

# SEATTLE GRADE CLUB MAGAZINE

Souvenir N. E. A. Convention Number

Published by Authority Seattle Grade Teachers' Club

Editor-in-Chief.....GRACE E. SHAWLER  
Associate Editors.....{ BERNICE SMITH  
  NORA MAY WILSON  
Business Manager.....BLANCHE BYRON  
Director.....MAMIE B. STOECKER

JULY, 1927

## PROFESSIONALISM AND IDEALS OF SEATTLE TEACHERS

THE view of the Seattle School System which this souvenir number presents would be incomplete if a word were not said concerning the professional spirit and high ideals which characterize the entire Seattle public school staff from superintendent to kindergarten teacher and from kindergarten teacher back again to superintendent.

Seattle has made a remarkable record this year in reaching the one hundred per cent mark in membership in the N. E. A. Of this we are justly proud; but of still greater moment is the whole-hearted support given to the plans preparatory to the entertainment of our visitors and the unparalleled one hundred per cent cooperation of the school force in carrying forward every project that has been launched throughout the year—both educationally and professionally. There can be but one cause for such a record, namely, that the people who comprise the Seattle corps are people of exceptionally high ideals, whose aim and chief concern in the business that they have in hand is the ultimate welfare of the youth of the community. With such a goal ahead, they must of necessity be people who believe that often the best and most effective instruction comes from precept and example and that this unconscious tuition can be given only by persons whose conduct and manner is above reproach both in public and in private.

We believe in the Seattle teacher and her standards and feel that if any corps could be used as a pattern for the "Ethics of the Profession" that this corps could well take a leading place. We believe of our Seattle teachers what Herbert Hoover said of the teacher in general:

"He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! . . . It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record."

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240014  
The Seattle Grade Teachers' Club

# Welcome, N. E. A.!

THE Seattle Grade Teachers' Club feels greatly privileged at the opportunity of extending a welcome and the service of its organization to the visiting delegates and representatives to the N.E.A.

Among the various objectives set forth in our constitution is the aim to create the highest professional standards. We believe that

we have a very rare and special opportunity of furthering this aim in assisting in the entertainment of our fellow workers from all parts of the United States. Our Club rooms are at your service, our members are at your service and we hope that you will keep this souvenir number of our magazine as a reminder of the great joy we have had in having you with us in our beautiful city. We hope that through the perusal of its pages you may be lured back again at some future time to our "Charmed Land."

Having reached the age of fifteen in our organization and having published our Seattle Grade Club Magazine for seven years, we believe that we can in all propriety say that the Club has at least passed from its adolescent stage.



Mamie B. Stoecker

The activities of the Seattle Grade Teachers' Club are best expressed by listing the standing committees, namely: Legislative, Teachers' Interest, Publicity, Entertainment, Membership, Salary, Federation of Women's Clubs, School Board, Professional Service, Superintendent's Council, P. T. A. Council and Magazine.

We maintain club offices at 316-317 Central Building, Seattle, have a regular paid executive secretary (a member of the Club) with definitely stated office hours and find great joy in the service we are thus able to render our coworkers.

Our offices are open for your inspection and we hope that you will find time to call on us there.

Again bidding you a most cordial welcome, wishing you a pleasant stay in our beloved city and a safe journey home, I am

Very cordially yours,

MAMIE B. STOECKER,

President.

# The Seattle Schools

THOMAS R. COLE, *Superintendent*

**T**HE evolution of the Seattle school system is quite in keeping with the rapid growth of the "city of one generation." Fifty years ago Seattle boasted of three two-room schools and six teachers. Today it requires 1,800 teachers and 92 buildings to care for the 60,000 boys and girls who are being given the educational advantages common to the best cities in America.

Statistics show that the Seattle citizens are not content with an eighth grade education for their children. Twenty-five per cent of the pupils attending schools are enrolled in the secondary schools—a record that is not equaled by any large city in the country. The high school graduation class this year contained a greater number of pupils than were in attendance in all the Seattle high schools twenty-five years ago. More than 50 per cent of these graduates will continue their education in normal schools and universities.

The types of schools and the character of work offered are planned to reach pupils of all ranges of ability. Special schools will be found for mental defectives, the deaf, pupils with defective division, and part-time students. Evening school classes, with an enrollment of more than 7,000 pupils during the past year, and vacation schools, afford an opportunity for those who are ambitious to improve educationally. Parental schools for boys and girls who need proper home supervision are also maintained by the School District. Citizenship classes, which are held

twelve months of the year have played no small part in assimilating the large number of foreigners who are constantly coming to our shores.

It is not the number of schools and the types of work offered but the fine professional spirit of the Seattle corps that we speak of with the greatest pride. The Seattle principals and teachers have for years been among the leaders in educational accomplishments. One hundred per cent membership in the National Education Association, leadership in the National Elementary School Principals' Association, the Demonstration School, Professional Study Clubs, and sabbatical leaves for teachers are examples of our professional work.

The citizens of Seattle have been liberal in their support of education. New buildings are constantly being added and at no time has it been necessary to resort to half day sessions. Intermediate schools have been added during the past year which will gradually change the plan of organization of the entire school system.

It is with gratitude that I express a deep appreciation of the work that is being done by the Principals' Association, High School Teachers' League, and the Grade Club to make the National Education Association Convention in Seattle a success. I trust our visitors will enjoy Seattle, our school hospitality, and will carry home with them the spirit of friendliness which is so characteristic of the great Northwest.



*Thomas R. Cole,  
Superintendent*



**SEATTLE SCHOOL BOARD**  
*Left to Right—E. Shorrock, T. R. Cole, O. B. Thorgrimson, E. B. Holmes, Dr. E. L. Smith, R. Jones, and Dr. C. W. Sharples.*

# Seattle Chamber of Commerce Bids You Welcome—



J. W. Spangler

of the National Education Association is cordial and sincere.

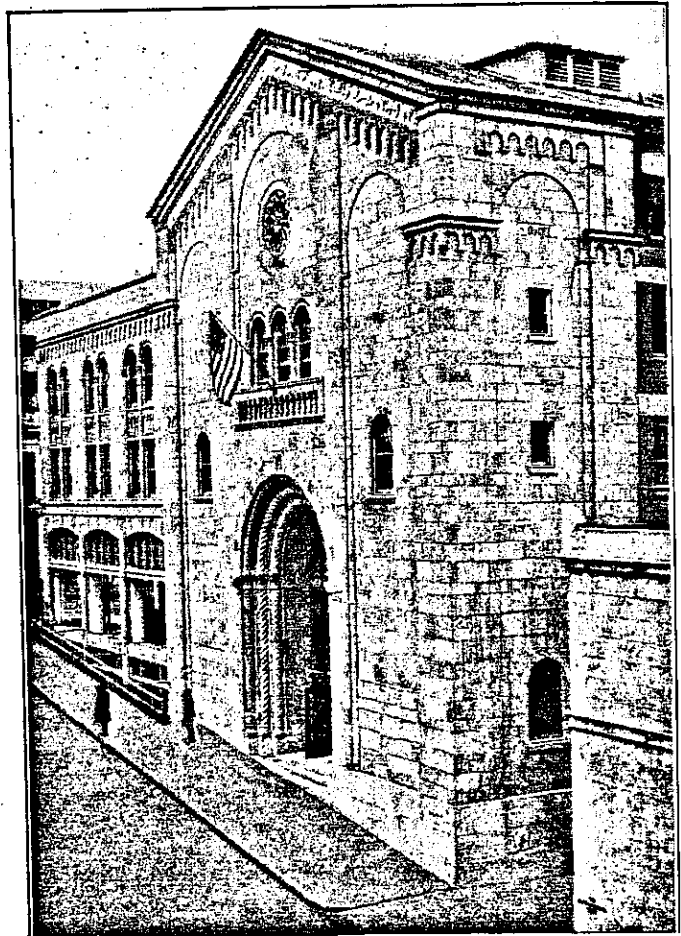
Cities, like individuals, have personalities, and Seattle will, we hope, impress you as a city of Romance, with a Tip-Toe-Ness and Alertness and a Friendship which will make it distinctive as a convention city. This city is a striking example of what a community can do when it believes in itself and takes advantage of its natural resources and location. While at first glance Seattle may seem quite the typical large city, because it has the evidences of modern community life, you will, when you remain long enough, catch the spirit of Seattle, which has carried this city forward to its present position.

While Seattle is proud of her commercial and industrial growth, she is equally zealous of her high type of citizenship. Seattle has no slums and has less illiteracy than any other American city with one exception, and over a fifteen-year period has enjoyed the lowest annual death rate of any large city in America. Seattle has no nar-

row business streets; it is one of the best lighted cities in America. It ranks second in the United States in the high percentage of home-owning citizens. Seattle is the chief educational center of the North Pacific Coast, and is one of the few communities in the United States where a child, without leaving his home city, may begin with the kindergarten and continue until he is graduated from a great university.

Seattle bids you welcome, and hopes that your stay will not only be pleasant, but that you will return to your homes impressed, not alone with the city, but the Storied Pacific Northwest as well.

J. W. SPANGLER, *President,*



Chamber of Commerce Building

# The Elementary Schools

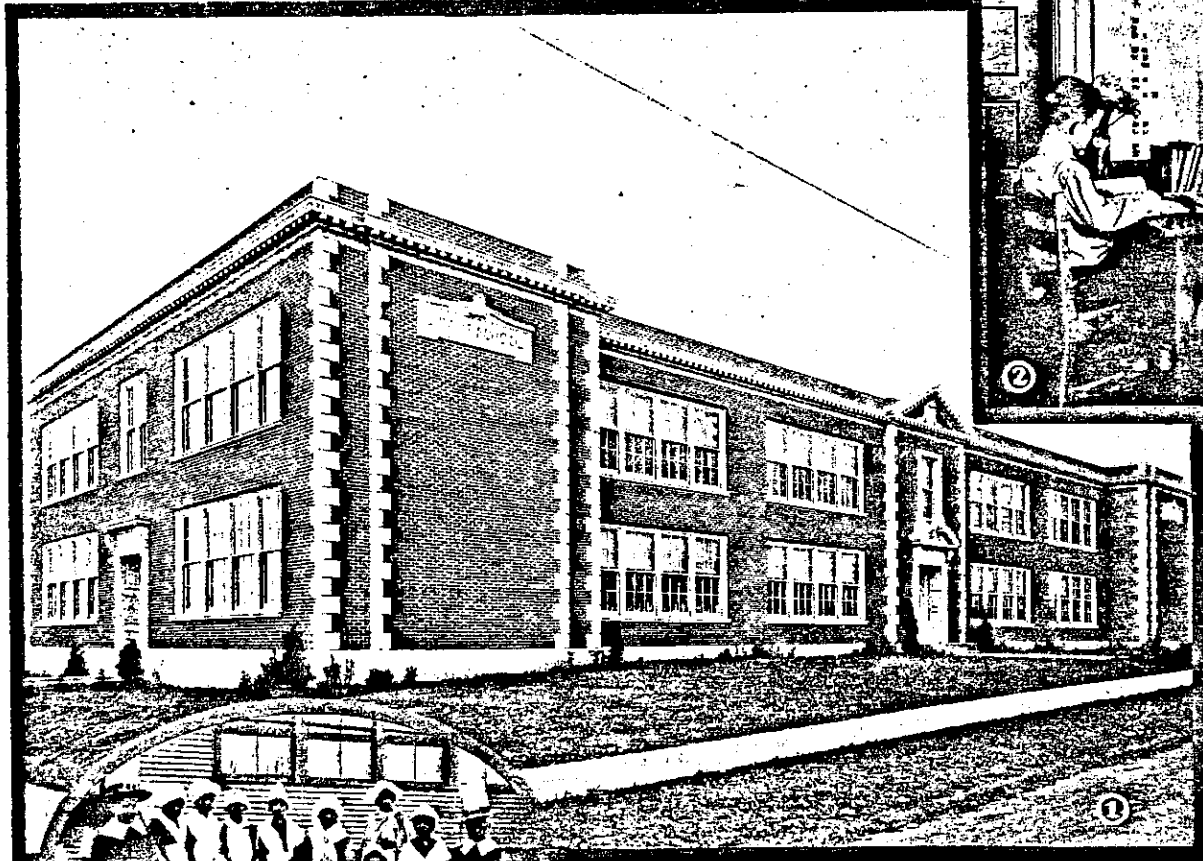


THE elementary schools enrolled 45,322 pupils during the past year. The number of teachers and principals employed was 1160. Although Seattle has a considerable transient population the continuity of school attendance through the elementary schools is indicated by the fact that the enrollment in the eighth grade last May was 77% of the enrollment in the first grade. Thirteen of the elementary schools have

schools are committed to a program which may be summarized under four heads:

1. Further improvement in both silent and audience read-

"Browsing" Time  
During a  
Reading  
Recitation.



Typical  
Seattle  
Elementary  
School.



A Play—"The Little Pioneers"

the platoon type of organization above the second or third grade, and the number of such schools will be larger next year. Special schools are maintained for mentally handicapped children for delinquent children and for those with deficient vision and hearing, while special classes are conducted to overcome speech defects.

The elementary curriculum is being re-organiezd. The

ing. It is not enough that children learn how to read, but they should acquire permanent habits of reading that will promote both their formal education and their informal self education after they leave school. The work in reading is organized so that children beginning in the primary grades are encouraged to do much general reading of a recreational and cultural as well as informational type. Progress is being made in the development of elementary school libraries. Recently a plan was adopted for the close cooperation of the public library with the public schools in this development. The schools are greatly concerned in the outside reading habits of children.

2. The intelligent use of the problem and project in the study of all subjects. This is not an innovation. It is merely a statement that the formal recitation of textbook information

# Adventuring in Kindergarten

THE North-west is a country full of adventure, and surely here in Seattle, where snow-capped mountains and sparkling water are familiar sights, where blossoming trees, shrubs and flowers are to be found in every neighborhood, no kindergarten would find it hard to have adventures of many kinds. Excursions



*Nature Study at Close Range*

fall very easily under three heads, namely: information, inquiry, and pleasure. When we go for information we know where we are going and what we want to find out. We go to the market, the postoffice, the greenhouse, the fire barn. For inquiry, we go out to find things to be interested in, and for pleasure, we go to have pure adventure.

In each excursion there are the points of good citizenship, right conduct and the building of a vocabulary. How better can we learn to "respect property" than by staying on the pavement. We regret a wire stretched across a corner to keep "thoughtless people from making a path." We declare, every time we find such a thing, that they would be safe from us; we like to take care of things.

We can learn to enjoy through our eyes and we can "play we own as many gardens as we like, because one wouldn't care to pick the flowers anyway." We never put our fingers on the glass when we look in at display windows. We want to be welcome and not make unnecessary work. We can go into a store and not touch anything. We are "trustworthy" enough to go into a greenhouse, and proud indeed was the day when a member of the Park Board gave us a handful of beautiful flowers because we were careful when we went to see the Easter flowers. Expressions of joy over a beautiful sight gives an opportunity to teach poetry and songs—

*Blue sky bright and clear  
Bird songs far and near,  
Green little blades of grass  
Smile at me as I pass.  
Springtime is here.  
Springtime is here.*

Such a verse surely helps to express the emotion one feels in a park or on a hilltop. Dandelions, robins, the wind, the sun, the blossoming trees, are all beautiful experiences. Almost all the spring poetry can be an expression of some experience.

What more fitting place to sing "Thanks to our Father" than when we are looking at a beautiful tree? What fun to be surprised when the catkins on the poplars stretch out in the night. "We go as far as the dogwood tree"; walk down the street where the horse chestnut trees are in bloom; here we decide to come in the fall to gather

chestnuts. Some of us picked them up last fall and painted them for the Christmas tree.

We say "Good morning, Mrs. White Birch." "We call her Mrs. because her leaves are like lace and she has so many catkin curls." We have our "favorite garden" and know the names of two or three flowers there. We found a bush that grows like a fairy's house. We can creep under and feel mysterious. There is a hill with a switchback path where we play "Going up the mountain." We go up and feel very daring. We take our Tillicum Tot dolls out with us and make a park with dandelions. We make gorgeous chains and necklaces from dandelion stems, and use the flowers for jewels to bedeck the dainty dollies, who almost seem to smile with pleasure.

We see boats going by on the Sound, and we talk about where they go and why, and about lighthouses. We can see the island and some of us have been there, and you have to go in a boat; that's why you call it an island—there is water all around it. We know where the sun comes up and where it goes down, and Alaska is north. We don't call it geography, because we are so close to it. Some days we go out to see what is going on in our own neighborhood. We find an oil wagon filling an underground tank for a furnace, and we wonder where the oil comes from, and decide to ask father. We see a horse pulling a wagon and find why he has iron shoes and where he gets them. We see a man mending the telephone wires and ask him why he puts the little glass pieces about. All the kindergartens in Seattle are having adventures, as the pictures show. Each group is finding and learning to appreciate the best in everything, and so reaching out to unlimited fields, making kindergarten a joyful experience as well as a happy place to work.



is not sufficient. Work which does not challenge the judgment or exercise the reason of children is not representative of the type or standard of assignment expected.

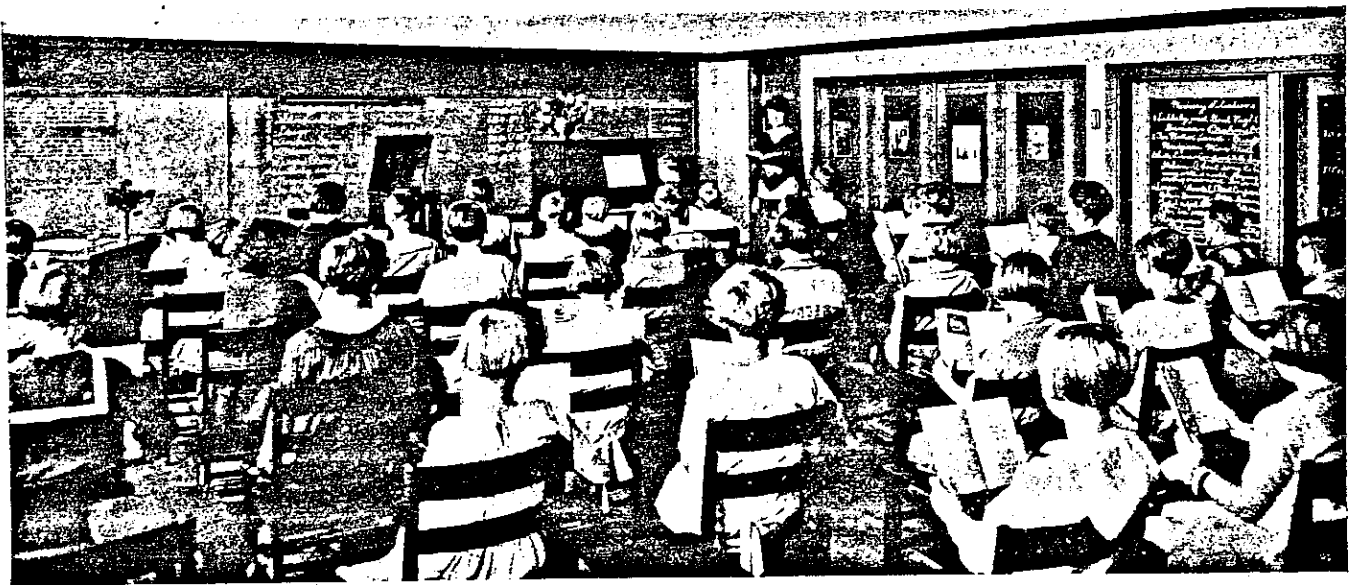
3. *The free use of suitable activities—dramatic, graphic, constructive—to make all human relationships concrete, real, and meaningful.* It is a main purpose in all school activity to make conditions favorable for children to re-live the situations about which they study, and experience the feelings and emotions that belong with them. Through suitable activities in which they participate real life situations are grasped and studied with enthusiasm, when words alone would fail to stir the imagination or awaken an emotion. Committees are at work on the revision of the courses of study. The curriculum is being organized more and more on an activity basis. Keener interest, better citizenship, greater activity in study and research are following these readjustments. The results in concrete form of some of these activities are now on exhibit at the Alexander Hamilton Intermediate School.

4. *The adaptation of formal drill, as in arithmetic, place locations, spelling, language forms, etc., to individual needs in substitution for mass drill; and the handling of both this work and of actual review work so that each member of a class will be occupied all the time.* Skills are gained by repetition, but repetition need not be wasteful by requiring children to practice what they already know. It is expected that drill work will be individualized so that each child may concentrate his efforts where his greatest needs are. All schools have been much given to mass instruction in everything. This program calls a departure from such practice. It gives consideration to the value of a pupil's time and to its economical use in the interest of his most immediate need. Mass drill subordinates the different needs of children to the convenience of class management. The better way subordinates methods



Picture Dramatization

of teaching to the needs of the individuals who constitute the class. Illustrations of new type tests show how factual review work may be conducted efficiently without the wastefulness of time usually experienced in oral review lessons of such material.



Elementary School Music—Sight Singing Class

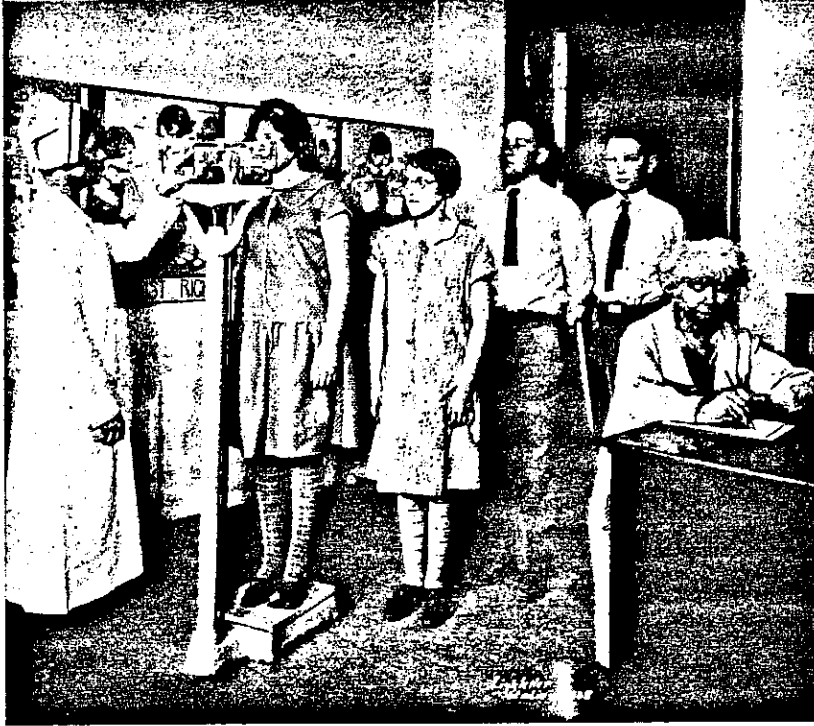
# Intermediate Schools in Seattle

**T**HE intermediate or junior high school became a part of the Seattle system with the opening of school in September, 1926. Four buildings have so far been authorized by the voters, two of which have already been occupied. This year only grades seven and eight have been included in the intermediate school organization. Next September, however, the ninth year will be added.

## Buildings

The two buildings which have been erected and occupied during the past year are the Grover Cleveland, which is a combined senior high and intermediate school, and the Alexander Hamilton, which will house intermediate school pupils exclusively.

The John Marshall, with a capacity of 1,450 seventh, eighth, and ninth grade pupils will open its doors in September, 1927. It is located at North Sixty-eighth and Ravenna Boulevard. A fourth intermediate school will be erected at Forty-fifth Avenue Southwest and West Hinds



"Weighing in" in an Intermediate School

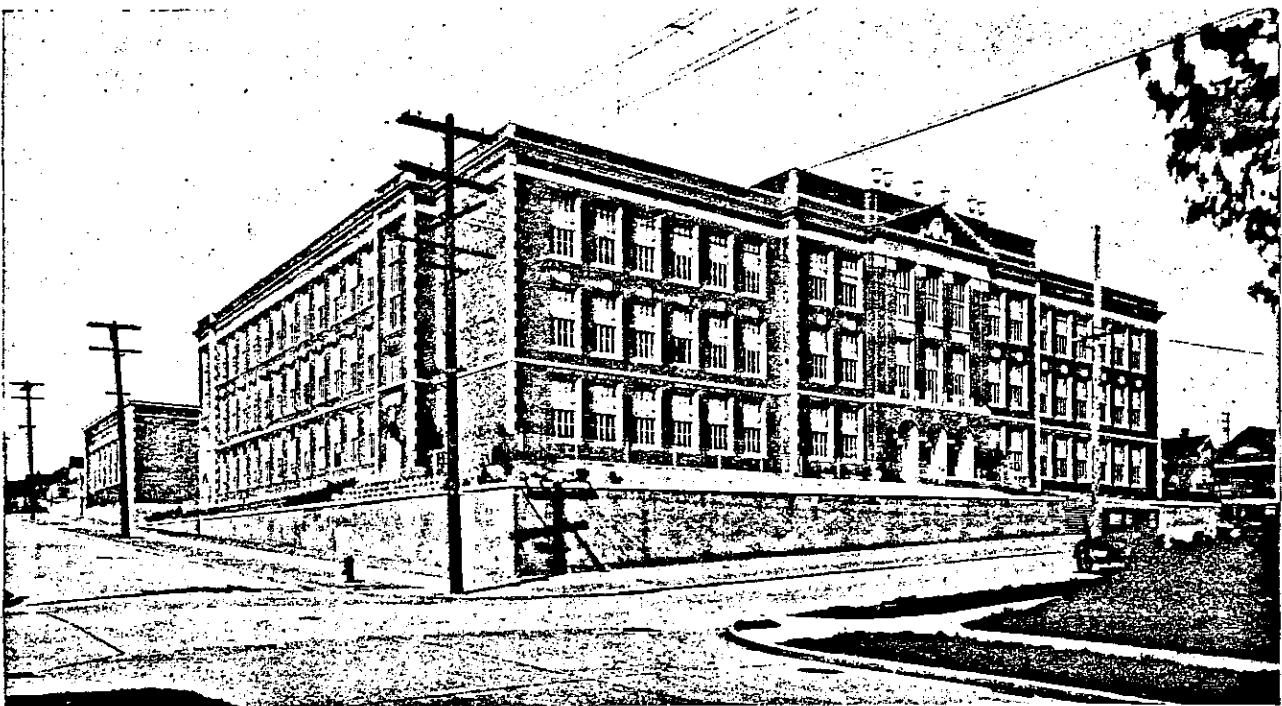
Street, and will have a capacity of 1,250 pupils. Plans for the building are now being rushed, and it is expected to be ready for occupancy in September, 1928.

In planning the Seattle intermediate school buildings, the chief emphasis was placed upon adaptability to the Seattle program of studies. Before the first building was designed, the schedule of classes and a tentative daily program, based upon a careful estimate of the number of children to be served, was prepared. The result was that the relative number and location of the various types of classrooms was definitely

controlled and the equipment was planned so as to serve convenience of administration and instruction.

## Grover Cleveland

The first unit of the Grover Cleveland High School, which will accommodate 1,000 high and intermediate school pupils, was occupied on January 3, 1927, the contract having been  
(Continued on Page Twelve)



A Typical Intermediate School



# Seattle's High Schools



SEATTLE has nine high schools, named in the order in which they have occupied their present structures, as follows: Broadway, Lincoln, Queen Anne, Franklin, Ballard, West Seattle, Roosevelt, Garfield, and Grover Cleveland, the latter housing the seventh and eighth grades of its district as well as the high school. The first of the nine was occupied in 1902 and the last in 1927. In the same period of time, the high school enrollment has increased from 872 to 14,409. This is a gain of over 1500 per cent in the same period in which the population of the city has increased slightly over 200 per cent. In the quarter of a century from 1902 to 1927, the number of high school graduates rose from 92 to 2,287, a gain of 2385 per cent.

All of the high school buildings provide practically the same facilities. These include laboratories for science and home economics, a library, an assembly hall, which in all but the three latest buildings is used also as a study hall, manual training shops, art and design rooms, two gymnasiums, a lunch room, and the usual classrooms, with seating capacity for from 28 to 35 pupils each. The capacity of the buildings ranges from 1,000 to 2,200 students.

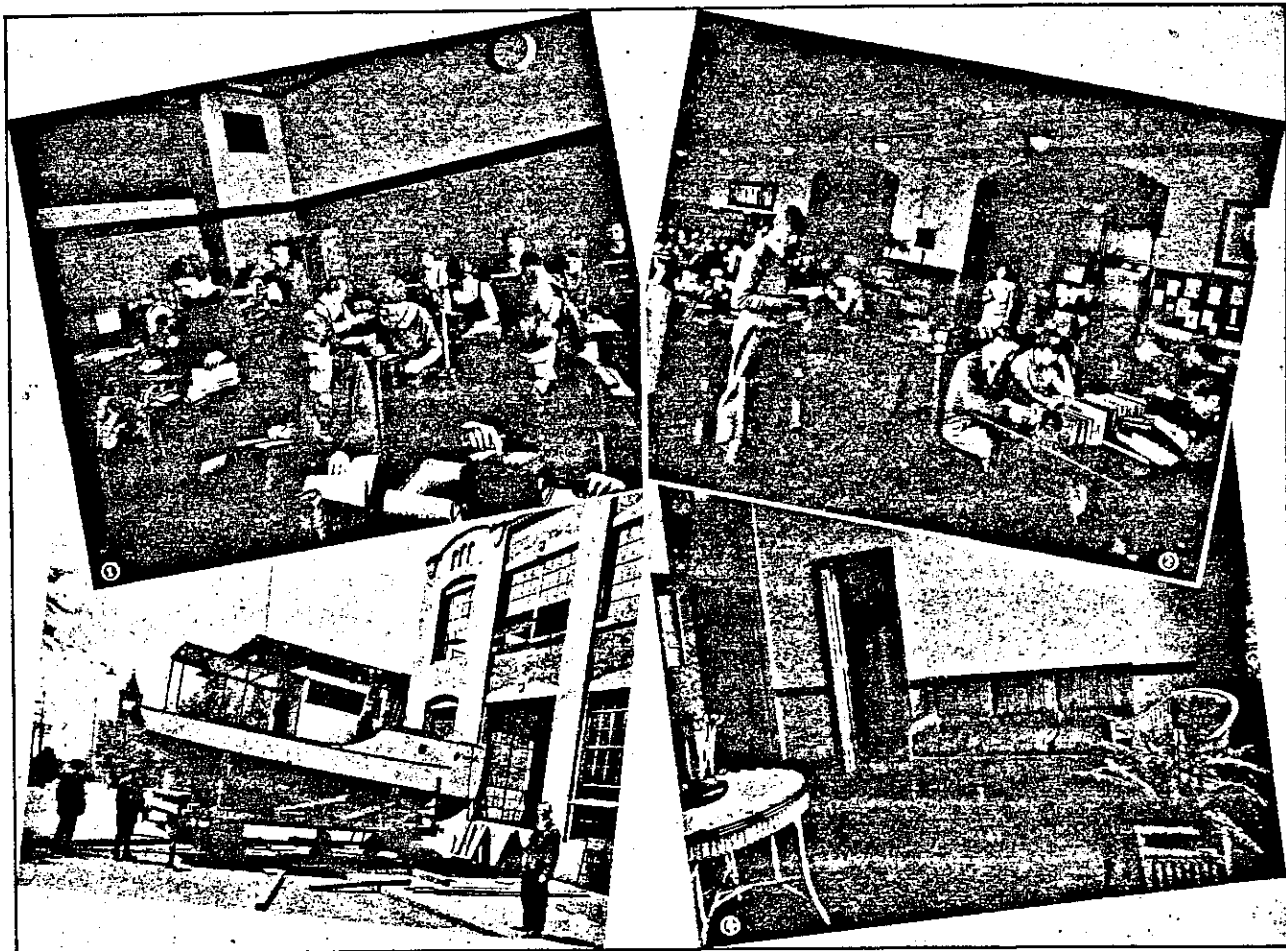
The Seattle high schools are cosmopolitan high schools. The same courses and subjects are offered in all of them with the exception of certain specialized shop subjects requiring expensive equipment, which are offered only at Broadway, which is centrally located and therefore easily accessible for pupils from all parts of the city.

The curriculum has recognized the newer demands in secondary education for practical courses alongside of the usual college preparatory subjects. News writing, oral expression, general science, the theory and practice of automobile operation and repair, drafting, electricity, metal working, typing, stenography, retail selling, office practice, and music, on a full credit basis, have been included among the subjects offered.

The high-school day is from 8:50 to 3:10, and consists of five 70-minute periods. The school has lunch in two shifts of 30 minutes each. All subjects are on a single-period basis. The 70-minute period was originally divided into two parts, 40 minutes being devoted to recitation and 30 minutes to supervised study, excepting in laboratory and shop subjects, where this schedule was varied. More recently, following the technique of individual instruction, an increasing proportion of the period is being given over to pupil study. The longer period, with a time allotment for supervised study, was adopted in 1916 in the belief that directed study in each subject would secure better preparation of lessons by pupils. The results have measured up to the belief. The percentage of failure in all subjects has decreased.

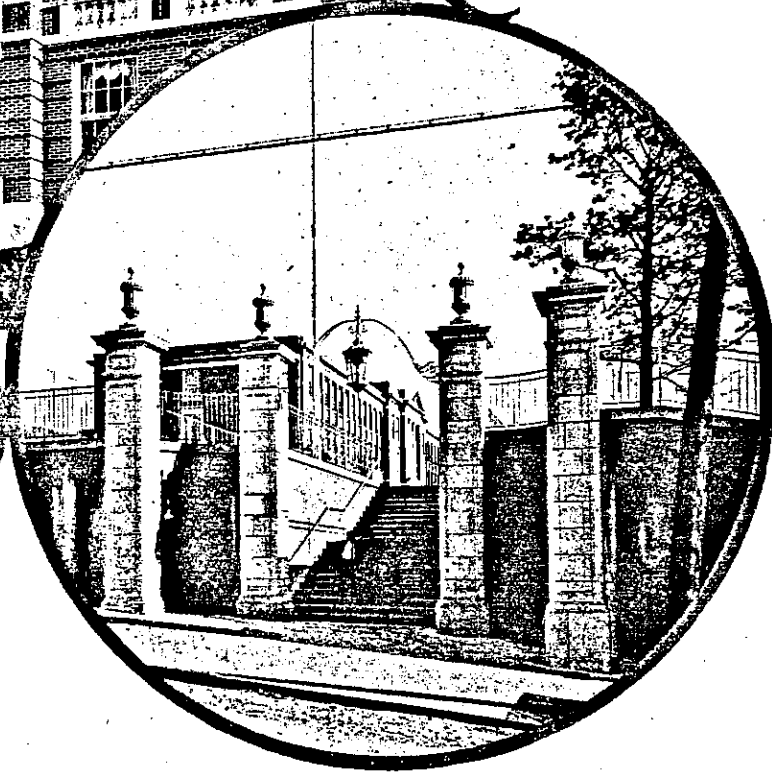
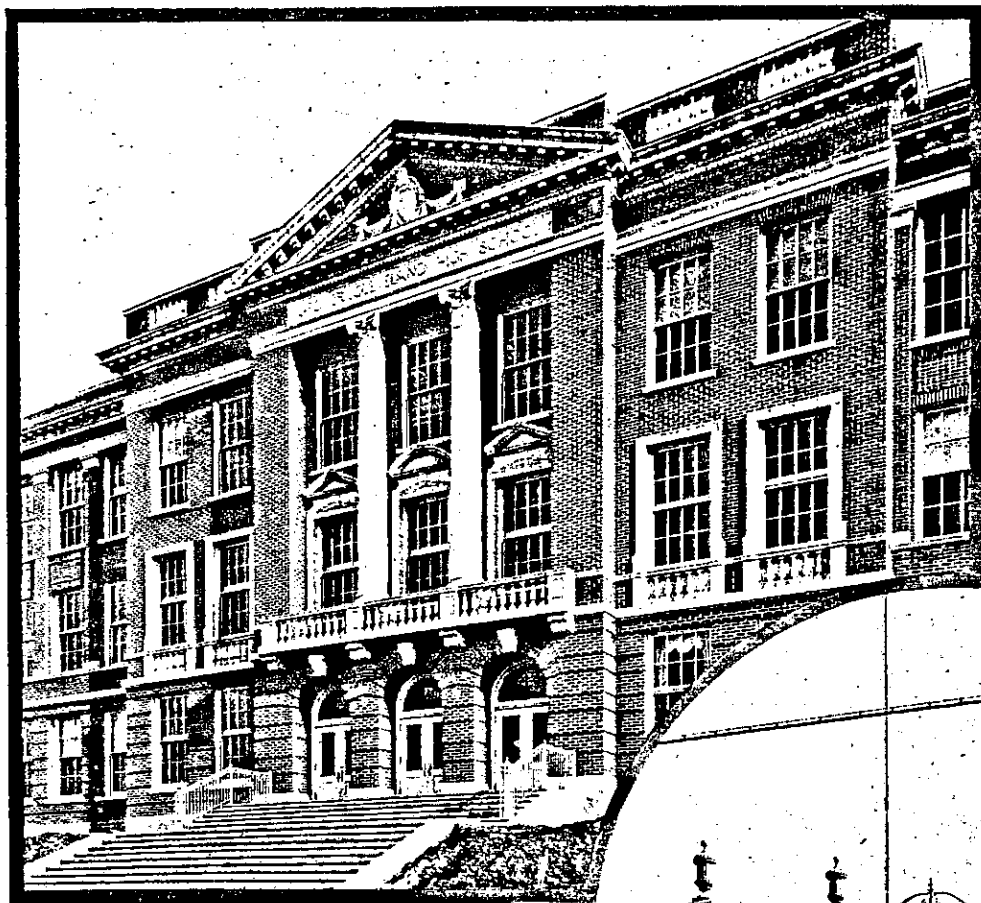
The high schools are endeavoring to classify pupils into sections in accordance with their ability. This has been carried the furthest with first-year pupils. All of the pupils are given an intelligence test in the 8A grade. The score in this test and the rating of the elementary-school principal

*Continued on Page 20*



(1) Office training class in a Seattle high school. (2) Corner of a high school library. (3) A real boat built by the boys of the Boat Building class, Broadway High School. (4) Rest Room, Girls' Advisers' Suite, Cleveland High School.

Grover  
Cleveland  
High  
School



*A few of the Seattle firms who are responsible for the construction of this beautiful, modern building:*

*West Coast Construction Company, General Contractors; Jenkins & Kauffman, Lake Union Brick & Fireproofing Company, Occidental Sheet Metal Works, Pioneer Sand & Gravel Company, Preston Mill Company, Raecolith Floor & Stucco Company, Rainier Ornamental Iron & Wire Works, Robinson Tile & Marble Company, Seattle Hardwood Floor Company, W. F. Elezak, Sound Construction & Engineering Company, Thieme, Morris, Hansen & Rowland, Inc., Wenzler & Ward.*

## Monte Cristo

An Enchanting Mountain District

TO the tourist or the summer camper the Monte Cristo District offers opportunities for the most delightful recreation amid scenes of enchanting mountain beauty hardly surpassed by any region in the world.

And the ease with which this veritable wonderland can be reached from any part of the Puget Sound Country is an added attraction which will appeal strongly to those who want to make the utmost of a short holiday. The holiday-makers' headquarters for an exploration of this land of primeval beauty is the remarkable Big Four Inn, where will be found, at a very moderate expenditure, superior accommodation and excellent meals equal to the standards of metropolitan hotels.



Hartford may be reached by automobile or interurban and stage, and here the traveler boards a unique mountain car. These cars are drawn by gas engine over a remarkable mountain railroad, making in itself a trip well worth while. The standard gauge railroad passes through the fertile farming valleys to Granite Falls, and there begins the real climb up the mountain side. The railroad is hewn out of the rocks of the mountain, skirting the foothills and canyons of the beautiful rushing Stillaguamish River.

This remarkable trip is a climb of 3,000 feet in 42 miles and affords an experience unique in the whole Continent of America.

The fact that so many marvels of nature are within such

easy reach of the Hotel is one of the most attractive features of this trip. One would not expect, ordinarily, to find all the comforts of civilization right next door to glaciers and ice caves, but this is just what the visitor to the Monte Cristo District can enjoy.

### HOME ECONOMICS

(Continued from Page Eighteen)

In the high school there is a four-year course in keeping with the girls' development and wider interests. In this course is included a deeper study of the principles of cookery, paralleled by laboratory experiments, planning balanced meals for the family of moderate income, planning food for children and invalids, buying foods, marketing and market sanitation, care of food, production and distribution of food supplies, estimating costs, keeping accounts, budgeting and living within one's income.

Tea room management has proved a very interesting course to the girls, and many have wanted to repeat this course without credit. In this class the girls have to refinish and redecorate the room and furniture, and then run a tea room on a strictly business basis, doing all their own planning, buying, accounting and paying of bills.

In the clothing courses textiles are studied and laboratory tests for adulterations and mixtures are made. The selection of clothing with comparison of ready-made and home-made as to price, quality and style is given due consideration.

Household management takes up the study of the family and its members, their obligation and cooperation in the home life, the family income and budget, the girl's share and her personal budget.

An interesting fact about Home Economics in the schools has been revealed by keeping records during the last six years. Records show that aside from what we do for the girls in an educational way, the department is a valuable asset to the school and taxpayer, for each year we have turned into the community in the form of finished products more than enough in money value to pay for the cost of the department.

### SEATTLE HIGH SCHOOLS

(Continued from Page Eight)

on a scale of *excellent*, *good*, *fair*, and *poor* are used in making the classification. Some schools provide two different grades and others as high as four. The experiment is not old enough to have been adequately evaluated, but it has won favor with principals and teachers.

Every effort is made to secure a high standard of scholarship. The Torch Honor Society was organized in all of the high schools six years ago to afford a means for the special recognition of those who distinguish themselves in scholarship. Membership in the honor society has become highly prized. Operating somewhat different as a spur to greater scholastic effort is a rule of the Board of Directors placing on probation for the succeeding semester a pupil who fails to pass in three subjects. A probationer who does not make a grade in three subjects is excluded from school for a semester.

Student activities of a constructive type are fostered as an integral part of the school program. All of the girls of each high school are organized into a Girls' Club and the boys into a Boys' Club. Leadership of these clubs is part of the function of the Girls' Adviser and Boys' Adviser in each high school. Through committees these two clubs carry on many of the activities of the school. There are special clubs also for groups interested along particular lines—for example, commercial club, language club, short story club, and science club. A weekly paper is published for the school by the News Writing class in each high school.