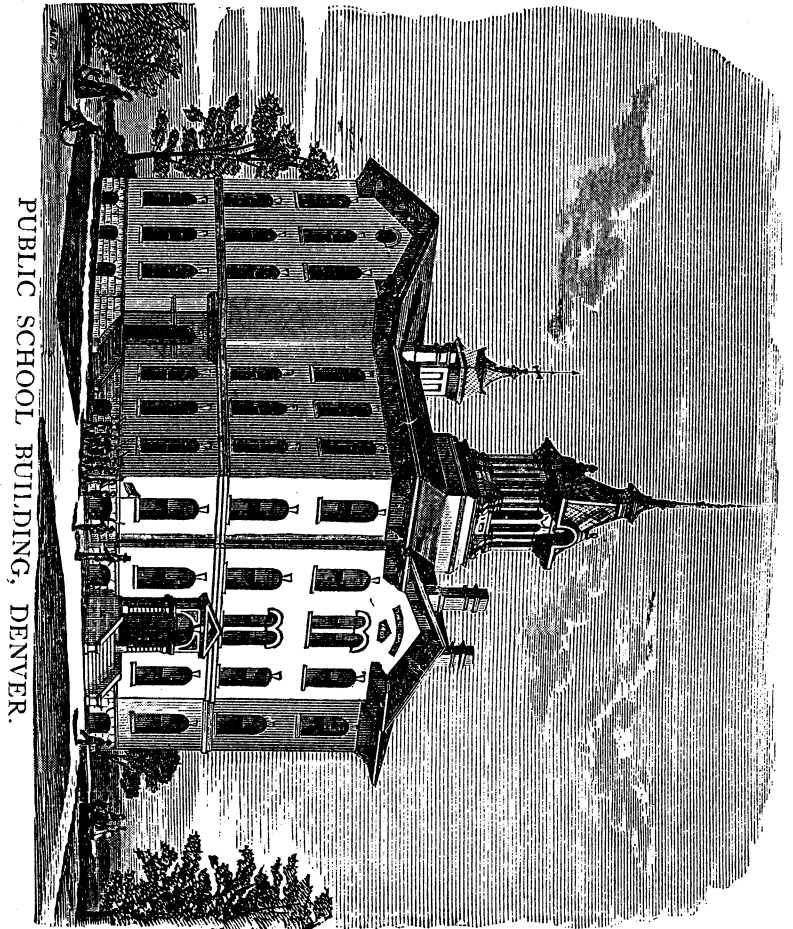


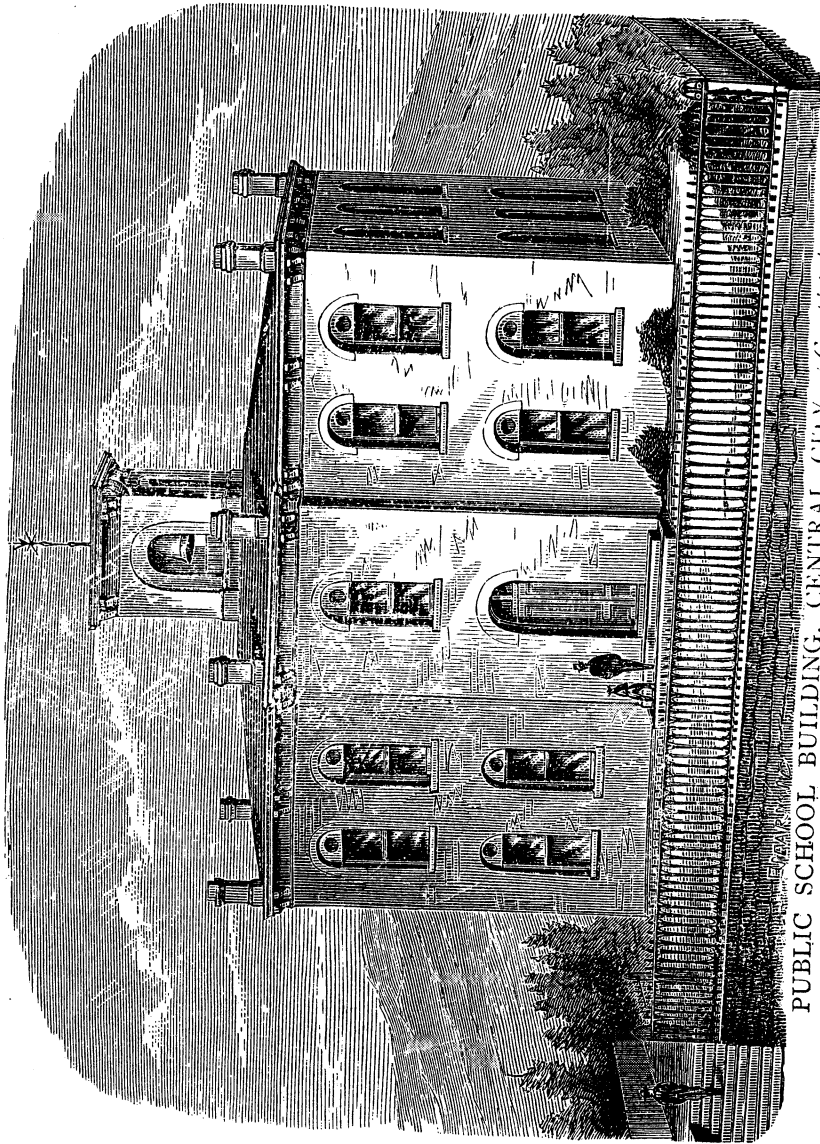
FIRST
BIENNIAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION,
OF THE
TERRITORY OF COLORADO,
FOR THE
SCHOOL YEARS ENDING SEPTEMBER 30, 1870, AND SEPTEMBER 30, 1871.

PRINTED BY AUTHORITY.

CENTRAL CITY:
D. C. COLLIER, PRINTER, REGISTER OFFICE.
1872.

This building is being erected by School District No. 1, Denver.
Estimated cost, \$50,000. It will be completed within the year 1872,
and will accommodate about five hundred pupils.





PUBLIC SCHOOL BUILDING, CENTRAL CITY, (Completed, 1870.)

This building is of granite and massive in its style. It will readily accommodate two hundred and fifty pupils. It is divided into four school rooms, with fifteen feet ceilings, has the best cherry and iron furniture made in the United States, a six hundred dollar piano, black-boards extending around each room, outline maps, philosophical apparatus, &c. The earth-closets and other outside fixtures are superior to any elsewhere in the West. The engraving falls far below doing justice to the building.

REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION,

FOR THE FISCAL YEARS 1870-1.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Denver, Colorado, December 20th, 1871. }

To His Excellency, Edward M. McCook, Governor of Colorado:

Sir: In compliance with law, I have the honor herewith to transmit to Your Excellency the First Biennial Report of the Superintendent of Public Instruction, of the condition and progress of the Public Schools of the Territory of Colorado, for the school years ending September 30th, 1870, and September 30th, 1871.

Very respectfully,

Your obedient servant,

W. C. LOTHROP,
Superintendent of Public Instruction.

REPORT.

At the last session of the Legislative Assembly a law was passed creating the office of Superintendent of public instruction. Under the law previously in force the Territorial Treasurer was ex-officio Superintendent of the schools of the Territory, and for his services in the school department received a salary of one hundred dollars per annum. It could not, therefore, be expected that he would devote much time to educational matters.

Upon assuming the duties of the office, I found very few record books, and no complete reports from the several County Superintendents. As the new law provided for no detailed statistical report until November 1st, 1870, I obtained what information I could by means of informal reports from the County Superintendents. Some of these officers promptly responded, and seemed anxious in every way to facilitate my efforts to obtain full information relative to our educational interests; but I regret to say, that from some of the counties it was difficult to secure a report of any kind.

When the November reports were due, an effort was made to have them promptly forwarded, and here, again, I was met with delay on the part of the County Superintendents; from some of the counties, the reports not being received until January 1871, fully three months late. It is, however, encouraging that the reports due November 1st, 1870, have, in most in-

stances, been more promptly transmitted, and I am, therefore, enabled to present a more complete statement of statistics, but I would urge upon County Superintendents the importance of forwarding their reports to this office by the time fixed by law, as when they are not received until within a few days of the time at which the report of the Territorial Superintendent of Public Instruction is required, it is difficult to embody all their statements and suggestions in the biennial report. It will be gratifying to every friend of our common schools to know that during the past year especially, the sentiment of the people in favor of schools, has improved in a remarkable manner; that in districts where formerly little care was taken whether or not schools were maintained, the citizens are now anxious that schools should be held as many months as possible during the year.

COUNTY SUPERINTENDENTS.

The County Superintendent sustains the same relation to the school system in his county, that the Superintendent of Public Instruction does to the system in the entire Territory, and should be vigilant and active in his efforts for the advancement of the cause of education. It is a wise provision of our school laws creating the office of County Superintendent, and can not be dispensed with. When only persons well qualified are elected to the office, it will do more than any other agency to make our schools what they should be. Through the influence of the County Superintendents, better teachers will be employed, schools more properly graded, the course of study improved, teachers' institutes established, school houses built and furnished as they should be, the public sentiment awakened and moved in the right direction, in short, the entire Territory revolutionized in respect to educational affairs.

TEACHERS.

No profession is more honorable than that of the teacher. Having the care of the pupil during childhood and youth, the teacher moulds the man. A shrewd philosopher said, "Give me the first seven years training of a child, and who will may have him afterward." Early impressions are the most lasting. It is difficult, as all know, to change in after life, habits that have become firmly fixed in childhood. How necessary then, that we have the best qualified teachers for our primary schools.

An experienced educator has remarked, "If utter inexperience or desperate mediocrity must sit in the teacher's desk, let it be anywhere, everywhere save in the primary school: for anywhere, everywhere else will its ability to do irreparable mischief be less." Unless the foundation is carefully laid, the superstructure may fall, and if the training in the primary school be defective, no amount of care afterward can wholly remedy it. Whilst it is important that the higher grades be supplied with competent instructors, special care should be exercised in the employment of well-qualified teachers for the primary departments.

The highest discretion should be used in the employment of a teacher for any position. It is a popular fallacy to suppose that any one who is a fair scholar can teach school, especially does this false notion prevail in regard to schools composed of small children. At an examination of teachers in Arapahoe County during the past year an applicant for a certificate remarked to the County Superintendent: "I dont see but you ask as hard questions as they do in the States." The superintendent replied, "Can you give any good reason why the youth of Colorado should not be as well taught as those in the States?" Let me here suggest to county superintendents the necessity for great care in the examination of teachers and discrimination in issuing certificates of qualification. Under our law no

teacher can be legally employed, or receive any portion of the public school funds without possessing the county superintendent's certificate of qualification. To county superintendents then, must we look for the means of preventing the employment of incompetent teachers. I would recommend that, so far as practicable, the answers to the questions at the examination be in writing. By this means the applicant's proficiency in spelling and punctuation is thoroughly tested, and the candidate is less affected by embarrassment.

The following list of questions which I used at an examination of teachers in Arapahoe County in July last, is given simply as suggestive of a class of questions which should be prepared by each county superintendent. My object in giving the list is to secure greater uniformity in the manner of conducting the examination of teachers throughout the Territory:

GENERAL DIRECTIONS.

Take TIME to do YOURSELF justice. Write your name on the top of your paper. Number answers to correspond to questions. If unable to answer a question, write "not answered." Omissions are regarded as failures. In estimating a paper the general appearance as well as correctness is considered. In Arithmetical problems give the whole solution on the paper. Applicants should occupy individual seats. Communicating, or looking over the papers of others, insures failure.

1. How long have you taught; in what kind of schools, and where?
2. To what extent do you permit communication between pupils during study hours; and what means do you take to preserve order?
3. Give your opinion respecting the use of corporal punishment in schools.
4. Prescribe a course of study for a pupil, beginning at the age of seven years and continuing for a period of eight years.
5. By what method would you teach beginners to read?
6. $\frac{(2 \text{ plus } 1-5) \div (3 \text{ plus } 1-7)}{(2 - 1-3) \times (4 - 3 \text{ } 1-7)}$ What?
7. A man was offered \$1,122 for a house, in cash, or \$1,221 in ten months, without interest. He chose the latter. How much did he lose, supposing he discounted the note at 12 per cent per annum; how long must the proceeds of the note be invested, at 6 per cent per annum, that the interest thereon may equal this loss?
8. A man has a bin 7 ft long by $2\frac{1}{2}$ ft wide, and 2 ft deep, which contains 28 bu. of corn; how deep must he make another, which is to be 18 ft. long, by $22\frac{1}{2}$ inches wide in order that it shall contain 120 bu.?
The above example to be solved by proportion.

9. Find the side of a cubical tank to hold 4,725 gallons of water.
10. Reduce 4-5 to a decimal and divide by .00002.
11. A, owning 60 per cent of a ship, sells 7 1-2 per cent of his share for \$2,500. What is the ship worth?
12. Find the least number which, divided by 3, 7, 11 and 21, leaves a remainder of 2 each time.
13. Name and define the parts of speech.
14. Give the plurals of penny, cupful, knight-templar, bandit, milk, news, datum, vortex, canto.
15. Correct, if wrong, and analyze the following sentence: Parse the nouns and verbs, and compare the adjectives.
"Living with him several years, I think I know what made him crazy."
16. Define syncope, apocope, ellipsis and hyperbole.
N. B. Let the answer to No. 17 be a sample of your penmanship.
17. Make a proper use of capitals, arrange into verse, and punctuate the following: she continued moreover it is written that my race hewed ammon hip and thigh from arer on arnon unto minnith here her face glowed as i looked at her tennyson
18. Define letter, syllable, word, prefix, and suffix.
19. Spell reseved, deferred, hemoraj, dispelling, changeable, rekonoytring, lettis parlement, neese, vikount.
20. Define equator, earth's axis, parallels, meridians.
21. Name the zones, giving their respective location and width.
22. Name and locate, in order of size, the largest five cities in the world.
23. Name, in the order of their location, the States that border on the Atlantic, Gulf of Mexico and Pacific.
24. Why do different places on the Earth's surface differ in time: What point has the earlier or later time: and how do you compute the difference of time?
25. What are the departments of the U. S. Government and their respective powers?
26. Name the Cabinet offices.
27. Give the manner of electing the President of the U. S.
28. How many members of Congress has each State?
29. Give the respective dates of the landing of the Pilgrims; the discovery of America; the adoption of the Federal Constitution; the commencement of the Mexican war; the commencement and ending of the late Rebellion.
30. Who was President of the Convention that framed the Constitution of the U. S. Who drafted the Declaration of Independence?

In order that our schools may have none but the best qualified teachers, the county superintendents must have the cordial co-operation of the members of the district boards. Scholarship and character are not the only necessary qualifications, aptness to teach and ability to govern should be included, and it is next to impossible for the examiner to determine their possession; the true test is the school room, and if these qualities fail to be developed there, the directors should never hesitate to discharge the teacher. If a teacher fails to give satisfaction on a fair trial, he has no reason for complaint if his services are dispensed with. A great obstacle to the success of our public schools is the frequent change of teachers, and this, in most instances, is attributable to want of sufficient compensation. District officers too frequently employ teachers of mediocre qualifications, who, "work cheap," that thereby the current expenses may be lessened, and they be enabled to continue the school for a longer term. But it is far better that the school be taught but three months by a first class teacher, than six months by one unfitted for the position. As a rule, good teachers do not receive a sufficient salary. They seldom if ever realize as much for the same amount of labor as do persons in other professions. "Rigid economy" is not parsimony: a mere saving of money is not economy, where there is a proportionate loss of something of greater value. A banker or merchant does not employ the clerk that will work for the least salary, but the one who can perform the most labor to the greatest advantage. Let us resolve to pay our teachers liberally and then demand good service in return. We want no teachers who only open the book to see that the pupil recites the words correctly, and when the school is closed dismiss the subject until the next morning. We should insist upon a thorough knowledge of the subject to be taught, with daily preparation and well arranged plans for presenting it to the pupil.

SCHOOL GOVERNMENT AND CORPORAL PUNISHMENT.

A system of government that insures good order, is absolutely necessary to success in the school room. Obedience and attention should be insisted upon in all the departments from the primary to the high school, and no less in the former than in the latter. The teacher should first learn to govern himself, he will then have less difficulty in governing his pupils. His authority should be firmly maintained at all times, and by whatever legitimate means are the most effectual. An appeal to the better nature should, in every case, be first thoroughly tried, and severer methods resorted to only in case of necessity. Whilst I believe that corporal punishment may, in the great majority of cases be avoided, yet I can not fully coincide with those who insist upon its entire abolition. "Moral suasion," unsupported by force, is in some extreme cases of as little avail in the government of the school room as in the government of the Republic. The argument in favor of corporal punishment is thus forcibly stated by a leading educator, and is certainly worthy the careful consideration of parents, teachers and school officers.

"This very difficult question merits the closest attention, is full of practical puzzles, and cannot be disposed of lightly, whatever the conclusions arrived at may be.

"As a fact, a school from time to time, receives all the evil of the worst homes, as well as all the good of the best. What is to be done with it? The boys are sent to be trained; the angelic theory obviously will not work. The easy way of getting rid of the difficulty is to cut the Gordian knot, and dismiss a boy directly, as soon as he gives real trouble. But if this is done, what becomes of the training? Clearly, the boys who are dismissed are not trained; neither are those who stay behind; for is this summary process likely to have a good effect, when they see every difficult case got rid of instead of con-

quered? No boy ought to be dismissed from school until he has given cause for judging that the school power and influence will not reclaim him. The school is a little world of training, because good and evil are in their proper positions in it; good encouraged and predominant, evil discouraged and being conquered; not because evil is rudely pitchforked out of it. This if hastily done destroys the true training power. There is no doubt that the getting rid of a bad boy at once, without trying to train and reclaim him, saves masters a great deal of anxiety and a great deal of loss. If masters consulted their immediate worldly interests, they would get rid of a bad boy at the first opportunity. It is not right in a master to escape from difficulty in this way. And it is a greivous injury to the boy, if dismissal carries with it the disgrace it now does, a greivous wrong to schools, if an abuse of this power makes it cease to be terrible. There would still remain the question where the dismissed are to go, and what place is to receive them, if the practice becomes common. How, then, is punishment to be inflicted? The efficacy of all punishment depends, first, on the certainty of its being inflicted; secondly, on its being speedy. Severity is quite a minor point, and may be very much disregarded in considering the main question. The deterring effect of punishment is by no means proportionate to its cruelty.

“Certainty of punishment is the first necessity. A good master does not require to be severe, because he is certain.

“But certainty is not all; quickness of punishment is equally necessary. Cruel and lasting punishment hardens instead of training or reforming its victims, without in any way benefiting society, or deterring others. It is essential that punishment should be certain, speedy, and sharp; not cruel or lasting; for, however cruel or lasting the punishment will be when it comes, if it does not come quickly, a very slight temptation will, in many cases, entirely overbear all the remoter consequences.

“Now school punishment is not vengeance. Its object is training; first of all, the training of the wrong-doer; next, the training of the other boys by his example; both he and others are to be deterred from committing the offense again. Hence, if training is indeed the object, no *useless* punishment should be inflicted; that is, no punishment which shall not have something in it beneficial in the doing.

“All work-punishments with an obstinate boy soon accumulate and clog the wheels till every thing comes to a dead-lock; the victim cannot do the accumulated heap; but if he does not do it, he is conqueror, and has baffled the master. Thus the range of work-punishments is narrow, and their power is soon exhausted in difficult cases. Depriving a boy of part of his play-time is of some use, but health again prevents this being pressed far. For the same reason depriving a boy of food, or putting him in solitary confinement, are both out of the question. Very heavy punishment, however, can be inflicted in a good school by taking away the privileges and liberties of the offenders. Any one who studies the question will find the range of good punishments is exceedingly limited.

“The faults which principally call for the rod, are discipline faults and willful faults. For instance when a boy persists in coming late to school; when a boy is impertinent; when a boy, by willful idleness, accumulates book-punishments until the work comes to a dead-lock. These and similar cases require the rod. The more so, as they are entirely in a boy's own power, and no one need incur the penalty unless he chooses. Thus whether flogging is degrading or not, confining the punishment to voluntary and repeated offenses, removes any reasonable objection to it, for it becomes a boy's own choice; whilst offenses of this sort require a sharp and speedy corrective, as the temptations are constant and sometimes so strong as to be painful to resist, and a little counterpain acts as a very salutary check. That

there is a sensitiveness about being whipped is certain, but it is bodily, not mental pain which causes it, unless it is administered on wrong principles and in a capricious way. Abstract pain, and boys would not be troubled by the imaginary disgrace. If the real disgrace of shameful idleness, or carelessness, or repeated disobedience is despised, the imaginary disgrace of a flogging will matter little. The *theory* always imagines a sensitive, innocent, unlucky boy flogged, but the *fact* presents an impudent, idle, or guilty boy who has despised warning, as being flogged. All the evil of homes comes into schools, as well as the good; school life is real, earnest work both for masters and boys, and not a matter of rose-water theories; at one time or another, every evil that boys can do will have to be faced by the masters, and every temptation that boy-life is subject to, faced by the boys. This requires a strong government.

“Moreover, one of the advantages of school is, that a boy finds himself there in a world of law and order, and constitutional rights and penalties, whilst still surrounded by friendly and loving influences; instead of under a despotic will as at home, however sweetened by love, and indeed identical with it. He will have in after life to live by law; it is good that he should do so early, and not expect to find every thing free from discipline or hardship even. How much bitterness would be saved if the vagaries of undisciplined nature, which few neighborhoods are without, had been checked in boyhood, when law could be applied to such childish ebullitions. Spoilt children of mature years are like grit in the wheels, both in society and in public life.

“In a matter of punishment, practice brings to light that the choice of wise and effective punishment is very limited; whilst serious mental mistraining may easily be brought about unawares by bad punishments, which produce habits of slo-

only work and haste, and distaste for writing and reading. At all events exceeding waste of time is often the result, though the main object in life is to learn never to waste time. All this takes place, because men are seeking to avoid a phantom, dressed up by popular opinion to be knocked down and abused.

“Grave professional questions are sure to be full of practical difficulties, requiring experience and knowledge to estimate and deal with them. Indeed, most frequently, in actual life and practice, there is no actual good possible; a choice of the least evil is the only thing open for the wise man to make.”

TRUANCY AND TARDINESS.

A want of regular attendance is a great hindrance to the success of our schools. If parents could be sufficiently interested in the education of their children to see the absolute necessity of their regular attendance at school, it would be great vantage ground gained. Absence is not only a detriment to the absentee, but to his whole class, in waiting for the lost lesson to be “made up.” Since this is a matter of so much importance, no pupil should ever be detained from school for any but the best of reasons. “Work at the ranch,” or “an errand downtown,” however necessary, are not worthy of being compared with the higher work of the child’s mental discipline.

Tardiness, also is an evil, the magnitude of which is seldom realized by parents. The habits it begets in the scholar will work to his disadvantage in the business of life, and the annoyance to the school is more serious than is commonly supposed. I would earnestly call the attention of parents to this subject, because with them, in a great measure, lies the remedy. The teacher has also a duty to perform in this direction, and should himself be punctual at his post several minutes before the time for opening school, and should use his best tact and energies in exciting an ambition to keep the “tardy and absent roll” blank.

Teachers, district officers, county superintendents, and all who frequently visit our schools, know to what an extent these evils prevail, and how fatal to the highest success is their influence. The teacher can not feel that interest in a pupil who is present only occasionally, which he does in one who is punctual and regular in attendance, and from this irregularity on the part of the pupil, often arises the charge of the teacher's partiality. If parents desire their children to become prompt in the performance of the duties of life, they must commence early, and rigidly train them in the formation of habits of punctuality and regularity. Few parents would think of sending such trivial excuses to the employer at the store or work-shop, were the child engaged there, as are daily presented to the teachers in our public schools.

MORAL TRAINING.

The moral, social and physical culture of the pupils is of no less importance than their mental discipline. If the teacher only regards the intellectual progress of the boy, with no thought or care for his moral advancement, that boy's school life will be more detrimental than beneficial to society. Intellectual culture will avail but little in the true development of the mind, unless it be accompanied by moral training. The human faculties all act in harmony, each is a help to the other, and that is the noblest manhood whose powers have all received their appropriate culture. Mental power uncontrolled by moral, is only a positive evil force. Moral training is an appropriate and important part of the teacher's work, and no one should be employed as the instructor of youth, whose character is not above reproach. One whose habits are all correct and who has carefully studied the laws of the human mind will know how to accomplish this great work. It may often be done incidentally while the teacher is performing his ordi-

nary school duties. An appeal to the sense of honor and truthfulness in the pupil is not only an essential aid in the government of the school, but a means of cultivating his higher nature.

Moral precepts can be inculcated without teaching religious dogmas, and as all contribute to the common school fund, no sectarian views should be advanced by the teacher. The parents' cordial co-operation is required in this, as in all other matters pertaining to the school, and but little good can be accomplished without it. Let parents and teachers, then, unite in this great work.

TEACHERS' INSTITUTES.

There should be a constant effort on the part of the teachers to improve themselves and become acquainted with the best methods of teaching. Perhaps this object cannot be better accomplished than by regularly holding teachers' institutes, at such places and times as will afford the best opportunity for the largest attendance. These institutes have proved a source of great good in the States, to those who took a live interest in their proceedings and doubtless, could, if rightly conducted, be made an efficient means in our Territory of preparing teachers the better to perform their responsible duties. They in part, supply the place of a Normal School, an institution which it is to earnestly hoped will be one among the many evidences of our prosperity.

Successful institutes have been held in Arapahoe and Boulder counties, and I hope the County Superintendents will take measures to establish institutes in all the counties.

TEXT BOOKS.

Uniformity of text-books is of great importance in a system of public free schools. Frequent changes should be avoided,

if possible, and when a change is made it should be well considered. In the absence of any provisions of law authorizing the Superintendent of Public Instruction to enforce the introduction of a uniform series of text-books, I have not thought it advisable to recommend a special list of books, though I have been called upon by persistent agents and book-sellers, and importuned to recommend their publications for use in the schools of the Territory. One evil which entails great expense upon the parent, is the multiplication of so many serial books on each branch of study. Five or six serial Arithmetics, four or five Geographies and two or three Grammars, requiring the pupil to learn the same rules and principles in various "progressive" order may be of pecuniary advantage to the book-seller, but involves only a waste of time on the part of the pupils. It is the opinion of our most efficient teachers, based on experience, that, if in the primary departments, a system of oral instruction could be more generally adopted, and text-books to a great extent dispensed with, the progress of the pupils would be more rapid, and their habits of attention greatly improved. The training and experience of the teacher is the essential point; the text-book is only a matter of convenience and is of comparatively minor importance.

County Superintendents and teachers have frequently inquired "which are the best books?" When there are so many books of great excellence it is difficult to decide which are best in all respects. The worst are generally the largest and "most extended." A uniform series of text-books throughout the entire Territory is certainly desirable, but that such a series may be successfully introduced, there should be some legislation in respect to the matter.

GRADED SCHOOLS.

Proper classification is essential to profitable instruction, and, when possible, it is very desirable that schools should be graded in accordance with the qualifications of the pupils, and teachers employed for each department. It is false economy to employ one teacher and give him the charge of fifty or seventy-five unclassified pupils, to avoid the payment of the wages of a greater number of teachers. When one teacher is compelled to give instruction to pupils of all grades, from the abedarian up to those in the most advanced classes, some of them are likely to be neglected. Another mistake is made in giving the charge of the primary classes to teachers of ordinary qualifications and with but little experience. I believe it to be the almost universal testimony of educators that good primary teachers are the most needed and the most difficult to obtain.

Graded schools are in successful operation in Denver, Central, Black Hawk, and in several other towns of the Territory.

SCHOOL ARCHITECTURE.

The attention given to this subject, one having so direct a bearing in carrying out a true educational system is, in most communities, not at all commensurate with its importance. But few properly estimate the effect that the style, neatness and convenience of the school house, and the nature and arrangement of the grounds, have on the deportment and progress of the pupils. Outward surroundings have more influence on our mental activities than many suppose. If the building is dilapidated and the grounds without adornment, the pupils will fail to take that pleasure in their studies which is so necessary to success.

The appearance of the school house almost invariably indicates the state of educational interest in the district. If while the mineral, agricultural, and other material interests of the

Territory are receiving their due share of attention, in a lavish expenditure of money, the school house is only a cheap, unsightly building, innocent of paint, and generally in a marred and decayed condition, it is a sure index of the unprogressive educational sentiment of the people.

Great care should be taken in selecting a site. It should be capable of being irrigated, in order that trees and shrubbery may adorn the grounds. The site should embrace an area of not less than an acre, in the country, and in the city it should be as near that extent as circumstances will permit.

No matter what the contemplated cost of the house, a professional architect should be consulted. I do not intend to be understood as suggesting that district officers procure expensive plans, but I do suggest that they take the advice of an architect, and, perhaps, have some inexpensive plans and specifications drawn. Much attention should be given to the lighting, warming and ventilating of the building. The latter is too often sadly neglected, from a lack of thoroughly appreciating its vast importance. Fresh air is cheap and easily obtained, and since it is a fact fully established that the continual breathing of impure air is a prolific cause of dangerous pulmonary and other diseases, especially in young children, the subject of ventilation should enter into the architectural design of all school houses and other public buildings.

SCHOOL FURNITURE.

The proper furnishing of the school room with suitable seats and desks, is also of great importance. Many persons suppose that the inconvenient desks made of pine are more economical than the improved, patent furniture, manufactured in eastern cities. The best style of school furniture now on sale, is the result of careful observation of the actual wants of the school room; and if the proper authorities, in districts whose school

houses need furnishing, will be at the trouble to examine the furniture of eastern manufacturers and the price lists of the same, they will find that it is not only more elegant and convenient, but less expensive than the common pine desks and seats, that are made to order by carpenters, whose observation in regard to the appropriate style and finish of such work has been limited.

TEACHERS' AIDS AND LIBRARY.

I earnestly recommend that in all the counties where there is a sufficient number of teachers for the purpose, that associations be formed, and teachers' libraries and other aids be purchased. I think it would be advisable that the Legislature appropriate a few hundred dollars for the purchase of books of this class, to be placed in the Territorial Library. Among other good works, I would suggest the following:

Theory and Practice of Teaching,	- - - - -	Page
The Teacher and Parent,	- - - - -	Northend
American Education,	- - - - -	Mansfield
The means and ends of Universal Education,	- - - - -	Mayhew
Logic of Mathematics,	- - - - -	Davies
School Amusements,	- - - - -	Root
School Architecture,	- - - - -	Barnard
Normal Schools,	- - - - -	"
Teaching, a Science,	- - - - -	Hall
The Teacher Taught,	- - - - -	Davis
Lectures on Education,	- - - - -	Hcrace Mann
Slate and Blackboard Exercises,	- - - - -	Dr. Alcott
Universal Education,	- - - - -	Mayhew
The Teachers' Institute,	- - - - -	Fowle
Exercises for the Senses,	- - - - -	Knight
Trench, on the Study of Words,	- - - - -	
Manual of Calisthenics,	- - - - -	Dio Lewis
Herbert Spencer on Education,	- - - - -	
Kindergarten Guide,	- - - - -	
Physiology and Hygiene,	- - - - -	Dalton
Wells' Familiar Science,	- - - - -	
A Lift for the Lazy,	- - - - -	
English Synonyms,	- - - - -	Soule
Monroe's Vocal Gymnastics,	- - - - -	
Oral Training Lessons,	- - - - -	Barnard
Wickersham's Method of Instruction,	- - - - -	
" School Economy	- - - - -	
Manual of Instruction in Object Lessons,	- - - - -	Willson
Teachers' Assistant,	- - - - -	Northend
Our School House,	- - - - -	James Johannot

There is throughout the Territory also, a sad lack of the essential aids in teaching, so common in the States, such as Dictionaries, Out-line Maps, Charts, Globes, and other suitable apparatus. I would recommend the levying of a sufficient tax by the several districts, to purchase these necessary aids for every school room.

COMPULSORY EDUCATION.

It is a lamentable fact, that so large a proportion of persons of school age fail to reap the highest advantages of our public schools, and grow up in comparative ignorance. Compulsory education is commended by many of the leading educators, as the only practicable remedy for this defect in the American system of instruction. The want of school rooms sufficient to accommodate all, is one great obstacle in this Territory, but that is being gradually overcome. When sufficient accommodations are provided, it may then be necessary to pass laws compelling all persons of school age to attend school some portion of each year; but as great differences of opinion exist upon this subject, I deem it one worthy the careful attention of educators and legislators.

SCHOOL VISITATION.

Nothing so encourages both the teachers and pupils as the frequent visitation of the school by the parents. If they see that an interest is taken in their work, they will endeavor to make it worthy of notice. School officers, County Superintendents, and members of district boards are too frequently remiss in their duty in this respect. Unless we have strict supervision we cannot expect great advancement in our schools. No other agency will so readily and certainly secure the services of good teachers. When the work of inspection is thorough and systematic, incompetent teachers soon see that their

services are not in demand, and competent teachers will be encouraged to teach to the best of their ability. There is an urgent necessity that parents should more frequently visit the public schools, and that County Superintendents and members of the district boards should make their own supervision more complete. The seeming indifference on the part of parents relative to the education of their children is the great obstacle in the attainment of the highest results in our system of education. When parents care little what, or by whom their children are taught, scholars become careless, and teachers are only anxious that their salaries be paid promptly, and fail to measure their success by the advancement of their pupils.

POLITICS IN THE SCHOOLS.

I am glad to be able to say that the schools of this Territory are not "run" as political machines, although our manner of electing school officers makes them, to some extent, dependent upon political parties; but, in many instances the names of the school boards are selected from both political parties, and but one ticket is submitted for the votes of the people, political and sectarian prejudices being laid aside for the common good.

CHANGES IN THE LAW.

Changes in our school laws should be as infrequent as possible. Whenever material changes are made, several years will elapse before all who have duties prescribed, will thoroughly learn them. Changes in modes of administration are undesirable, it is better to submit to some imperfections than to introduce needless alterations. As a whole, I consider our school law a good one, and as affording an excellent basis for a complete system for the management of our public schools. When our present law was pending for adoption, its friends were unable, for want of time, to mature and introduce amendments

that, from examination were regarded as necessary.

Among the amendments suggested by further experience, I would mention the following:

First, Some penalty for failure of County Commissioners to levy a school tax.

Second, Apportionment of the school fund in accordance with the actual attendance at school, instead of in accordance with the enumeration.

Third, A provision authorizing the Territorial Superintendent of Public Instruction to appoint County Superintendents when the County Commissioners fail to fill any vacancy in that office that may occur.

Fourth, Changing the time of election of district officers from May to October.

Fifth, Provision for the election of boards of education in cities and towns, giving to the municipal authorities in said cities and towns the power to levy a tax for school purposes. To show the necessity for this change I would refer to the case of district No. 1, in Arapahoe County, comprising East Denver. This district pays about seventy-six per cent. of the school tax of the county and receives under the apportionment of the County Superintendent about fifty-six per cent. of the school tax, thereby paying over thirty-five per cent. more tax than is received for disbursement in the district. As both East and West Denver sustain large graded schools the expense of maintaining the schools in these districts is much greater than in the country districts.

Sixth, The granting of graded certificates by a Territorial Board of Examiners appointed expressly for this purpose, by the Territorial Superintendent of Public Instruction, valid throughout the Territory for a period not longer than three years.

The importance of the last provision will appear obvious to all who have experienced the annoyance of being compelled to submit to an examination in a different county from the one in which they have just obtained a certificate. It is often inconvenient for teachers to obtain such an examination before commencing their schools, as the public examinations by County Superintendents are usually held quarterly. The objection to a private examination is, the needless expense it incurs to the teacher, and the failure to create the same interest in thoroughness of preparation in the branches taught, methods of teaching, and in the general management of schools, as is secured by public examination if rightly conducted. Moreover, a Territorial board of examiners would not be likely to grant a certificate to any one not fully competent to instruct; and being composed of a number of practical teachers, as it should be, would be more likely to test the candidate's efficiency, not only as to scholarship, but also as to his ability to govern a school, than a single examiner, however competent. It would also obviate the unreasonable, as well as unpleasant necessity of a thoroughly efficient and experienced teacher who wishes to change his location to another county, of again submitting to an examination, and sometimes by a person less competent than himself.

GOOD PUBLIC SCHOOLS A NECESSITY.

No one familiar with the history of our Republic can doubt that the free school system is the safeguard of our liberties. There is no subject relating to the prosperity and improvement of a community, which more imperatively demands the services of all good and true citizens in its behalf, than that of the education of all classes. The common school is the child's republic, all classes are here, as in after life, thrown together, they see each other's good and evil, and must learn to respect each other's rights, to manage and conciliate amid this daily

conflict; and thus develop a character for practical sagacity, charity, forbearance, tact and firmness. Let our public schools provide ample opportunity for thorough preparation for college as well as education for the abedarian, and our citizens will not then be compelled to appropriate such a large portion of their income for the support of private schools.

Good schools will attract families of wealth and culture to our flourishing Territory; but if for the sake of what by some is deemed economy, we content ourselves with cheap school houses, cheap teachers, and short terms, our educational status will be a serious objection to our Territory in the minds of the better class of those looking to this country for future homes, and our reputation for enterprise and social advancement, will not be very enviable. "If we do not secure education and morality, the only alternative is ignorance with its legitimate fruits of vice, crime, and pauperism." "General education increases the value of all property and promotes its security." "Taxes raised for the purpose of education are like vapors which rise only to descend again in fertilizing showers, to bless and beautify the land."

We are willing to vote bonds and taxes for railroads, because we expect they will increase our prosperity, and induce men of wealth and enterprise to become citizens of our Territory, but we are frequently too willing to levy small taxes for the support of schools. This is "penny wise and pound foolish;" nothing is so ruinous to a town or state as a penurious policy in regard to schools. "The recent census shows that in the older States during the last ten years, those towns have grown most which have been most liberal in the support of common schools."

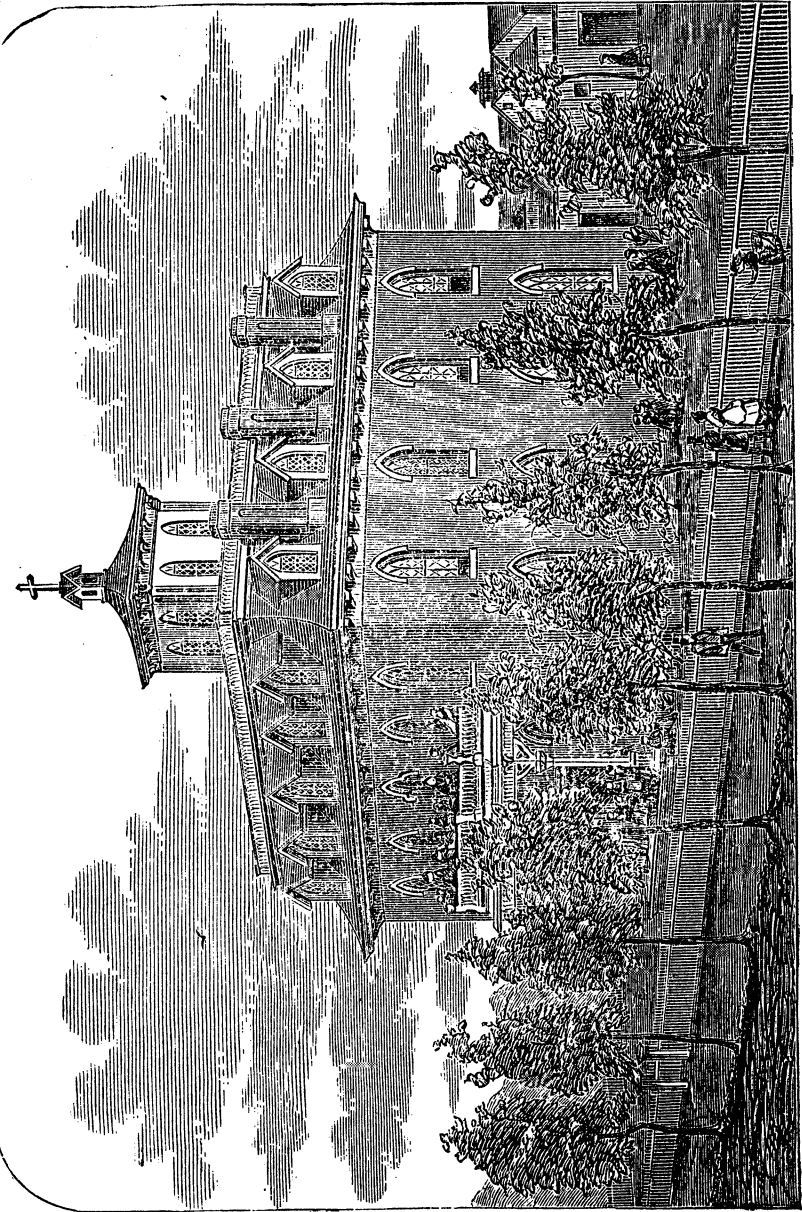
CONCLUSION.

Appended will be found the educational statistics of the Territory, for the school years ending September 30, 1870, and September 30, 1871, together with the remarks of County Superintendents and others interested in educational matters, presenting a full exhibit of the state of education in Colorado. For a statement in detail of the condition of the public schools in the several counties, I would refer to the reports of the County Superintendents.

In reviewing the work of the past two years I find much that needs yet to be accomplished, and whatever improvements I have been able to introduce are, to a great extent due to the cordial co-operation of the intelligent classes, and the active sympathy of teachers and school officers; and we may reasonably hope that in the future, similar progressive measures, supported by the friends of education and wise legislation, will witness yet higher results.

Knowledge as well as wealth is power, and as our wealth as a Territory is rapidly increasing, we require the conservative force of popular education to regulate that power.

W. C. LOTHROP,
Superintendent of Public Instruction.



WOLFE HALL, DENVER.

STATISTICAL TABLES.

STATISTICAL TABLES.

TABLE NO. 1.

Showing the number of persons of School age.

COUNTY.	No. of white persons between 5 and 21 years of age.		No. of colored persons bet. 5 and 21 years of age.		Whole No. of persons bet. 5 and 21 years of age.		Total.					
	1870	1871	1870	1871	1870	1871	1870	1871				
Arapahoe,	592	621	32	32	31	34	624	653	695	731	1277	1426
Bent,	10	11	2	1	1	2	12	12	42	33	24	76
Boulder,	318	291					318	291	412	362	609	774
Clear Creek	179	109	2	4	5	2	181	113	179	131	294	310
Conchos,												
Costilla,												
Douglas,	105	92					105	92	194	145	197	339
El Paso,	165	136	2		6	3	167	136	190	159	303	349
Fremont,	156	143	1		2		157	143	206	212	300	418
Giipin,	410	378	4	13	2	13	414	391	387	415	805	802
Greenwood	27	31	4	5	3	3	31	36	13	14	67	27
Huertano,	202	207	1		1		203	207	187	142	410	329
Jefferson,	374	319				1	374	319	422	389	693	811
Lake,	64	49					64	49			113	
Larimer,	107	96				2	107	96	156	78	203	234
Las Animas	125	134					125	154	149	150	259	299
Park,									60	52	112	
Pueblo,	250	227	1	4	13	13	251	231	355	310	482	665
Saguache,									46	37	83	
Summit,												
Weld,	209	171	1				210	171	336	353	381	689
Total,	3293	3015	50	59	62	73	3343	3074	4029	3713	6417	7742

TABLE NO. 4.

Showing the average number of days school has been taught in each county; average cost of tuition for each pupil per month; aggregate amount paid teachers, and number of volumes in school library.

COUNTY.	Average Number of days school has been taught.		Average cost of tuition for each pupil per month.		Aggregate amount paid Teachers.		Number of Volumes in School Library.	
	1870	1871	1870	1871	1870	1871	1870	1871
	Arapahoe,	160	128	\$3 00	\$ 4 70	\$10,013 23	\$10,662 37	500
Bent,	40	113	4 61	4 03	120 00	975 00	20	20
Boulder,	105	112	2 33	1 78	3,411 50	4,600 73		
Clear Creek,	71	97	4 04	2 61	2,463 52	3,169 50		
Conejos,								
Costilla,	50	70	5 22	3 47	938 67	624 60		
Douglas,	71	87	2 89	3 22	1,058 00	1,228 75		
El Paso,	47	108	4 41	2 03	1,847 58	1,644 80		
Fremont,	152	132	2 02	4 54	8,009 88	4,974 94	60	60
Gilpin,		112		8 53	900 00	900 00		
Greenwood,	26	54	3 98	2 13	920 00	523 50		
Huerfano,	92	137	3 01	3 49	4,264 28	4,121 25	72	72
Jefferson,	71		5 15		1,137 50	1,590 00		
Lake,	105	75	3 10	4 24	1,140 00	1,000 00		
Larimer,	130	54	1 41	1 35	586 69	840 35		
Las Animas,		82		2 50				
Park,	106	106	2 67	4 55	1,435 72	3,215 00		
Pueblo,		73		5 50		584 17		
Saguache,								
Summit,	64	133	6 60	3 61	1902 00	3,495 00	132	132
Weld,	86	92	\$3 63	\$3 66	\$39,248 49	\$44,148 96		652

TABLE NO. 5.

Showing number and value of School Houses and of what material constructed.

COUNTY.	Number of School Houses and of what constructed.						Value of School Houses.					
	1870.			1871.			1870.	1871.				
	Brick.	Stone.	Frame.	Log.	Adobe.	Brick.	Stone.	Frame.	Log.	Adobe.		
Arapahoe,	1		5	3		1		6	2	1	\$7,125 00	\$8,841 00
Bent,					1							400 00
Boulder,	1		9			1		9	1		8,375 00	7,600 00
Clear Creek,			1					1			3,000 00	2,500 00
Conejos,												
Costilla,												
Douglas,			1	5				2	6	1	840 00	967 00
El Paso,			1	2				3	2	1	200 00	2,220 00
Fremont,			2	2				1	3		770 00	1,250 00
Gilpin,			3					3			33,800 00	37,600 00
Greenwood,			1					1			400 00	400 00
Huerfano,	2		7	2		2		8	2		450 00	450 00
Jefferson,			2	2				4	2		4,946 55	7,172 55
Lake,									3		200 00	200 00
Larimer,											2,900 00	5,775 50
Las Animas,												200 00
Park,											1,025 00	5,023 00
Pueblo,												
Saguache,												
Summit,	4	2	36	21	5	4	4	41	25	6	2,075 00	1,975 00
Weld,											\$66,106 55	\$82,574 05

TABLE NO. 6.

Showing rate of School Tax levied by the County Commissioners. Amount of School Tax levied by the County Commissioners.— Amount of School Tax collected by County Treasurers and paid to County Superintendents. Amount raised by taxation in the Districts.

COUNTY.	Rate of School tax levied by County Commissioners.		Amount of School tax levied by County Commissioners.		Amount of tax collected by County Treasurer and paid to County Superintendent.		Amount raised by taxation in the Districts.	
	1870.	1871.	1870.	1871.	1870.	1871.	1870.	1871.
Arapahoe,	.0025	.004	\$19,000	\$32,000	\$17,241	\$15,093	\$2,383	\$10,956
Bent,	.005	.005	1,650	1,650	1,343	1,343	308	308
Boulder,	.005	.005	4,500	6,297	3,240	2,210	3,592	2,654
Clear Creek,	.008	.003	8,115	7,072	4,224	2,785	3,787	2,654
Conejos,								
Costilla,	.003	.003	1,806	1,806	749	788	150	458
Douglas,	.005	.004	1,160	5,825	905	3,528	125	1,248
El Paso,	.005	.005	1,303	2,000	1,287	1,550	41	198
Fremont,	.002	.002	5,277	5,329	3,916	4,603	7,825	9,427
Gilpin,	.005	.005	2,225	2,202	1,751	1,524	1,758	3,239
Greenwood,	.002	.002	1,250	649	974	542		
Huerfano,	.003	.003	2,815	3,104	3,867	2,998		
Jefferson,	.005	.0045	864	1,328	780	1,037	3,081	181
Lake,								
Larimer,	.005	.002	1,550	900	1,420	865	2,105	26
Las Animas,					586	718		
Park,	.005	.005	1,250	1,250				
Pueblo,	.004	.003	3,431	3,939	2,753	3,894		
Saguache,	.003	.003	1,294	1,294				
Summit,								
Weld,	.005	.005	1,800	4,150	1,297	3,894	178	515
Total,	.0041	.0041	\$55,997	\$79,901	\$44,996	\$47,387	\$19,842	\$33,886

TABLE NO. 7.

Showing total amount of School Fund. Amount expended. Amount remaining on hand.

COUNTY.	Total amount of School Fund.		Amount expended.		Amount remaining on hand.	
	1870.	1871.	1870.	1871.	1870.	1871.
Arapahoe,	\$19,624	\$26,049	\$14,444	\$17,347	\$5,180	\$8,702
Bent,	6,833	1,343	6,634	975	199	368
Boulder,	8,012	4,871	5,575	4,832	199	386
Clear Creek,		2,785		2,785		
Conejos,						
Costilla,	899	1,246	899	1,095		151
Douglas,	1,030	4,776	1,030	3,804		972
El Paso,	1,328	1,748	1,274	1,660	53	88
Fremont,	11,742	14,032	10,140	12,300	1,601	1,732
Gilpin,	1,751	1,524	1,751	1,524		
Greenwood,	974	542	974	542		
Huerfano,	5,625	6,238	4,968	5,971	657	267
Jefferson,	780	4,119	780	3,939		179
Lake,	1,420		1,420			
Larimer,	586	865	586	840		25
Las Animas,		70		5,147	523	35
Park,	2,753	5,999	2,229	5,841		851
Pueblo,		718		17		134
Saguache,						
Summit,						
Weld,	1,476	4,409	1,052	4,042	423	54
Total,	\$64,839	\$81,274	\$53,703	\$67,395	\$11,076	\$13,879

TABLE NO. 8.

The following tables give the statistics of each county by districts, for the year ending September 30, 1871, and show the total number of persons between five and twenty-one years of age; number of public schools; total number of pupils; average attendance; number of teachers in the public schools; number of private schools; and the number of pupils attending private schools:

ARAPAHOE COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	726	2	637	320	11	6	250
2	336	1	245	93	3		
3	36	1	28	18	2		
4	17	1	17	6	1		
5	18	1	18	10	1		
6	42	1	28	15	2		
7	49	1	38	21	1		
8	37	1	31	22	1		
9	47	1	33	17	2		
10	22	1					
11	17	1					
12	20	1	9	9	1		
13	19	1	19		1		
14	25	1	25		1		
15	15						
15	1,426	15	1,128	531	26	6	250

TABLE NO. 9.

BENT COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	40	1	17	14	2		
2	16	1	16	10	1		
3	19	1	12	8	1		
3	75	3	45	32	4		

STATISTICAL TABLES.

TABLE NO. 10.

BOULDER COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	24	1	18	12	2		
2	40	1	35	17	1		
3	149	2	100	91	5		
4	70	1	58	36	2		
5	25	1	25	18	2		
6	89	1	60	22	1		
7	33	1	33	23	2		
8	58	1	44	25	1		
9	53	1	53	24	1		
10	32	1	26	16	1	1	16
11	15	1	15	12	1		
12							
13	44	1	25	16	2	1	16
14	19	1			1		
15							
16	28						
17	95						
17	774	14	486	312	22	3	32

STATISTICAL TABLES.

TABLE NO. 11.

CLEAR CREEK COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1&2	22	1	17	13	2		
3	149	2	102	71	5	1	27
4	12	1	12	9	1		
5	86	1	48	33	3		
6	41	1	28	23	2		
6	310	6	207	149	13	1	27

STATISTICAL TABLES.

TABLE NO. 12.

DOUGLAS COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	20	1	18	13	1		
2	29						
3	25						
4	25						
5	37	1	14	12	1		
6	23	1	10	8	1		
7	8						
8	33	1					
9	12	1	9	7	1		
10	49						
11	26	1	15		1		
12	6						
13	31			17	1		
14	15						
15							
15	339	6	66	57	6		

STATISTICAL TABLES.

TABLE NO. 13.

EL PASO COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	108	1	50		2		
2	36	1	22	17	1	2	40
3	32						
4			7				
5	42	1	25				
6	14						
7			10				
8	50	2	36	24	2		
9	35	1	15	9	1		
10	32	1	23	13	2		
10	349	7	188	63	8	2	40

STATISTICAL TABLES.

TABLE NO. 14.

FREMONT COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	99	1				1	15
2	29	1	29	15	1		
3	13	1					
4	26	1	15	8	1		
5							
6	24	1	12	9	1		
7	69	1	33	18	2		
8	65	1	30	20	2		
9	27						
10	48						
11	18						
12							
12	418	7	119	70	7	1	15

STATISTICAL TABLES.

TABLE NO. 15.

GILPIN COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	361	1	282	218	5		
2	180	1	126	77	2		
3	195	1	182	119	3		
4							
5	50	1	22	12	1		
6	16	1	14	12	1		
6	802	5	626	432	12		

TABLE NO. 16.

GREENWOOD COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	27	1	16	16	1		
1	27	1	16	16	1		

STATISTICAL TABLES.

TABLE NO. 17.

HUERFANO COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	61	2	24	12	2		
2	54	1	29	17	1		
3							
4							
5							
6	63						
7							
8	151						
8	329	3	53	29	3		

STATISTICAL TABLES.

TABLE NO. 18.

JEFFERSON COUNTY.

Number of Districts.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Pupils.	Number of Schools.
1	300	3	150	100	3		
2	45	1	41	21	1	2	50
3	30	1	19	15	2		
4	28	1	18	14	1		
5	50	1	23	22	1	1	23
6	47	2	36	18	2		
7	63	1	43	29	1		
8	42	1	26	14	1		
9							
10	29	2	16	10	1		
11	20	1	10	7	1		
12	37	1	29	17	1		
13	24						
14	21						
15	23	1	17	7	1		
16	32						
17	11						
18	9						
18	811	16	428	274	16	3	73

STATISTICAL TABLES.

TABLE NO. 19.

LARIMER COUNTY.

Number of District.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	16	1	6	4	1		
2	24	1	17	10	1		
3	16	1	11	8	1		
4	41	1	25	19	1		
5	65	1	55	48	1		
6	33	1	13	8	1		
7	25	1	23	17	2		
8	14	1	14	9	1		
8	234	8	164	123	9		

STATISTICAL TABLES.

TABLE NO. 20.

PARK COUNTY.

Number of Districts.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	71	1	44	32	2		
2	41	1	34	29	1		
2	112	2	78	61	3		

STATISTICAL TABLES.

TABLE NO 21.

PUEBLO COUNTY.

Number of Districts.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	238	2	103	100	2		
2	42	1	42	20	1		20
3	27	1	18		1		
4	27	1	27	24	1		
5							
6	27						
7	60	2	30	24	2		
8	45	1	6	6	1		
9							
10	11	1	3		1		
11	14	1			1	1	11
12	54	1	28	19	1		
13							
14	14	1	11	8	1		
15	26						
16	30	1					
17	50						
17	665	13	268	201	12	2	31

STATISTICAL TABLES.

TABLE NO. 22.

SAGUACHE COUNTY.

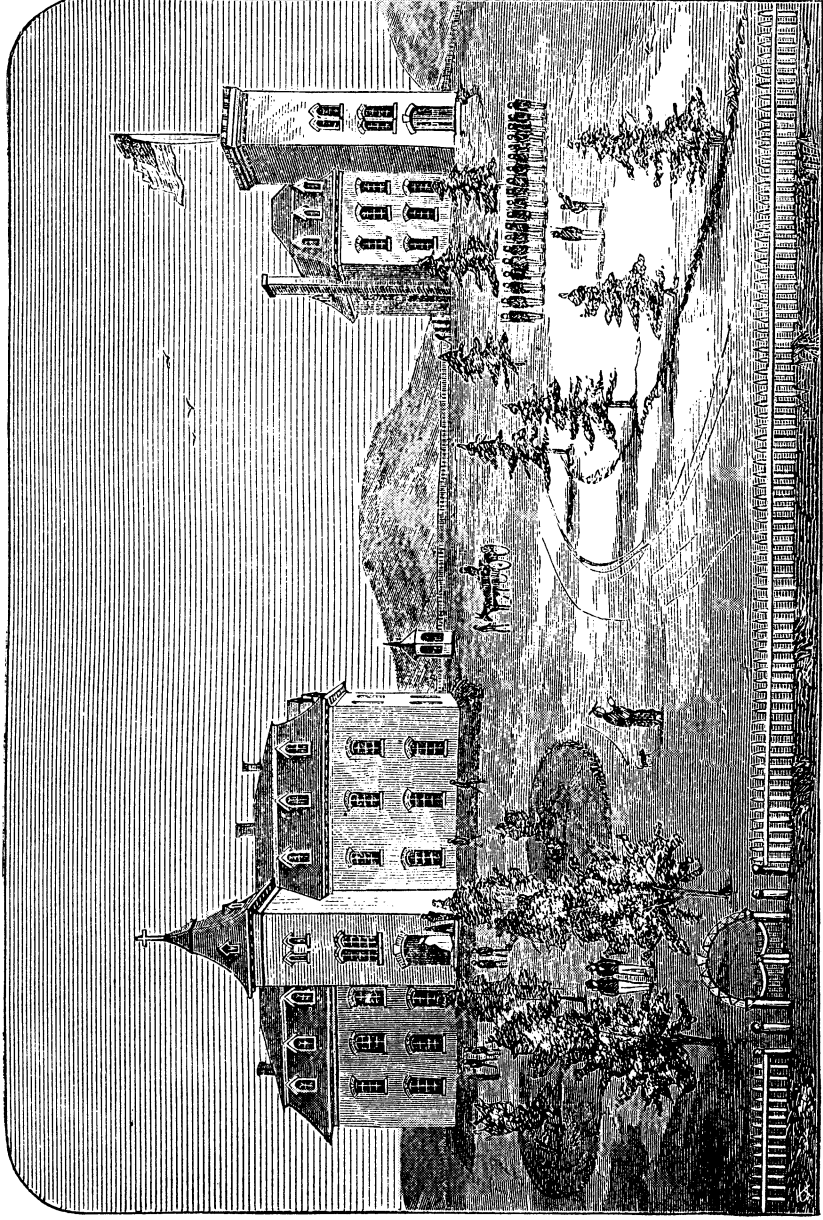
Number of Districts.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools	Number of Pupils.
1	24						
2	35	1	7		1		
3	24	1	24	10	1		
3	83	2	31	10	2		

STATISTICAL TABLES.

TABLE NO. 23.

WELD COUNTY.

Number of Districts.	Total number of persons between five and twenty-one years of age.	Number of Public Schools.	Total number of Pupils.	Average attendance.	Number of Teachers in Public Schools.	PRIVATE SCHOOLS.	
						Number of Schools.	Number of Pupils.
1	24	1	17		2		
2	22	1	14		2		
3	34						
4	7	1	9	6	1		
5	26	1	13		1		
6	330	1	154	72	3		
7							
8	26	1	20	16	2		
9							
10	15	1	11		1		
11	24	1	11	9	2	1	11
12							
13							
14	13	1	7	6	1		
15	111	1	111	75	2		
16	27						
17	30						
17	689	10	367	184	17	1	11



JARVIS HALL, GOLDEN CITY.



APPENDIX.

*Names of County Superintendents whose term of office expired
September 12, 1871.*

COUNTY.	SUPERINTENDENT.	POST OFFICE ADDRESS.
Arapahoe,	W. C. Lothrop,	Denver.
Bent,	R. M. Moore,	Las Animas City.
Boulder,	A. R. Day,	Valmont.
Clear Creek,	Wm. M. Clark,	Georgetown.
Conejos,	Frank Sager,	Loma.
Costilla,		
Douglas,	Geo. A. Lord,	Cherry Creek.
El Paso,	Robert Douglas,	Colorado City.
Fremont,	Warren R. Fowler,	Cañon City.
Gilpin,	James Mills,	Central City.
Greenwood,	Madison W. Stewart,	Kit Carson.
Huerfano,	Benjamin Doss,	St. Mary's.
Jefferson,	M. C. Kirby,	Golden City.
Lake,	James E. Cobb,	Granite.
Larimer,	James M. Smith,	Big Thompson.
Las Animas,	Jacob Beard,	Trinidad.
Park,	J. Marshal Paul,	Fairplay.
Pueblo,	John Cox,	Excelsior.
Saguache,	Willard B. Felton,	Carnero.
Summit,	Ira Clark,	Breckinridge.
Weld,	Frank E. Moyer.	Evans.

For the purpose of obtaining more satisfactory reports of the condition of the schools throughout the Territory, I addressed to each county superintendent, prior to the election in September, the following circular letter:

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION. }
Denver, Colorado, August 15th, 1871. }

Sir: Desirous of obtaining full information relative to the educational interests in the several counties of the Territory, I have to request, that, before the expiration of your present term of office, you will give me a full report for your county. I do not now desire the statistical report required by section eleven, to be returned November 1st, but an informal statement in the form of a letter, suitable for insertion in my Biennial Report. You are also requested to send a specimen list of questions, given applicants for teacher's certificate, in your county.

Very respectfully,
W. C. LOTHROP,
Superintendent of Public Instruction.

In response to the above I received the following:

BENT COUNTY.

OFFICE OF COUNTY SUPERINTENDENT OF SCHOOLS, }
Bent County, September 9th, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

Sir: I have the honor to submit the following report of the educational interests in this county. The county was formally organized in April 1870, and I was appointed County Superintendent of Schools, on the 25th of the same month. I divided the county into three school districts. No. 1, organized May 1st, 1870, and opened a school in October following. The school was continued eight months, and was well attended throughout. The other two districts manifested but little interest in the matter, and it was only after considerable urging that they were induced to organize. No. 2 organized November 5th, No. 3 December 15th, 1870. A school was opened in each of the two last mentioned districts, soon after their organization, and continued about five months in No. 2, and three months in No. 3, and were well-attended. I am pleased to note the increased interest in education in this county, within the past few months. District No. 1, has now a building for school purposes nearly finished. District No. 3 has been divided, forming a new district designated No. 4, in both of which buildings for school purposes are now in course of erection. The residents of district No. 2, are manifesting a more lively interest in school matters, and contemplate building a school house this fall.

Respectfully submitted,

R. M. MOORE,
County Superintendent of Schools, Bent County.

BOULDER COUNTY.

No report.

CLEAR CREEK COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
Georgetown, Clear Creek County, Sept. 8th, 1871. }

W. C. Lothrop Esq, Superintendent of Public Instruction :

Sir: Your communication of August 15th, requesting information relative to the educational interests of Clear Creek County, has been received. In my reply, I shall endeavor to give a brief history of my official connection with the schools of this county, with such general information as I deem to be of interest to the department.

In September 1867, when I first entered upon my duties as Superintendent of Schools, I found no organization in the county, at least no school in operation under the school law, as it then existed. I immediately set about organizing the county into districts, and succeeded the following winter, in opening three schools in the county, two in Georgetown and one in Idaho. Since that time we have had a large increase in population, and have correspondingly advanced in the cause of education. We now have six public schools in the county to wit: one at Idaho, one at Mill City, one at Empire, one at Brownville and two at Georgetown. On account of the population of the county extending over a large area of country, as well as the transient character of many of its citizens, I have experienced some difficulty in dividing the county into districts so as to give all the advantages of a public school, but with my present arrangement, I believe there is not a pupil in the county deprived of the privilege of attending school, except during the winter season, when many of our roads and trails are blocked with snow. During the past year, the schools have been kept open from four to nine months. At Georgetown and Idaho, they have had the schools in operation for nine months of each of the two years last past. In those districts where the school fund will not admit of a longer term than four months, I advise the directors and the people, that it is better to have it all in one session, and taught by the same person.

Of the school houses in my county, I can not give a flattering report, yet it would seem that great progress has been made in this direction, when we consider that only a few years have elapsed, since the valley of Clear Creek was inhabited only by the wild animals common to these mountain regions. At Idaho, they have the best school house in the county, one that is certainly a great credit to the citizens of that place. It is a one story frame building, well lighted and ventilated, and comfortably and suitably furnished with late improved school furniture and fixtures. The expense of erecting and furnishing this building, I am informed, was about twenty-six hundred dollars, which amount was raised by subscription, and direct taxation upon the inhabitants of the district. All of the other districts, rely on renting some building for school purposes, consequently, are often obliged to use some old building not at all suitable, besides, they are not supplied with comfortable desks and benches. A movement is now on foot in Georgetown, to have a school house built, and I am assured by the directors of that district, that within another year, they will have a school building that will do credit to the place. Many of the districts being thinly peopled, and just beginning to prosper, after several years of hard toil, they are at present unable to erect such a building as they would like for a school. There is no lack of public interest or spirit, in the cause of education, consequently, I infer, that as the wealth of our citizens increases from year to year, that our conveniences for schools will increase also.

I take pleasure in speaking favorably of the teachers at present employed in the county. It has ever been my desire to have competent persons in charge of the different schools; and I must say, to get such, I have had to resort to other means than those afforded by the quarterly examination of applicants, because it is certainly very difficult to make a selection from such examination, as there are many who could and do promptly answer the series of questions put, and would be entitled to a good grade certificate, yet they are not qualified to teach school, having neither ability to impart what they do know, nor any tact to govern those placed in their charge. I

have always endeavored to enlist those that are making teaching a profession, and to guard against those who seek employment in the school room, simply because they have no occupation, or those who select teaching as a stepping-stone to some profession.

At present, the greatest obstacle I have to overcome, is the want of a uniform series of text-books. Our system demands a uniformity in school books, and it is anxiously hoped, that this evil may, by earnest efforts on the part of the school directors, be speedily eradicated. Without uniformity of text books, proper classification of pupils is impossible, and unless you classify the pupils, thus lessening the number of classes, the progress of the school must be retarded.

In my visitation to the schools, I always take the liberty of making such suggestions as I think necessary, and when I find a teacher incompetent for the task, I use my prerogative by dismissing him at once.

In conclusion, allow me to say, that in the discharge of my duties as Superintendent of Schools, I endeavor to carry into effect the meaning and intent of our school law, and if possible to secure a union of effort and interest on the part of the teacher, parent and pupil.

Respectfully yours,

WILLIAM M. CLARK,

County Superintendent of Schools, Clear Creek County.

CONEJOS COUNTY.

No report.

COSTILLA COUNTY.

No report.

DOUGLAS COUNTY.

No report.

EL PASO COUNTY.

No report.

FREMONT COUNTY.

No report.

GILPIN COUNTY.

No report.

GREENWOOD COUNTY.

OFFICE OF COUNTY SUPERINTENDENT OF SCHOOLS,
Kit Carson, Greenwood County, Col., Sept. 10, 1871. }
W. C. Lothrop, Superintendent of Public Instruction :

Sir: In reply to your request for a report relative to the educational interests of this county, I have the honor to submit the following:

From the time of the formal organization of this county in March, 1870, up to the beginning of my term of office in September of the same year, no school had been established, although the number of persons within the county limits, needing and desiring school privileges, rendered one necessary.

School district No. 1, was organized Oct. 15th, 1870, and a school established in the same month, which continued, with an interval of one week, for six months, and was well attended.

The building in which the school was kept, was rented for that purpose, but after the first six months, the growing interest manifested by the patrons of the school, demanded a larger building; consequently, a large and commodious building was purchased, and well furnished with new and improved school furniture, maps, charts and books of reference.

There has been a school in the new building for the past three months, making in all, nine months out of twelve since the District was first organized.

Almost the whole population of our county being concentrated at one point, one school is all that has been found necessary.

I am pleased to note the interest manifested by the pupils who have advanced satisfactorily in all their studies.

I wish also to notice most favorably, the interest taken by the patrons of the school, and to note the efficiency and energy of the present board of directors, who have worked honestly and harmoniously for the best interests of the district. My examinations have been almost wholly oral. Next to the intellectual fitness of the teachers, the only object I have kept in view, has been to thoroughly test the aptness of the applicant to teach, and his ability to govern.

Respectfully submitted,

MADISON W. STEWART,
County Superintendent of Schools.

HUERFANO COUNTY.

No report.

JEFFERSON COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
Jefferson County, Colorado September 10, 1870. }

W. C. Lothrop, Superintendent of Public Instruction:

SIR: In accordance with your request, made in your circular letter of August 15th, 1871, asking a report on the educational interests of Jefferson county, apart from duty it gives me very much pleasure to furnish you what information I can concerning the schools and the interest manifested by the people. Owing to the short time the schools have been organized in this county very much must not be expected. Educational culture is the watchword of ages; an education which shall lead men to the profoundest and purest thought, and a culture that shall imbue the deepest impressions of duty and the most perfect love of Divinity, should command the attention of all educators of the country.

There is no question of the present day of so much importance to the social, ethical and political world as the one of education. Our Government should become an educator, because in all history we find that where the people are educated it requires less police force to execute the laws, thereby reducing the expenses of operating the Government. Secondly, where the people are educated, the standard of ethics, the end of which is happiness, is respected. It also prepares or qualifies men for legislators and law makers, that they may make wholesome and just laws to promote the happiness of the people.

The number of schools in the county is twenty. Of these one-half have log houses, which are generally very poorly furnished, and are always more or less uncomfortable. Nearly all of these are furnished with long, rudely constructed desks, at which the pupils sit upon benches of like length. A pail and stove are usually supplied, but beyond these nothing is found except an occasional black-board, small and almost useless. These things are unavoidable, as incident to pioneer life, and in many instances can only be regarded with great favor, prov-

ing the determination of the people to educate their children. Time will give place to better accommodations. The remaining buildings are frame and brick, many of which are large and commodious and well-constructed, with improved desks and seats, supplied with black-boards painted upon the walls, with rooms and hooks for clothes, desks for teachers, and good arrangements for warming and ventilation. The buildings of this class are well painted inside and out, and usually have a plat of ground, embracing from one-half to three acres. A few good buildings have been erected this year. With the spirit now manifested in the different districts of the county great improvement may be expected during the next year in the advancement of the cause of education.

I find in nearly all the districts much improvement in ornamenting the school ground, so as to make the outside pleasant and attractive.

In the establishment of graded schools, nothing has been accomplished. The friends of education in this county, have been soliciting the county commissioners to lay before the people of the county, a plan for a graded school building, to be erected at Golden, and ask them to vote bonds for that purpose. The plan seems to be a good one, and no doubt within the next two years will be adopted, as it is undoubtedly of great interest to the people of the county.

The schools themselves are generally in good condition. Usually they have been, during the last two years, under the charge of teachers possessing good qualifications. In portions of the county, an earnest feeling is manifest by the people in behalf of education, and there appears to be a firm purpose to furnish better educational advantages to the young; and no doubt this will be accomplished as fast as the increasing wealth of the communities, will enable them to sustain the additional expense. The books used are not uniform. I shall endeavor to get uniform books adopted in the different districts as soon as possible. The schools are almost entirely without apparatus, a few maps and globes, numeral charts, and a set of Spencerian charts in some of the schools are all that can be mentioned. No diagrams, books or instruments of any kind for illustra-

tion in any science, can be found. No libraries in any of the districts. I would recommend to you the importance of having a good county library for the benefit of schools, and if possible, one in each district of the county. The first examination of the schools of this county was held at Golden, on the 1st of March last. It was well attended, over eight hundred people being present. The examination gave general satisfaction to the people of the county, and to the friends of education who were present from other counties. A teacher's institute will be organized during this year, from which very much good will be accomplished. Growth is the great fact that meets us everywhere, and asserts itself from the lichen that creeps over the rocks, the forests of oak that cover the mountain, from the polyp to the arch-angel. The law of development is a perfect *law*, and more than anything in this world, man's *mental* and *moral* nature were made to grow, to absorb and take up into his life the elements and forces of the moral universe; to transmute goodness and truth into experience and character, and to unfold his faculties, sentiments and will, in their proper order until the possibilities of his being shall be realized in a perfect manhood; and to this power of assimilation there is no known limit; it is an essential property of the mind and is indestructible. This endless growth it is that makes man superior to every other being, allies him to angels, links him to Deity, and is his title to *immortality*. Gather together fame, wealth, and fortune, set up splendid mansions, rich furniture, and caskets of gems and jewels, and what are they worth in comparison with a *son* or a *daughter* inspired with *intellectual* force!

Very Respectfully,

M. C. KIRBY,
Superintendent of Schools, Jefferson County, Colorado.

LAKE COUNTY.

No report.

LARIMER COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
Big Thompson, Larimer Co., Colorado, Sept. 4, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

SIR: Your note in relation to school matters was duly received. I can say without exaggeration that the schools of Larimer County are in a flourishing condition. Nearly all the districts in the County have schools in operation at the present time, in charge of competent teachers, mostly female. Most of the scholars in this County are young and not very far advanced. The districts are out of debt.

In districts where there is not sufficient public money to maintain the schools, the citizens raise it at once by district taxation.

I have no regular list of questions for applicants for teacher's certificates, but ask such as occur to me at the time.

Respectfully submitted,

JAMES M. SMITH, Jr.,
County Superintendent of Schools.

LAS ANIMAS COUNTY.

No report.

PARK COUNTY.

No report.

PUEBLO COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
 Pueblo, Colorado, September 4, 1871. }

W. C. Lothrop, Superintendent of Public Instruction :

SIR: In answer to yours of the 15th ult., I would say that the schools of this county are in a prosperous condition. There were schools taught, the past year, in ten districts in the county, and there have been three new districts organized since, making thirteen in which schools will be taught hereafter. In Pueblo (town) district a new school house has been erected during the past year, at an expense of about four thousand dollars, with accommodations for two schools of forty scholars each, and in several districts good houses are being built, indicating a growing interest in the cause of popular education under our system, and increased attention to the subject. Teachers receive good wages, both male and female, and with all the expense of the past year, there is now a surplus of about six hundred dollars in the treasury.

In Pueblo there is a High School (St. Peter's Institute) by Rev. Mr. Edwards, Episcopal clergyman, and two other private schools, well attended, beside the public schools.

As to "specimen list of questions given applicants," I would say that it is next to impossible to furnish any such, since no set questions are put to applicants, but each one is examined separately, and with a strictness according to what is or is not known of the qualification of the applicant, previously ascertained by personal acquaintance, credentials and otherwise. Each is examined generally upon the several branches required to be taught, and the general fitness as to character, disposition, mode of government and teaching, and all that goes to make up a fit person to have the care and instruction of children, and certificates given accordingly, believing that not every one who is qualified as to scholarship is equally well fitted to be a teacher and entrusted with the education of the youth of the land. During my term of office the examination of teachers has been mostly made by Wilbur F. Stone, Esq., of Pueblo, whose early and long experience as a teacher of every grade

of schools, and scholarship as a collegian, warranted me in appointing him as examiner for the county, under my supervision.

As you desire only general information at this time, I can say no more than that in every respect the schools of Pueblo County are in a flourishing condition, with a healthy financial basis and an increasing public interest in their behalf.

Very truly, yours,

JOHN COX,
 County Superintendent of Schools, Pueblo County.

SAGUACHE COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
 Carnero, Saguache County, September 7, 1871. }

W. C. Lothrop, Superintendent of Public Instruction :

SIR: Your favor of the 26th ult., asking for a special report of school matters in this county, was received yesterday. Although my reply must reach you several days subsequent to the time mentioned in yours, I hasten to comply: Number of scholars in the county, one hundred and thirty-one; number of districts, four; number of districts in which schools were taught last winter, two. In one district there were in attendance at school, seven; in the other, twenty-four.

The children in this county are mostly Mexican.

I have examined but one teacher, to whom I put the ordinary questions in all the branches enumerated in the last school law.

Very Respectfully,

WILLARD B. FELTON,
 County Superintendent of Schools, Saguache County.

SUMMIT COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
Breckinridge, Summit County, September 4, 1871. }

W. C. Lothrop, Superintendent of Public Instruction :

SIR: I have the honor to report as follows concerning district schools in this county: Number of districts, one—embracing nearly all the inhabited portion of Summit County. During the year 1871, the school was taught three months. The school house is located in Breckinridge, on the right bank of Blue river. It is a frame building, 20X26 feet, and when completed will cost about \$600.

Number of females in the district between the age of 5 and 21 years, twenty-four; number of males between the age of 5 and 21 years, twenty-two. Number of males attending school this year, six; number of females attending school this year, seven; average daily attendance, ten.

Branches taught: Spelling, reading, writing, geography, English grammar, arithmetic, elocution, vocal music and the history of the United States.

Books used: McGuffey's speller and readers; Mitchell's, McNally and Monteith's geographies; Ray's mental and practical arithmetics; Pineo's grammar; Goodrich's history of the United States; Kirkham's elocutionist.

Funds on hand, none.

Tax levied by county commissioners this year, two mills.

Valuation of taxable property, \$130,000.

Rate of tax levied by the district for the erection of a school house, one and a half mills.

This is the first year there has been an effort made, with any success, for a school district organization in Summit county. There are four localities where schools should be maintained, at least three months per year—viz: Breckinridge, Lincoln City, Buffalo Flats and Montezuma. In each place there are from nine to sixteen children who are entitled under the law to the benefit of a district school, and I entertain the hope that the people will manifest sufficient interest in the matter to have at least three schools in this district next year.

The population here, as in most mining districts, being transient, it has until the present year been difficult to effect a permanent school organization. The following are the names of the present board of directors: O. F. Cooper, president; Aaron Hopkins, Secretary; James D. Rankin, treasurer.

Hoping the foregoing may embrace what facts you now require, I am, Sir,

Very Respectfully,

IRA CLARK,
County Superintendent of Schools.

WELD COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
Fort Lupton, Colorado, September 10, 1871. }

W. C. Lothrop, Superintendent of Public Instruction :

SIR: Your communication of August 15, is received. You request a report of the condition and general workings of the schools of Weld county for the year, and in answer I will state that at present this county has eighteen school districts, three of which have been formed within the last two months. In all but two of the fifteen old districts, or those reported for last year, schools have been taught during the year 1871, on an average of about five months in each district.

There has been disbursed to the several districts of this county, for the year just ended, the sum of \$3,815.

As far as known, no dissatisfaction as to the management of schools has been exhibited, but I find throughout the county the generally conceived idea that the Legislature should pass an act amendatory to the present code, by which a uniformity of text books could be secured throughout the Territory.

No new school buildings have been erected during the past year in this county.

Number of applicants for teacher's certificates, eighteen; granted, thirteen.

Very Respectfully, your Ob't. Serv't.

F. E. MOYER,
County Superintendent of Schools, Weld County.

Names of County Superintendents elected September 12, 1871.

COUNTY.	SUPERINTENDENT.	POST OFFICE ADDRESS.
Arapahoe,	Frank Church,	Denver.
Bent,	R. M. Moore,	Las Animas City.
Boulder,	A. R. Brown,	Boulder City.
Clear Creek,	Wm. M. Clark,	Georgetown.
Conejos,	S. Sandoval,	Conejos.
Costilla,		
Douglas,	Walter P. Miller,	Glen Grove.
El Paso,	Wm. M. Strickler,	Colorado City.
Fremont,	Warren R. Fowler,	Canon City.
Gilpin,	H. M. Hale,	Central City.
Greenwood,	Jacob Gross Jr.	Kit Carson.
Huerfano,	A. J. Thomas,	Butte Valley.
Jefferson,	M. C. Kirby,	Golden City.
Lake,		
Larimer,	James M. Galloway,	Fort Collins.
Las Animas,	Frederique Benitez,	Trinidad.
Park,	E. M. Innes,	Fairplay.
Pueblo,	Philip Zoeller,	Pueblo.
Saguache,	Henry Henson,	Saguache.
Summit,	Geo. W. Mumford,	Delaware City.
Weld,	O. P. Bassett,	Hillsborough.

To the County Superintendents elected September 12th, 1871
I addressed the following circular letter:

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }
Denver, October 15th, 1871. }

Sir: In addition to your statistical report, required by section eleven of the school law, to be transmitted to this office November 1st, I request that you furnish a separate written report giving a general view of the progress of common schools in your county, together with your opinion and recommendations in respect to the practical operation of the school law. Among other topics, give some prominence to the following: teacher's institutes, the county superintendency, examination of teachers, salaries of teachers, changes in the law, public sentiment relative to schools.

Very Respectfully,

W. C. LOTHROP,
Superintendent of Public Instruction.

The following replies were received:

ARAPAHOE COUNTY.

To the Superintendent of Public Instruction :

SIR : Your Superintendent of Public Schools in and for the County of Arapahoe would most respectfully beg leave to submit the following report relative to the condition and educational status of the schools within his jurisdiction.

I am well aware, however, that my report at this time is far from being full and complete, and in many particulars does not represent the true state of our schools; and this, in a great measure, is due to the careless manner in which the secretaries of the several school districts have reported; and from the very fact that I have been unable as yet to visit each school district, and ascertain its condition and wants as to educational matters. But suffice it to say, in general terms, that the schools of the county though improving rapidly are not in a flourishing condition.

The whole number of school districts in the county is fifteen, in all of which, except those organized during the past year, schools have been held during some portion of the school year.

The whole number of persons between the ages of five and twenty-one years, and entitled under section 12 of the school law to the benefits of the school fund, is 1,426; males, 695; females, 731; as shown by the reports of the secretaries of the several school districts. The following figures will show the representative number in each district. District No. 1, 726,—males, 329; females, 397. District No. 2, 336,—males, 158; females, 178. District No. 3, 36,—males, 19; females, 17. District No. 4, 17,—males, 11; females, 6. District No. 5, 18,—males, 12; females, 6. District No. 6, 42,—males, 27; females, 15. District No. 7, 49,—males, 28; females, 21. District No. 8, 37,—males, 19; females, 18. District No. 9, 47,—males, 25; females, 22. District No. 10, 22,—males, 11; females, 11. District No. 11, 17,—males, 9; females, 8. District No. 12, 20,—males, 11; females, 9. District No. 13, 19,—males, 14; females, 5. District No. 14, 25,—males, 13; females, 12. District No. 15, 15,—males, 9; females, 6; and in this proportion the funds should be apportioned to the respective districts until November 1st, 1872.

The whole number of scholars that attended the public schools in the county during the school year was 1,128; whole number of days school was taught 1,285; average daily attendance 522. Total amount expended for teachers' salaries, \$10,662.37; average cost of each scholar for tuition per year, \$9.45. The whole amount of school tax levied by county commissioners during the year past for school purposes was \$14,120.64, being three mills on the dollar of the taxable property of the county; amount received from county treasurer and appropriated to the use of the several districts was \$14,227.26. For the year commencing November 1st, 1871, the county commissioners have levied a tax of four mills on the dollar of the taxable property of the county, which in the aggregate will amount to about \$30,000. This increase in the school fund will help much towards placing our schools on a substantial basis.

The school houses of the county number nine and are valued in the aggregate at \$8,841; several others are in process of erection and to one of which we will call particular attention as we proceed. Number of volumes in school library five hundred, all of which are owned by District No. 1 (East Denver Public School.)

Five new school districts have been organized during the year and designated as Districts No. 10, 11, 13, 14 and 15, located as follows: Districts No. 10, 11 and 14 on Lower Platte, from eight to twelve miles below Denver; No. 13 is situated on Bear Creek, and No. 15 on Running Creek.

Fifty-three applicants for teachers' certificates have been examined during the year, and all but three passed satisfactory examinations and were licensed to teach in the public schools of the county for periods varying from three months to one year. Of this number twenty-six were employed with an average salary of \$64 24 per month.

There are eight private schools (five of which are within the limits of District No. 1) in the county, numbering in the aggregate two hundred and fifty pupils. Those best known to the public are Wolfe Hall (Episcopal) and St. Mary's Academy (Catholic), in both of which the higher English branches are

taught as well as the ancient and modern languages. The schools conducted by the Misses Peters and Miss Breck are well patronized and are giving entire satisfaction. The great number of private schools in Denver is owing, in a great measure, to the fact that the accommodations in our public schools are not sufficient to meet the demands of the public.

I stated in general terms at the beginning of my report that the public schools of the county are not in a healthy, flourishing condition, though improving quite rapidly in some respects and in others very slowly. The backward character of our schools is in a great measure due to the sentiment of the community on the public school question—a certain class of our citizens losing sight of the great fact that the general intelligence of the masses constitutes our influence as a community and our strength as a nation. And at this time it may not be amiss to call the attention of the public to some of the many points wherein we fall short of excellence, and to make a few brief suggestions as to the management of our schools.

And, first, I would say that the education of the youth of our land is a matter so closely allied with the public good, that any remarks or extended argument as an incentive to the liberal support of our free school system, which places within the reach of all (the rich and poor alike) a means by which they may obtain knowledge, is with the great mass of thinking and progressive men no longer necessary. That the stability of our government depends upon the general diffusion of knowledge, and that the education of the masses constitutes the bulwark of constitutional and religious liberty, to the minds of such men is no longer a question that needs comment.

The statistics of crime exhibit the fact that from the small percentage of our people that can neither read nor write a very large proportion of our criminals are recruited. According to the last census there are 5,000,000 persons of school age in the United States who never attend school. Now, when we bear in mind that the safety and perpetuity of self-government depends mainly upon popular education, should we not conclude, and most wisely, that every means within our power should be used to promote the efficiency of our common

schools. We must not lose sight of the fact that our government imposes obligations which intelligence alone can charge, and that the true and legitimate object of the common school system is to make intelligent citizens, citizens who know their rights and privileges and are capable of guarding them against internal as well as foreign foes. And right here I would urge, from the representatives of wealth as well as from those of labor, a united liberal support of our schools.

As stated above the average cost of tuition for each school per year, was only \$9 45; and the whole amount raised by county tax was \$14,227 26, which is wholly inadequate to meet the public school want of the county at this time. Our growing interests as a community, demand that we place our schools on a level with those found elsewhere as an inducement to immigration, and as a means by which a higher, purer, and purer state of society may be built up, in which life, liberty, and the pursuit of happiness are safe.

By reference to the statistics of some of our public schools we find that the average cost of furniture per capita of pupils from twenty to seventy-five per cent higher than in Arapahoe County; and I see no good reason why the same outlay could not and should not be made here, even admitting that the capital of the county is not so equally distributed as in the older settled communities, and that the taxes in a great measure, fall upon those who do not avail themselves of the benefits of the school fund.

The relation that exists, (and must ever) between capital and labor, is so close that the interests represented by the two classes become identical, and whatever tends to the advancement of one tends also to the advancement of the other; at the moment you advance the intelligence of a community, you enhance the value of property by rendering that property more secure. Now, if this proposition be a true one, the only question to be decided by the tax payer, is whether he will contribute his means for the education of the masses and the general diffusion of knowledge, or will expend it in securing the arrest, trial, and conviction of criminals, and in the building of jails and penitentiaries.

Again I would call attention to the fact that more interest should be taken in the building of good, comfortable, well ventilated school houses. The scholar will take more pride in his school, preserve better order, and advance faster in his several studies when his wants are well cared for. And not only should the comfort of the scholar be provided for, but also that of the teacher. Books, apparatus, maps &c, should be placed at his disposal, and above all a hearty support of the Board of Directors should be given him.

As I stated before, great attention should be given to the construction of good school houses; and I am permitted to report that a building is in process of erection in District No. 1 (Denver,) that will be not only an ornament to the city, but will meet the great want of the public school interest in Denver. The architect of the design and plan says, "select what costly exterior design or finish you may, the interior arrangement in all particulars should be left like this—It is the best design I ever made and is so near perfect in all the points of excellence which should recommend it for school purposes, as human ingenuity can make it." May the Board of Directors, seconded by a hearty support and co-operation of the district, hasten it to a speedy completion. And here I remark, that much good could be done toward reducing the schools of the city to a system, had Denver a board of education to manage and control its educational interests. The great evil in our system of teaching (not only here but elsewhere) is the too common method of memorizing from books instead of calling out the latent powers of the pupil's mind,—a method which puts the teacher in the shade of the book-maker and leaves the thinking powers of the pupil as much out of the question as if their intellectual faculties were something superfluous. When the text book is made the beginning and the end of all instruction, I contend that there is but little need for qualification on the part of the teacher from the very fact that his sole duty consists in asking questions which must be answered according to the *book*. Now this is all wrong. The duty of the teacher is not to *crum* the mind of the scholar with *facts* but to call out, direct, develop and cultivate the powers of the mind—in

other words to instruct the pupil *how* to think not what *has been thought*. The sooner such a system is adopted, the sooner we teach the pupil how to think and study, the sooner will we make independent thinkers and bold, fearless searchers after knowledge and truth—and in saying this I do not underrate the value of a quick retentive memory, nor a mind well stored with valuable facts; but I do regard them as secondary considerations in the pupil's course of instruction.

Again, I would call attention to the fact that some provision should be made for the procuring of school libraries for the several districts—a good, well-assorted library under the management of the teachers would add much to the efficiency of the school; and, in my judgment, a special fund should be created for the purpose of procuring district libraries. A small amount expended in this direction each year would soon place our libraries in a condition to meet the wants of the pupils.

Section 23 of the school law, relative to the election of district officers should, in my opinion, be changed so as to read, "There shall be elected in each organized school district at the regular district meeting on the first Monday in *October*," &c., instead of the first *Monday* in *May*—this would obviate many of the difficulties that now arise in making out the reports of the several districts, as each officer would then report at the end of his term of office.

From the reports of the several districts we find that the average compensation paid to teachers was only \$64 24 per month, exclusive of board. This, in my opinion, is too small a remuneration for the labor that the teacher performs. The teacher should be well paid for his labor and then held responsible for the success of the school.

There are many other matters relative to our schools that I would wish to call your attention to, but will refrain from so doing at this time. By building good, substantial, well ventilated school houses, furnishing apparatus, maps and libraries, by securing competent, conscientious instructors, and by establishing teachers' institutes for the interchange of ideas of modes of teaching, we can soon place our public schools on a level with those found elsewhere. There is nothing that the

public so much demands, or that will so surely build up our city and county as the establishing of a thorough system in public schools.

Yours respectfully,
FRANK CHURCH,
County Superintendent of Schools.

BENT COUNTY.

No report.

BOULDER COUNTY.

OFFICE OF COUNTY SUPERINTENDENT OF SCHOOLS, }
Boulder, Boulder County, Col., November 25th, 1871. }

W. C. Lothrop, Superintendent of Public Instruction :

Sir: I am in receipt of your favor of the 15th ult., and at your request, proceed to make a supplemental report upon the several subjects you have suggested. The dereliction of duty on the part of my predecessor in office, has kept me employed at office work the most of my time since the winter schools have commenced, and has thus prevented me from making my official visits to the schools of the county. You will therefore understand why I am unable to render you so full an account of the condition of the schools as I could wish, or as you might otherwise expect.

So far as I am able to judge, from a limited observation, I conclude that the people generally, are "alive" on the subject of public schools, and solicitous for their welfare. In the rural districts, the people are yet laboring under the burden of taxation for the recent erection of school buildings, and during the close time for money throughout the county for the past year, they have not felt like adding comfortable seats and desks to their school rooms, nor have they seen fit, in many cases, to furnish the same with the necessary aids to the teachers in the way of maps, charts, blackboards, globes, and libraries. But I hope there is sufficient interest existing in the minds of the people, to convince them of the importance of

these things, and, that the current year may prove so prosperous to them, that they will feel both able and willing to furnish these indispensable articles for the mutual benefit of teachers and pupils. I now see no reason why the "public mind" of Boulder County may not become so awakened to the necessity and consequent prosperity of common schools, as to place them at least on an equality, if not (as I hope) far in advance of the schools in the rural districts of many of the eastern States. In this connection however, I am sorry to say, that the salary generally offered to teachers throughout the county, is too small to prove any inducement to "first class teachers," and the services of this class, who are now engaged in teaching here, can not be retained any great length of time, unless they are paid more remunerative salaries. Teacher's monthly salaries in this county, range from twenty-five to seventy-five dollars, and in a few cases, the "old foggy" practice prevails of requiring teachers to "board around," thus depriving them of all opportunities for rest from the arduous school room duties, or for that self improvement, which can be secured only by the occupancy of their own private apartments, which they can call *their home* for the entire term of school. I indulge the hope of being able to present these two important matters before the people of the county, in so favorable a light as to induce the Board of County Commissioners, to levy such a tax as will prove amply sufficient to secure the services of first class teachers. I think the County Commissioners are fully awake to a sense of their responsibility, in the matter of levying a sufficient tax for the county school fund, and if promptly collected, and the amount for which the former superintendent is delinquent, is paid over in any reasonable time, there will be funds enough on hand to carry on the schools of most districts in the county, for about nine months of the year.

A few days previous to the convening of the County Teachers' Institute, I issued a circular to the teachers and school officers urging their attendance. The following is a statement of the proceedings of the Institute held at Valmont, commencing September 27th, 1871:

"Pursuant to the call of the Executive Committee, the Boulder County Teachers' Institute, met at the Presbyterian Church, President Wynkoop presiding. Institute opened with prayer by Vice-President Bosworth.

Rev. Charles Campbell then delivered an address; subject Education. After which the Institute adjourned until Thursday, 9 a. m.

THURSDAY, 9 A. M.—Institute met pursuant to adjournment. President in the chair. Music—Duet. Minutes of previous session read and approved. Mr. Brown offered the following resolution, which was adopted:

Resolved, That the Chairman appoint a committee of one person from the members of the Institute, for each half day's proceedings, to act as Critic, and report in writing, one half hour previous to each adjournment, whereupon the Chair appointed Mr. Brown said committee for morning session.

Mr. Brown called for reading the Constitution, which was read. Chair appointed a Committee on Resolutions as follows: Col. B. L. Carr, Miss Belle Brown and Wm. Latty. Chair appointed as additional committee, to prepare questions for discussion, Mr. H. S. Youtsey. Teaching Exercises, Primary Reading, illustrated by I. L. Bond, and general discussion by different members of the Institute.

W. C. Wynkoop and H. E. Washburn, from the committee to examine and report a series of school text books, made a partial report, recommending the Analytical series readers and reading charts.

On resolution offered by Miss Rosenkrans said report was adopted.

Orthography being next in order, Mr. Calhoun opened discussion, followed by Col. Carr, Dr. Bond and others.

1:30 o'clock p. m. Institute met pursuant to adjournment. The Critic offered report, which had been overlooked at morning session. Chair appointed Dr. Bond Critic for afternoon session.

The subject of Orthography was again taken up and discussed. Miss Belle Brown read an Essay; subject—Composition and Declamation, which was followed by good discussion. Col. Carr, then illustrated the method of teaching Arithmetic.

General criticisms were then indulged in, during which time the Secretary requested those present not members by the Constitution, to become members of the Institute, which call was responded to by Miss. Hattie Rosenkrans, O. A. Davidson, Mrs. J. L. Dwight, Mr. H. S. Youtsey, A. R. Brown, H. D. Calhoun, A. W. Benson, H. B. Rosenkrans, C. Tyson Kratz, J. E. Cavence, and H. E. Washburn, paying annual dues, Institute then adjourned until 7:30 p. m.

Institute met as per adjournment, and was called to order by Chairman. Music—Quartette. Essay by H. E. Washburn. Music—Quartette. Essay by H. N. Cort. Music—Duet. Address by R. W. Bosworth; subject, Sleeping. Mr. Brown moved that an adjourned session be held at Boulder on Friday. Carried. On motion, a vote of thanks was extended to those favoring the Institute with addresses. Adjourned to 9 a. m. Friday.

FRIDAY, 9 a. m. Institute opened with music. Next in order being the subject of school text books, the Committee on Text Books made a final report, as follows: We, the committee to examine and report a series of text books, would, in addition to those before recommended for adoption, further recommend the following: White's Graded School Arithmetics, Harvey's Grammars, and Vonsteinwehr's Eclectic Geography, and we recommend that the Spencerian System of Penmanship be taught in our schools:

Signed, W. C. Wynkoop, }
H. E. Washburn, } Committee.

The report, on motion of Miss Brown, was adopted without amendment.

Teaching exercise, grammar, discussion opened by Mr. Kratz, Exercise in teaching grammar, by Mr. Cavence. Music—Duet. Adjourned until 1:30 p. m.

1:30 p. m.—At the afternoon session Miss Belle Brown offered the following:

Resolved, That we the teachers of Boulder county, do earnestly recommend school officers to procure and introduce the Text Books recommended by the teachers' Institute, believing that uniformity of books in our schools is absolutely necessary, and that those recommended by the Committee on Text Books are the most practical. Resolution adopted.

Algebra—Teaching Exercise, by S. D. Wright. Mr. Wright gave demonstration of this method, with classes in Algebra.

Miss Rosenkraus read an Essay; subject—Incentives to study. Essay by W. C. Wynkoop; subject, What shall we teach.?

On motion of Mr. Washburn, a vote of thanks was extended by the Institute to the citizens of Valmont, for the hospitality shown those in attendance at the Institute.

Resolved, That we extend our thanks to Miss Rosenkraus, Mr. H. S. Yountsey, and others, for the music furnished the Institute.

Mr. Wright offered the following, which was adopted:

Resolved, That the Institute return a vote of thanks to the officers of the Presbyterian Church, for the use of their building during the session of the Institute. Mr. Wynkoop moved that a committee be appointed to confer with leading spirits, regarding the establishment of a District Teachers' Association.

Motion carried. Chair appointed Messrs. Wynkoop, Kratz, and Washburn, said committee.

On motion of Mr. Washburn, a committee, consisting of Messrs. Wynkoop, Thompson, and Washburn, was appointed to draft by-laws, and present the same at the next meeting.

Moved, that when this Institute permanently adjourn, it adjourn to meet at Longmont. Carried.

Moved, that we adjourn to meet in Boulder City at 7:30 p. m. Institute then took recess until time specified.

H. E. WASHBURN,
Secretary.

At the Congregational Church, in Boulder, Friday, September 29th, 1871:

Institute met at 7:30 o'clock p. m., pursuant to adjournment, and was called to order by Vice-President Bosworth. Miss Hattie A. Rosenkraus was appointed secretary pro tem. The chairman introduced to the audience the County Superintendent, who delivered an address to the teachers and school officers. At the close of the address, the Institute adjourned to meet at Longmont, at the call of the executive committee.

HATTIE A. ROSENKRANS,
Secretary pro tem."

The teachers of the county were most of them present during the entire session of the Institute, and exhibited a commendable interest in its proceedings. The only regret prevailing among them seemed to be that its session was not to be continued for a whole week instead of three days. The utmost harmony prevailed, and the determination seemed to be universal among the members to make each future session more interesting and instructive, until it shall finally prove to be "the institution" of our county, and offer such inducements that no *wise* teacher will willingly be found absent from any of its meetings.

Due notice was given to the teachers of the county to convene at the county seat for examination on the 30th of September, (as the law directs,) and those not already holding certificates from the former Superintendent presented themselves. I adopted the plan of "written examinations," without allowing communication between the applicants, and gave a stated amount of time to each branch. I took the written answers to the questions in each branch, and made out first, second and third grade certificates, on the basis of one hundred, seventy five and sixty per cent. of the questions correctly answered. I gave no certificate for over six months, unless it was first grade, and refused to give any where the per cent. fell below sixty. Teachers holding third grade certificates are expected to show a decided improvement over the past upon a subsequent examination or their certificates will not be renewed. I am not now prepared to judge of the ability of all the present teachers in the county, as quite a number of them hold certificates from the former Superintendent, and I have not yet visited their schools. I am glad to be able to say that we have a *few* teachers in our county who are college graduates, a few others who hold certificates from some of the State Superintendents of the East, besides a few others who are proving themselves first-class teachers.

STATE OF MORALS EXISTING.

Of the moral influence existing in our schools, I can judge only from the *character* of the *teachers* of the county. I am

free to say that I have never, in any locality, during all my teaching experience, met the same number of teachers whose general habits and language were so unexceptionable, whose gentlemanly and ladylike deportment bespoke for them the fact of their having been brought up and educated under the best of moral influences, and whose uniform courtesy towards each other under all the exciting discussions, and competing efforts attendant on the proceedings of the last session of our "County Teachers' Institute," as were assembled there at that time. The moral influence of such teachers cannot but have a good effect on their pupils.

A few of the District Boards have already adopted the series of Text Books recommended jointly by the Institute, and the County Superintendent, and the books are on hand, and are now being introduced. I think that *many* and probably *all* of the schools of the county, will soon adopt them, which will bring about a uniformity of books in our schools, that will prove very essential to their success and progress.

The practical operations of the present school law regarding the salary of the County Superintendents, work great injustice to the incumbents of that office. Section 15 requires the county tax for the support of schools to be "receivable only in cash," which forms the "teachers' fund," and the teachers receive their pay in *cash*, yet, Section 14 provides for the County Superintendent to be paid for his services and expenses only in "*county warrants*." These county warrants are, in the majority of cases, only worth fifty to seventy cents on the dollar, and are, even at these rates saleable only a small portion of the year, when there is a demand for them to pay taxes with. This reduces his salary to even much less than many of the teachers are receiving, who are supposed to be under his supervision. Some change in this respect seems necessary.

I suggest that a great number of copies of the school law, be printed, in order that each member of the district boards may receive one.

I would have the "county school funds" held inviolate as a "teachers' fund," and not allow the districts to draw on it for any other purpose. My reason is, that it is frequently the

case that the electors of school districts will even let the schools close, and use the funds justly belonging to the pupils for some other purpose, and thus avoid voting upon themselves a trifling tax which would supply their wants, and yet allow the schools to continue in session. I would have Section 8 so changed as to require the County Superintendent to qualify and give bonds on or before October 1st, so as to be prepared to receive the reports of district secretaries, and require them to present them in proper shape, and in time to meet the requirements of the law. I would have a clause inserted in the law, forbidding the county superintendent from making an apportionment of funds to districts where no schools are taught, except where pupils from said districts attend school in the adjoining districts, when the funds should be paid to the districts where said pupils attend, on the basis found on the register of said school for said pupils. This plan will prevent the district which is unwilling to hold a school, from using any money which does not go for the benefit of the pupils attending school. I would have a clause inserted in the law, to the effect that certain days shall be termed "holidays," and that the schools may be closed on these days, and not be counted in the teacher's month as "lost time," viz: Thanksgiving, Independence day, Christmas, New Year, &c I would establish in the law, the number of days a teacher's month shall consist of, adopting the law which is now so universal throughout the entire East; viz: "Four weeks of five days each, shall be known as a teacher's month." I would have a clause inserted in the law, making the first Monday in *October*, the time for the election of district officers, instead of the first Monday in *May*, as Section 22 now reads. My reason is, that the District Secretary has to make out his annual report to the County Superintendent for each year ending September 30th, thus including the actions of the previous Board for six months before he came into office. This state of things has very often resulted in great inaccuracies in the reports, when, if the Secretary of each Board made his report only for the time he was in office, then it seems to me there would be no excuse if the Superintendent required each Board to correct all errors before he

accepted any secretary's report, and then no secretary could screen himself by charging a former Board with non-performance of duty. The main reason for my proposing the change has arisen from the loose manner in which the accounts and records have been thus far kept throughout the county.

Respectfully submitted,

ABNER R. BROWN,
County Superintendent of Schools.

CLEAR CREEK COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
Georgetown, Col., December 1st, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

In submitting my annual report of the condition of the common schools in Clear Creek County for the year ending September 30th, 1871, I deem it just and necessary, at the outset, to state that it is impossible for me at present to furnish you with complete statistics, on account of vacancies of office in some of the school districts rendering their reports imperfect. In addition to the tabular statement furnished, I desire to call attention chiefly to the improvements which have been made during my tenure of office, and to the means and agencies now being employed to promote them.

OUR SCHOOL LAW AND ITS OPERATIONS.

It is not to be expected that perfection in providing for the education of our children should be reached during the short period since our organization as a Territory; and while some improvements might be made in our present school law, it certainly is evident that much good has resulted from its operations. By its provisions the rich and poor are educated together, and learn, as they ought to learn, to regard each other as equals, and that virtue, morality, and intelligence, and not riches bestow a good character and a fair name. It is thus that the right kind of society is formed, the most to be desired

at least, and of all others best suited for a free and independent people. While I might suggest improvements to the present school law, I dislike to do so, because the great fault with all our laws is want of stability; changes are made so rapidly that even the shrewd attorney cannot keep pace with the amendments and changes made. If the present law be permitted to remain, until the directors and people become acquainted with its details, it will be more conducive of good than any amendments at present.

EXAMINATION OF TEACHERS.

I find some difficulty in fixing with certainty the grade of certificates as to tact and skill in teaching. My examinations are all oral, and sufficiently searching to ascertain each one's general knowledge of the different branches. I generally form my judgment as to qualifications from views they severally express respecting their system of government, their mode of giving instruction, their experience in teaching, their apparent good sense, firmness of purpose and sound discretion.

TEACHERS' INSTITUTES.

These I regard as an important part of the machinery both as regards teachers and the improvement of schools. We have had no teachers' institute held in this county, but the necessity of such an organization on the part of the teachers is conceded, and I stand ready to co-operate with them in such a movement. The compensation of teachers is small, and the attending of institutes would incur some expense, and it might not be improper to provide a fund for the relief or support of teachers' institutes; Clear Creek County would be well pleased to receive back the moneys realized at different times from the sale of school claims and paid over to the territorial treasurer, which, if applied to the support of teachers' associations, would do much to advance the educational interests of the county.

TEXT BOOKS.

Another drawback upon schools is the want of uniformity of text books—it hinders the proper classification of schools; it confuses and multiplies the labors of the teacher, and prevents the adoption of new methods of instruction, by which a large number in mixed schools may be successfully taught.

SCHOOL VISITATIONS.

The duties enjoined upon superintendents to visit schools, I regard as one of the most potent means of improving our schools, such visitations are highly advantageous in very many ways, and produce a kind of good that cannot be accomplished in any other way. It should be enjoined upon directors and parents to visit frequently their schools, and give both teacher and pupil encouragement by their presence.

SCHOOL HOUSES.

Good school houses are scarce with us in Clear Creek County—but by my next annual report I hope to give details of much progress made in that direction.

I have passed over the different topics briefly, have detailed at length as to some, in my letter to you of Sept. 8th, 1871.

Hoping that this report, though brief and condensed, contains all the essentials, and will meet the approbation of the department,

I remain,

WM. M. CLARK,
Superintendent of Schools.

COSTILLA COUNTY.

No report from the county Superintendent of Schools. The County Clerk writes as follows:

San Luis, Colorado, Dec. 8, 1871.

W. C. Lothrop, Superintendent of Public Instruction:

SIR: I have the honor to acknowledge the receipt of your favor requesting a general view of educational progress and of the operation of the school law in this county. In endeavoring to comply with your request I find it rather difficult to decide how to commence, but will try to represent the county to you, as it appears to me, after a residence of four years.

Until within a few years no schools have been established in this county; and they are now, on the part of many, looked upon as a heavy tax, the people not having been accustomed to an expense of this kind. No school tax has been levied until this year, and it was only by insisting upon it as an unavoidable duty that the county commissioners were induced to levy a two mill tax. Last year a school was organized and the teacher paid by private subscription.

It is perhaps difficult to decide what course would be most effectual to create a public sentiment in favor of common schools. I would suggest that instead of appropriating money to print the laws in the Spanish language, the amount required for that purpose be devoted to the cause of education in this and other southern counties, and if necessary, a Territorial tax be levied for educational purposes.

I have received the blanks you sent, but the county commissioners have, as yet, failed to appoint a county superintendent of schools, to fill the vacancy occasioned by the failure of the person elected to give bond and qualify as the law directs.

Any communication sent to me concerning school matters will receive immediate attention.

I have the honor to be,

Very Respectfully, your Ob't Serv't,

WILLIAM SABINE,
County Clerk, Costilla County.

CONEJOS COUNTY.

No report from the County Superintendent of Schools. The following letter was received from the County Clerk.

Guadalupe, Col., October 25th, 1871.

To the Superintendent of Public Instruction:

SIR: I received your letter, dated September 23, 1871, by this day's mail and lose no time in answering it. A superintendent of schools was elected in this county at the last election, but is absent and has therefore failed to qualify, and for that reason I have sent you no notice.

Very respectfully, your ob't serv't,

JOSE BONIFACIO ROMERO,
County Clerk, Conejos County.

DOUGLAS COUNTY.

OFFICE OF COUNTY SUPERINTENDENT OF SCHOOLS, }
Glen Grove, Douglas County, Nov. 25, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

SIR: I have had the honor to transmit to you my official statistical report for the year ending September 30, 1871, and I now follow it with a few remarks in reference to the public school interest of the county.

I feel myself obliged at the very beginning to apologize both for myself and the district boards, for the meagerness of my report. As you will notice, very few—not one-half—of the districts furnish the full information desired. This is owing in some cases to the boards having failed to report to me at all; in others to their reports having been delayed until it was too late to embody them in mine; and in a few cases, to the fact of no school having been taught in the district during the year.

We regret that our county should not make a better showing, but we think, at the same time, that there has been ample excuse for the seeming negligence of the district boards. It arises in nearly every case from their ignorance of the time and manner of reporting, which comes in part from the short supply in the county of the printed school laws and the necessary blanks, or from their injudicious distribution, by former county superintendents. I came into office too late this fall to make a re-distribution of blanks or laws, as the reports of district secretaries were then due. Only adding that we hope to have matters in better shape before another year, we will pass to the consideration of other subjects.

Our county is, compared to Colorado generally, well settled, though in comparison with many newly settled districts, where all the land is available for cultivation, it might be termed sparsely settled. This colonizing in lines, along creek or river bottoms, causes some trouble in organizing districts and locating school houses so as to meet the wants and conveniences of all; yet we hope through the changes that are to be made, and the additional school houses to be built, to have a school during the coming year, for at least three months, within reasonable walking distance of the great majority of the three hundred and thirty-nine children in the county. Three months in a year, on an average, is about as long as our districts are able to keep open their schools on their present proportion of the county tax; but we are glad to report that several districts have voted a special tax sufficient to lengthen out the term to six months. Our school houses are generally built of logs, are well lighted, warm and comfortable; but in several noteworthy instances they are wholly inadequate in capacity, comfort or convenience to the demands of the district, and we urge and recommend an immediate action by these boards who draw the largest proportion of the public money, towards providing suitable accommodations for the children. But where we have one word of censure we have many of approval and encouragement. Our people, as a whole, are thoroughly awake to the interests and demands of education. It is something they all like to talk about. If they

have suffered for the want of an education, they manfully determine that their children shall not. Every neighborhood is interested in the common school, and it is a significant fact, illustrative of this wide-spread interest in the cause of education, that as far as I am informed, two-thirds, or more, of all the school houses in the county were built by volunteer contributions of money, material or work, thus saving no inconsiderable amount of the public school funds to be applied on teachers' salaries.

The supply of teachers, such as it is, is equal to the demand. Perhaps we ought not to complain, and a superficial observer might think, indeed, that our teachers possessed all the necessary qualifications; but I am led to believe, by closer observation and a more thorough investigation, that there is scarcely any profession so essential in the whole county the duties of which are so inadequately performed. Could we always obtain teachers of that high intellectual and moral excellence, capable of winning the hearts and minds of our scholars by the simple force of right example, united with attractiveness of manner and an ability to govern by gentleness, a marked improvement would be immediately noticed in our schools, and a greater progress made in every branch of learning. A teacher of this order would of necessity realize somewhat of the nobility and responsibility of his position; and out of the consciousness that he was directing the energies and moulding the powers of so many minds, and at the same time carefully instilling conscientious principles; he would take a delight in his profession, studying how he might best discharge its duties so as to insure the highest success. For it will ever be true that nothing will be well done, unless, as Ruskin puts it, "the doer have a love for the deed."

We consider it a wise provision of the law which makes it the duty of a county superintendent to visit each school in his county, at least twice during the term. Many abuses can thereby be remedied and much positive good accomplished. The district boards having provided a school house and hired a teacher, are too apt to consider their duty discharged in the matter. They do not deem it essential to devote a portion of

their time in visiting the school, and conferring with the teacher in regard to the course of studies, suitable text-books or matters of government. Plainly, then, some one with the best interests of education at heart must have the oversight of all the schools and be personally acquainted with the operations of each, and I am satisfied that the more intelligent part of the community will welcome the superintendent in his visits, as one having an important work to accomplish.

Our great need is more money with which to operate our schools. I would therefore recommend every district to vote a special tax, and our county commissioners to levy one or two mills more on the dollar, next year. No money can be more judiciously expended than in the cause of education. The common school system is our glory and our boast; no other influence has accomplished so much towards the advancement of liberty; in it we see the force which is blending into a united and powerful republic, the heterogeneous elements of many nations.

I have the honor, Sir, to remain,

Your obedient servant,

WALTER P. MILLER,

County Superintendent of Schools.

EL PASO COUNTY.

OFFICE OF COUNTY SUPERINTENDENT OF SCHOOLS, }
Colorado City, Nov. 23, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

Sir: Having just entered upon the duties of county school superintendent, neither experience nor observation would justify me in speaking with authority upon matters appertaining to the public schools of the county. Hitherto, owing to the sparsely settled condition of our districts, together with the moderate circumstances of our citizens, and their unsettled condition of mind, in a great many instances, as to permanent residency, but little interest has been taken in the erection of

suitable school houses; and for the want of such buildings our schools have been greatly neglected. Now, however, as the county is becoming more thickly settled, and the old settlers arranging for permanent homes, the condition of our schools is improving. Six of our ten districts now have good houses, worth, upon an average, one thousand dollars each. And although the other districts are still sparsely settled, yet the prospect is that similar improvements will at no distant day be made. The interest our citizens have taken in the construction of large, substantial and commodious houses, and their anxiety for competent teachers, evinces a great and prevalent desire for the prosperity of our public schools.

Our schools for the winter term are supplied with unusually competent teachers, most of whom have just arrived from the States.

My examinations of teachers are conducted orally and made sufficiently thorough to ascertain, at least, whether or not the applicants have ever thoroughly mastered the branches taught in our schools.

So far as I have observed the practical operations of the school law are good, at least, the people generally seem perfectly satisfied with the progress the schools are making in the county, and as I approve of letting well enough alone, I have nothing to suggest in the way of changes in the school law. Further experience as county superintendent may afford some such suggestions. So far as I know there is nothing sufficiently peculiar, relative to the tendencies of popular education in this county, to justify any remark.

Very Respectfully,

W. M. STUCKLER, M. D.,
County Superintendent of Schools.

FREMONT COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
Cañon City, Nov. 8th, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

Sir: Not anticipating being called upon for a special report of the nature which you request, I regret to say it will necessarily be crude and incomplete. It gives me pleasure to say the schools of Fremont county are doing well considering the comparatively short time some portions of the county have been settled. The principal settlements on Hardscrabble Creek and in the Wet Mountain valley, have been made within two years past where schools have been kept in successful operation for one year. Since the beginning of March last three new districts have been formed in the county, where schools will be kept during next year. There are now eleven school districts in the county, each of which is rapidly gaining in numerical strength as well as in real interest in the cause of education. The school in Cañon City is the oldest and most prosperous and the children attending it are quite well advanced. Some have advanced beyond the branches usually taught in common schools and have made considerable advancement in algebra, Latin, German, French, natural philosophy, chemistry and Botany.

Although our schools are doing well yet there is great room for improvement. We very much need the aid of normal schools and teachers' institutes, in order to better prepare our teachers to teach and conduct such schools as this age calls for. I would urge the establishment of a Territorial normal school, at as early a day as circumstances will admit. I am impressed with the necessity of immediate legal enactment by our Legislature, for the establishment of teachers' institutes. There should be a small appropriation made to each county or legislative district, for the purpose of paying a lecturer, and teachers should be required to attend. These institutions would have a wide influence. They would have the effect of elevating the standard of education among the masses, teachers would feel the absolute necessity of becoming thorough in all

the minutia of a common school education. School directors would not be inclined to accept ordinary teachers, as some do now.

The present law of our infant Territory, has operated quite well in our county, but we need improvements in our system of education. I am of the opinion that some compulsory law should be enacted in regard to the adoption of proper school books. Under the present system, it seems to be almost impossible to properly classify the scholars of a school, in consequence of the great variety of books brought in by them, and the reluctance of parents to purchase new ones. Even teachers often fail in judgment in regard to the value of books for educational purposes. It would be well to adopt means to make a judicious selection of books by the appointment of a Territorial committee for that purpose. It is my opinion that county superintendents should have their per diem, payable in cash, in order to stimulate them to faithfully perform the duties of their office. They are now compelled to take county scrip, which in many cases is only worth fifty or sixty cents on the dollar, causing them to feel that they are poorly paid.

I would suggest that some more definite rule be adopted, either by enactment of the Legislature or by the Superintendent of Public Instruction, in regard to the form of certificates given to teachers, so as to compel superintendents to withhold certificates from unqualified teachers. It is now often the case that directors specially request that certificates be given to those known to be scarcely qualified, for the reason that they can be obtained at a low price.

The subject of teachers salary ought to receive attention. Although teachers do now receive higher wages than common day laborers, yet they should be so increased as to command a higher order of talent. We should recognize the fact that a teacher cannot be expected to elevate the pupil above himself; that if he is vulgar in his habits of pronunciation and communication, his pupils will learn to practice the same; that if he be not a man of high moral tone, neither can his pupils be expected to be.

Although we have much of which to boast in our system of popular education, yet there is much improvement to be desired. I think children are confused by too extensive a series of school books—for instance, five numbers of geography and six of the readers are too many. It is often the case that they are too long confined to the minutia of geography, making it necessary to occupy several years to master it. It seems to me highly desirable to educate our children to avoid novel reading, and to adopt some effective means of showing them the deleterious effects of permitting themselves to feed their minds upon such mental food, at the expense of that which is useful. I believe our common schools have something to do with the matter.

It is to be hoped that the people of our Territory will be stirred to interest themselves in the cause of schools; that our Legislature will be composed of men who are not only capable but willing to enact such laws as will be salutary in the cause of popular education. It is to be sincerely hoped that within the space of one year from this time, every legislative district, if not every county, will have a Teachers' Institute established, and that all teachers will be found patronizing them and that the school interest will be pushed forward commensurately with our railroad and commercial interests.

I would recommend that some means be instituted for the education of the children of our southern counties. Facts warrant the assertion that they are sadly neglected. The principle of caste either forbids their admission into the common schools, or they are kept in the dark in regard to the privileges they might enjoy, or inducements are not held out to them such as the spirit of our institutions warrant. It is hoped that our Legislature will not lightly pass over this matter.

W. R. FOWLER,

County Superintendent, Fremont County.

GILPIN COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS,
Central City, Gilpin County, Dec. 18, 1871. }

W. C. Lothrop, Superintendent of Public Instruction :

SIR: In compliance with your request, I submit, in addition to the statistical report herewith, the following relative to the condition of our schools, together with some opinions on certain subjects pertaining to schools generally.

It affords me no small degree of satisfaction that I am able to report so favorably, concerning the condition of our mountain schools. The improvement made, during the past few years is very manifest, both with respect to their internal management and external appointments. Three years ago there was not, in the county, a school house worthy the name. The largest school, that of Central City, occupied an old bowling-saloon. The second in size, at Black Hawk, an abandoned billiard-room. The third, that of Nevada, a room that was, alternately, school room, town hall, and ball room. These apartments were, in every instance, uncomfortable, ill-ventilated and shabby, with furniture to match. Now, every district, with, perhaps, one exception, owns a comfortable school house. Central City has completed a fine granite building, two stories high, elegantly finished, and furnished completely, with the latest improved Chicago-made furniture. It is supplied with maps, charts, globes, philosophical apparatus, &c., &c. The tower contains a Troy bell, of the best quality, weighing 400 pounds; and the yard is inclosed by a beautiful fence from the American Fence Co.'s works, at Cleveland, Ohio. The building contains seats for two hundred and forty pupils; and cost, with its appointments, nearly twenty-five thousand dollars. The school took possession of it in the fall of 1870. Black Hawk, also, has erected a substantial and beautiful two-story building, finished inside and furnished similarly to the Central City school house. This building, with furniture, &c., cost about fifteen thousand dollars. It was first occupied in the spring of 1870. Nevada has just completed

a very comfortable and comely frame house, containing two school rooms, furnished with the same kind of desks mentioned above. Its cost was four thousand dollars. This was completed in December, 1871. District number five has recently purchased and fitted up, in a comfortable and tasty manner, at a cost of four hundred dollars, a house equal to the requirements of the district. Here, then we have, within a radius of one mile, four school houses, that have been completed since the beginning of the year 1870; every one of which is fully up to the demands of the age. These furnish unmistakable evidence of an awakened interest in the cause of popular education; a spirit of liberality and enterprise in our mining communities; and of the energy of the several committees that have pushed these projects to completion.

The citizens of this county have also reason to congratulate themselves upon the improved

CONDITION OF THE SCHOOLS.

Now, the public schools are referred to with feelings of pride, whereas, but a few years ago, they were objects of derision. Then, there were from one to three private schools in every town; now, there is not one in the county. Our best people are most hearty in their support and encouragement; and our schools will compare favorably with the best of the older states. Visitors from the East, educators and *missionaries*, have held up their hands in surprise, with a "Can these things be;" as they have entered our orderly and well appointed school rooms, and observed the stage of advancement as evidenced by the recitations and exercises of the pupils. The teachers generally, have been experienced, competent and zealous; and but few changes have been made among the principals. Especially has this been true with reference to the large districts. The graded school of Central City has been under the management of the same principal for four years, with the exception of one term. Those of Black Hawk and Nevada, for three years. The pupils, generally, are ambitious and studious, yet, while the percentage of attendance and punctuality is better than formerly, there is chance for considerable improvement in these respects.

Ere long a high school will be needed, and when the time arrives, there can be no doubt that the demand will be met; and the same spirit of liberality manifested that has characterized this people heretofore. "Show me the character of your common schools," said Horace Mann, "and I will show you the character of your people." That I may more fully comply with your instructions, I must continue this report by telling what I know about teaching.

That a thorough systematic course of instruction, one which shall be free to all irrespective of caste or creed, yea, that shall be obligatory upon all who aspire to a citizenship of this Republic, should be maintained and carefully fostered by the nation, directly or indirectly, in order that its perpetuity may be rendered certain, is fully conceded by the leading minds of the land. Says Dr. Wayland, "A man who can not read is a being not contemplated by the genius of the American Constitution." There is no one of our peculiar institutions, so thoroughly and completely American, as our public schools. Ridiculous aristocratic tendencies are wholesomely checked by them; caste, in our society, which is based upon lineage or inherited dollars, is justly ranked by the educated, as the lowest and weakest. Our free schools are a sort of Assay Furnace by which tests are made of the intellectual and moral worth of the elements that are to enter into the structure of the future "Ship of State." Not unfrequently has it occurred, that from the most unpromising localities, have been obtained the elements of strength, that have proved to be its "main stay" in times of danger.

As a despotism can exist only when established upon a basis of ignorance, so a government, administered by the people themselves, can prosper, only when the balance of power is in the hands of independent thinkers. Only in localities where ignorance prevails, are demagogues and notorious rascals placed in positions of power. Just how great an influence the public schools of the north, exerted toward saving the nation from destruction can not be estimated. That we are not at the present time in the anguish of dissolution is owing, I doubt not, to the power behind the bayonet, that emanated from the "little red school house."

That the future strength, morality, and general prosperity of our government, depends more upon our system for educating all, than upon any and everything besides, can not be gainsaid. Then, as virtuous intelligence is essential to the permanence of our Republic, let it be the duty of the State, the community, and of every individual, to endeavor by every means possible, to elevate and popularize the common schools, let them be managed by the best men in the community, let teachers be employed who are morally and physically, as well as mentally qualified for the responsibility. Let them be sacredly guarded against sectarian and political influences, that they may be free as the common air, the common rain and the common sunshine.

The State should enact wholesome and efficient laws, upon which the system should rest, and by which it should be regulated. Among other things, there should be provision made for a *real* superintendency of the schools in every county, instead of the *nominal* one, which has been in vogue for the last fifty years in the older States, and which has been too faithfully copied by the new.

OUR SCHOOL LAW.

While the present school law of Colorado is a very great improvement on the old one, and is, perhaps, as broad and generous in its provisions, and as effective in its operations as could reasonably be expected in a country so recently settled as ours; yet, we can not but hope, that when she takes her position among the sisterhood of States, a more comprehensive school law will be enacted.

Schools, particularly those in small districts, and this remark is applicable to nearly all of the country schools in the United States, are left too much to chance. They are carried on usually, in a sort of hap-hazard manner without system, and as a natural consequence, without success. It is an exception, when a teacher is engaged for a longer term than three or four months, and it rarely happens that there is a re-engagement for the succeeding term. As a consequence, there is a change in the course of study, mode of discipline, and often in the

text-books used. I believe it is safe to assert, that any school continuing under the management of the same teacher for forty weeks, will accomplish as much as could be accomplished *in double that time* by a succession of teachers equally competent, each of whom should serve but three months. While this indifference or lack of judgment on the part of the trustees, can not be reached by legislation, the evil results may in a measure, be avoided, by providing for a *real* supervision of all the schools in the county, by a competent person whose entire time shall be devoted thereto; by adopting a uniform series of text-books throughout the State; and by prescribing a course of study to which all teachers shall be required to conform as nearly as practicable. Under such a law, the new teacher would be required to continue the course as left by his predecessor, thus saving much time to the school. Pupils, too, would not be permitted to make their own selection of studies, and parents would not be dictating to the teacher as to what their children should study. Thus would be avoided two of the greatest annoyances to the teacher. Children are no more competent to select studies to be pursued, than they are to prescribe medicine when attacked by disease. Parents are generally no better qualified in this respect than children, and *should never be permitted to interfere*. I would as soon think of asking one attacked by small pox what he would like to take, as to ask a pupil just entering school what he would like to study. The course should be, after an examination, "you need this! you must take it."

COUNTY SUPERINTENDENT.

For this office should be selected a person thoroughly familiar with the best systems of teaching; one that could give advice to the inexperienced, and could judge upon entering the school room, what advice, if any was needed. It would be no less absurd for a county to fill the offices of county surveyor and district attorney with men who are ignorant of mathematics and law, than to give the supervision of the schools into the hands of a non-professional, and to heighten the absurdity, one whose time is wholly occupied by other business. Indeed

the present plan secures no supervision of our schools which is worthy the name. It is well known by teachers everywhere, that so far as school management is concerned, it would be as well to abolish this office altogether. The proper care of the schools of the county, is too great for a man or a committee of men whose time is fully engrossed by their own affairs. Hence we repeat, the superintendent should be a school-man; he should have no other business while in office; and he should be paid for his services. A county can well afford to pay such a man, even if the finances of the school districts necessitate a shortening of the school year to enable them to meet the expense. We would also in this connection, refer to the present mode of examining and licensing teachers. 'Tis true, we have followed the example of the older States, and have not varied materially from the plan that has prevailed for generations, and which prevails at the present time, with a few exceptions, throughout the land; a custom however, "more to be honored in the breach than in the observance." Among the exceptions, are the States of California and Nevada. The Statute of California provides for a "State Board of Examiners," and also for a "County Board." A majority of the members of these several boards "shall be professional teachers." They may grant certificates, the former good for six years, and the latter for three. This provision effectually excludes all persons who are incompetent by reason of ignorance, while the incompetency, arising from lack of executive ability, is not so *dangerous* and can not fail to make itself manifest. Such a statute in Colorado, would compensate in a measure, for the lack of a Normal School, and could not but result in great good to the cause. I have never been able to conceive upon what principle is founded the necessity of requiring a teacher to present himself annually, before *somebody*, with "Sir—will you please see if I am fit to teach another year?" It matters not that the applicant has grown gray in the service, and is eminent in the profession. In a majority of instances, too, this examination is made by one, who, if he should enter the school of the candidate as a pupil, would be assigned to the second or third grade thereof. The inconsistency of such a requirement is no

less than would be an annual examination of lawyers by farmers; of ministers by laymen; or of physicians by mechanics; for the purpose of obtaining their respective fitness to plead, preach, or practice for another twelve-month. Is a teacher more likely to degenerate in his profession than they in theirs? Perhaps we feel a greater degree of solicitude for the care of our children, than we do for our money, health, or future salvation. Let the examination of every candidate be thorough, and if satisfactory, final. "Once a teacher always a teacher; and never a teacher unless a teacher," say we! We, therefore, would be pleased to see in Colorado, a "State Board of Education" whose duty it shall be to prescribe regulations by which teachers shall be thoroughly examined, and the schools regulated, so far as the course of study and text books are concerned.

DISTRICT OFFICERS.

Next to the superintendency of our schools by competent persons, it is important that the local Board of Trustees be composed of men who take an interest in the schools; who are capable of understanding their necessities, and are willing to meet them. District officers are not always of this kind. Generally the predominant spirit is economy. While we are willing to concede this to be one of the cardinal virtues, we have known it to be fostered to such an extent, in school matters, as to become a vice. Good schools cannot be maintained without some expense beyond that of employing a teacher. Machinery and tools are as essential and economical in the school room as they are on the farm or in the work-shop; it costs money to procure them; so it does to buy plows and mowing machines, yet what farmer of the present day uses the spade and the sickle for that reason. Spinning-wheels and foot-lathes cost infinitely less than spinning jennies and steam engines, yet where is the manufacturer that uses them on the score of economy? It is as unreasonable to demand from the teacher a first-class school without supplying him with black-boards, maps, charts, globes, &c., as it would be to require from your journeyman carpenter a first-class job, giving him inferior tools to work with. Committees are too apt to regard these appliances as merely ornamental, whereas they are necessities; and no district,

however small or poor, can afford to be without them. Let them be supplied, even at the sacrifice of a week of school from each term. An expenditure of but ten dollars a year, would in a few years furnish every thing needed.

Trustees cannot be too particular in selecting teachers. This important matter is apt to be deferred until the time arrives when school should begin; then, the first available applicant is accepted, or if there are several, the school is "let to the lowest bidder." Here, also, too often prevails that spirit of false economy. "Good articles are the cheapest" is as applicable to the school teacher as it is to horses and hired men. The employment of a cheap teacher may enable the district to report "cash on hand," a "low rate of taxation," and—nothing else. Even in our best graded schools, while considerable care is exercised in the selection of a principal, the subordinate positions, and particularly the primary departments, are considered of minor importance. One teacher will be employed for this reason, another for that. This one is available, and is a particular friend of some member of the board; that one is a worthy girl, needs the place, and will teach for a low salary. Such a policy is not only expensive, when results are considered, but, frequently, absolutely wicked. Men do not permit such influences to govern them in the selection of teamsters or tailors, not because they consider the proper training of their children to be of less importance than the fit of their coat, but because they greatly underrate the value of good primary instruction. Persons are not unfrequently employed for this department, who would not presume to apply for an intermediate position, and whose applications, if they should, would not for a moment be considered; and this, from the mistaken idea that "anybody can teach the little ones well enough." Often have I heard such a remark as this: "I do not suppose she would answer for a grammar department, but I think she will do very well for this."

Were I called upon to produce the best school possible, at a certain annual cost, I would make the salary for the infant class high enough to secure the best teachers therefor; and if compelled to employ cheap ones, I would assign them to the higher grades.

The tact, talent and genius, so valuable in the primary school, *must be paid for*, or it will seek the places that command the high salaries. Hence by making the pay for this higher than for the other grades, good teachers would seek the position and strive to retain it, instead of assuming it merely as a stepping stone to something better. Apprentices in the art of teaching, should not be put upon this part of the work. The foundation of any structure is of too great importance to be intrusted to unskilled hands. We do not send for cheap doctors, when it is only a child that is sick. Farmers do not intrust the management of their colts to the inexperienced and employ the professional trainer to handle the plow-team. I repeat, "Too much care cannot be exercised in the selection of primary teachers."

TEACHERS' INSTITUTES

Should be held in every county at least once a year; and it should be considered the duty of every teacher to attend and participate in the exercises thereof. Such meetings are of incalculable value, both to the teachers and to the cause of education. Especially are these needed in Colorado, as we have no Normal School. Teachers of small experience are greatly benefitted by contact with those who have been longer in the field. We would also recommend that there be at least biennially, a convention of the teachers of the Territory. Such associations have proved very valuable in other States, and doubtless would be so with us.

SALARIES OF TEACHERS.

The salaries paid to teachers should be sufficiently liberal to command a fair share of the talent of the country. In some sections this is the case; but as a general thing, the contrary is true. Why should we not be as willing to pay for first class instruction for our children, as we are to employ at a large price, skilled lawyers or eloquent preachers? A person in either of the professions named can command from three to ten times the compensation for his services, that he could command were he to bring his talents and genius to the school

market. It cannot be maintained that to fit for these requires more time, or money, or natural ability, than to properly prepare for teaching. Some of our Western States have taken the proper view of this question. California and Nevada have set worthy examples, and the consequences are that the small schools in these States are in a better condition than those of the Eastern States. No State can afford to lose her best teachers by permitting her neighbor to bid higher for their services. Colorado pays more than New York; California more than Colorado; and the new State of Nevada more than any other State in the Union.

DUTIES OF PARENTS.

Parents have a duty to perform in relation to the schools, which, as a rule, is sadly neglected. Teachers and parents should be acquainted; there should exist between them a bond of sympathy; the influences of the one should be co-operative with those of the other. In matters of discipline and in any case of misunderstanding, a parent should seek the teacher, and learn the facts, before he permits himself to entertain any hard feelings.

Parents are perfectly willing to concede that there must be order, and there must be punishment for the disobedient; yet they are very slow to admit that this can ever apply to their children. No one knows so well as the teacher, how blinded parents sometimes are to the faults of their children; how apt they are to regard their children as being made of finer clay than their neighbors; "their children never lie," "never use profane or indecent language," &c., &c.; whereas the truth is, that frequently the darlings of such parents are the very worst specimens in these particulars. Therefore, parents, if a teacher detects any evil habit in your child, which you have failed to discover, and endeavors to discipline it out of him, thank him for it, and assist him in his efforts, and thereafter take some pains to ascertain what the conduct of your child is when out of your sight. The most profane and vulgar in our schools are doubtless very circumspect in the presence of "father." If the teacher is unfit for the position he occupies,

discharge him; but while he is in authority, sustain him; as you value good discipline in school, and habits of subordination in your children. If you encourage your child to rebel in school, he will not be likely to "depart from it" when he enters the school of practical life.

I have often noticed that teachers are complained of most by parents who, themselves, are very severe and unreasonable with their children at home.

THE DISCIPLINE OF THE SCHOOL.

Two-thirds of the poor schools are poor from a lack of government. Often do we hear the remark: "He is a good teacher but he lacks discipline." The teacher that fails in this respect, fails in his calling. One of the most important parts of a child's education, is the acquirement of habits of punctuality, order, systematic study, neatness and obedience to the law. A teacher who fails to inculcate these, will generally fail in everything else. How to discipline a school, is a question that doubtless could be discussed at greater length than any other. There is no small amount of bigotry and not a few pet notions among educators in reference to this. With one, corporal punishment is classed among the relics of barbarism; another objects to the self-reporting system, as tending to generate falsehood and tattling; another favors the system of merits and demerits, the latter to be given when, and only when, the teacher detects a misdemeanor; some object to the marking system in toto; one enthusiastic young lady who was applying for her first certificate, in reply to the question, "How would you govern your school?" replied, "By love." While we could not but regard the candidate's qualifications in this respect fully up to the average, we felt that there would be a large portion of "Love's labor lost."

I would say to every teacher, keep good order! by mild means if possible; but, keep good order! As to the means, much depends on the circumstances of place, person and pupil. In cities and large towns where there is usually a strong power behind the teacher; and where the infringement of the rules of the school may incur suspension or expulsion, there is little

need of bodily punishment; yet, it often happens, even here, that the parents or guardians are so indifferent and shiftless in regard to the welfare of their children or wards, that it would be more in accordance with Christian duty to punish the lad into subjection, than to turn him into the streets to become a vagabond or criminal. But in country schools, where the teacher is both law-maker and executive; where teachers are changed every three months, there is not one in a hundred that can succeed in establishing his authority, without resort to corporal punishment in some form. When society can be governed without severe punishment for offenders; when lawlessness disappears from among men; when parents, at home, govern without inflicting bodily pain; then, and not till then, can schools be thus governed. I speak in general terms, for I am well aware that there are teachers, those who have held the same position for years and who are so firmly established in the confidence of the community and respect of the pupils, whose request is sufficient, with some mild remedy for the careless, to maintain order.

The self-reporting and marking system so emphatically condemned by many, is doubtless dangerous and valueless in the hands of some, but perfectly safe and efficacious when handled by others. The ability to govern a school is given to some as is poesy. Some acquire it by careful and diligent observation and study. Among the first requisites to the attainment of this valuable element, are the respect and confidence of the pupils and parents; honor comes before cheerful obedience, as much so in the school as in the camp, or in the political world. We all know how more than useless it is for an unpopular man to attempt to lead in a matter whose success depends on the sanction of the people. We would say then, especially to the inexperienced teacher, seek first of all to gain the good will of your scholars and their parents. Of the former, by treating them with respect; by requiring nothing of them that is unreasonable; by making no arbitrary rules; in short, by taking no stand that you can not fully maintain by arguments, clearly within the comprehension of their young minds; and, by no means the least, by cheerfully acknowledging your errors

when you discover them. Of the latter, by calling upon them at least once during each term, and by conferring with them in all cases where there may exist a difference of opinion as to the branches to be pursued. Ten minutes talk with a father or mother, may win them to your side of the question; whereas without such an interview, dissatisfaction would be engendered, and their influence with their children and with the neighbors, would be against you. In every thing you do, both in school and out of school, aim at securing the better part of the public sentiment, and do the best you can with the chronic fault-finders and would-be leaders that are found in every community.

HORACE M. HALE,
County Superintendent of Schools.

GREENWOOD COUNTY.

No report.

HUERFANO COUNTY.

OFFICE OF COUNTY SUPERINTENDENT OF SCHOOLS, }
Huerfano County, Butte Valley, Dec. 5th, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

SIR: In accordance with your request for an additional report from me regarding my views relative to the progress of common schools in this county, I would state that in districts where there has been proper interest taken, the prospect looks very encouraging. The free school system is something new to the majority of our inhabitants, and they have not yet come to understand it fully. Public sentiment in this county is very much in favor of the present free school system. I think I would be safe in saying that at least four-fifths of our population are in favor of free schools supported by taxation.

I am of the opinion that any change in the law at the present time would be likely to create as many evils as it would remedy.

We have no school houses, and I think this county should, in a manner, be reorganized into districts in such a way as to accommodate the greatest number of its inhabitants, and then a special tax be levied for the erection of school buildings.

In this county we stand very much in need of a few copies of the school law both in Spanish and English. There is nothing, in my opinion, that will do more to encourage and advance the interests of education than a thorough distribution of the school law among all classes.

Very respectfully,

A. J. THOMAS,
County Superintendent of Schools, Huerfano County.

JEFFERSON COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS,
Golden City, Colorado, Nov. 1st, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

SIR: In accordance with your instructions and the law regulating the public schools of Colorado, requiring reports of the condition of the schools in the several counties in this territory, I have much pleasure in submitting to you the report for Jefferson County, with the financial reports of the secretaries of the districts, as made by them on the 1st day of October, 1871. The report is not as complete and full as desired, owing to the inability of the secretaries to make it. This arises from the districts providing no fund to pay the district officers for their services, and therefore very few people are willing to work without remuneration. To have districts well represented some fund should be provided in the districts, or in the county to pay officers. Until this is done we may not expect the districts to be well represented. Something must be allowed for the new organizations which have been made during the last year, and for the short time the districts have been in working order. The spirit of improvement in educational culture and advancement is such that we may favorably look forward to greater and more actual work during the next year than was ever before manifested. As our county is growing in population and strength, having during the last twelve months gained over 100 per cent., and of a class of citizens who are permanent, and who are giving more thought to the cause of education than at any time since the organization of the county. They now have under consideration the erection of a graded school building in the Town of Golden to seat 500 pupils. With this school in operation, with good teachers fully competent to take charge of it, our county will stand among the first in the cause of education, in our young territory, if not equal with older states. We have the full endorsement of the educators of the county in the cause. The cause of common schools is one which should command the first attention of statesmen, and

educators, as it underlies the whole groundwork of government, in all countries more especially in the United States. The system of education in our county is far from being perfect, owing in part to the districts being divided and subdivided until they are too small and weak to support a good school. The teacher is not hired for ability, but *cheapness*, and as a poor teacher always makes a poor school, the result is that some of the schools are intellectually weak. This arises from the small amount of tax levied by the commissioners for school purposes. A constant change of teachers has a very deleterious effect, every new term brings with it a new teacher, and much time is lost in becoming acquainted with the habits, manners and capacity of the pupils. Besides, as a result of this alternating system, in place of experienced workmen we have apprentices, young ladies and gentlemen just grown up who adopt the business of teaching, not with a view of following it as a profession but merely for some temporary purpose.

The diversity of books is another fruitful source of inefficiency. Out of eighteen school districts in this county not one has a uniform series of books. District boards have not given this matter much attention, I would here recommend, for your consideration, the adoption of uniform books for the territory.

Another source of inefficiency is the apathy in some districts manifested by parents. Term after term passes, and not a parent enters the schoolroom. Wherever I have found a school regularly visited by patrons, I have invariably found an efficient teacher and earnest scholars.

To improve the plan of teaching, to secure better teachers and to make the system more uniform and successful, I have given notice to the teachers to meet at Golden on the 2nd Saturday in December, 1871, for the purpose of organizing a teachers' institute, from which much good is expected to be derived, both to the teachers and to the educational interests of the county.

The present law regulating the apportionment of the school fund, is one which, in my opinion, should be changed, and instead of making the apportionment as at present, make it according to the attendance. If this was the law more scholars

would attend school, and the districts would have longer terms of school. I would also recommend a change of the law regulating special school tax in the districts, so as to give them the full power to collect, or not give them any. The financial condition of schools is fully given in the accompanying report, and as I have given you, in answer to your circular letter, a full statement of the condition of the schools of this county, I will not now make a further report.

All of which is respectfully submitted,

M. C. KIRBY,
Superintendent of Schools, Jefferson County, Colorado.

LAKE COUNTY.

The County Clerk writes as follows:

Granite, October 27th, 1871.

W. C. Lothrop, Superintendent of Public Instruction:

SIR: Yours of September 23d, calling my attention to the requirements of the law, is received. In reply, I would state that the County Superintendent of Schools elected for this county did not qualify, and at this time we have no one acting. As soon as one is appointed, I will report as the law directs.

Yours Respectfully,

R. MAT. JOHNSTON.
County Clerk, Lake County.

LARIMER COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS,
Fort Collins, Larimer County, Col., Nov. 1, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

SIR: I have the honor to present to you my report of the schools of Larimer county, herein enclosed, for the year ending September 30, 1871:

It is very imperfect but is the best I could do under the circumstances. I only came into office in September, and found things in much confusion. The books afford imperfect data, and many of the school officers sent in very confused and meagre reports, and at a late hour. I wish I could as soon as possible after books are printed, get enough copies of the school law to furnish each board, so they may better understand the making out of these reports and their duties. Hoping my next report may be more satisfactory,

I am, yours truly,

JAS. M. GALLOWAY.
County Superintendent of Schools, Larimer County.

LAS ANIMAS COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
 Trinidad, Col., Dec. 11, 1871. }

W. C. Lothrop, Superintendent of Public Instruction :

SIR: Having received from you blank reports and a letter accompanying the same, I take pleasure in responding by making as full a report in regard to the educational condition of our county as is possible under the circumstances. As I have been but recently elected to the office of Superintendent of Common Schools, and my predecessor not yet having turned over to me the books, it is impossible for me to arrive at the financial condition of the public school department of our county. I enclose report of School District No 1, Trinidad, which, until the recent organization of a district in Township No. 8, in which there is now a school, was the only one in the county.

Yours respectfully,
 FREDERICO BENITEZ,
 County Superintendent of Schools.

PARK COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
 Fairplay, Col., Dec. 4, 1871. }

W. C. Lothrop, Superintendent of Public Instruction :

SIR: In reply to yours I would state that the common schools have been in active operation in two districts in this county, namely, Fairplay and Hamilton, for three years. On account of our limited population, the progress of our schools has been comparatively slow, yet commensurate with the wants of the community. Compared with the previous school law the present school system is a vast improvement, and public sentiment is strongly in its favor. I would suggest, however, that the secretaries of the several districts furnish the County Superintendent with a list of the names, ages and residence of the persons residing in their district between the ages of five and twenty in their report, as well as the number, so that the apportionment can be correctly made; also, that no school district be formed unless there are at least ten or twelve persons of school age residents therein.

I remain,

Very respectfully yours,
 E. M. INNES,
 County Superintendent of Schools.

PUEBLO COUNTY.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
 Pueblo, Pueblo County, Dec. 2, 1871. }

W. C. Lothrop, Superintendent of Public Instruction:

SIR: Your letter requesting me to send to your office a written report of the schools of Pueblo county was received, and in accordance with the same I hasten to comply. In examining teachers I have invariably observed that, while the result proved that they were almost without an exception well-educated, yet there is a want of uniformity in the text books used; some prefer McGuffey's series of readers and spellers, while others advocate the National series, and the difference of opinion is the same concerning all the other branches of education. In order to overcome those differences of opinion, it would, in my opinion, be a wise act if the next Legislature would pass an act creating a Territorial Teachers' Institute; and while the Territory should bear the burden of the expenses for the teachers' education and training in the same, the students should be compelled to furnish themselves, at their own expense, with the necessary books, and an attendance of two years at least should be required. There should, in my opinion also, be a uniformity of text books throughout the Territory, and the rules for teachers governing their schools should also be the same. Teachers' certificates or diplomas should be given only by the Directors of such Institute to those meriting the same.

Owing to the sparsely settled condition of, I might say the the entire county of Pueblo, and the influx of immigrants from other places, where in many cases no opportunities were offered for the education of their children, the instruction, with but one exception, (in the town of Pueblo,) is in the primary branches.

There is but one district in this county in which the Spanish language is mainly spoken, and no teacher has been found who is able to teach both the Spanish and English, as Section 34 of the school laws requires. Otherwise, I am happy to state that the schools in Pueblo county are in a most satisfactory condi-

tion, and the people manifest their sentiment in favor of "universal public education" by expressing themselves in favor of a compulsory school system, which entirely meets my views. Parents should, by law, be compelled to send their children to school when they arrive at the age of six years, and continue their education until they are fourteen years old. This will give them ample time to give their children a thorough education. The more youth, is enlightened the greater, in my belief, will be their love for free institutions and the liberty so dear to every free man. The best evidence that the people generally are in favor of a good education is, that they are willing that the teacher receive a salary commensurate with his services. The average compensation for teachers is sixty dollars per month.

There have been four new school houses built within the last year, and three others are in course of construction, in which schools will be taught as soon as completed.

In order to enable district officers to better discharge their respective duties, there should be a greater number of the school laws distributed.

In conclusion, I would respectfully call your attention to the fact, that while Section 14 of the school law requires county superintendents to purchase, with their own private funds, books, stationery, &c., which is refunded to them quarterly in county treasury warrants at, in most of the counties of this Territory, a greatly depreciated value, so much so that in many counties the county superintendents do not receive one-half that compensation which the law contemplates.

Hoping the foregoing suggestions may meet with your approval, I have the honor to be,

Very respectfully,

Your obedient servant,

PHILIP ZOELLER,
 County Superintendent of Schools.

SAGUACHE COUNTY.

No report.

SUMMIT COUNTY.

HILLSBORO, Col., Dec. 6, 1871

W. C. Lothrop, Superintendent of Public Instruction:

SIR: Having been, for so brief a period County Superintendent of Schools, I am unable to give but a limited report of the progress, condition, and wants, of the schools of this county.

The supply of good teachers has not been equal to the demand, but this difficulty is being slowly removed. Thorough primary instruction is of the utmost importance, and certainly should be obtained in the common schools of the country. In order to have such instruction thorough, well qualified teachers are indispensable.

No person, in my opinion, no matter how extensive his knowledge of the higher English branches, nor how well versed he may be in the dead languages, nor how many old certificates he may have, is qualified to instruct a common school, who cannot now pass a simple examination in the common English branches.

In the examination of teachers there are two essential points to be kept in view: 1st, A thorough knowledge of the branches they propose to teach. 2nd, Ability to impart it to others. These can be ascertained by a written or an oral examination. I think the former method preferable, it being more systematic and thorough.

Teachers receive from forty to seventy-five dollars per month. The people manifest a considerable interest in education, and, with few exceptions, desire good teachers, and are willing to pay fair wages.

Some districts that receive but little public money are obliged to economize, both in regard to the salaries paid, and the number of months school is taught during the year. The public money for the year ending Sept. 30, 1872, (should the school taxes all be collected) will be sufficient for the apporportion-

ment of about fourteen dollars each to those attending school, a sum quite sufficient to maintain in most of the districts, a school from six to nine months during the year.

Teachers' Institutes, when well attended and properly conducted, afford advantages greatly to be desired. But there have been none held in this county; and I have many doubts in regard to the feasibility of such a movement here, at present, owing to the small number of teachers, and the distance many of the school districts are from a central point in the county.

In some there are no school buildings; and in some school is not maintained, chiefly from a want of pupils. A uniform series of text books is a great need of our schools.

I would recommend some changes in the school laws:

1st, That public examinations be held twice instead of four times a year; the last Friday in March and the last Friday in September. 2nd, The distribution of public money twice a year instead of four times, viz: upon the 20th of January and the 20th of July. All or nearly all of the public money would be collected by that time (July 20), and it would also be distributed about the time the districts would need it. 3rd, That some provision be made in the law to prevent false reports on the part of district secretaries. 4th, A law that district officers shall file their oath of office with the County Superintendent.

O. P. BASSETT,
County Superintendent of Schools.

The following letters relative to the University and the Agricultural College have been received:

Boulder, Colorado, Nov. 28, 1871.

W. C. Lothrop, Superintendent of Public Instruction:

DEAR SIR: Your letter dated the 23d inst., in relation to our Territorial University, is received. The officers are: President, G. Berkley; Secretary, T. J. Graham, of Boulder; Treasurer, Edwin Scudder of Denver. The Board is fully organized; the ground selected for the building; but nothing has yet been done towards erecting it. We have subscriptions towards it in land, property and money, to the amount of about twelve thousand dollars, but nothing collected. The intention is to proceed with the erection of the building early in the Spring.

Very Respectfully,

G. BERKLEY.

FORT COLLINS, Colorado, Dec. 1, 1871.

W. C. Lothrop, Superintendent of Public Instruction:

SIR: I am in receipt of a letter from you, in relation to the Agricultural College of Colorado.

A quorum of the Trustees met at Fort Collins, on the 6th day of July, A. D. 1870, elected officers and adopted by-laws.

At an adjourned meeting, on the 23d of Dec., 1870, the Trustees located the College on section, 14; township, 7; range, 69, west; about one mile south of the center of the town of Fort Collins.

The officers of the Board elected are J. M. Smith, President; B. T. Whedbee, Treasurer; and T. M. Smith, Secretary.

Since the last meeting the President, J. M. Smith, has died, leaving the office of President vacant.

Very Respectfully,

T. M. SMITH,
Sec'y Board Trustees, Agricultural College, of Colorado.

F. C. Garbutt, Secretary of the Chicago Colorado Colony, writes as follows relative to the schools in Longmont:

W. C. Lothrop, Superintendent of Public Instruction:

SIR: Few of the members of the Chicago Colony had arrived on the ground, when the matter of schools began to be discussed. It was out of the question to organize a new district at once, and to establish a public school for immediate use. Rather than be without school privileges the executive board of the Colony decided to erect a building and open school at as early a day as possible.

The second Monday of June, and within three weeks after the appointment of the committee on schools, sixteen scholars, from as many different States, met and recited their first lessons in Colorado. A temporary, though commodious and suitable building, twenty-four by forty feet, had in the meantime been erected, neatly painted, and seated with first class furniture from Chicago; a uniform set of books, the same with those in most general use in the North-Western States, had been adopted and procured; and Col. B. L. Carr, recently County Superintendent of Schools in Lake County, Illinois, had been placed in charge.

The school gave the best of satisfaction, and the number in attendance had increased to forty-two before the Summer vacation; during which a new district was organized, and a tax has been levied for the support of the school; thereby relieving the Colony from its further care.

Since the Fall term began the number enrolled has reached ninety, and an assistant teacher has been employed. The increase in numbers is due in part to the arrival of new colonists, and in part to the fact that many of the old settlers of the surrounding country have been attracted by the merits of the school and are availing themselves of its advantages.

The improvement the scholars are making and the interest manifested by the citizens are the best possible guarantees of future success of the school. Already it may be counted among the best in Colorado.

F. C. GARBUTT,

EVANS, Colorado, Dec. 4, 1871.

W. C. Lothrop, Superintendent of Public Instruction:

DEAR SIR: I have before me your letter of inquiry relating to the schools of this place, and in reply would say we have one school, for the accommodation of which we have rented a building with two rooms, one to be used as a recitation room; and have sent for patent seats to furnish the same. The board are authorized to issue bonds to the amount of two thousand five hundred dollars, for the purpose of erecting a school building. There are in the district one hundred and eleven scholars, according to the last census. We employ two teachers, at a total salary of one hundred and thirty dollars per month.

The people here are wide awake to common school interests, and the prospects are that at no distant day we will have as flourishing schools as any place in the Territory.

Respectfully,

A. P. McNITT,
Treasurer, School District No. 15, Weld County.

Remarks on the public schools of Denver, made before the Board of Directors and a company of citizens, on Monday evening, October 30th, 1871, by John C. Anderson, Treasurer of the Board.

GENTLEMEN: The present occasion has been deemed a fitting one to offer some remarks relating to our public schools.

Their value and importance being sufficiently well understood as to make comment on this theme wholly unnecessary, I shall endeavor to confine my statements to such facts as immediately relate to the erection of our new public school building, work upon which has been commenced this day. It is not improper for me to make some allusions to the condition of the district, and hastily allude to its school necessities, its present facilities, and the contemplated increased accommodations in course of construction. The district comprises all the territory north of Cherry Creek to a point beyond the K. P. Junction, west of the Platte, and east of Colfax Avenue, embracing the most populous and wealthy settlement in the Territory.

Of its school relations I desire to remark upon its past and present wants—in contrast. All classes of society, without distinction of occupation, avail themselves of the improved condition of our public schools, and the present demand as contrasted with the very few educational wants of but several years ago, is even greater than our most enthusiastic educational advocates are generally aware of. The population of the district within the past year has increased at a ratio unprecedented in the history of the Territory, which only a few years since consisted largely of men—*without families*—consequently, when we were increasing in agricultural and commercial wealth and rapidly extending our limits as a prosperous and thriving city, there were but few children to attend the schools—a fact well understood by our largest taxpayers and most opulent property holders, who either have families matured, are without issue, or have no families at all. The later influx of population has consisted of a class of people establishing permanent homes; men accompanied by their families—as well as those who came here adventurers—whose suc-

cesses have been sufficiently gratifying for them to adopt Colorado as the home of their choice, and have brought their families to share with them the happiness of civilized life which the privations of pioneer life have secured them. This important change in the character of our population, from almost universal adult male to the proportionate number of male and female, youth, adult and middle-aged, creates in no public want so *great a revolution* or more important demand than the establishment and maintenance of a system of education, as radical as the want.

The consequent large per cent. of annual increase in the number of pupils to be provided for, necessitates the providing of ample school accommodations without delay. The laws of our Territory provide for the establishment and separate maintenance of a public school where the Anglo-American branches shall be taught—and where any nationality to the number of twenty are represented they shall be entitled to a separate school and be educated in their native tongue. This district, I believe is the only one having a population other than American, sufficiently representative to establish their claims under the provision of this law, and we accordingly maintain three separate schools, viz:—The American, the German, and the colored school—a tax upon the finances of this district, which no other district is called upon to support, I believe, in the Territory.

The system and management of the schools that but three years since was found ample, at the present time is totally inadequate; the pressing necessity for the maintenance of a system of education that is in keeping with the intelligence and enterprise of our people, should result in sustaining a system that shall in all particulars approximate to the standard of such schools elsewhere. It is one of crying want. Ever since the advent of our railroad communication this want has assumed a magnitude best fully understood by those having the interests of education in charge. There is no place in America where a public school of a high standard of merit is of more necessity than in our own midst. Any party skeptical upon this point has only to visit the public schools of this district when in session. I would be glad would time permit

to elaborate upon many details in this connection relative to the source of revenue which supports these schools. The fact that Denver is without any school house, excepting the small school-house in West Denver, should not be a matter for the historian long to chronicle. I would like to give a detailed statement of the number of buildings rented, the cost of rental, and expenses incurred for needed alterations, repair, keeping in order, heating, etc., etc., the number of teachers employed and salaries paid, but this would tax your patience, and will form the burden of my report to the district where it will be embodied in a statistical statement, and exhibit facts worthy the candid and careful consideration of every worthy citizen. It may not be improper to state in this connection that the cost of tuition per capita in this district amounted last year to only \$11 09, a cost less by \$6 80 per scholar than in the city of St. Louis, as per their published report.

I will call your attention to the average cost per pupil in other cities, as compared with ours, which I have carefully selected from a list compiled by Mr. Doty, the very able Superintendent of Schools at Detroit, Michigan :

Boston	\$22 23
Cincinnati	17 42
Chicago.....	15 62
New Orleans.....	18 90
St. Louis.....	17 89
New York.....	11 75
Cambridge, Massachusetts.....	15 91
San Francisco.....	21 80
Quincy, Illinois.....	14 82
Davenport, Iowa.....	15 72

The general intelligence of a people constitutes the very bulwark of our republican institutions. It secures us the rights of civil and religious liberty. The statistics of crime exhibit the fact that from the small per centage of our people who can neither read nor write are recruited a very large proportion of our criminals, and the remainder of those upon whom the laws of the land meets out its severest penalties, are comprised almost wholly of those who have had very limited educational privileges.

The relation which exists between those who are large property holders, who may not avail themselves of the privileges which our public schools afford for the education of their children and their less fortunate and very many times quite as intelligent townsmen, especially the laboring classes of the community, to whom the public school affords the only available means of educating their much more numerous families, and who could never incur the expense of their tuition in a private school—this relation is of such a nature that the increased amount of tax which his property may represent, is but a small token on the part of wealth in support of a general intelligence that makes liberty possible, and his property of value. Advance the intelligence of a people, and you largely enhance the value of property. This is a truism which is demonstrated by our history as a nation, and is the basis of our claim to progressive civilization.

But I have digressed from a fact I desired to make known, using the one item of the average cost per scholar here, as compared with the average cost per pupil elsewhere, as an illustration—simply to assure you and those we represent, that the finances of the school district have not been injudiciously squandered or misappropriated. This statement of itself constitutes an unanswerable argument favorable to the conduct of the schools, showing that moneys coming into the hands of the Board have been expended to the best of their judgment ; that a system of economy has been observed, which proves that however we may have expended the same in the interests of the schools—that as compared with other even more populous cities—that the amount of money raised by tax for the support of our schools, is at present below the average elsewhere. The Board take no pride in representing the small cost of tuition for each pupil ; they consider the salaries paid to teachers one of the principal items of expense, as being a lower compensation than is paid for any other comparative service by our merchants or mechanics for skilled operators in their employ. These salaries, small as they are, the Board find themselves scarcely able to meet, owing to the very small tax levied for legitimate school purposes. The apportionment of

the school fund is made in ratio to the number of scholars in attendance, and not in proportion to the amount of taxable property in the district. Were the latter the case, this district, at a reduced tax, would have a source of revenue in excess of its wants, for it will readily be seen that within its boundaries is represented a large proportion of the taxable property of the county, and as before stated, this property is largely owned by parties who have no children to call for their proportion of the tax (the change in the nature of the increasing population will in time largely remedy); while from the earliest settlement of the county, in the suburban districts, it has almost without exception been comprised of families with their full proportion of children to call for their apportionment of the school fund. It was no unfair proposition for this district to hope for aid from the County Commissioners in their need, when it is a fact that this district pays more than five-sixths of the county tax, and has hitherto drawn only little more than one-third of the school fund. Its three schools have attained a high standard of excellence, and are an honor and credit to Denver. Visit them, gentlemen, and judge for yourselves.

Among new features introduced is instruction in vocal music, by one of the most experienced and best professors of music in the country; and a very interesting diversion and source of valuable instruction, is afforded in military drill—using Upton's tactics—the military drill and instruction being conducted by an ex-officer of the army. You will be cordially received and every facility extended you to judge of the character of our schools under the able superintendence of Prof. Carver, of whose merits as a teacher and his ability and experience as one of the most able and worthy in America, it were more fitting to speak of in some other connection. I most cordially invite you to visit our schools and satisfy yourselves that no fanciful picture is drawn as to the necessity of at once erecting a new school house.

The erection of a school building of a capacity commensurate with present and prospective wants—due allowance being given to the certain wants of the future—is a task the magnitude of which but few of those whose interests the board of

education are striving to serve—conceive of or properly estimate. Malfeasance in office; the embezzlement of public funds, and the defalcation of those having public funds in trust, has become so general as to excite almost universal distrust and dissatisfaction even with those whose efforts are known to be directed as to how they can best serve the public interests without the hope of fee or reward—pursuing studiously the most rigid system of economy—securing the largest benefits, at the least possible outlay.

It is not my purpose to review in detail the origin and history of school enterprise in our midst, or dwell upon the use or misuse, if there has been any, of the public school funds.

There has been *none* that pertains to district boards, that has ever come to my knowledge. Any one conversant with the cost of building here; any one capable of estimating the nature and character of such a school building as Denver needs and should have, needs no second thought or assurance as to the insufficient amount of money which has been raised to secure such an object. When our merchant stores average a higher cost of construction than the total amount thus far raised, it does not admit of argument. I can but instance Feuerstein's, Schleier's, Eckhart's, Charpiot's, Stillson's, Crow & Clark's, Hughes' and others. Does any one suppose that any of these are or could be adopted or could be successfully used as public school buildings, or that any of them would afford any more accommodation than Denver—this district of Denver, needs to-day?

In the erection of a suitable building affording proper accommodation, a site upon which to erect said building primarily was of prominent importance. None had been provided prior to the present board coming into power. Staggering under a depleted treasury, the board had no money with which to buy, and they had no right of "eminent domain." The city was constantly growing beyond the limits of the site where such school of necessity should be located. Property was advancing at a fearful rate in value, and the only resource was to use the teachers' fund and *purchase*; this the board did, investing three thousand five hundred dollars of teachers'

fund at the risk of being compelled to stop the schools for want of funds. The property so purchased has largely increased in value since said purchase, and the teachers' fund has been reimbursed by the proceeds of special tax levied for school house purposes, of which \$13,000 has been collected. Deduct from this amount \$3,500, reimbursed teachers fund,

Reimbursed teachers' fund.....	\$3,500 00
Paid A. R. Lincoln (collecting taxes).....	780 00
Paid architect for plans.....	600 00
	<hr/>
	\$4,880 00

And we have \$8,120 left to erect a building to accommodate a population, the scholarship of which by census—of school age—amounts to some eleven hundred scholars. Preceding boards had from want of funds, or the present prosperity of Denver not then being anticipated, made no adequate selection for a site, except as hereinafter mentioned. The wildest real estate speculator and enthusiast then little dreamed of the present and growing importance of Denver as a commercial metropolis. The board to-day appreciating the importance of purchasing sites are paralyzed for need of funds, and the noble and generous act of General Frank M. Case in voluntarily donating a suitable site for a school building at a point where a school at no late day will be imperatively needed, was an act of generosity and magnanimity which the Board took occasion to promptly publicly acknowledge. You will appreciate the value of this legacy to the school interests when I state that the property is valued in excess of \$2,500. In the selection of the

PLACE OF BUILDING,

The Board considered the number of scholars, of necessity to be accommodated, with only a small allowance for an increased attendance most certain to occur.

Even with the provisions made by them, if the present influx of population continues, but several years can elapse before there will be urgent necessity and demand for other and equally commodious buildings. Next, the character

and cost of the building. Immediate correspondence was had, of an elaborate nature with the principal metropolitan cities, inviting their recommendations as to their devices of a school building, its size, cost of building and interior arrangement, reaching as far east as Massachusetts, north as far as Wisconsin, and south as far as Missouri, which latter probably supports her schools at as large a proportional tax, as any other State in the Union. To be brief, these recommendations and plans submitted by competing architects, from various points, resulted in the selection of a plan especially designed for us by G. P. Randall, Chicago, an architect of world-wide fame and distinction, at an estimated cost in Chicago of \$30,000. Mr. Randall has designed some 3,000 prominent public buildings, among which are some 800 school houses. The main points of excellence in the plan adopted by the Board, are first and pre-eminently, its perfect and faultless system of ventilation—the admirable arrangement of its interior for school purposes. Equally well lighted in every room, equally well heated, and equally well and perfectly ventilated.

I quote Mr. Randall's language: "Select what costly exterior, design or finish you may, the interior arrangement, in all particulars should be like this. It is the best design I ever made, and is as near perfect in all the points of excellence which should recommend it for school purposes as human ingenuity can make it."

The securing and selection of the site for this building has been a work of much labor and has received that immediate attention on the part of each member of the Board that its importance demanded, despite the efforts of some scribbling "*penny-a-liner*," to impair their efforts and deal in detraction as to their purpose. The most diligent efforts have been put forth by the Board to secure grounds that would afford, in addition to the site for the building, sufficient play ground for the scholars and enable them to avoid the much deplored necessity, for want of such play ground, to congregate in the streets to seek recreation and pursue their sports to the annoyance of passers-by, and the entire neighborhood. The Board purchased, as stated, five lots adjoining the three that had been previously

secured, and known as the "Steck" property, which, while they consider this the most central and the very best location they can possibly obtain, they regret the insufficient play grounds they will afford, and that they have no present means of purchasing adjoining lots. This point being determined on as the site for the school building as being the most central and best obtainable, the Board have commenced to-day the erection of their building with some slight modification of the plans as adopted, and will push the same forward to as rapid and perfect a stage of completion as the funds in their hands will warrant. It will be understood that the Board can only act under delegated powers as they may be instructed in the form of resolutions passed by the legal voters of the district at the close of each scholastic year; and the authority of the people is circumscribed as to the extent of power that they are authorized to legally delegate.

The Board have no right to encumber the property of the public to secure the payment of any obligation they may assume, even when said obligations are incurred under the most favorable financial considerations, no matter how much benefit such action may result to the public. Such powers can only be conferred by a special act of the Legislature authorizing them to make loans, issue bonds, to buy property and execute deeds of trust in security for payment of purchase money. The Board have not, nor have they at any time, had a sufficient amount of money in their hands that would enable them to properly enclose their building. It will require no special argument to demonstrate to any unbiased, unprejudiced party interested, that every business procedure connected with the purchase of the site, the selection of the place, the capacity of the building, its course of construction, proper supervision and ultimate completion, the necessary financial arrangements attending to successfully accomplish this object, must be the study of *some one*, and require a tax upon business capacity and energy that is entitled to public confidence, and should merit their most earnest and hearty co-operation, especially when it is considered that the labors of the Board are wholly gratuitous, save the paltry sum of \$100 voted the Secretary, which compensates him about one mill per hour for skilled arduous labor.

The style of architecture and external display has been adopted, with regard to simplicity and economy, as far as a public improvement of the nature and importance of the building would admit of. The Board favor the utmost economy and would not ask for the raising of an unnecessary dollar. The result of their deliberation has been that to expend the money in their hands in erecting a building, and fitting the same for occupation, would certainly much less than one-half accommodate the children now in attendance at the schools—affording no provision for the future, and secure at best a building that would be a reflection upon the progressive spirit of the public interested. It could not fail to merit and receive the opprobrium it would so justly deserve. The Board had only two alternatives; to await the action of the Legislature, preserving intact the fund already raised as a nucleus, and when duly authorized by law, perfect such financial arrangements as would enable them to prosecute the work to successful issue; the other, to commence the building at once, and proceed in the course of its erection in the most expeditious, economical manner possible, to a stage of completion that would entirely exhaust all funds in their hands, and trust to public spirit and a newly awakened enterprise on the part of all interested, to aid them in raising the means to consummate the undertaking, well satisfied that a considerate and confiding public will commend and approve their action. To attempt a less commodious, less costly building than they have commenced, would ultimately prove a want of sagacity and judgment, and evidence utter incapacity on their part. The saving would be *imaginary*, and the immediate urgent call for another and more commodious building become a matter of imperative necessity, involving largely increased taxation. While I have much more to say, I will not further tax your patience. Grateful for your kind attention, and trusting you will find naught to condemn but much to encourage and support, I will but add as true, as Gallileo said, "The world moves," so does Denver grow, and the days are numbered for its school to longer remain destitute of this needed improvement. Soon may her temples of education be reared monuments of her greatness, her commercial eminence and the intelligence of her people.

The following letter relative to the private schools under the charge of Bishop Randall has been received:

BALTIMORE, November 22, 1871.

W. C. Lothrop, Superintendent of Public Instruction:

DEAR SIR: I have yours of October 1st, asking for the statistics of the schools in this Territory under my supervision. Absence from the Territory prevents my complying in full with your request.

WOLFE HALL is a high school for girls, in Denver, having seven teachers, and last year there were seventy pupils connected with it. It occupies a substantial brick edifice of three stories and has a library of five hundred volumes, together with a philosophical apparatus. Instruction is given in all the English branches, in the higher mathematics, in Latin, French, German, music vocal and instrumental, drawing and painting, and gymnastics.

Day scholars are charged fifteen dollars a term, of eleven weeks, for the common branches of the grammar department; ancient and modern languages, music, &c., are extra. Boarding scholars pay one hundred and twelve dollars a term, with no extra charges. Text-books are furnished gratuitously to all the pupils, with the exception of those used in the study of the languages and music. There is not a dollar of debt on the institution, and its property is valued at thirty thousand dollars.

JARVIS HALL,

Is a collegiate school for boys, in Golden, in charge of a Head Master and several assistants. Here boys are fitted for college and are prepared for mercantile pursuits and other useful avocations in life.

The college building is situated in an eligible locality on a lot of twelve acres. The edifice which measures eighty-three by thirty-three feet, is substantially built of brick, has three stories and is conveniently arranged for school purposes.

In the same enclosure is another brick building, of about half the dimensions of Jarvis Hall, erected at the expense of the Territory, which is to be used for purposes connected with studies that relate to the science of mining. For the want of funds it has not been finished.

It is proposed to erect another brick structure, on a line with the above buildings, during the coming season, to be used for a Divinity School. Funds for this purpose have been secured.

Jarvis Hall has a library of nearly two thousand volumes and a philosophical apparatus. The valuation of the property is twenty-five thousand dollars, in addition to which there is an endowment of ten thousand dollars. The tuition here, is the same as at Wolfe Hall.

ST. PETER'S INSTITUTE,

At Pueblo, is a school for boys and girls, under the instruction of the Rev. Samuel Edwards, the Rector of St. Peter's Church. No permanent building has been erected for its accommodation. Land for this purpose has been promised.

TRINIDAD ACADEMY,

Has been lately opened at Trinidad, under the direction of the Rev. John C. Fitnam, minister of the Episcopal Church at that place.

Very sincerely yours,
GEO. M. RANDALL.