

*Seattle School Reports and Documents  
Annual Reports, 1921-1924*

**SUPERINTENDENT'S LETTER OF TRANSMITTAL**

1921-1924

To the Board of School Directors,  
Seattle School District No. 1.

I have the honor to transmit herewith the report of the Seattle schools for the three years ending June, 1924.

The accomplishments of the period covered in this report should be accredited, to a large degree, to the work of my predecessor, Mr. Frank B. Cooper, who so ably directed the administration of the Seattle schools for more than twenty years. The high professional standards which he inspired in the corps are everywhere in evidence. I am grateful, indeed, to have been able to succeed so capable a leader.

Permit me to express to the Board of Directors and to my associates in the different departments of the school service, my appreciation of the support so generously given me.

Respectfully submitted,

THOMAS R. COLE.

June 30, 1924.

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## PART I

### PROGRESS IN THE GENERAL SCHOOL PROGRAM

The purpose of this portion of the report is to give a general idea of the progress that has been made in the system as a whole during the triennial period that is just closing.

Progress in the various units of the system and in certain special phases of the school work will be treated more fully in succeeding sections.

It is convenient to consider the general school progress of this triennial period under several main heads. These are:

- A. The Scope of the Seattle Public Schools.
- B. The Pupils.
- C. The Teachers.
- D. The Curriculum.
- E. The School Plant.
- F. The Administration of the Schools.

#### A. THE SCOPE OF THE SEATTLE PUBLIC SCHOOLS

The scope of the Seattle Public School system is shown by the following summary of work that is being carried on at present.

The Elementary Schools, consisting of the kindergarten and the first eight grades.

- 82 elementary schools.
- 26 kindergartens.
- 1,164 kindergarten children.
- 21 kindergarten teachers.
- 35,194 pupils in grades 1 to 8.
- 971 teachers of grades 1 to 8.

The High Schools, consisting of grades nine to twelve.

- 8 high schools.
- 7 courses.
- 11,414 high school pupils.
- 407 high school teachers.

The Part-time or Continuation Schools, for those pupils who are employed in industry, but who are required by the new

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number of nationalities represented. For example, twenty-five nationalities were recently discovered in one school of 485 pupils. The following facts from a survey of the principal will serve as an illustration.

Nationality of Parents	Percentage
Swedish .....	10
Norwegian .....	9.7
Austrian .....	7.2
Italian .....	7
Canadian .....	2.7
English .....	2.7
German .....	2.3
Irish .....	2.3
Scotch .....	1.9
Dutch .....	1.7
Russian .....	1.4
Danish .....	1
Finnish .....	1
Slavonian .....	.8
French .....	.6
Japanese .....	.6
Polish .....	.6
Belgian .....	.42
Syrian .....	.42
Greek .....	.2
Jugo-Slavic .....	.2
Serbian .....	.2
Spanish .....	.2
Swiss .....	.2
Welsh .....	.2
Total percentage of children having foreign parents.....	55.54
Total percentage of children having American parents.....	44.46
	<hr/> 100.00

## 2. Intelligence of Seattle Pupils

The Use of Intelligence Tests—One of the by-products of the World War that has been found serviceable in education is the so-called group intelligence scale. This device was evolved by the

psychological staff of the United States Army as an aid in the selection of candidates for officers' training camps. Following the declaration of the Armistice, the army tests were adapted for schools and colleges and have been standardized through use with many thousands of children and young people in various parts of the country.

The group intelligence test is a means for classification and should not be regarded as an instrument of diagnosis. It merely indicates the group to which a child belongs and in which, other things being equal, he will do the best work.

The individual intelligence test, on the other hand, is an instrument of diagnosis. Because of controlled conditions in the giving of the test, the results are more reliable than those of the group measure.

Where large groups of pupils are to be tested, however, time and expense must be considered. The group test is very satisfactory for classification purposes, provided that an individual study is made of cases where there is a discrepancy between the results of the test and school progress.

**Differences in the Maturity of Pupils**—Through the enforcement of our present compulsory school laws and the "back to school" movement, many of the overage pupils who formerly were eliminated have returned to school. The wide divergence of mental ability among the children in the same grade constitutes one of the most complex problems before teachers and supervisors today. The wide differences in ability that may be found in one class are illustrated on page 60.

**Testing Seattle Pupils**—In order to study the problem of proper classification, the Seattle Principals' Association requested by unanimous vote, in April, 1922, that a city-wide intelligence test be given. The Illinois Test was selected. The test was given in May, 1922 to 22,345 elementary school pupils above the second grade under the direction of the Child Study Laboratory. In order to secure uniformity of test procedure in all schools, a demonstration-conference was held. The test procedure was demonstrated and instructions were given for scoring papers.

Results were checked by the Child Study Laboratory, distributions made, grade medians for the city computed, and a graph

attendance law to attend school at least four hours per week until they are 18 years old.

681 pupils.  
4 teachers.

**The Opportunity Classes**, for pupils who are too old to profit by the regular school work in first eight grades.

147 pupils.  
6 teachers.

**The School for the Deaf**, where children with defective hearing are given regular school work in addition to special instruction in lip-reading.

58 pupils.  
5 teachers.

**The Sight Saving Classes**, for children with defective vision. These include one class for children who are totally blind.

40 pupils.  
3 centers.  
4 teachers.

**The Speech Classes**, where children who have speech defects, such as stuttering, stammering, and lisping, are taught to speak naturally. Two half-days per week are devoted to this instruction.

123 pupils.  
4 centers.  
3 teachers.

**The Special Classes**, where children who are unable to do the work of the regular grades are given individual instruction in small classes.

374 pupils.  
9 centers.  
19 teachers.

**The Child Study Laboratory**, where children who are especially gifted or who find difficulty in carrying the work of their grade are given advice and guidance by experts in child psychology. The Laboratory maintains:

**The Observation Class**, where exceptional children are studied for a brief period in order that their cases may be carefully diagnosed.

**The Orthopedic Hospital Classes**, where children physically handicapped are enabled to carry on their regular school work.

39 children.  
3 teachers.

**The Evening Schools**, attended by those youthful and adult workers who are anxious to advance.

3,487 students in academic and vocational classes.

72 teachers.  
1,523 students in Americanization classes, 12 months in the year.  
23 teachers.

**The Vacation Schools**, for both elementary and high school students who are able to avoid failure or to earn advanced standing.

(Figures for the 1923 Vacation Schools)

679 pupils of elementary grades.  
32 teachers.  
557 pupils of high school grades.  
12 teachers.

**The Detention Home Classes**, for children under the care of the Juvenile Court.

14 children.  
1 teacher.

**The Parental Schools**, maintained jointly from funds provided by the district, by the county, and from contributions from the parents of children committed. These schools care for children committed there by the Juvenile Court of King County for delinquency, dependency, or other legal reasons. Their regime is parental, not penal.

**The Boys' Parental School**, located on Mercer Island.  
5 teachers.

112 boys.  
**The Girls' Parental School**, located at Brighton Beach.  
2 teachers.  
47 girls.

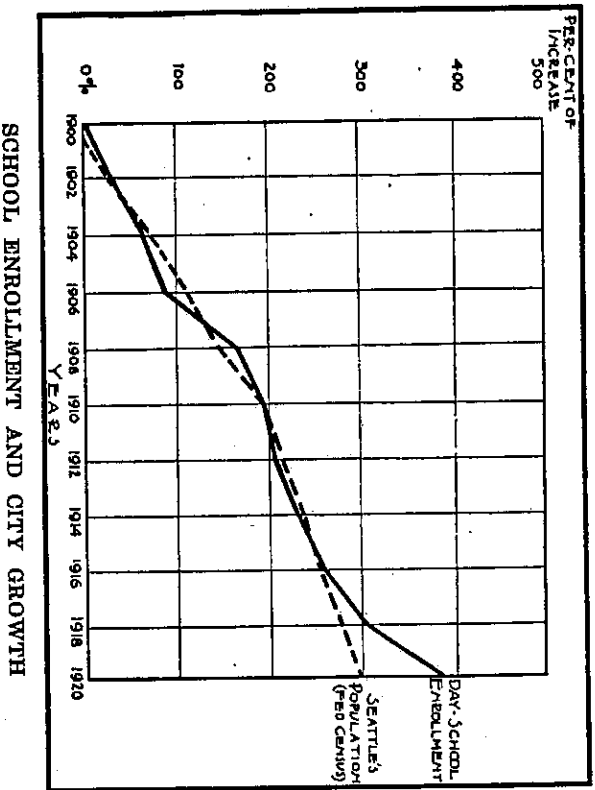
## B. THE PUPILS

### 1. Nationalities Represented in the Schools

The American public school is sometimes characterized as the melting-pot into which children of widely variant racial inheritance are cast and through whose process of amalgamation they eventually become true American citizens. This is a process which individual Seattle schools are being called upon to perform in varying degrees.

One of the things that impresses the visitor is the predominantly American character of the school enrollment. Seattle has very few schools in which this condition will not be found. Nevertheless, there are some buildings in which the "melting-pot" function is already beginning to be apparent in the great

FIGURE II



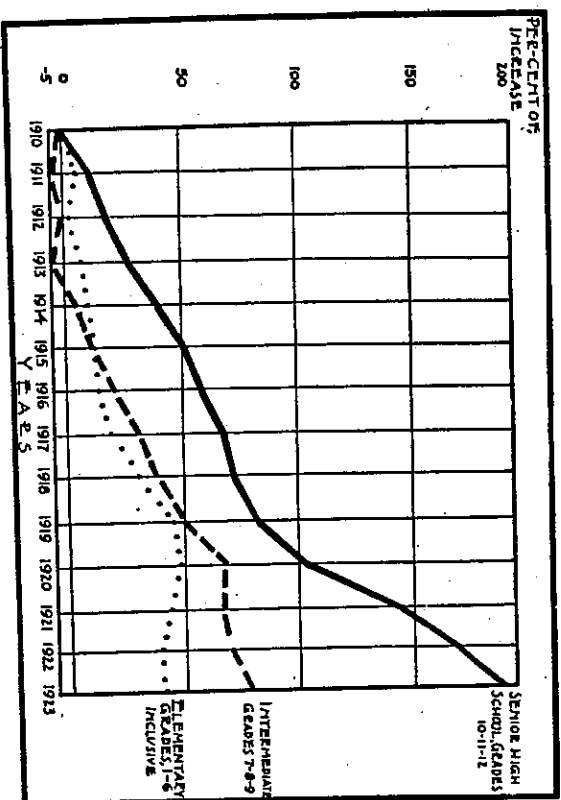
#### 4. An Analysis of Enrollment Increases

It has been shown that the number of school children has been increasing faster than the population of the city. It is important to learn whether these gains have come in the lower, in the intermediate, in the high school grades, or equally in all the grades. A careful analysis of enrollment increases by grades since 1910, represented in Figure III shows that the last possibility is distinctly not the case.

In this study the grades have been grouped as follows:

1. The elementary group, consisting of grades one to six.
2. The intermediate or junior high school group, consisting of grades seven to nine.
3. The senior high school group, comprising grades 10 to 12.

FIGURE III



AN ANALYSIS OF ENROLLMENT INCREASES IN THE SEATTLE PUBLIC SCHOOLS, 1910-1923

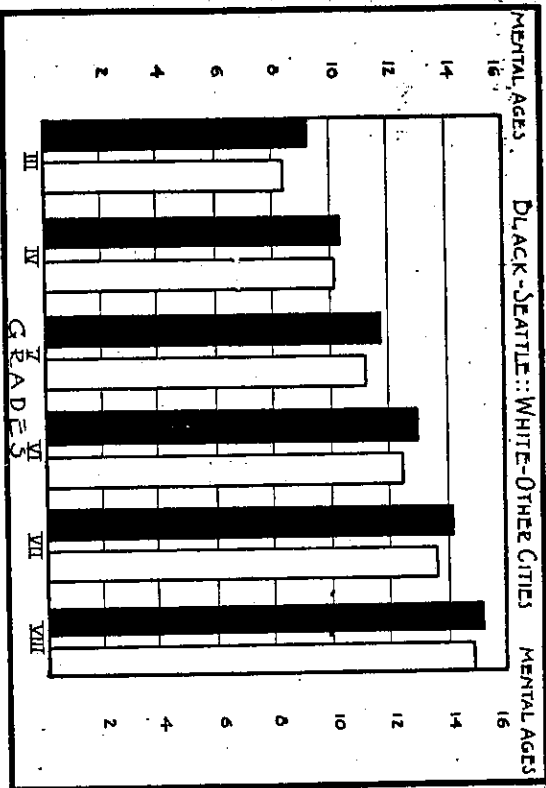
As revealed by the investigation, grades one to six have increased 40 per cent above the total enrollment for 1910, grades seven, eight and nine have gained 78½ per cent, while grades 10, 11 and 12 have made the remarkable growth of 194 per cent.

The following observations are suggested by Figure III.

- a. Greater persistence in school throughout the entire high school course since the year 1919 is indicated by the sharpness of the curve for Group 3 after that point.
- b. This is also shown by the upward trend of the curve for the intermediate group since 1915.
- c. Better progress through the grades is a possible reason for the decrease of enrollment in grades one to six since 1920. This group may also have been more affected by the post-war economic conditions than were the other two.

made for each building. Figure I shows that Seattle children exceeded the standard score in every grade.

FIGURE I



THE INTELLIGENCE OF SEATTLE BOYS AND GIRLS

A comparison of the intelligence of 22,345 Seattle pupils in grades 3-8 as measured by the Illinois General Intelligence Scale, with the test standards for the respective grades. Scores and Standards stated as "Mental Ages." Tests given May, 1922.

In using Illinois scales, the results are stated in terms of "mental age." That is, pupils whose scores equal the average of those made by large numbers of 10-year old children are said to have a "mental age" of ten years. The following table gives the data from which the foregoing diagram was made and shows how the average mental age of Seattle boys and girls in each grade, according to the test, compares with the standards set up by the author of the tests, who based them mainly upon returns from cities of the East and Middle West.

TABLE 1

Grade	Mental Ages Seattle Children		Standard Mental Ages for Illinois Scales	
	Years	Months	Years	Months
3.....	9	1	8	6
4.....	10	4	10	2
5.....	11	9	11	3
6.....	13	0	12	7
7.....	14	1	13	8
8.....	15	2	14	11

## RESULTS OF THE ILLINOIS GROUP INTELLIGENCE SCALE

GIVEN MAY, 1922, IN GRADES 3B-8A

Giving Data from which Figure I has been prepared.

This survey aroused the interest of principals and teachers and was the basis of a study for better classification. Since that time, the same test has been given once each year to all pupils of grades 4 to 8 not previously tested. To aid in the study, achievement tests have been given by principals and diagnostic studies made of individual pupils with the result that many build-up adjustments have been possible.

## 3. The Growth of the School Enrollment

In a community like Seattle that has come to be a city of a third of a million in population in the short space of seventy years, the problems of growth are numerous, and that of the continually increasing number of children for which the schools must provide is not the least. A study has been made of increases in school enrollment between 1900 and 1920 as compared to civic growth during the same length of time. Figure II shows this comparison expressed in terms of per cent of increase over the respective figures for 1900. While the Federal census for 1920 showed that the city had added an increase of nearly 300 per cent to its 1900 population, the enrollment of the day schools alone had gained 379 per cent in the same length of time. The development of Seattle as a city of homes is indicated by these figures.



All entering pupils in two high schools so that teaching may be adapted to their needs; failures and probation students in high schools, to aid diagnosis; elementary grade pupils, to assist in solving building problems; Illinois Intelligence Tests to all elementary grade pupils above grade 2A. (See graph on page 6).

**Individual Intelligence Tests**—At Laboratory and in buildings. The following data show the number of intelligence tests given by the Child Study Laboratory during the two years ending June, 1923:

Group Intelligence Tests.....	1921-1922	1922-1923
Individual Tests .....	25,200	4,031
	2,114	1,266

**Achievement Tests**—Assistance and consultation in giving the Woody Arithmetic Scales September and January of the current year. (See results on page 70). Achievement tests regularly used in the Observation Class.

**b. Special Surveys in Elementary and High Schools**

An intensive survey is being made of seven elementary grade buildings. This survey includes the measurement of all pupils in grades three to eight, inclusive, by means of the Otis, National, and Illinois Group Intelligence Tests, and the Stanford Achievement Tests. The teachers' ratings and nurses' ratings are both considered in this study. An individual intelligence test is given where there is an apparent discrepancy between the teacher's rating and the test results. Through this combination of educational-mental tests valuable data will be obtained, which after being carefully studied and evaluated will be helpful in the classification and guidance of pupils concerned, and in understanding them as individuals. In addition, the procedure and adjustments worked out by means of this study will be of value to the whole system as clearing the way for a better understanding of pupil capacities. This study is also mentioned upon page 62.

Other surveys made during the three year period are:  
The relation of Otis score to teachers' ratings—511 high school pupils.

A comparison of teachers' ratings and Illinois score of pupils with Intelligence Quotient of 75 or below.

# CHILD STUDY DEPARTMENT DIAGRAM OF WORK

FIGURE XIV

