

agery to civilization the race has encountered no foe so merciless, so inescapable as this same disease, tuberculosis. In past ages, one-fifth of the human race have been its victims. At the present day it claims one out of every ten of the world's mortality. In the United States it carries off, annually, two hundred thousand people, thus causing a greater loss of life each year than the four years of the great civil war. The picture is truly a horrible one, but it has a brighter side, which is the fact that medical science now point a way in which the disease may be overcome. Cholera is no longer a dread disease; the doctors have made Yellow Fever unknown; the Black Plague is a thing of the distant past; Small Pox no longer has terrors for us, and tuberculosis, likewise, must go.

THE PUBLIC SCHOOLS OF SEATTLE.

In a rapidly growing city the public schools furnish a reliable evidence of growth and at the same time afford by the form and extent of their growth a measure of the city's support and protection of the instrumentalities of a permanent progress.

In 1900 Seattle had less than 10,000 children enrolled in her public schools, now there are more than 32,000 enrolled; in 1900 there were twelve school buildings each having four or more rooms, now there are sixty buildings each with four or more rooms; in 1900 there was no distinctively high school building and less than 700 pupils doing high school work, now there are three high school buildings which cost in the aggregate three quarters of a million dollars, and three other buildings containing high school pupils, the total number of high school pupils enrolled in the city being more than 4,500; in 1900 there were 250 teachers employed in the schools, now there are 910 teachers.

During this period of rapid growth, the character of the school buildings has steadily improved. The most careful attention has been given by the Board of Directors to providing adequate and comfortable accommodations, having the best means of heating, lighting, and sanitation. Formerly, frame buildings substantial and attractive in appearance were erected; latterly the Board is erecting brick buildings only. The latest buildings are provided with apparatus for pneumatic cleaning.

The aim of the Seattle school department while directed toward keeping up on the material side with the best ideas in school architecture, has not failed to point quite as surely toward development along progressive lines upon the educational side. The desire of the Board has been to provide a suitable and practical education for all coming within the scope of its authority. Manual training has been established in all the schools so that boys from the primary grades up have a chance to work with their hands and exercise their constructive instinct. The girls, likewise, have manual work including drawing, designing, sewing, cooking, etc. Commercial departments have been established and have attracted many students to a thorough preparation for

entering upon business pursuits. Night schools have been organized, beginning with one school six years ago and an enrollment of less than two hundred, until now seven night schools, including an evening high school, are in operation. Last year more than 3,000 students availed themselves of the privileges of the night school, there being nearly 1,800 enrolled in the evening high schools alone.

Teachers are selected with much care, as it is the thought of the Board that only by having teachers of excellent preparation and a high order of personal power can the schools achieve for the young what it is possible for them to achieve.

In addition to the ordinary instrumentalities of the school, the Board has provided for and has in operation a parental school at which wayward boys between the ages of eight and fifteen are cared for and trained. The purpose of the parental school is to provide surroundings and training for misdemeanants committed to the school through the agency of the Juvenile Court, which will put boys in the way of forming good habits and becoming good citizens.

A school for the deaf, where children unable to hear and speak are taught, and a school for stammerers where stammering speech is corrected are also maintained. Recently other special schools for mentally deficient children, and ungraded classes for backward pupils have been established.

The schools are conducted with a view to serving as well as possible the best interests of all who come within the field of public school education.

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