

Seattle School Reports and Documents
 First Annual Report, 1884-5

CORPS OF TEACHERS

EMPLOYED IN THE
 PUBLIC SCHOOLS OF SEATTLE, W. T.
 1884-1885.

City Superintendent..... Edward S. Ingraham
 Drawing Teacher..... Emma A. Shumway

High School.
 Principal..... Edward S. Ingraham
 First Assistant..... Horace O. Hollenbeck
 Second Assistant..... Emma A. Shumway

Central School.
 Principal, ex officio..... Edward S. Ingraham
 Vice Principal..... Horace O. Hollenbeck

GRAMMAR DEPARTMENT.
 Mathematics..... Frances E. Nickels
 Grammar..... Katherine F. Cheney
 Geography..... Anna L. Penfield
 Reading and Spelling..... Thelie J. Piper

PRIMARY DEPARTMENT.
 Fifth Grade..... Lillian BUTTOWS
 Sixth Grade..... Carrie H. Shumway
 Seventh Grade..... Ida M. Vronnan
 Eighth Grade..... Helen I. Pearce
 Eighth Grade..... Nettie Densmore

Denny School.
 Principal..... Orpin S. Jones
 Vice Principal..... Benson I. Northup

GRAMMAR DEPARTMENT.
 Mathematics..... Orpin S. Jones
 Grammar and History..... Mary E. Condon
 Geography and Reading..... Clara Karles
 Geography and Reading..... Hilman F. Jones
 Fourth Grade..... Benson I. Northup

PRIMARY DEPARTMENT.
 Fifth Grade..... Jennie C. Lombard
 Sixth Grade..... Flora A. Parsons
 Seventh Grade..... Nora L. Labiner
 Eighth Grade..... Sarah Chatham

South School.
PRIMARY DEPARTMENT.
 Seventh Grade..... Joseph W. Anderson
 Eighth Grade..... Viola Hills
Janitors.
 Central School..... Edmund Carr
 Denny School..... Bertrand Warren

SUPERINTENDENT'S REPORT.

SEATTLE, W. T., July 6, 1885.
 To the Board of Directors, School District No. 1, King County,
 W. T.,

GENTLEMEN:—In accordance with Section 11, Article III, of the Rules and Regulations for the government of the public schools of Seattle, I herewith submit my annual report of the condition, progress and wants of our city schools.

Statistical.

Population of the city, United States census, 1880..... 3533
 Population of the city, Assessor's census, 1885..... 9708

School Population.

(Census of June, 1884.)
 Females between 4 and 21 years..... 1087
 Males between 4 and 21 years..... 1116

Total *2203
 Increase..... 184

*Basis for distribution of school fund.
 School attendance begins at 6 years and extends to 21 years.

Registration.

Whole number of different pupils registered during the school year ending June 26, 1885:
 Girls 777
 Boys 701
 Total 1478

Registered by Departments.

High School..... 89
 Grammar Schools..... 403
 Primary Schools..... 985

Average Number Belonging.

High School.....	61.9
Grammar Schools.....	324.0
Primary Schools.....	640.2
Total.....	1026.1

Average Daily Attendance.

High School.....	60.2
Grammar Schools.....	311.0
Primary Schools.....	612.6
Total.....	983.8

Per Cent. of Attendance.

High School.....	97.8
Grammar Schools.....	96.0
Primary Schools.....	95.7
All Schools.....	95.9

Cases of Tardiness.

High School.....	32
Grammar Schools.....	183
Primary Schools.....	520
Total.....	735

Cases per pupil based on average daily attendance..... 75

Number Remaining June 26, 1885.

High School.....	48
Grammar Schools.....	304
Primary Schools.....	608
Total.....	960

Number of days schools were in session..... 196

Examinations and Promotions.

(See Table X, Appendix).

Discipline.

CASES OF CORPORAL PUNISHMENT.

High School.....	0
Grammar Schools.....	2
Primary Schools.....	15
Total.....	17

CASES SUSPENSION.

High School.....	5
Grammar Schools.....	10
Primary Schools.....	8
Total.....	23

Visitors.

High School.....	36
Central School.....	195
Denny School.....	184
South School.....	102
Total.....	517

Financial.

GENERAL FUND.

Amount to credit of district, July 1, 1884.....	\$ 7,010.28
From King County, July, 1884.....	1,326.94
From King County, January, 1885.....	13,970.83
From Special Fund, June, 1885.....	203.88
Total.....	\$22,510.93

EXPENDITURES.

(July 1, 1884, to July 1, 1885).

Advertising.....	\$ 1.60
Genius, (taking of).....	60.00
Chemicals, (for High School).....	99.33
Clerk's salary.....	144.00
Clerk's office rent.....	42.00
Coal.....	761.50
Drayage.....	109.50
Election.....	7.00
Furniture, (new).....	880.78
General expenses.....	32.00
Insurance.....	28.05
Interest.....	970.00
Improvements—Central.....	861.88
“ Denny.....	653.41
“ South.....	60.18
Janitors' salaries.....	1,500.00
“ supplies.....	140.84
Library.....	20.95
Maps, charts, etc.....	153.81
Philosophical apparatus.....	235.83
Printing and engraving.....	108.00
Repairs—Central.....	476.84
“ Denny.....	31.35
“ South.....	12.91
Stationery.....	82.71
Teachers' salaries.....	15,065.00
Telephones.....	97.50
Wood, (for fuel).....	15.00
Water.....	120.00
Total.....	\$22,768.32

DEDUCTIONS.

Apparatus.....	\$ 488.77
Furniture (new).....	890.78
Improvements.....	1,685.42
Interest.....	970.00
Total.....	\$ 3,924.97

Net Cost.....	\$18,843.35
Increase over last year.....	\$4,741.81

(Based upon average daily attendance—984).

For supervision and tuition.....	\$15.81
For janitors' salaries.....	1.52
For fuel.....	7.77
For stationery, chalk, etc.....	17
For Clerk's commission.....	24
For incidentals.....	1.18
Total.....	\$19.14

Cost per pupil belonging—1884.....\$18.37
 Cost per pupil registered—1878.....\$12.75

Special Fund.

RECEIPTS.

From sale of Third street property.....\$30,000.00
 " " " " building.....385.00
 " " " " Sixth street building.....125.00
 " " " " Belltown property.....2,675.00
 " " " " school bonds.....11,180.00
 Total.....\$34,315.00

EXPENDITURES.

Denny School block.....\$8,200.00
 Construction of building (contract price).....26,350.00
 Clearing, grading and ditching.....440.00
 Excavating.....900.00
 Changes made in foundation.....1,157.00
 Changes in strengthening joists.....285.00
 Additional chimney.....189.00
 Basement floor.....618.00
 Three furnaces.....1,946.00
 Freight on same.....38.28
 Setting furnaces, building ash pits, etc.....444.00
 Surveying.....55.00
 Extras.....402.37
 Water closets.....1,000.00
 Architect's commission.....1,450.00
 Superintendence of construction.....887.00
 Furniture.....1,500.00
 Total.....\$45,811.65
 Balance paid for construction of Sixth street building.....355.00
 School furniture for same.....600.00
 Total.....\$46,766.65

Balance due and unpaid.....\$2,451.65

By the foregoing financial report it will be seen that there were over seven thousand dollars to the credit of the district, July 1, 1884, and that on July 1, 1885, the school fund had been overdrawn a small amount. This did not come about by any extravagance of the Board of Directors. Unfortunately the Board of County Commissioners fixes annually the amount of school fund to be levied. Sometimes we are cursed by a Board who have erroneous ideas of economy, and, suddenly becoming aware of some extravagance they have been guilty of, they court the favor of the tax-payers by saying: "We are going to give you a low rate of taxation this year." How do they do it? Reduce the school tax to a levy of 3½ mills on the dollar. Result: several thousand school

children deprived of two or three months' schooling annually. The school tax for 1881 was 8 mills on the dollar; for 1882, 6 mills; for 1883, 4 mills; and for 1884, 3½ mills.

During the year 1883, a special fund of \$30,000 was created by the sale of the Third street property. This was afterwards increased several thousands by the sale of buildings and the Belltown property. With this amount the Board purchased a block of land in the north part of the city and began the erection of a large school building upon it. In order to put up, complete and furnish such an edifice as the demand of the times required, the Board was obliged to issue bonds to the amount of nearly \$12,000. There still remains an indebtedness of a little over \$2000 on the building. While the entire indebtedness of the district is small, yet steps towards its liquidation should be taken at once.

COMPARISONS.

The following table will show the progress made in attendance, punctuality, etc., during the past year:

Year ending at close of year.	Number of attend-ance.	Per cent. of attend-ance.	No. cases tardiness.	Cases per pupil.	Cases corporal punish-ment.	Cases suspen-sion.
1884.	888	81.6	1,084	2.06	28	31
1885.	950	85.9	735	1.75	17	23

The following table, in which a comparison is made with our sister city, Portland, in certain statistics, will prove interesting:

CITY.	Whole No. of pupils belonging.	Average No. attending.	Daily attendance.	Per cent. attendance.	Cases tardiness.	Cases corporal punish-ment.	Cost per pupil.
Portland...	3864	2987	2779	85.9	500	18	\$28.05
Seattle.....	1478	1026	984	85.9	735	17	\$19.14

By the foregoing statistics and comparisons, it will be seen that our city schools have made marked progress during the past year, and that they now stand in the front rank in per cent. of attendance and punctuality. I have made a comparison with the schools of Portland, Oregon, because of their excellence, and for the reason that the same system of marking is used in that city as in Seattle.

Superintendent Crawford, in his annual report of the public schools of Portland for the year 1883-4, published a comparative table, in which is shown the per cent. of attendance and number of cases of tardiness in twenty cities, located in different sections of the Union. Portland stands at the head of the list in per cent. of attendance. Seattle has the same high standing this year, namely, 95.9 per cent. Oakland, Cal., stands next to Portland, having 95.8 as her per cent. of attendance. In punctuality one city of the list leads Portland and five lead Seattle. But with our present regulations and a determination on the part of both teachers and pupils to be excelled by none, the close of the coming year will find Seattle standing next to Portland in punctuality.

While the foregoing are but cold statistics, and in themselves do not tell the whole story in regard to the work done in our city schools, yet such a record is a fair indicator of what is being done in any school. Punctuality and regular attendance are the first requisites of a good school, and are founded upon the most important principles of school economy.

PUNCTUALITY.

The two main causes of tardiness are, failure of parents to send their children to school in time, and the disposition of some pupils "to play on the way." In order to remove these causes, regulations must be made to reach both parent and pupil. Of the 735 cases of tardiness in the Seattle schools, parents sought to explain at least one-half of them by saying, "The clock stopped," or "Our clock is too slow." Such excuses should never be offered nor accepted as sufficient for tardiness. Parents often complain of the severity of the rules touching upon this subject. They seem to think it a little matter for Charlie to be late *just once*. Well, Charlie has no right to set aside the hour of opening school for one more convenient to himself. The Chief Justice of Washington Territory lately rendered a decision that it is

prima facie evidence of an offense against the school for a child to come late, and sustained a teacher in the suspension of a pupil because the pupil's parent refused to offer an excuse for the child's tardiness.

It is the duty of the teacher to offer every incentive to lead the pupil to be on time. If the child has any time to play before the opening hour, let inducements be held out to him to come to the school building and play on the grounds. The opening exercises of the school should be such as to make the child anxious to take part in them. The general tone of the school in regard to tardiness has a great influence. If, whenever a pupil is tardy, he is made to feel the indignation of his classmates, he will not be likely to repeat the offense.

Punctuality is moral. He who has the virtue of being on time thoroughly instilled into his mind while a school boy, will meet his engagements at the appointed hour, his obligations when due, will be ever ready to do that which is true and noble when he has grown to manhood.

REGULARITY OF ATTENDANCE.

In making rules to secure regularity of attendance, I believe the Board has less power than in the matter of tardiness. Parents will keep their children out of school a day occasionally without a good reason, and will too often allow them to slay away just because they want to do so. While the teacher should always require excuses in case of absence, stating reasons, for the purpose of removing the cause, if in her power, and to prevent truancy, yet what constitutes a valid excuse is hard to determine. Make the lessons interesting and the school-room attractive and the pupils will not care to be absent.

Both the citizen and the teacher have a duty in this matter. The school house should be the best building in town.

We all delight to linger about a fine edifice, sit in its spacious halls, or look out from its windows upon a beautiful landscape. Our high standing in attendance is due in a great measure to those facts.

The school room itself should vie with the sitting rooms of our best residences in attractiveness. Beautiful pictures and inspiring mottoes should meet the gaze of the pupil whenever he lifts his tired eyes from his book to give them needed rest. Books themselves are to the child but dead things; the teacher should be the living substitute. The expression of her face should be more attractive to the child than any picture, and the words she utters should be fraught with truth and beauty. With such attractions thrown about the pupil, he will be neither absent nor tardy.

Let me enter a school-room after the teacher and pupils have retired for the day, and I can tell you the efficiency of the work being done there and the kind of citizens children educated in that room will make. There should be sunshine even through desks and seats are deserted. Neatness should pervade the room; next day's work should be carefully outlined upon the boards; attractive pictures should adorn the walls; beautiful flowers should be seen in every window. Cannot the ideal school-room become the real in Seattle? Let the teachers answer.

In order that due prominence may be given to punctuality and regularity of attendance, the names of all pupils who have been neither absent nor tardy for a term, are placed upon the Roll of Honor. This is a great incentive to many. During the first term of the year just closed 125 were found to be entitled to be placed upon the roll. At the close of the second term the number was found to have increased to 234. I look to the gradual extension of this roll until it shall include 50 per cent. of the schools.

DISCIPLINE.

During the year corporal punishment has been resorted to in seventeen cases, and suspension in twenty-five. While the teachers recognize their right to resort to corporal punishment whenever other means fail, they seldom do so without first consulting with the parent. Of the twenty-five cases of suspension, I have found it necessary to refer but one to the Board.

In all cases of discipline the teachers are disposed to seek the co-operation of the parents. In most cases the parent will join forces with the teacher; when such is the case success is sure to follow. Occasionally, however, some fond parent will allow his affection for his child to warp his judgment, and make bitter complaints against the teacher, charging her with having administered unjust or untimely punishment. While such instances are rare, nevertheless they are very annoying. But the teacher must still maintain her authority, even though she may have princes for pupils.

SCHOLARSHIP.

The result of punctuality, regular attendance and good discipline, is ripe scholarship; and I am pleased to report the fact, that the pupils of the Seattle schools are receiving due attention in this particular. Our course of study as marked out, is in accordance with the courses pursued in the best city schools of the land. A course of study is of necessity only a skeleton, to be rounded out with sinew, muscle and nerve by the teacher,—who must breathe the breath of life into it withal; yet a well-arranged curriculum is a necessary guide to systematic work. The teacher should have a marked individuality and never fail to make it manifest in class work. The course of study fixes the minimum—there is no maximum.

Semi-annual examinations are held to test the proficiency of the pupils in their work. An average standing of 75 per cent. must be obtained by the pupil before he is allowed "to pass" into a higher class. Monthly examinations are held in the seventh, sixth and fifth grades of the primary department, and occasional examinations are given in the other departments. By means of these examinations and the daily rank that is kept in the grammar and high school classes, the progress of the pupils from month to month may be shown so far as figures can indicate. At the close of each term 40 per cent. of each class standing highest in rank, as marked throughout the term, is promoted without having to take the final examination.

The High School.

Two years ago those pupils who had finished the grammar school course were allowed to continue their studies in a high school course. Up to that time it could not be said that Seattle had a High School. Instruction was given in some of the higher branches, but, owing to the crowded condition of the lower grades, those pupils who would have gladly remained to pursue a higher course, of instruction, had to give way to the pressure from below and yield their places to pupils of the higher grammar grades. Some of those who were thus crowded out went to the University to receive instruction, while others dropped out of school altogether.

The young ladies and gentlemen of Seattle are to be congratulated that they now have the opportunity to take a full high school course. And it is the aim of those who have the matter in charge to make the course second to none on the coast. For two years the successive classes finishing the grammar school course have been moving steadily upward in the High School. In one year hence the first class will graduate.

The course as arranged at present is a scientific one, re-

quiring three years' time for its completion. I am satisfied that a longer time should be given to this course; or, that a literary course of four years be established, by taking some of the branches from the scientific and adding others not included in that course. In case of such an arrangement, pupils would have a choice between two courses and the work could be better arranged.

During the past year a laboratory has been constructed in the basement of the Central building for the use of the classes in chemistry and physics. A small outfit of chemical and philosophical apparatus, sufficient to illustrate most of the experiments and principles of an elementary course, has been provided. A powerful microscope for the use of the classes in physiology and botany has been purchased. The members of the High School have begun to collect specimens in botany, mineralogy and natural history, for a cabinet.

In order that the graduating class of '86 might not be wholly unused to appearing before the public, as they will have to do a year hence, the following program of exercises was very successfully carried out at the close of the spring term:

PART I.

Prayer.....	E. C. Damon
Musical—Piano Solo.....	Belle Vrooman
Oration—"Self-Help".....	Wm. Simon
Essay—"Value of Little Things".....	J. F. Ferry
Recitation—"Paddy's Excelsior".....	Florence Stowell
Oration—"The Fall of the Gladstone Ministry".....	Chara Wilson
Recitation—"An Order for a Picture".....	Millie Pickard
Recitation—"The Widow of Glenage".....	
Recitation—"Time at Last Makes All Things Even".....	

PART II.

Musical—Duet.....	Judge Burke
Address to Members of the High School.....	
Musical—Piano Solo.....	
Prophecy—In which the destiny of the members of each class and of the High School as a whole is forecast.....	
Musical—Valediction Song.....	

DRAWING.

The importance of industrial drawing has long been rec-

ognized by Board and teachers, and instruction of greater or less proficiency has been given in this valuable branch for some time. But for the need of a drawing teacher to direct, little progress could be noted. One year ago, Miss Shumway, of the high school department, was called upon to take charge of the course in drawing. Regular instruction is now given in all the grades with good results.

MUSIC.

I regret that I cannot report something being done in the line of instruction in vocal music. That the rudiments of music should be taught in our public schools, is a recognized fact all over the land. To be able to sing ordinary music is an accomplishment and a pleasure. In schools where vocal music is taught, the children almost unconsciously become able to read and sing difficult pieces. I cannot too strongly recommend that steps be taken to secure to all the children of our city schools instruction in this branch.

Grammar Schools.

The great mass of our children are educated in the grammar schools. No pains, therefore, should be spared to make this course broad and thorough, including instruction not only in the common school branches, but also in the principles of the sciences. I am of the opinion that a formal graduation of those who finish the grammar course and the conferring of diplomas upon them, might induce some to push on to that point, who would otherwise drop out before the end is reached. One year ago physiology and United States History were taken out of the high school course and made regular studies of the grammar grade. The wisdom of this is apparent: a knowledge of the history of one's country and of the structure of his own body should be taught every child in the land.

The following pupils have completed the grammar school course during the past year:

FALL TERM.

Nola Cowden,
Nels, Lewis,
Belle Scott,

Bessie Ferguson,
Ada Calligan,
Fred, Galhoun,
Will Copeland.

Alce Clarke,
Florence Stowell,
Will Simon,

SPRING TERM.

Minnie Reeves,
Annie Rinehart,
May Brewster,
Guy Chick,

Blanche Terry,
Lottie Lyon,
Frank Copp,

Harold Smith,
Clara Mitchell,
Lottie Kellogg,
Roger Greene.

Bert Huntoon,

Loleta Hammond,

Maggie Yarno.

Primary Schools.

I have now reached the climax. Herein should be the highest perfection. Without in any way detracting from the great importance of the High School, or the greater importance of the Grammar School, let me consider that which I deem of the greatest importance—the educating of the little ones. If the work is well done in the primary grades, only cruel circumstance will deter the child from taking the other courses.

How many school boards are wont to assign the untried and inexperienced teacher to the lowest grade of the primary department. How many young teachers foolishly believe themselves qualified to teach little children. "Can the blind lead the blind?"

The School Board of Seattle, in establishing a schedule of salaries, wisely recognized the importance of good primary instruction by giving the highest salary paid in the primary department to the teachers of the lowest (eighth) grade. As a result of this, the teacher who outranks all the others of our city schools in experience, is laying the foundation deep and broad in the eighth grade of one of the primary schools. If mistakes are to be made, let them occur in the higher grades; do not mislead the little ones.

A course of study for the primary grades can be but poorly outlined. Certain work in reading and numbers can be

marked out; but the many means for the development of the perceptive faculties, could not be stated in a volume. This must be left to the careful, thoughtful teacher. It is hoped that the Board and teachers will continue to give that attention to the primary department that it is now receiving.

LIBRARY.

No school is well equipped without a library. The Central School has about one hundred volumes, consisting of reference books and publications for supplementary reading. The Denny School has about one hundred dollars on deposit, which will be invested in books at the beginning of the coming year.

During the past three years the teachers have raised a little over \$650 by giving an annual excursion, holding a sociable and having a writing school. The following sums have been realized:

Excursion of 1883.....	\$122.50
Writing School, 1883.....	160.00
Excursion of 1884.....	145.00
Sociable of 1884.....	97.10
Excursion of 1885.....	104.00

Total..... \$608.60

Out of the above amount sums have been paid as follows:

For piano.....	\$450.00
For two drums.....	25.00
For tuning piano.....	8.00
For covering for piano.....	1.00
For books for Central School.....	63.65
Balance to the credit of the Central School.....	15.94
Balance to the credit of the Denny School.....	90.00

Total..... \$608.60

MORALS AND MANNERS.

We often hear a certain class of people carping about the moral tone of our public schools. Well, we do have all classes in our public schools: This fact being recognized, teachers and school officers are ever on the watch that due attention be given to the moral education of our pupils. All classes of children must necessarily mingle in the class-

room and on the school grounds; but no one need become tainted because of this association. Every child must come in contact with the immoral soon or late, and I believe there is no better place for him to meet and overcome the temptations that are bound to beset his pathway than in the public school, under the watchful eye of the teacher. The bright sunlight everywhere pervades the public school. The school-room door is always open to both parent and citizen. "Come in without knocking." We have no company days; our pupils are on dress parade every day. Our school grounds are not surrounded with high walls. Vice and crime do not flourish in the sunlight. No boy or girl dares to attempt any evil practice in the glorious light of the public school. Away with the notion that the child will learn immorality in the free schools of America! Every time the pupils assemble at the sound of the bell, they are learning the lesson of obedience. Every time the pupil performs a problem in mathematics, he learns the great lesson of truth. "Figures never lie," is a truism "as old as the hills."

Manners: This means attention to little things. No teacher should allow any untimely or improper act of the child to pass unnoticed. The teacher herself should not fail to offer an example worthy of all imitation. Let her language be the best, her speaking tones natural, her manner in every way pleasing and the pupil will readily fall into correct ways himself.

CONCLUSION.

In conclusion let me say, while the foregoing report speaks of a high degree of interest and perfection in our public schools, yet we must not in any way feel that we have reached a point at which we may even pause. What we have accomplished in so few years, it would take a staid old New England town as many decades to bring about. While our conservatism would forbid us to seize upon a new idea without weighing it, yet it is not of that fossilized type that would lead us to walk in any well-trodden path very long.

New Education may come to us, clad in her gaudy robes, and ask us to enlist under her banner: we will do so long enough to learn her system of tactics and become acquainted with her improved weapons; having selected some of them, we will turn to war against Ignorance, still fighting behind the shield of our fathers, for the weapons of Ignorance have been the same in all ages. The school boy of today has the same system of pranks as his predecessor had a century ago; and, without the shield of Patience, the school-marm of to-day may turn loose upon him all of her improved modes of government without gaining the victory.

It is money that makes the mare go, is an old German proverb. We must have sufficient funds to buy apparatus, keep the school houses in repair, make improvements and build a new house occasionally, as well as to pay the teachers. In our territorial condition we will have to depend wholly upon the purses of our tax-payers. When Washington puts on the garments of a glorious statehood, which she is already large enough to wear, the sale of the vast area of public school lands will give us a fund, the interest of which will support our schools with but little need of local taxation. But until then the citizen must see to it that our schools do not suffer for the need of financial support. I need only refer to the fact that within the past three years the citizens of Seattle have twice voted a special school tax by a majority of three to one, to show that they have stood by the schools in the past.

To the Board of Directors I am under many obligations for the kindly manner in which they have considered every suggestion that I have offered and for the ready adoption of those that they have thought would prove beneficial to the public school interests.

For the teachers of the schools I have a profound respect. I have found them ever ready to carry out any suggestions I have found it my duty to make. While I believe the successful teacher must have a marked individuality, should

assert it upon all proper occasions, yet a superintendent would not be fulfilling his duty if he did not have many things to offer for the benefit of the teacher. The teachers of Seattle are an earnest progressive body of ladies and gentlemen, ever looking to their own improvement and to the welfare of their pupils.

Finally, it is hoped that the close of the coming year may find the public schools of Seattle far ahead of their present standpoint. Higher is the watchword; let it be repeated by everyone.

Respectfully submitted.

E. S. INGRAHAM.

