1905—Anna Molden, Parkland, Wash.
 1905—Alfred I. Smith, Kennewick, Wash.
 1905—Nils Jeldness, Astoria, Ore.
 1905—Clare R. Knutson, South Bend, Wash.
 1907—Blanche E. Benner, Tacoma, Wash.
 1907—Maud E. Benner, Tacoma, Wash.
 1907—Louise B. Brotteb, Parkland, Wash.
 1907—Alice M. Merfield, Seattle, Wash.
 1907—Karl F. Fredrickson, Ballard, Wash.
 1907—Margrete T. Knudson, Tacoma, Wash.
 1908—P. C. Lee, Bellingham, Wash.
 1908—Alexander Ostrom, Astoria, Ore.
 1908—Bertha Harstad, Parkland, Wash.
 1908—Gens Brudvig, Barlow, Ore.
 1908—H. L. Dahl, Seattle, Wash.
 1909—H. P. Hanson, Parkland, Wash.
 1909—E. G. Blom, Fairfield, Wash.
 1909—Mary W. Sales, Parkland, Wash.
 1909—Emma H. Wallin, Minot, N. D.
 1909—C. A. Wallin, Minot, N. D.
 1910—Ella Tvette
 1910—Margot Sende, Lake Bay, Wash.
 1910—Ida Waale, Fern Hill, Wash.
 1910—Minnie Hong, Parkland, Wash.

CLASSICAL COLLEGE PREPARATORY COURSE

1902—Ingebret Dorrum, Fergus, Falls, Minn.
 1910—Clara Christensen, Wilbur, Wash.
 1910—Mathias H. Forde, Seattle
 1910—Aletta Greibrok, Parkland, Wash.

LUTHER COLLEGE PREPARATORY COURSE

1902—Oscar A. Tingelstad, Ballard, Wash.
 1903—John C. Goplerud, Silverton, Ore.
 1903—Lars Jensen, Salem, Ore.
 1903—Ludvig Larson, Hamline, Minn.
 1905—Alfred Halvorsen, Decorah, Ia.
 1905—George Harstad, Parkland, Wash.
 1906—Henry O. Skjervem, Decorah, Ia.
 1907—Iver A. Opstad, Tacoma, Wash.
 1908—Frank W. Peterson, Bellingham, Wn.
 1908—Gynther Storaasli, Tacoma, Wash.
 1909—Aanon Greibrok, Parkland, Wash.
 1909—Alfred E. Wedeberg, Tacoma, Wash.
 1910—Martin Leque, Stanwood, Wash.

STUDENTS 1909-10

Aaberg, Joseph
 Afdem, Ellen
 Afdem, Ruth
 Arflott, H. E.
 Anderson, Hannah L.
 Anderson, Andrew
 Anderson, Siegfried
 Beck, Andrew
 Beck, Carl
 Bemp, Otto A.
 Bendikson, Arne
 Benson, Obed H.
 Berg, Ole
 Berg, Olaf
 Berglund, Albin
 Bjelland, Olav
 Bjelland, Ola
 Borgeson, Roy
 Breivik, Eleonora M.
 Christensen, Agnes
 Christensen, Clara
 Christensen, Jens
 Christensen, Olive
 Christianson, William E.
 Cooper, Clara
 Dahl, Clara
 Daniels, Theodore M.
 Daniels, Walter
 Dooley, Leiden
 Elde, Emma C.
 Ekstrom, Seth
 Elletson, Laura M.
 Erickson, Elida
 Erickson, Hamali
 Evans, Edward
 Erland, Raymond
 Fangsrud, Ruth

Fjelde, Ida
 Forde, M. H.
 Fossen, Fredrick
 Foss, H. A.
 Gaard, Conrad
 Gauffin, Samuel C.
 Greibrok, Aanon
 Greibrok, Alette
 Hadland, John A.
 Halvorsen, Helmer
 Hanson, Peter C.
 Hakanson, S. P.
 Harstad, Oliver
 Harstad, Oscar
 Harstad, Theander
 Henrikson, Henry A.
 Hogberg, Jno. L.
 Hoklann, Christine
 Hong, Minnie K.
 Husby, Joseph
 Heiseth, Andrew
 Jensen, Fredrick
 Johnson, Emil
 Johnson, James
 Johnson, Harold G.
 Johnson, Ingolf
 Jacobson, Torwald E.
 Johnson, Clifford
 Johnson, Oscar
 Johnson, C. V.
 Kittelson, Margaret
 Kittelson, Tina
 Knutson, Minnie
 Knudson, Marie E.
 La Framboise, Guy
 Lee, Alfonso

Lee, P. A.
 Leine, Marie
 Leque, Martin
 Lindvog, Anton I.
 Lindseth, Elias
 McArdle, John
 Maakestad, Walter
 Madsen, Jens
 Manning, Albert
 Marken, Peter
 Meriffeld, Jonathan
 Moan, Aksel
 Mortenson, Nila
 Moen, Ole
 Myklebust, Peter
 Myreboe, Selmer
 Nelson, Arnold V.
 Nielsen, Herman
 Nelson, Cora S.
 Nerison, Geo. H.
 Norgard, Gunnar
 Nordkjos, Sverre
 Northover, Ralph
 Nygaard, Peter
 Offerdal, Ida
 Okland, Ida S.
 Ole, Anton
 Olson, Gertrude J.
 Olson, Martin
 Olson, Peter
 Olson, Rasmus
 Ose, Clara L.
 Osclrud, John
 Oerson, Andrew

Pentha, Marit
 Pentha, Susanna
 Prestegaard, Haas
 Rasmussen, Mathilda
 Retos, John
 Roberg, Knut
 Rodberg, Camilla
 Roen, Louis
 Ronnel, Jno. E.
 Roud, Agnes
 Sandegren, Louise
 Saugstad, Randolph
 Sende, Margot
 Skattebol, Signe
 Sinland, Alma T.
 Skjervem, Gustav
 Slotvig, Jens
 Sneve, J. B.
 Staurust, Hans
 Stenvik, Aksel
 Storaaslie, Amelia
 Storaaslie, Gerhard
 Storaaslie, Gilbert
 Storaaslie, Wilhelm
 Strom, Nicoline
 Torvanger, Henry
 Torvanger, Marie
 Toilem, Anna
 Toilem, Marie
 Tvette, Ella
 Verang, Berge
 Vold, Eddie L.
 Waale, Ida
 Waale, Luga
 Waale, Torstein
 Whiteside, Ina
 Young, Ronald

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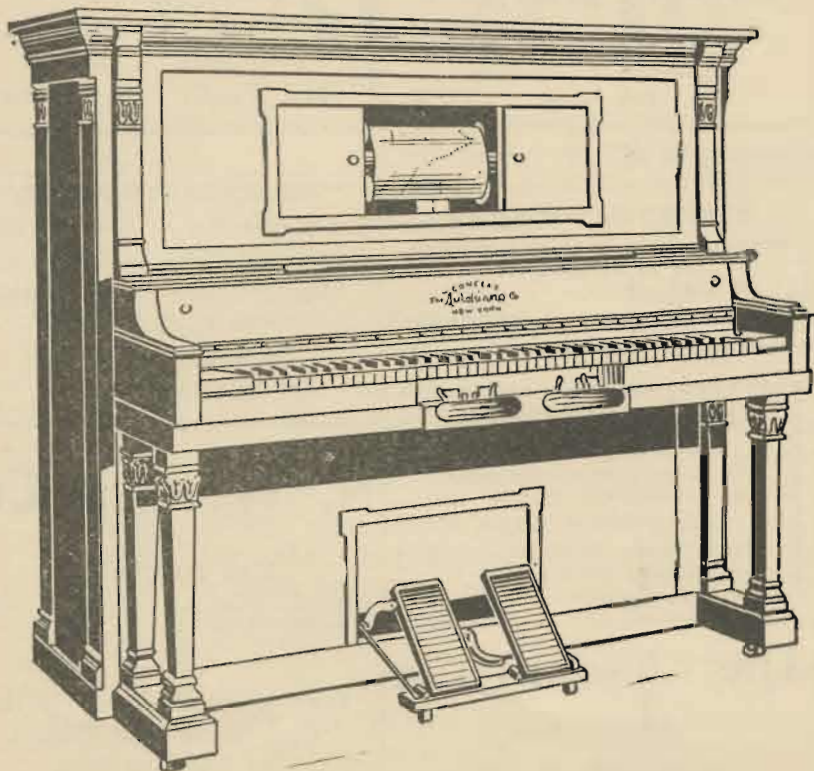
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