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SECOND  
BIENNIAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

*TERRITORY OF COLORADO,*

FOR THE TWO YEARS ENDING SEPTEMBER 30TH, 1873.



DENVER, COL.

WM. N. BYERS, PUBLIC PRINTER.

1874.



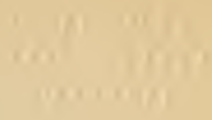
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*Compliments of*

*Horace M. Hale,*

*Supt. Pub. Instruction.*

**Please Exchange.**





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## COMMUNICATION.

OFFICE OF SUPT. OF PUBLIC INSTRUCTION, }  
DENVER, COL., December 20, 1873. }

*To His Excellency Samuel H. Elbert, Governor of Colorado Territory:*

SIR:—I have the honor to transmit, herewith, the Second Biennial Report of the Superintendent of Public Instruction, for the two years ending September 30th, 1873.

Very Respectfully,

Your Obedient Servant,

HORACE M. HALE,  
*Supt. Public Instruction.*



## Report of the Superintendent.

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Having been called to assume the duties of this office but a few months since, to complete the unexpired term of the Hon. W. C. Lothrop, who, by reason of the demands of his private business, felt compelled to resign, I have been unable to acquire that minute knowledge of the condition of the public schools in the remote portions of our Territory, which a longer term of service would have enabled me to obtain ; yet, the systematic manner in which the records, pertaining to this department, have been kept, and in which the extensive correspondence has been conducted by my predecessor, enables me, to a great extent, to put myself in his place. I am, therefore, by reason of this, and of a considerable correspondence with the Superintendents and District officers of the several Counties, furnished with data by which I am enabled to report, approximately, at least, the workings of our system.

The following is an exhibit of the progress made during the two years past, and also of the present condition of our public schools, as summarized from the extended statistical tables hereinafter to be found, which were compiled from the reports of the County Superintendents ; and which, together with the written reports to be found in the Appendix, show in detail, the present condition in the several Counties.

It is evident that the educational interests in the Territory are not being neglected, and yet, enthusiasts here, find, as they in the older States find, much to deplore.

In the subsequent portions of this report, some of these hindrances and wants will be considered, with such suggestions and recommendations as experience in school work may dictate.

#### A SUMMARY OF THE REPORT FOR 1870 AND 1871.

By reference to the last report from this Department, bearing date December 20th, A. D. 1871, it appears as follows, to-wit:

Number of School Districts in the Territory.....	160
Number of schools established.....	120
Number of persons of school age, 5 to 21.....	7,742
Number enrolled in the public schools.....	4,357
Total number of school-houses.....	80
Average cost of tuition per month for each pupil.....	\$ 3 66
Highest salary paid male teachers per month.....	173 00
Highest salary paid female " " ".....	100 00
Average " " male " " ".....	69 00
Average " " female " " ".....	54 00
Aggregate amount paid teachers in 1871.....	44,148 96
Value of school houses.....	82,574 05
Average rate of taxation for school purposes.....	4 and 1-10th mills
Amount of special tax collected in School Districts.....	\$33,886 49
Total School Fund, exclusive of proceeds of bonds issued for building purposes.....	\$81,274 02

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#### PROGRESS DURING 1872-3.

##### SCHOOL DISTRICTS.

Increase in the number of School Districts 1871 to 1872.....	38
" " " " " " 1872 to 1873.....	45
Total increase in two years.....	83
Increase, per cent., in two years.....	52

##### SCHOOLS.

Increase in the number of schools, 1871 to 1872.....	18
Increase " " " " " 1872 to 1873.....	42
Total increase in two years.....	60
Increase, per cent., in two years.....	50

## SCHOOL POPULATION.

Increase in the number of persons, 5 to 21 years of age, 1871 to 1872	2,391
Increase " " " " " " " " 1872 to 1873	4,284
Total increase in two years.....	6,675
Increase, per cent., in two years.....	86

## SCHOOL ATTENDANCE.

Increase in the average daily attendance, 1871 to 1872.....	431
Increase " " " " " " " " 1872 to 1873.....	1,130
Total increase in two years.....	1,561
Increase, per cent., in two years.....	59

## SCHOOL HOUSES.

Increase in the number of school-houses, 1871 to 1872.....	25
Increase " " " " " " " " 1872 to 1873.....	20
Total increase in two years.....	45
Increase, per cent., in two years.....	56
Increase in the value of school houses, 1871 to 1872.....	\$ 20,691 97
Increase " " " " " " " " 1872 to 1873.....	157,917 44
Total increase in two years.....	\$178,609 41
Increase, per cent., in two years.....	216

## PRESENT CONDITION.

Number of School Districts in the Territory.....	243
Number of schools in the Territory.....	180
Number of persons between 5 and 21 years of age.....	14,417
Number enrolled in the public schools.....	7,456
Total number of school houses.....	125
Number of school houses erected in 1873.....	26
Average cost of tuition per month for each pupil.....	\$ 3 12
Highest salary paid male teachers per month.....	250 00
Highest " " female " " " ".....	100 00
Average " " male " " " ".....	62 00
Average " " female " " " ".....	51 00
Total amount paid teachers in 1873.....	71,258 28
Value of school houses, lots, furniture, etc.....	260,183 46
Average rate of taxation for school purposes.....	3 1-7th mills
Amount of special tax collected in School Districts.....	55,923 90
Total School Funds, exclusive of proceeds of bonds, issued for building purposes.....	137,557 61

## REMARKS.

The above compendium is indeed gratifying; not that it presents an array of large numbers, but that it evidences, in the most convincing manner, an awakened and rapidly

growing interest in the cause of popular education ; as well as, a very great increase in our population, as shown by the school census.

There are several large and costly school buildings in process of construction which are not included above. Many Districts have arranged for building next year ; some have already provided for the necessary funds by the issue of bonds, and have adopted plans. Great as has been the increase in our railroad, agricultural, manufacturing and mining wealth, during the past few years, it is evident that our public schools, properly styled the people's colleges, also have received the attention which their importance demands, so far, at least, as the "ways and means" are concerned.

A careful examination, however, of the statistical tables, (Table I) will disclose the fact that here, as elsewhere, throughout our land, there is a woeful neglect on the part of parents and guardians to profit by the advantages offered. The attendance at school is much too small. Only *fifty-two per cent.* of the persons between five and twenty-one years of age have been in attendance during the year past. Not counting those above eighteen, who, perhaps, are not expected to attend public school, and those under six years, who *ought* not to attend, we find that but *sixty-five per cent.* of the persons who should attend regularly, have been enrolled ; and that but *fifty-six per cent.* of this number attend at public schools ; and, making allowance for the number in private schools, we can estimate that not more than *fifty per cent.* of schoolable children have attended school, one hundred and eleven days, during the past year. Colorado is no exception in this regard, and is not below the general average in the States. Illinois and New York can show no better record, while Tennessee and Mississippi rank far below. This we conceive to be a giant evil, that demands the considerate attention of all who take pride in the moral, political, and social progress of the American people.

It will be noticed, also, (Table IV) that the average salary of teachers, both male and female, is a little less than that



of the preceding biennial term. This is a tendency in the wrong direction, but may be owing, rather, to the fact that the increased immigration to our Territory has brought a supply of teachers that is in excess of the present demand, than that cheaper teachers have been employed for economy's sake. There are good reasons for believing, however, that in some localities, this spirit of *extravagant economy* prevails to an extent almost ruinous.

It will be seen (Table IV) that in the matter of male and female salaries, the tendency is towards equity. There is less difference between the average monthly pay of males and females than formerly. In some of the Counties the males receive the least.

The rate of taxation (Table VI) is less than during the last fiscal term. The large increase, in the valuation of taxable property, however, admits of this, and yet enables us to report a school fund nearly double that of the former report.

From this resume of the condition of the Colorado public schools, we pass to a brief discussion of some of the questions and conditions that affect the prosperity and usefulness of the system.

#### ILLITERACY.

When we reflect that in the United States there are *five and one half million* persons, over ten years of age, who can not write; nearly that number that can neither read nor write; and at least half as many more who can *barely* read and write; that four-fifths of this array of illiterates are natives; can we not readily see that our educators and legislators have a vast amount of unfinished business on hand? Think of it! One-fifth of the population of the United States, over ten years of age, *absolutely* illiterate and another fifth approximately so! Nearly, or quite *one-half* of our self-governed people, ignorant in the extreme! From such a stand-point, have we any reason to wonder that corruption festers in our political and legislative assemblies; that our penitentiaries and poor houses are thronged with occupants; and that vice and villainy stalk

abroad, uncontrolled and unpunished? It is not necessary, here, to enter into a critical examination of the relation between crime and education, or between pauperism and education. No person doubts that ignorance leads to vice, and crime, and corruption. And, that,

“When vice prevails and impious men bear sway,  
The post of honor is a private station.”

What should be done? More money should be appropriated to the building up, and to extending the influence and usefulness of the free schools. It will cost far less to prevent crime and penury in this way, than to control and punish, or provide for these evils, after they have become established.

#### DUTIES OF THE STATE.

Who should provide the means? Unquestionably, the commonwealth. Those are erroneous ideas, often advanced, that society, at large, has nothing to do with the education of the individual members thereof; that, “It is nought to me whether or not my neighbor’s child is reared in ignorance,” that, “I am not my brother’s keeper,” &c., &c. These fallacious ideas are not even suggested in other branches of our social and civil polity. If I am robbed, the Government does not say to me: “Catch, and prosecute, and punish the offender at your own expense, it’s no affair of ours.” If a mere boy is kidnapped from an American vessel for the purpose of making a slave or a proselyte of him, the father is not met with: “He is your child, sir; you must, yourself, recover him.” No! if necessary the entire army and navy of the nation will be dispatched to inflict punishment upon the aggressor, and return *its* subject.

In no sense, other than that of guardian for the term of twenty-one years, does society recognize, in the parent, any ownership in his offspring. To the Government belong all, father, mother, children. Its, to appear as witnesses; its, to sit in the jury box; its, to bear arms; its, to use in any and every way that it sees fit; and, we say, its to educate, and to educate well, even to exercising compulsion. It is

not tyranny, nor usurpation of the rights of the people, for the State to insist—after having provided the ways and means—that its wards, the children and future citizens of the land shall not be raised, mentally maimed and starved. It has as complete a right to protest against, and prevent, the enervation of the nation by the crippling of individuals intellectually as it has against physical disablement. The combination of a cultivated mind and a sound body certainly represent the acme of human power.

Let us have better paid teachers and let us then demand *higher qualifications*. Let society, everywhere, in the church, at the press, and on the street, lend a hand to this consummation.

Quetelet says, "Society prepares the crime which the criminal commits." Upon this text Edward Mansfield, L. L. D. discourses: "What does he mean? How does it prepare it? The influences of society are both positive and negative. When society enacts criminal laws, punishes crimes, erects penitentiaries, and endeavors to reform the criminal, it acts by positive means, and by those only. But where are its negative influences on one side or the other? Let us illustrate this idea. A was born into this world, not under advantageous circumstances. First of all, he was born poor. Secondly, because he was poor, he was uneducated to a large degree, and, therefore knew little of right or wrong. Thirdly, he saw just before him, on the street, a 'coffee-house,' 'restaurant,' 'saloon,' and he felt despondent and entered, becoming a regular customer. Was that his fault? Thus we see that A was the victim of the negative influences of society. *Society did not educate him.* Society did not require that he should have any religious education. Society did not furnish him with work. Society did offer him the temptation of drink, and did not supply his wants. Thus society, in any fair and honest meaning of the word, did prepare the crimes which the criminal committed. What has society to say to this fact? Simply, and it is the truth, that society has not arrived at its perfection; that its pro-

gress is slow ; and that this grand result of prevention must be among the last achievements of human progress."

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#### MEANS TO THE END.

The remaining portions of this report will be devoted to suggesting such means to be employed in our Territory and future State, as will tend, ultimately, to place her, in educational affairs, as she is certainly destined to rank, in population and in mineral and agricultural wealth, among the foremost. We need not hesitate, therefore, to lay the foundations broad and deep, for the intellectual and moral culture of her children. Now is the time to begin. Nor need we waste time and money in experiments. Let us profit by the experience of our elder sisters, and adopt such measures as have with them, proved efficacious; and avoid, as much as possible, the difficulties they have encountered. Our schools are pretty good, but not good enough. Our teachers are as competent as the average of teachers elsewhere. But let us insist on having first-class talent only ; such we may command by signifying our willingness to pay for it. There is a market value for this as for other commodities. High salaries are not advocated for the sake of high salaries. We should demand a full equivalent. There is as great a difference in the value of teachers as in the value of horses, with this, however, in the latter's favor : a very cheap horse may adequately fill *some* place, and can do little harm ; but I never saw room in the halls of learning for a *very* cheap teacher ; the employment of such, works a double injury ; negative, that no good is accomplished ; and positive, that absolute harm ensues.

#### OUR SCHOOL LAW.

In so far as our present school law provides for a Territorial and County supervision, for a County tax, for the issue of bonds by Districts for building purposes, and for reports of school officers, it is in accordance with the best

experience elsewhere. Thirty-two of the thirty-seven States have a State Superintendency; nearly, or quite as many, have a County Superintendency; and when results are considered, the plan is deemed to be economical. With reference to other portions of our law, there should be a careful and thorough revision; and even the above mentioned provisions should be so amended as to render the offices more efficient. For instance: The Superintendent of Public Instruction should be required to visit the several Counties, hold institutes, deliver lectures, &c. He should have the authority to call a Territorial convention annually, and be provided with the means for meeting the contingent expenses thereof. He should be empowered to grant Territorial certificates to teachers, upon satisfactory examination by himself and certain associates, constituting a Territorial Board of Examiners. The County Superintendents should receive a fixed salary; this to be paid from the School Fund, and its amount made dependent upon the extent of his official duties, as determined by the number of schools, &c., under his supervision.

District officers should be elected for a longer term than one year, and the term of office of each, so arranged that but a portion of the Board would go out at any one time. Stability in School Boards is an essential requisite to success in school management.

#### COURSE OF STUDY.

The course of study now pursued in our public schools, as indicated by the branches required by law to be understood by candidates for teachers' certificates, is far, *very far*, from being commensurate with the demands of the present age, not to mention the probable demands of the times in which our children and their children are to be the actors.

We must consider that we are educating our children for an era yet to come, which will doubtless be further in advance of the present than this is in advance of that of fifty years ago. Our law says: "He (the County Superintendent)

shall examine all applicants as to their competency and ability to teach orthography, reading, writing, arithmetic, geography, English grammar, and history of the United States." The course of study, as here indicated, is now too limited, however such an array of knowledge might have been considered fifty or one hundred years ago. We are living in the *infant* age, only, of steam, electricity, light and heat; of scientific agriculture and mining; of mechanical appliances and technical research; hence such a course should be pursued, even in our grammar schools, as will tend to foster and perfect these interests. A distinguished English professor says: "It is a blunder, founded on meanness, vulgarity, and a total misconception of man's real dignity, to suppose that a future mechanic needs only such mental training in youth as will enable him, in after life, to cast up accounts correctly, read a newspaper with ease, and write a business letter without committing gross errors in spelling. They who are likely to have, in manhood, the longest desert of monotony to pass over, should store up in boyhood and youth, the greatest amount of provender.

Again and again would I impress upon others my conviction that whatever of instruction we impart to a pupil, we should be guided only by the consideration of the pupil's age, health and capacity. We can make very few too enlightened for their future stations."

Americans claim to be a practical, progressive people, thoroughly and completely utilitarian. We are, doubtless, justified in the assumption. Our public schools, however, are entitled to but a very small portion of the credit therefor. But many schools are beginning to remedy the defect by introducing into the course of study, even for the lower grades, the natural sciences. Laws of health are being expounded, science of government and moral philosophy are crowding out less practical and no better disciplinary studies. Let Colorado join in the reform, by demanding of her teachers a higher grade of scholarship. We have little use for teachers, who are never more than *one lesson* in advance of

the pupils; and who, if some bright, inquisitive pupil seeks information relative to the philosophy of fire extinguishers, or of the manufacture of lucifer matches, or of the bursting of water pitchers on frosty nights, or of the rebounding of a marble from the stone pavement, or why it is injurious to health to lace tightly any portion of the body, or to wear metallic bracelets and neck-laces in a freezing atmosphere, is compelled, through ignorance, to reply, "It will do you more good to find that out yourself;" or, "I'll tell you some other time."

#### SCHOOL TAX.

Each Board of County Commissioners should be required to levy a tax sufficient to maintain a school in each District of the County for a period of at least five months; the amount necessary having been reported by the County Superintendent.

District officers should be paid a reasonable amount for services actually rendered.

The appropriation of any portion of the School Fund to personal use, by an officer, should be made a misdemeanor.

The fiscal school year should embrace the practical school year. The latter is from September first to July first, July and August being vacation months. By this change much confusion in making out reports would be avoided.

The apportionment of the School Fund should be based,—at least one-half of it—upon the actual attendance at school, as shown by the teacher's record and report. The tax is levied for the maintenance of schools, and should be placed where, for this use, "it will do the most good."

No portion of the General Fund should be appropriated to building purposes, nor to the canceling of mortgages on the property of individuals; nor to the increasing of one's income by reason of the interest thereon. This course may work injury in the specified cases, but, undoubtedly, the general weal will be advanced thereby.

The act enabling Districts to issue bonds for building and furnishing school houses, should be made general, &c., &c.

These suggestions may suffice to convince our Legislature of the necessity of giving such attention to our "School Law," as the importance of the subject demands.

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The following letter was addressed, through the *Colorado Monthly*, to the County Superintendents recently elected, with a view to check, as much as possible, the irregularities that have heretofore been permitted. The directions therein given to be considered permanent and binding, according to the provisions of section 3 of the School Law; that the Territorial Superintendent "shall make such rules and regulations as he may think necessary and expedient to carry into full effect the provisions of this act, which shall have the same force and effect as though contained herein:"

*To County Superintendents:*

GENTLEMEN—I desire again to call your attention to the requirements of the law relating to your duties and to the duties of school officers within your respective jurisdictions. There is very little use in having a school law or school officers, if the one is to be almost entirely ignored, and the other utterly indifferent. The people look to you. It is among your duties to see that teachers keep the proper records and transmit them to the proper officers. You have the power to compel in these matters. Let your supervision begin at once. When you examine teachers, let your examinations embrace the school law. Instruct them as to its requirements; charge them that they are not at liberty to *destroy* their records; that these are the property of the district, and that they should be delivered, at the end of the term, to the Secretary of the Board. When you visit the schools, examine the roll-book, and, if necessary, criticise. Inform them that they are not entitled to any portion of the county fund, if they neglect these matters.



When the time comes for District officers to make report, insist upon having it full and complete; and retain the School Fund in your hands until such is the case.

Permit no District to employ and retain a teacher who has not a certificate as the law requires. If District officers are obstinate in this regard, as has heretofore, in several instances, been the case, enjoin the teacher, legally, from acting.

I have before me a letter wherein the Superintendent states: "I have just received a letter from an individual in District No. —, a District that reports sixty-seven children, notifying me that he had commenced teaching the school and who asks me to do him the favor to send him by the next mail a *certificate of his qualification as teacher*, and, also, 'sutable' books for the school."

Assurance is, doubtless, a valuable *qualification*, but here appears to exist a little too much of a good thing.

Do not permit the public money to be used for building purposes. If necessary to prevent this, keep it in your possession. In all such cases you may rely upon this office to sustain you. In matters concerning which you have doubts correspond with this Department. Your inquiries will always receive attention; but do not act first, *contrary to the law*, and seek advice afterward. It is much easier to *keep out*, than to *get out* of difficulty. The *law*, whether good or bad, is unyielding and must be strictly adhered to, if you would fortify yourself against attacks.

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#### ORGANIZATION.

After having established a foundation in a permanent and effective school law, and in comfortable and well appointed buildings, comes the still more important work for the friends of popular education. In this connection, some one seems to ask, "Do you think there are *enemies* of education?" Yea, verily! There are negative foes, and there are positive foes, both dangerous. The former cripples by neglect and

starvation ; the latter would kill by direct attack. There is a powerful element at work to undermine and annihilate the free school system. There are not wanting men, so-called, who would, had they the power, level to dust, at one fell swoop, every public non-sectarian school house on the face of the earth. The organization to this end is begun ; the sappers and miners are at work, and even the charge is sounded, but there is a God who rules their destiny. The citadel is invincible ; from its turret floats a banner with this inscription : “ *Every dogma, secular or otherwise, that cannot withstand the genial influence of enlightenment, must be dispelled.*” “ If any man attempts to haul down that flag, shoot him on the spot !”

If Colorado is to keep pace with her sisters in the educational advancement of her children, the friends must work. There are as great and as glorious opportunities for missionary labor in this as in any other field. Organizations must be formed, conventions called and attended, institutes established ; and to these ends, sacrifices are to be endured. Every class of citizens should feel and manifest an anxious concern for the welfare of our public schools. Their excellence will induce immigration and stimulate every industry. A thrifty people must of necessity be an intelligent and a moral people ; and as facilities for intellectual culture increase, so will true religion, and enterprise, and success abound. Hamerton says : “ Intellectual pursuits reveal to us a little more, and yet a little more of the eternal order of the Universe, establishing us so firmly in what is known, that we acquire an unshakable confidence in the laws which govern what is not, and never can be, known.”

There may be, in every District, a moral and social law, that will be even more compulsory than a statutory enactment. Let it be deemed, at least, as great a social sin for parents to keep their children from school as it is for themselves to appear on the street or at church under a last year's hat. Let failure to visit the school once a term be denounced as great a breach of etiquette as neglect to return a

fashionable call, and our city and town schools, at least, will be better attended and more effective. If but a moiety of the inexorableness of fashion and folly could be made available in matters pertaining to our moral and mental culture, we would be a more moral, a wealthier, a stronger, and a better governed people.

Two generations ago Prussia was vanquished by the French, her territory devastated, and her people impoverished. To-day she ranks among the foremost nations of the earth in power and influence. She has recovered her former possessions and bids defiance to her former master. What has wrought the change? Is the Prussian soldier larger of stature or stronger in muscle now, than then? No! Immediately after their defeat, as a nation they entered determinedly upon a systematic and compulsory course of education. Teachers were trained at the expense of the Government and every child compelled to attend school. Result: the vanquished of sixty years ago are the victors of to-day. France, superior in natural advantages, in population and in monied wealth, surrenders her capital to an enemy superior only in that power which emanated from her free public schools. France has learned the lesson thus taught, and has already begun to apply the remedy. Let the whole world, also, profit thereby.

#### DIVISION OF SCHOOL DISTRICTS.

We doubt very much the wisdom of sub-dividing School Districts so as to accommodate small communities, if such division can possibly be avoided. A better school can be established with fifty pupils, than with twenty-five or ten. One teacher can easily manage the large school and be able to awaken an amount of enthusiasm and interest that would not be attainable in either of the small schools. The disadvantage, arising from the necessity of long walks by the children, is more than compensated by the healthful, physical exercise in the open air, thus necessitated, and by being able to maintain a single school for a term of six months, at

no greater cost than would be incurred in maintaining two schools, each for three months. Thus the children, by walking, perhaps five miles a day, practically furnish the means for continuing the school just double the length of time that it could otherwise be kept up. "Concentration is power," in school matters as well as elsewhere. We hope County Superintendents will discourage the sub-division of Districts in all cases where the union may, practicably, be maintained.

#### SCHOOL HOUSES.

In the construction of school houses, many and serious mistakes are oft-times made; either carelessly, ignorantly, or from misconceived ideas of economy. We, in Colorado, have much of this important work before us. Let those who are entrusted with it digest well the matter before acting. A practical teacher should always be consulted, even if an architect be employed; many little conveniences will occur to him, that would be overlooked by others. The work of building school houses in our Territory has begun. Gilpin County led off in this matter, as reported in the last Biennial. For the fiscal term, just ended, Arapahoe County ranks foremost; while Boulder, Jefferson, and Weld, have each made a good beginning. Some of the buildings erected are models of convenience and architectural beauty; and nearly all of them respectable structures. Occasionally, however, arises the duty to criticise, severely, a building that bears no evidence of any design in particular, save that of spending money and giving *somebody* a profitable job, the health and comfort of teachers and pupils having been wholly ignored. We would earnestly urge upon building committees the value of the advice of teachers and school men, before plans are finally adopted. "In multitude of counsellors there is safety." School houses usually stand for generations, and officers should bear in mind, that they may be monuments of folly or parsimony, a constant thorn in the flesh, or they may be objects to be proud of and sources of perpetual satisfaction. The expense incurred, however liberal, is soon out of mind, but the deformities and

inconveniences in a building are never forgotten. A needless expenditure is to be as carefully avoided as niggardly curtailment of expense. Justifiable caution in the expenditure of the people's money is highly commendable. Everything pertaining to a public school house should be of the most substantial character, regard always being had to health and comfort, rather than to architectural design, although the latter seldom needs to be sacrificed to the former. A great fault with some of our new school buildings, is *want of space*. A room, wherein fifty children are to be assembled, there to remain for hours, should never be less, in air capacity, than a room 26x35 feet on the floor, and fifteen feet in height. Especially is this true in the elevated regions of Colorado, where the atmosphere from its rarity, has a life-sustaining power, but two-thirds as great, in each cubic foot, as at the sea level. Half rations of air are more deleterious to health than half rations of food. There is nothing that so insidiously, silently, and certainly steals away the bloom and vivacity of youth, as *foul air*, while there is no element, furnished us by a bountiful Providence, that is so easily attainable.

I hazard nothing in asserting that ill ventilated and poorly heated school rooms have contributed, more than any other cause, to swell the list of confirmed invalids in our land.

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## INTERNAL SCHOOL WORK.

### ABOUT TEACHERS.

Rigid and liberal school laws, costly and convenient houses and high salaried teachers do not, necessarily, imply first class schools. More important than any or all of these, is the selection of teachers. I feel an inclination, in commencing the discussion of this topic, to say severe things, knowing, as I do from my own personal knowledge, and as every school man knows, how utterly indifferent, careless, and shiftless some School Boards—and, I regret to say, some County Superintendents—are in this regard; and also knowing that the importance of the subject is seldom half realized

by those, upon whom devolves the selection and employment of teachers; or, if realized, ignored. School officers are elected by the people, and that any candidate may be elected he must, in a certain degree, reflect the average intelligence, and morality, and political principles of those who give him their votes. The issue may be a political one, it may be economy, and hence low taxes; and it may be antagonism to popular education and for the establishment of sectarian schools. Each or all of these elements on the one side, and only intelligence and honesty on the other. The result is usually a true reflex of the character of the successful party. Just so far as indifference, ignorance, nepotism, and a desire to curry favor for political or selfish ends, are permitted to influence in the selection of teachers, so far will our schools be badly managed and our children's opportunities be worse than wasted.

Even the other class, those who are earnestly desirous that our schools shall be the best possible, often fail to appreciate, fully, the extent of the loss incurred by an incompetent administration, though it be for but a single term. In our affairs there are negative losses as well as positive. The latter we endeavor to guard against and are quick to profit by dearly bought experience; while the former, though often the greater, and more frequent, are endured without a murmur and are seldom put down as absolute losses. The farmer who plows, and sows, and garners, and realizes an average crop, never thinks of lamenting a loss, as he would have lamented, had he, at a trifling expense, plowed an inch deeper, sowed a choicer variety of seed and more of it, and tilled with greater care, and gathered a maximum fruitage and then lost the surplus by fire or flood. In the latter case he would enlist the sympathy of his friends. In the former he would receive their congratulations. In either case, the misfortune is the same. From the nature of the case, it is impossible to estimate the extent of the negative loss incurred in the education of our children. That it is, in very many cases enormous, we do believe. Could we but see and meas-

ure the heaps of human rubbish, the vast accumulation of spoiled mental material, and the innumerable and valuable opportunities wasted and forever lost, through the unskillfulness of the workmen in our intellectual shops, we would, I am sure, appreciate the fact, that as great care should be exercised in the selection of teachers as in the selection of carpenters and tailors. If he is a benefactor, who causes two blades of grass to grow where but one grew before, what shall we say of one who guides a human being into the path that leads to usefulness and nobleness in this world, and to happiness hereafter, who by the current of events was being rapidly carried in an opposite direction? Good teachers do this to an extent greater than they get credit for. "Give me the first years of a child's life, and whoever will, may have him afterward."

So far as this department is able to exercise an influence in the selection of teachers, either directly, or indirectly, through county superintendents and district officers, *it will not countenance the employment of incompetent persons*. I will give one instance—I could relate many similar—to show what capableness is possessed by some who set themselves up as teachers, and whose assurance is strengthened by being employed year after year.

A person applied for a certificate to teach; I was informed that an engagement had already been consummated with a District Board. Certificates and recommendations were shown,—and flattering ones—from districts wherein the applicant had labored; and an intimation thrown out, that perhaps an examination would be unnecessary. However, in accordance with an established rule, the questioning was begun. This candidate, who had *taught* four years in the east, located Paris in London, and, after much tribulation and several guesses, insisted that Boston is in New York, (the candidate was not a Bostonian); failed to add one-fourth and one-fifth; and expressed no small degree of indignation when a certificate was refused; and could not see what difference it made to me, since the trustees were satisfied.

It is often urged, and with some degree of correctness, that an examination affords no reliable test of a person's qualifications; that by the school room work, only, can we rightly judge. With reference to scholarly persons this is true in a measure, but not true as to such cases as the one above instanced. No amount of executive ability or dignity of person can make an illiterate a good teacher. One may pass an excellent examination and yet prove, practically, a complete failure; but I am unwilling to admit the truth of the converse proposition, that one may be grossly ignorant yet as an instructor be successful. Superior executive ability, natural shrewdness and a pleasing address—all very valuable elements in a teacher, may, for a time, conceal deficiencies in scholarship, but an expert will readily detect the counterfeit. Pupils will fail to progress under such a tutor with ease and certainty. The loss is negative, but a loss nevertheless. Whatever advancement is made under such circumstances is made in spite of the teacher, and not by his aid; and could as well be made at home as at school.

There is no profession or calling, in which incompetency, if accompanied with a moderate amount of discretion, can be so completely hidden, as in this. A lawyer makes a serious blunder, and losses at once his case and the confidence of his client and of the community. A surgeon mis-sets a broken limb and he suffers, in consequence of his bungling, not only a loss of practice, but from a suit for damages. An architect erects a building that tumbles upon the heads of its occupants, and he must flee from the place to escape righteous indignation and an indictment for manslaughter. A teacher, however, may, with impunity, lumber along term after term and year after year, warping, dulling, befogging, stupefying or crazing the tender and susceptible minds that are given him to train, and no notice be taken of the irreparable injury that is being done. Could we but know how many bright, ambitious boys have become discouraged and disgusted with school work, and have been driven upon the street and thence into crime; could we but know how many



delicate, sensitive natures have been crushed or driven into delirium, through injudicious management at school, we would doubtless exercise as much care in the selection of teachers as we do of cooks.

Not long since I visited a primary school. General exercises were being conducted. In response to one of the questions a bright little seven-year old held up her hand, her eyes beaming with delight and satisfaction because she could give an answer. She was called upon and gave it, essentially correct, but couched in language slightly ungrammatical. The teacher frowned and administered a severe rebuke for the bad English. The little head fell upon the desk and I saw the face no more during my stay. Do such teachers do no harm? Is it any wonder that children have to be driven to such a school? It is not in the nature of children to dislike to be taught. They crave information. If any one doubts this, let him take the hand of some little prattler, and start out for a walk into the country, or along the sea shore, or down the city street. Let him discourse, in language within the comprehension of the child, upon the instinct and skill displayed by the birds in building their nests; or upon the philosophical mechanism of the various kinds of shells; or, upon the manufacture of toys; and see who will tire first, the teacher or the taught. A school may, and should be made attractive, not repulsive. This will be done if the teacher has a proper conception of the duties belonging to the profession, a love for it, and for children, coupled with an ability to read character and impart knowledge.

A genius in any particular science or art, usually proves a poor teacher of his favorite branch. One who possesses by instinct, as it were, proficiency in mathematics, drawing or music, knows very little of the difficulties that beset the ordinary student, and, therefore, can neither properly prepare the way before hand, nor give aid when a trouble is met. A person who had miraculously reached the summit of Mt. Blanc, would be no better qualified to guide those who must clamber up in the usual manner, than would one who had never seen the summit.

## TO TEACHERS.

I conclude this portion of the report, with some suggestions directly to my fellow-teachers, knowing full well from a long experience in school work, the many difficulties that lie in the way of even approximate success, and, knowing, also, that there are, and must necessarily be, many who are young and inexperienced in the profession, I do not anticipate a full endorsement. It is not in the nature of human nature, that such should be the case. There are certain general rules of action to which nearly all of us may conform; but, in matters of detail, every person possesses an individuality, with which it is not always safe to tamper. We cannot, if we would; and I think we ought not if we could, make our schools and our methods exactly conform to those of others. I do not know that there exists any such perfect models that a variance therefrom, constitutes a defect. We are much too prone to condemn as absolutely defective, measures and means that have, with us, proved ineffectual. There are very many schools and teachers, each essentially different from every other, that may properly be styled models, yet no one of them superior to all the rest.

To be successful, we must first have a clear conception of the end we wish to attain, and then labor earnestly and systematically for its attainment; making use of such methods as prove effective, whether or not these methods have ever before been in use. A school will be well conducted if the teacher has command of himself, possesses a correct ideal of what is just, tact in emergencies, ability to impart instruction, and an enthusiasm in his work.

In some portions of the country there seems to be a mania for binding teachers to set rules, even to the minutia of discipline, and of the manner of conducting recitations. I think this course unwise, and I believe it will ultimately prove impracticable. We cannot all work alike, and do equally good work. On a treadmill we might. In the school room we cannot. Neither is it necessary. The accomplishment of the end sought is the principal thing; that

we make use of prescribed means is not essential, care only being had that no ethical principle is violated. A teacher who understands his profession cannot be hampered by rigid rules, nor will he make such rules for his pupils. Were I to employ a lawyer, a doctor, or an artisan, I would say: "These are the facts; there is the patient; here are the materials; I look to you for the most favorable results possible." I would employ a teacher similarly.

*The profession should be our study, and pride.* The teacher who does not enter into the work with enthusiasm, and a determination to excel, will never excel; will not even attain respectable success. Determination to excel means study,—work. Show me a professional man who does not read the works and periodicals peculiar to his profession; or the mechanic who does not make his trade his study, and I will show you a quack, a pettifogger, or a bungler. Show me a teacher to whom educational journals possess no attraction; to whom such works as "Hamerton's Intellectual Life" and "Spencer on Education," are uninteresting, and I will show you one who has mistaken his calling.

*Discipline.*—The discipline of the school is of the first importance. Nothing can be accomplished without it; but, when once well established, the school, like a chronometer, requires no adjustment. A teacher who devotes the greater portion of his time every day to informing his pupils what they already know perfectly well, to-wit: what they ought not to do, and what they should do, in school, is an expensive teacher. By discipline, I mean, not only subordination to authority, but habits of study, and of the systematic performance of every duty. The possession of these is of infinitely greater value than the knowledge derived from the text books. These, being once firmly established, the person continues a student as long as he lives; without them, his study ends with his school days. And just here is where the young teacher (and some old ones) is very liable to err. I believe that, as a rule, more attention is devoted to the mere committing of lessons to memory, than to the ideas

contained therein, or the thoughts suggested thereby. This course is not educating, in any true sense of the word. But one faculty is stimulated—memory. The other, and perhaps more valuable faculties, are proportionately weakened. You cannot make a person physically strong by an undue development of a single muscle. You cannot make a scholar by training, excessively, a single mental faculty.

The business of the school room should be conducted systematically, though not with that certain precision that belongs to a machine. In a well conducted, working school, there must be a certain amount of wholesome activity that betokens work. There should also be permitted a reasonable degree of freedom. In short, such rules should be enforced as will tend to secure the greatest amount of profit, at the least cost, on the part of each pupil, and of the school at large. To illustrate:—Let there be a general rule, similar to that which men must observe; that “no pupil shall intentionally do any act which will tend to annoy his neighbor or the teacher.” This, I think, is about the only fixed rule that needs to be established.

“Praise where you can, censure where you must;  
To rich and poor, to high and low, be just.”

I have visited schools where, if a pupil accidentally dropped his pencil, he might not pick it up without first obtaining permission. He was at liberty to ask in a loud voice, “May I pick up my pencil?” and thus disturb the entire school, teacher included, whereas he might have, silently, recovered it with a great saving of time to himself, and of annoyance to the school. An over governed, is very apt to be a poorly governed, school.

*Class Work.*—The principal thing in class work has already been suggested above; that is, teach the pupil to think. Avoid routine. Do not be more anxious to display your own knowledge of the subject under discussion, than you are to draw out that of the pupil. Seldom offer assistance while a question is being answered. Let the pupil stand or fall by his answer. If he fail, pass the question to some other member of the class. Continue so to do until a satisfactory re-

sult is attained. If the topic has proved a difficult one, talk about it; apply tests for the purpose of gauging the scholar's understanding of the subject. Make haste slowly. Be sure of each step before you attempt the next. Go slow. Be thorough.

Do not permit the brightest and most forward in the class to do all the answering. Devote the greater portion of your attention to the dull and backward ones. The smart ones will get along well enough. "They that are whole need not a physician." This course is not always the most agreeable, but it promotes the best interests of the school. In some cases, it is well even to excuse from the recitation, such as are certain to be perfect, and devote your entire time to those who have encountered difficulty. In all the branches of mathematics this may, frequently and profitably, be done. Especially are young teachers apt to regard the mere recitation as the essential part of school work. In the primary departments, and in some branches of the higher grades, this is true; but for such pupils as are reasonably proficient in class work, it is not. A much more economical and valuable use of the pupil's time may be made, by devoting it to the acquisition of something new, than to the recitation of what he knows. One who is able to make a judicious distinction as to the best use that may be made of the school hours, possesses one of the most valuable elements of a teacher. In reading, proficiency can be attained only upon the recitation seat; in arithmetic, or algebra, at the student's desk. These branches illustrate the extremes of the subject under discussion. The average pupil may, and should, obtain, by previous study, a complete knowledge of the sentiment, &c., contained in the reading lesson; but he can never acquire the correct inflections and intonations, except through a careful drill, by a good instructor. And the converse of this is, in a measure, true; many of the selections in our higher readers cannot be fully comprehended, by the average pupil, until he has heard it properly rendered. What then? The teacher should, with the class upon the recitation seat, de-

vote one lesson to a careful study of the thoughts contained in the selection (if it is a difficult one) to be read, and to the proper way of giving the clearest and most appropriate expression of them. The time of the next reading lesson may then be profitably given to the mode of utterance. This is a recitation,—if it may properly be so called—wherein the teacher should do the greater portion of the work. Set apart as long a time for this exercise as possible. Give frequent examples for imitation. If a pupil has read a paragraph poorly, show, by reading it yourself, wherein he may improve it and let him try again. It is of very little use to let one poor reader read for the imitation of another equally poor. We often hear a teacher say: “James, you read that paragraph and see if you cannot better it.” James reads. “Mary you try it, James did not render it well.” And so on, until perhaps, every member of the class has given the passage a trial, not one of them possessing any clear conception of what “*is better*” or, what “*is well.*” Such a course wastes time. Excellence in reading is one of the most satisfactory attainments a pupil can acquire.

The management of a class in arithmetic may be quite the reverse of the above mentioned course. Time must be given, how-much-soever it may take, to discussing, and rendering clear, the *principles* of the science, but whenever the lesson consists of a certain number of problems to be solved, or of a given number of examples to be worked, time needs to be devoted only to such as are unable to master them, and to such as may need a little more drill in analytical explanation. Hence I do not believe it is always expedient, nor profitable, to adhere, rigidly, to the exact time for every recitation, as laid down in the programme. The time for opening and closing the school and for the beginning and ending of recess, I would have unvarying, even, if possible, to the exactness of a second. I would also have a programme of the school exercises with a stated time for the duration of each, reserving the right, however, to vary therefrom, as emergencies might demand. For instance: class “A” to-

day has a lesson that may be dispatched in a few minutes: class "B" is to follow, and is upon a topic that will demand unusual attention; I would divide the time accordingly. Another day, the reverse may occur; or, class "B," perhaps, may have a recitation in grammar or geography that can easily be shortened, while the lesson in arithmetic consists of difficult, or lengthy problems, that will require much time; by closing the former, before the stated minute, more time will be given to the members of the class for work upon the latter. Where the way is clear and the road smooth, make good time; over the rough places, and through the sloughs, go carefully, and thus "make haste slowly." Keep your pupils encouraged and in good humor. Do not let your dignity amount to prudery; nor your authority to tyranny. Your success in perfecting the scholarship and good discipline of your school will be commensurate with the interest and sympathy you manifest for your pupils.

*Corporal Punishment.*—A report, in these times, could hardly be considered complete without some reference to this subject. We are of those, however, who firmly believe that the cry against the use of corporal punishment in school, is loudest from those who know the least about school work. We do not believe that the best experienced teachers in the land deem it prudent, or wise, to forbid it. The best disciplinarians seldom make use of it, yet they do not like to be disarmed. Pseudo reformers assail it as being a "relic of barbarism;" "brute force in the man appealing to brute force in the boy," &c., &c. We are half inclined to say, nonsense! What if the "brute force" comes first from the boy? What if there is an open rebellion, or a personal insult offered, perhaps during the first week of the administration of a "new teacher"? We would have as little punishment of any kind, as practicable. The best managed schools are the least disciplined. We would not have cowhides and ferules constitute an essential part of the school apparatus, to be used daily, nor weekly, nor monthly; but only, when there seemed to be no other judicious remedy. Nor, would we

have a mutinous boy expelled from school, degraded to the street, to become a vagrant or a criminal, because, forsooth, it might be deemed inhuman,—by compelling him to submit to wholesome restraint,—to make a man of him. We have known a person to steal that he might be put into jail. We have known a boy to rebel in school, that he might be expelled therefrom. Expulsion was what his heart desired; hence by doing wrong he was made temporarily happy. The whip should not be used as a stimulus to study. This is never practicable—always dangerous. A mind paralyzed by fear is in the worst condition possible, to master a lesson.







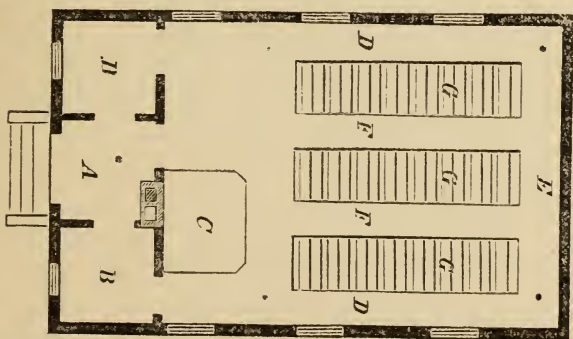
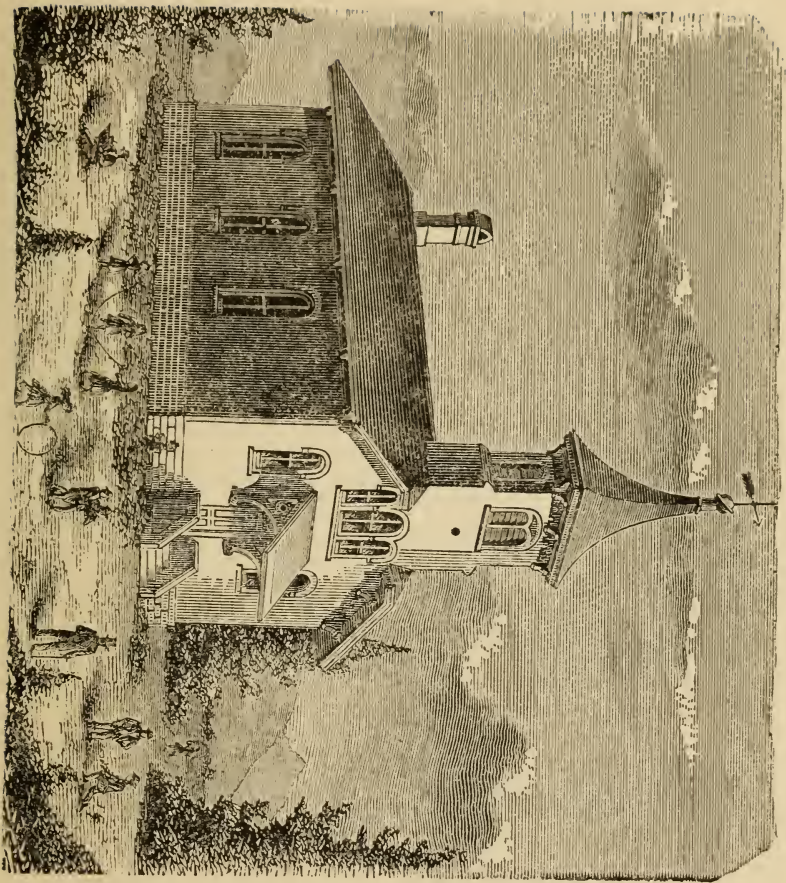
## COUNTRY SCHOOL HOUSES.

We have elsewhere discussed the subject of school houses in general. We have introduced a cut for a country school house, which has been kindly furnished by the American Journal of Education, believing it will be of value to those who contemplate the erection of such a building.

This house should be 28x40 on the ground, height of ceiling at least 15 feet. The school room will then be 28x32; the two wardrobes each 8x9; the entry 8x10. The partitions and walls will, of course, lessen these dimensions to the extent of their thickness. This house will accommodate fifty pupils. For a very small district the building may be 24x32. Teachers' platform 6x10, or 5x8, 8 or 10 inches high. Wainscoting should extend entirely around the rooms and entry. Black boards of liquid slating entirely around the school room in width *not less* than 4½ feet; 5 feet is still better. The uppermost foot and a half is very useful for permanent copies in writing and drawing; and for other uses. The windows should be so constructed that they may be let down from the top. The heating should be by furnace, or by a ventilating stove. John Grossius, 389 Main street, Cincinnati, manufactures a school stove for fifty dollars, which is economical, and efficient; by it, pure air is taken from the outside, heated and introduced into the school room, thus affording complete ventilation. Even country districts can well afford this luxury. Indeed they cannot afford to do without it. We should be glad to see every country district in Colorado build as good a school house as is represented in the cut; and as much better as can be afforded.

All of which is respectfully submitted.

HORACE M. HALE,  
*Superintendent Public Instruction.*



Perspective and ground plan for a country School House.



LIST  
OF  
County Superintendents  
AND  
STATISTICAL TABLES.



**NAMES OF COUNTY SUPERINTENDENTS WHOSE TERMS OF OFFICE  
WILL EXPIRE SEPTEMBER 1875.**

COUNTY.	SUPERINTENDENT.	P. O. ADDRESS.
Arapahoe .....	Frank Church.....	Denver.
Bent .....	Robinson M. Moore.....	Las Animas.
Boulder .....	Chas. E. Sherman.....	Boulder.
Clear Creek.....	C. F. Bridges.....	Georgetown.
Conejos.....	Juan F. Chavez.....	Conejos.
Costilla .....	Juan Y. Jacques.....	San Luis.
Douglas .....	Frank B. Edmond.....	Frankstown.
El Paso.....	F. C. Millington.....	Colorado Springs.
Fremont .....	J. D. Bell.....	Canon City.
Gilpin .....	Silas B. Hahn.....	Central City.
Greenwood .....	.....	.....
Huerfano.....	Willis M. Allen.....	Walsenburg.
Jefferson.....	M. C. Kirby.....	Golden City.
Lake.....	Galatia Sprague.....	Granite.
Larimer.....	Clark Boughton.....	Fort Collins.
Las Animas.....	Joab M. Bernard.....	Trinidad.
Park.....	Wm. E. Musgrove.....	Fairplay.
Pueblo.....	Joseph S. Thompson.....	Pueblo.
Saguache.....	J. Ross Pennisten.....	Bismark.
Summit.....	Geo. W. Wilson.....	Breckinridge.
Weld.....	Alvin J. Wilber.....	Greeley.

TABLE I.  
SHOWING SCHOOL CENSUS, ENROLLMENT, AVERAGE DAILY ATTENDANCE, &c.

COUNTY.	Number of persons between 5 and 21 years of age.			Number of pupils enrolled in Public Schools.			Per cent. of enrollment on whole No.			Average daily attendance.			Per cent. of attendance on No. enrolled.						
	1872.			1873.			1872.			1873.			1872.			1873.			
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
Arapahoe.....	1,249	1,216	2,465	1,507	1,616	3,123	729	619	1,348	1,123	952	2,075	55	67	61	861	42	46	
Bent.....	43	54	102	63	78	141	13	17	30	33	45	81	29	54	25	45	55	88	
Boulder.....	493	410	903	610	599	1,209	355	286	621	358	296	654	69	53	391	434	63	63	
Clear Creek.....	260	186	446	372	304	676	137	120	257	203	134	337	58	50	184	220	72	72	
Conejos.....	—	—	—	22	27	49	—	—	—	5	10	15	—	31	—	13	—	—	—
Cosilla.....	198	168	366	324	218	542	79	76	155	157	129	286	42	60	88	217	57	57	
Douglas.....	287	251	538	527	424	951	161	116	280	198	181	379	54	39	164	235	62	62	
El Paso.....	250	221	471	358	326	684	82	81	167	212	189	401	55	59	94	283	87	70	
Fremont.....	401	424	828	455	465	920	439	381	791	537	309	726	91	76	461	468	69	65	
Galpin.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Greenwood.....	625	388	1,013	716	577	1,293	—	—	—	82	47	129	—	10	—	67	—	—	—
Huerfano.....	462	421	883	588	541	1,129	310	289	579	290	264	551	66	50	335	870	53	67	
Jefferson.....	—	—	—	0	103	103	—	—	—	60	15	103	—	100	—	—	—	—	—
Lake.....	165	169	334	225	154	379	74	65	139	82	62	144	51	38	74	116	53	82	
Larimer.....	191	127	318	487	371	858	69	21	81	161	92	254	41	38	53	76	66	30	
Las Animas.....	53	57	110	117	106	223	27	27	40	40	32	72	41	31	33	63	74	81	
Park.....	347	388	735	431	1,065	1,496	255	171	396	322	212	564	51	30	238	240	56	43	
Pueblo.....	100	79	179	118	92	210	32	14	46	58	41	99	26	—	22	69	48	—	
Saguache.....	268	359	627	464	447	911	235	226	461	390	293	583	71	64	291	385	63	66	
Summit.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Weld.....	5,282	4,851	10,133	7,617	6,800	14,417	2,897	2,492	5,389	4,042	3,411	7,456	53	52	3,042	4,172	56	56	
Total.....																			

NOTE.—Conceos County reported 1,692 persons between 5 and 21 years of age, but too late for insertion in the table; thus increasing the total to 13,569.



TABLE II.

Showing the Number of Districts, Number of Schools, Cost of Tuition, &c.

COUNTY.	Number of Dis- tricts.....		Number of Schools.....		Average No. of days schools were in ses- sion .....		Average No. of pup- ils.....		Av. cost of tu- ition per pu- pil.....		No. of volumes in School Li- brary.....		No. of pupils en- rolled in pub- lic schools.....	
	1872	1873	1872	1873	1872	1873	1872	1873	1872	1873	1872	1873	1872	1873
Arapahoe.....	19	21	20	25	132	137	\$3	25	44	52	500	284	.....	185
Bent.....	4	5	2	4	135	111	4	02	3	57	.....	.....	.....	.....
Boulder.....	20	23	17	23	112	166	12	65	12	20	.....	.....	.....	32
Clear Creek.....	6	7	6	7	144	108	3	16	2	47	.....	.....	.....	113
Conejos.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Costilla.....	.....	.....	.....	.....	.....	30	.....	.....	3	33	.....	.....	.....	.....
Douglas.....	19	22	12	10	74	84	3	25	3	08	.....	.....	.....	.....
El Paso.....	12	17	7	10	94	123	2	76	2	51	.....	.....	.....	.....
Fremont.....	13	20	8	9	88	64	3	58	3	15	.....	.....	.....	14
Gilpin.....	6	6	5	5	117	153	3	17	2	61	748	1180	.....	122
Greenwood.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Huerfano.....	12	13	4	6	50	75	1	50	3	00	.....	.....	.....	.....
Jefferson.....	21	24	16	19	93	90	3	65	3	91	.....	.....	.....	170
Lake.....	.....	8	.....	4	.....	206	.....	.....	.....	.....	.....	.....	.....	.....
Larimer.....	8	12	7	9	75	93	5	11	3	21	.....	.....	.....	.....
Las Animas.....	10	10	3	2	160	145	1	23	2	09	.....	102	.....	42
Park.....	5	6	3	3	121	100	3	00	3	20	.....	.....	.....	.....
Pueblo.....	17	20	13	17	107	91	2	54	3	30	.....	.....	.....	.....
Saguache.....	4	4	3	4	76	67	3	48	.....	.....	.....	.....	.....	.....
Summit.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Weld.....	19	24	12	22	97	101	3	04	3	40	11	.....	.....	24
Totals.....	198	243	138	180	106	111	\$3	00	\$3	12	1259	1566	.....	702

TABLE III.  
SHOWING THE NUMBER OF TEACHERS, NUMBER OF PERSONS EXAMINED, &c.

COUNTY.	Number of Teachers employed.			Number of Persons examined by County Superintendents.			Number of Persons to whom Certificates were given.			Number of Persons rejected.														
	1872			1873			1872			1873														
	Male.....	Female..	Total .....	Male.....	Female..	Total.....	Male.....	Female..	Total.....	Male.....	Female..	Total.....												
Arapahoe.....	14	18	32	19	26	45	55	41	99	38	65	103	47	38	85	29	55	84	8	6	14	9	10	19
Bent.....	2	2	4	1	3	4	1	3	1	3	5	5	2	1	3	4	1	3	4	2	1	3	1	4
Boulder.....	8	14	22	11	13	24	12	11	23	15	16	31	10	9	19	12	15	27	2	1	3	3	1	4
Clear Creek.....	3	5	8	3	8	11	8	11	19	12	8	20	7	9	16	10	5	15	1	2	3	2	3	5
Conejos.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Costilla.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Douglas.....	5	8	13	7	13	20	5	11	16	1	1	2	4	6	10	4	6	16	1	1	2	.....	.....	.....
El Paso.....	6	3	9	8	8	16	12	6	18	4	6	10	11	5	16	4	6	16	1	1	2	.....	.....	.....
Fremont.....	2	5	7	4	6	10	2	6	8	4	8	12	7	6	13	4	8	12	1	1	2	.....	.....	.....
Gilpin.....	4	11	15	5	9	14	6	14	26	3	6	9	6	13	19	3	5	8	1	1	2	.....	.....	.....
Greenwood.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Huerfano.....	4	4	8	5	5	10	4	4	8	5	5	10	4	4	8	5	5	10	.....	.....	.....	.....	.....	.....
Jefferson.....	9	10	19	9	11	20	4	4	8	16	13	29	11	10	21	16	13	29	.....	.....	.....	.....	.....	.....
Laake.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Larimer.....	3	4	7	6	7	13	7	6	13	4	5	9	7	6	13	4	5	9	.....	.....	.....	.....	.....	.....
Las Animas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Park.....	2	2	4	2	2	4	2	3	5	4	5	9	3	3	6	4	5	9	.....	.....	.....	.....	.....	.....
Pueblo.....	8	6	14	11	10	21	4	2	6	4	2	6	2	1	3	3	1	4	.....	.....	.....	.....	.....	.....
Saguache.....	2	1	3	3	1	4	2	1	3	4	2	6	2	1	3	3	1	4	.....	.....	.....	.....	.....	.....
Summit.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Weld.....	6	9	15	7	13	20	14	14	28	5	11	16	14	13	27	5	11	16	.....	.....	.....	.....	.....	.....
Totals.....	78	101	179	107	134	241	134	125	259	113	145	238	131	127	258	97	129	236	14	13	27	16	16	32

TABLE IV.  
Showing the Highest, Lowest, and Average Salary, Paid Teachers, and Aggregate Amount, Paid Teachers.

COUNTY.	Highest Salary Paid Teachers per month.				Lowest Salary Paid Teachers per month.				Average Salary Paid Teachers per month.				Aggregate amount Paid Teachers.	
	1872		1873		1872		1873		1872		1873		1872	1873
	Male.....	Female....	Male.....	Female....	Male.....	Female....	Male.....	Female....	Male.....	Female....	Male.....	Female....		
	\$250 00	\$100 00	\$250 00	\$100 00	\$25 00	\$35 00	\$31 00	\$25 00	\$73 00	\$61 65	\$72 00	\$57 00	\$17938 56	\$21608 15
Arapahoe.....	60 00	81 36	60 00	81 36	60 00	60 00	40 00	60 00	60 00	54 00	59 00	60 00	905 00	1412 92
Boulder.....	100 00	80 00	90 00	80 00	50 00	35 00	36 00	50 00	65 00	50 00	50 00	55 00	5725 51	5644 19
Clear Creek.....	125 00	80 00	125 00	90 00	100 00	60 00	16 00	16 00	105 50	69 00	81 00	61 00	3914 00	3187 90
Conjolos.....														
Costilla.....	65 00	50 00	60 00	40 00	50 00	30 00	40 00	40 00	55 00	40 00	45 00	40 00	1310 80	2814 41
Douglas.....	75 00	65 00	75 00	75 00	48 00	50 00	40 00	50 00	63 00	51 00	58 00	52 00	1587 19	3520 00
El Paso.....	65 00	75 00	56 00	85 00	28 00	28 00	25 00	25 00	37 83	53 00	52 00	44 00	1167 70	1418 27
Fremont.....	150 00	100 00	150 00	90 00	50 00	50 00	45 00	45 00	112 00	69 40	108 00	65 00	9114 25	8017 25
Gilpin.....														
Greenwood.....	50 00		75 00		50 00	33 33			50 00		65 00		248 71	1019 42
Huerfano.....	85 00	60 00	85 00	65 00	40 00	40 00	30 00	30 00	55 00	41 80	53 00	46 00	3733 94	4346 62
Jefferson.....														
Lake.....	60 00	45 00	60 00	60 00	50 00	65 00	60 00	60 00	60 00	39 00	48 00	43 00	850 00	1769 02
Larimer.....														
Las Animas.....	75 00	60 00	75 00	60 00	65 00	20 00	33 33	30 00	74 00	50 00	42 00	70 00	831 50	784 50
Park.....	70 00	100 00	73 00	60 00	30 00	30 00	40 00	40 00	40 00	50 00	50 00	55 00	2215 00	4030 00
Pueblo.....	53 00	48 00	78 00	43 00	30 00	45 00	50 00	45 00	51 75	45 00	64 00	46 00	515 00	567 10
Saguache.....														
Summit.....	165 00	65 00	105 00	63 00	35 00	30 00	30 00	30 00	56 50	43 67	52 00	44 00	4105 67	6742 00
Weld.....														
Totals.....	\$250 00	\$100 00	\$250 00	\$100 00	\$25 00	\$28 00	\$33 33	\$16 00	\$68 00	\$51 00	\$62 00	\$51 00	\$54,186 46	\$71,258 28

TABLE V.  
Showing the Number and Value of School Houses, &c.

COUNTY.	Number of School Houses and of what material constructed.											Value of School Houses.		No. of School Houses Erected during the year.....		Cost of School Houses erected during the year	
	1872						1873					1872	1873	1872	1873	1872	1873
	Brick.....	Stone.....	Frame.....	Log.....	Adobe.....	Total.....	Brick.....	Stone.....	Frame.....	Log.....	Adobe.....	Total.....	1872	1873	1872	1873	
Arapahoe.....	3	8	2	13	4	17	12	1	1	1	14	17	\$ 10,222 22	\$18,924 00	4	\$35,436 97	\$108,012 78
Bent.....	1	10	1	13	2	17	3	10	2	1	16	17	200 00	28,130 00	1	700 00	20,416 00
Boulder.....	1	4	4	4	3	16	3	3	3	3	12	16	0,102 50	3,003 70	2	1,529 00	20,175 00
Clear Creek.....	1	4	4	4	3	16	3	3	3	3	12	16	8,700 00	3,003 70	2	1,529 00	20,175 00
Conchos.....	1	4	4	4	3	16	3	3	3	3	12	16	240 00	2,820 25	2	530 00	985 26
Costilla.....	1	4	4	4	3	16	3	3	3	3	12	16	1,610 00	2,820 25	2	530 00	985 26
Douglas.....	1	4	4	4	3	16	3	3	3	3	12	16	6,230 25	6,480 00	1	800 00	800 00
El Paso.....	1	4	4	4	3	16	3	3	3	3	12	16	700 00	6,480 00	3	4,400 00	400 00
Fremont.....	1	4	4	4	3	16	3	3	3	3	12	16	40,600 00	45,100 00	1	4,400 00	400 00
Garza.....	1	4	4	4	3	16	3	3	3	3	12	16	40,600 00	45,100 00	1	4,400 00	400 00
Greenwood.....	1	4	4	4	3	16	3	3	3	3	12	16	101 00	150 00	1	50 00	50 00
Huerfano.....	1	4	4	4	3	16	3	3	3	3	12	16	101 00	150 00	1	50 00	50 00
Jefferson.....	2	12	2	14	2	18	11	11	1	1	14	18	8,281 55	8,280 00	1	824 75	824 75
Lake.....	2	12	2	14	2	18	11	11	1	1	14	18	8,281 55	8,280 00	1	824 75	824 75
Larimer.....	2	12	2	14	2	18	11	11	1	1	14	18	8,281 55	8,280 00	1	824 75	824 75
Park.....	2	12	2	14	2	18	11	11	1	1	14	18	8,281 55	8,280 00	1	824 75	824 75
Pueblo.....	2	12	2	14	2	18	11	11	1	1	14	18	8,281 55	8,280 00	1	824 75	824 75
Saguache.....	2	12	2	14	2	18	11	11	1	1	14	18	8,281 55	8,280 00	1	824 75	824 75
Summit.....	2	12	2	14	2	18	11	11	1	1	14	18	8,281 55	8,280 00	1	824 75	824 75
Weld.....	2	12	2	14	2	18	11	11	1	1	14	18	8,281 55	8,280 00	1	824 75	824 75
<b>Total.....</b>	<b>7</b>	<b>6</b>	<b>31</b>	<b>5</b>	<b>105</b>	<b>10</b>	<b>65</b>	<b>35</b>	<b>5</b>	<b>125</b>	<b>126</b>	<b>126</b>	<b>\$13,266 02</b>	<b>\$290,183 46</b>	<b>18</b>	<b>\$70,904 50</b>	<b>\$155,519 45</b>

TABLE VI.

Showing Rate of Tax, Amount of Tax, Amount of Tax collected and paid to County Superintendents, and Amount of Special Tax.

(5)

	Rate of School Tax		Amount of Tax		Amount of Tax collected by County Treasurer, and paid to County Superintendent.		Amount raised in the Districts by Special Tax.	
	1872	1873	1872	1873	1872	1873	1872	1873
Arapahoe.....	.044	.003 1/2	\$36,000 00	\$42,000 00	\$22,713 08	\$39,023 08	\$ 5,235 73	\$11,873 66
Bent.....	.065	.05	8,600 81	10,466 02	1,229 94	4,796 14	3,916 98	68 00
Boulder.....	.063	.063	3,082 24	3,000 00	2,532 87	2,708 12	4,334 34	23,531 48
Clear Creek.....	.063	.063	3,082 24	3,000 00	4,512 10	2,708 12	4,334 34	202 34
Conchos.....	.002	.002	3,000 00	3,000 00	2,694 23	3,091 47	1,301 24	40 00
Costilla.....	.063	.063	3,200 00	6,344 13	2,700 00	4,086 57	2,028 69	1,665 03
El Paso.....	.063	.063	1,906 79	2,700 00	1,652 83	1,918 31	260 75	243 25
Fremont.....	.063	.063	6,545 00	5,064 20	4,416 51	5,008 89	10,069 64	7,854 08
Gilpin.....	.002	.02	4,500 00	4,800 00	765 50	3,807 10	3,129 47	52 10
Greenwood.....	.004	.004	4,800 00	4,800 00	3,431 49	3,807 10	3,129 47	2,066 34
Huerfano.....	.063	.003	1,900 00	3,187 67	1,446 14	2,086 23	151 47	405 93
Jefferson.....	.002 1/2	.004 1/2	1,448 94	4,182 66	972 81	1,416 07	534 91	30 00
Lake.....	.063	.063	414 00	414 00	409 68	409 68	35 60	30 00
Larimer.....	.002	.002	6,436 76	6,436 76	5,322 20	6,185 00	2,920 03	6,871 40
Las Animas.....	.063	.063	72,559 43	85,778 78	58,407 19	74,636 98	43,903 85	35,023 90
Park.....	.063	.063	72,559 43	85,778 78	58,407 19	74,636 98	43,903 85	35,023 90
Pueblo.....	.063	.063	72,559 43	85,778 78	58,407 19	74,636 98	43,903 85	35,023 90
Saguache.....	.063	.063	72,559 43	85,778 78	58,407 19	74,636 98	43,903 85	35,023 90
Summit.....	.063	.063	72,559 43	85,778 78	58,407 19	74,636 98	43,903 85	35,023 90
Weld.....	.063	.063	72,559 43	85,778 78	58,407 19	74,636 98	43,903 85	35,023 90
Totals.....	.063 1/2	.063 1/2	\$72,559 43	\$85,778 78	\$98,407 19	\$74,636 98	\$33,903 85	\$55,023 90

COUNTY.

**TABLE VII.**  
**SHOWING AMOUNT RECEIVED FROM COUNTY SUPERINTENDENTS, TOTAL SCHOOL FUND, &c.**

COUNTY.	Amount Received From County Superintendents.		Total School Fund.		Amount Paid Teachers.		Amount paid for the erection and repair of Buildings.	
	1872	1873	1872	1873	1872	1873	1872	1873
	Arapahoe.....	\$59,638 82	\$37,497 37	\$13,270 83	\$50,897 21	\$17,928 56	\$21,605 15	\$15,916 18
Bent.....	1,300 00	1,699 98	1,300 00	1,765 98	905 00	1,412 92	700 00	67 09
Boulder.....	4,289 84	4,367 67	6,584 41	27,896 15	5,725 51	5,614 19	1,200 00	19,975 00
Clear Creek.....	3,912 59	3,761 83	8,196 91	4,233 69	3,914 63	3,187 50	1,200 00	.....
Conejos.....	.....	162 69	.....	1,030 00	.....	50 00	.....	.....
Costilla.....	1,490 81	3,624 27	5,945 47	4,182 13	1,310 80	2,814 44	835 00	707 66
Douglas.....	2,450 27	4,272 29	4,478 95	6,291 38	1,587 19	3,520 04	993 25	500 00
El Paso.....	1,415 93	1,913 58	1,913 58	2,161 59	1,167 70	1,418 27	.....	600 00
Fremont.....	4,270 59	4,113 22	14,456 15	13,025 54	9,114 25	8,947 25	515 00	470 00
Gilpin.....	.....	.....	.....	.....	.....	.....	.....	.....
Greenwood.....	261 53	1,174 36	261 58	.....	248 71	1,049 42	.....	50 00
Huerfano.....	3,514 40	3,884 81	6,560 96	5,891 18	3,733 94	4,246 62	1,542 55	324 75
Jefferson.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake.....	1,459 29	1,778 45	1,907 61	2,402 16	820 00	1,719 02	.....	600 00
Larimer.....	.....	.....	.....	1,916 07	.....	1,258 00	.....	.....
Las Animas.....	941 50	884 99	972 84	3,713 13	834 50	784 50	850 00	.....
Park.....	2,292 29	4,378 38	3,732 11	.....	2,215 00	3,659 04	.....	500 00
Pueblo.....	403 89	1,245 39	409 05	1,245 39	515 00	657 50	.....	.....
Saguache.....	.....	.....	.....	.....	.....	.....	.....	.....
Summit.....	4,048 71	7,532 49	8,243 55	13,556 40	4,165 67	6,742 00	6,892 63	17,372 91
Weld.....	.....	.....	.....	.....	.....	.....	.....	.....
<b>Totals.....</b>	<b>\$61,763 51</b>	<b>\$82,186 82</b>	<b>\$75,925 64</b>	<b>\$135,803 00</b>	<b>\$54,186 46</b>	<b>\$70,258 70</b>	<b>\$28,715 11</b>	<b>\$45,983 82</b>

**TABLE VIII.**  
**Showing Amount Paid for Furnishing School Houses, &c.**

	Amount Paid for School Furniture, Maps, Charts, &c.		Amount Paid for Incidental Expenses.		Total Amount Expended.		Amount Remaining in the hands of District Treasurers.	
	1872	1873	1872	1873	1872	1873	1872	1873
<b>COUNTY.</b>								
Arapahoe.....	\$1,651 97	\$9,757 36	\$ 6,503 28	\$4,954 47	\$40,240 43	\$43,742 98	\$4,693 84	\$9,219 42
Boulder.....	969 33	645 94	1,578 18	47 60	905 00	1,520 52	.....	1,054 62
Clear Creek.....	13 00	19 15	869 45	694 38	8,788 85	27,469 42	239 50	732 84
Comanches.....	.....	.....	.....	19 00	6,427 65	4,012 73	1,853 86	2,019 04
Costilla.....	.....	.....	363 85	382 79	2,019 75	3,950 39	1,875 72	1,446 43
Douglas.....	20 10	46 10	177 66	1,647 05	2,758 40	5,339 03	1,720 86	1,190 19
El Paso.....	.....	172 65	147 58	70 55	1,315 28	2,688 82	398 30	153 33
Fremont.....	839 25	56 25	3,410 13	1,974 19	13,863 63	10,527 69	617 82	2,739 38
Glenn.....	.....	.....	.....	.....	.....	.....	.....	.....
Greenwood.....	.....	.....	.....	52 50	218 71	1,151 92	516 79	138 66
Huerfano.....	.....	14 90	1,628 22	1,073 78	6,304 71	5,760 05	256 25	131 17
Jefferson.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake.....	.....	.....	566 22	38 00	1,886 22	2,407 62	211 49	298 30
Larimer.....	.....	.....	.....	.....	.....	.....	.....	.....
Las Animas.....	.....	.....	.....	96 39	1,354 75	1,258 00	.....	.....
Park.....	135 00	25 00	584 70	99 60	2,934 70	3,653 60	153 00	2,462 74
Pueblo.....	.....	.....	25 00	75 69	540 00	937 50	.....	237 89
Saguache.....	.....	.....	.....	.....	.....	.....	.....	.....
Summit.....	252 00	422 00	1,170 08	2,049 65	12,580 23	26,536 56	.....	3,795 83
Weld.....	.....	.....	.....	.....	.....	.....	.....	.....
<b>Totals.....</b>	<b>\$3,991 25</b>	<b>\$11,139 31</b>	<b>\$16,424 35</b>	<b>\$22,461 26</b>	<b>\$101,682 28</b>	<b>\$141,374 37</b>	<b>\$13,639 54</b>	<b>\$25,818 80</b>

## SUMMARIES BY DISTRICTS.

TABLE IX.

## ARAPAHOE COUNTY.

Abstracts from County Superintendents' Reports, showing number of Districts, number of school-houses, value of school-houses, census, number enrolled, &c., for the year ending September 30, 1873.

No. of Districts.....	No. of School Houses	Value of School-Houses.....	No. of persons between 5 and 21 years of age.....	No. of Pupils Enrolled.....	Average daily attendance.....	Per cent. of Attendance on Enrollment	Average Salary per mo. of male teachers.....	Average Salary per mo. of female teachers.....	No. of Days Schools were in session.....	Am't received from County Superintendents.....	Amount raised in the Districts by Special Tax.....	Amount remaining in the hands of District Treasurers.....	No. of Pupils enrolled in Private Schools.....
1	1	\$105,349 00	1940	1358	506	37	\$ 00 00	\$88 00	188	\$22,742 46	\$755,9 80	\$4,878 40	185
2	1	4,000 00	522	382	124	33	125 00	83 00	192	7,827 56	126 76	1,300 00	
3	1	100 00	31	31	5	81	50 00	40 00	179	298 25	329 16		
4	1	500 00	25	7	5	72	60 00		95	275 31			
5													
6	1	2,700 00	75				60 00	55 00		986 49	800 40	100 00	
7	1	1,800 00	70	49	42	86	60 00	69 00	173	992 24	2,185 00		
8	1	1,000 00	43	27	21	78		56 07		435 93		315 70	
9	1	350 00	34	24	21	62	62 50		170	458 89	217 82	1,401 49	
10	1	700 00	27	25	19	76	56 00	48 00	140	320 00	160 00	89 00	
11	1	927 60	29	21	17	81	49 00		137	409 49	195 12		
12	1	509 00	16	12	5	42	45 00	25 00	185	283 49		238 42	
13			22	22	17	77	55 00		140	252 37		305 63	
14			30	12	10	81	50 00		70	628 15		420 65	
15			20										
16			19	19	9	48	55 00		79	195 01		70 14	
17	1	100 00	121	67	35	52	100 00		160	1,149 74			
18													
19			14	9	5	56	50 00		60	251 99		101 99	
20			20										
21			53										
21	17	\$118,926 00	3123	2075	861	42	\$72 00	\$57 00	137	\$37,497 37	\$11,873 58	\$9,219 42	183



TABLE X.  
BENT COUNTY.

No. of Pupils enrolled in Private Schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Amount remaining in the hands of District Treasurers.....	\$503 40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$704 62
Amount raised in the Districts by Special Tax.....	\$65 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$66 00
Am't received from County Superintendents.....	\$581 57	477 19	298 24	342 98	.....	.....	.....	.....	.....	.....	.....	\$1699 98
No. of Days Schools were in session .....	125	198	60	60	.....	.....	.....	.....	.....	.....	.....	1119
Average Salary per mo. of female teachers.....	.....	\$81 36	60 00	40 00	.....	.....	.....	.....	.....	.....	.....	\$60 00
Average Salary per mo. of male teachers.....	\$60 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$60 00
Per cent. of Attendance on Enrollment	19	29	72	100	.....	.....	.....	.....	.....	.....	.....	55
Average daily attendance.....	11	11	15	8	.....	.....	.....	.....	.....	.....	.....	45
No. of Pupils Enrolled.....	14	38	21	8	.....	.....	.....	.....	.....	.....	.....	81
No. of persons between 5 and 21 years of age.....	43	45	21	21	11	.....	.....	.....	.....	.....	.....	141
Value of School-Houses.....	\$300 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$300 00
No. of School Houses	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
No. of Districts.....	1	2	3	4	7	.....	.....	.....	.....	.....	.....	5







TABLE XV.  
EL PASO COUNTY.

No. of Pupils enrolled in Private Schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Amount remaining in the hands of District Treasurers .....	\$498 90	97 19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$1190 19		
Amount raised in the Districts by Special Tax .....	\$772 61	98 50	456 72	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$1656 05		
Am't received from County Superintendents.....	\$1133 90	328 20	319 62	289 18	247 85	121 75	347 20	309 28	213 00	700 12	182 19	.....	.....	.....	\$4272 29		
No. of Days Schools were in session .....	160	68	118	130	60	160	108	100	100	152	80	.....	.....	.....	126		
Average Salary per mo. of female teachers .....	\$50 00	48 00	75 00	50 00	40 00	50 00	50 00	50 00	50 00	50 00	50 00	.....	.....	.....	\$52 00		
Average Salary per mo. of male teachers.....	\$72 50	60 00	.....	60 00	52 50	50 00	50 00	50 00	50 00	.....	.....	.....	.....	.....	\$58 00		
Per cent. of Attendance on Enrollment	81	69	68	66	89	73	62	34	55	.....	.....	.....	.....	.....	62		
Average daily attendance.....	76	22	19	25	8	11	16	36	22	.....	.....	.....	.....	.....	235		
No of Pupils Enrolled.....	84	32	28	38	9	15	26	107	40	.....	.....	.....	.....	.....	379		
No. of persons between 5 and 21 years of age.....	133	39	39	11	65	27	55	25	34	40	35	19	13	41	951		
Value of School Houses .....	\$1200 00	500 00	940 00	500 00	40 00	800 00	500 00	500 00	500 00	.....	.....	.....	.....	.....	\$4480 00		
No. of School Houses	1	1	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	8		
No. of Districts.....	1	2	3	4	5	6	6	8	9	10	11	12	13	14	15	16	17

TABLE XVI.  
FREMONT COUNTY.

No. of Pupils enrolled in Private Schools.....	14
Amount remaining in the hands of District Treasurers.....	\$ 5 00 121 33
Amount raised in the Districts by special Tax.....	\$ 67 50 125 78
Am't received from County Superintendents.....	\$613 73 100 00 36 00 1 50 55 00 205 71 134 48 107 00
No. of Days Schools were in session.....	140 60 40 60 60 72
Average Salary per month of female teachers.....	\$53 75 50 00 25 00 51 00 33 33
Average Salary per mo. of male teachers.....	50 00 50 00 50 00
Per cent. of Attendance on Enrollment	55 50 88 83 87 81 80
Average daily attendance.....	51 58 7 16 7 5 24 13 8 32 29 22 17 9
No. of Pupils Enrolled.....	98 51 8 23 8 6 33 41 16 10 40 37 30 23 11
No. of persons between 5 and 21 years of age.....	107 51 8 33 9 18 49 41 25 49 37 30 19 22 23 35
Value of School-Houses.	\$ 50 00 100 00 40 00 100 00 40 00 100 00 100 00
No. of School Houses	1 1 1 1 1 1 1
No. of Districts.....	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
	401
	2-3
	70
	\$52 00
	\$44 00
	64
	\$1813 69
	\$243 28
	\$153 33
	14



TABLE XIX.  
 JEFFERSON COUNTY.

No. of Districts.....	1 2 3 4 5 6 7 8 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	No. of School Houses	1 1	Value of School Houses .....	\$1,000 00 500 00 500 00 500 00 1,800 00 70 00 500 00 350 00 500 00 150 00 150 00 1,000 00 300 00 ..... ..... ..... 700 00 ..... ..... ..... ..... ..... .....	No. of persons between 5 and 21 years of age .....	400 50 31 34 25 41 68 28 33 15 45 18 26 46 28 15 28 33 41 29 37 15 14 19	No. of Pupils Enrolled.....	195 36 13 17 25 34 31 21 13 36 14 21 18 13 ..... ..... ..... 19 14 16 16 16 15 14 18	Average daily attendance.....	138 24 13 11 13 13 20 18 13 20 22 11 11 14 13 ..... ..... ..... 14 16 12 12 15 14 14	Per cent. of Attendance on Enrollment	70 66 100 65 52 59 58 62 ..... 77 61 57 52 78 100 ..... ..... 74 82 75 ..... ..... .....	Average Salary per mo. of male teachers.....	\$82 50 ..... 60 00 ..... 40 00 42 50 50 00 60 00 ..... 45 00 ..... ..... ..... ..... ..... ..... 50 00 50 00 ..... ..... ..... ..... .....	Average Salary per mo. of female teachers.....	\$55 00 42 50 ..... 30 00 ..... ..... ..... ..... ..... ..... ..... 50 00 ..... 45 00 40 00 ..... 50 00 ..... 65 00 40 00 ..... ..... ..... .....	No. of Days Schools were in session .....	133 83 60 154 138 135 180 58 ..... 81 100 60 60 100 73 ..... ..... 80 100 60 ..... ..... .....	Am't received from County Superintendent.....	\$1 212 04 177 69 76 75 129 98 272 18 177 56 303 45 408 14 ..... 231 23 157 58 134 76 134 83 112 57 213 41 ..... ..... 67 69 131 26 112 58 ..... ..... .....	Amount raised in the Districts by Special Tax .....	\$502 67 5 58 103 25 90 00 ..... 88 31 348 48 408 14 ..... 21 00 ..... 1 3 85 6 1 75 7 1 7 84 75 84 25 ..... ..... 192 01 70 66 25 47 ..... ..... .....	Amount remaining in the hands of District Treasurers .....	\$22 18 ..... 19 93 ..... ..... 0 43 ..... ..... ..... 31 26 3 50 3 16 ..... 18 56 ..... ..... ..... ..... ..... ..... ..... ..... .....	No. of Pupils enrolled in Private Schools...	100 56 .....		\$3 31 07	\$2,006 34	\$3,884 84	\$16 00	\$53 00	67	370	554	1119	\$8,280 00	14	24
-----------------------	--	----------------------	--	------------------------------	--	--	---	-----------------------------	--	-------------------------------	--	---------------------------------------	--	--	---	--	--	---	--	---	--	---	--	--	--	--	--	--	-----------	------------	------------	---------	---------	----	-----	-----	------	------------	----	----



LAKE COUNTY. (No Report.)  
 TABLE XX.  
 LARIMER COUNTY.

No. of Districts.....	No. of School Houses	Value of School-Houses.	No. of persons between 5 and 21 years of age.....	No. of Pupils Enrolled.....	Average daily attendance.....	Per cent. of Attendance on Enrollment	Average Salary per mo. of male teachers.....	Average Salary per month of female teachers.....	No. of Days Schools were in session.....	Am't received from County Superintendent.....	Amount raised in the Districts by special Tax.....	Amount remaining in the hands of District Treasurers.....	No. of Pupils enrolled in Private Schools.....
1	1	\$1386 50	20	16	31	69	\$10 00	\$50 00	59	\$70 25	\$20 00		
2	1	565 00	33	9	15	67		49 00	60	100 00		\$165 05	
3	1		25	16	15	33			60	530 50		133 25	
4			12	10	8	80	50 00		60	646 45	235 83		
5	1	1 00 00	87				65 00	50 00	127	247 25	50 00		
6	1	600 00	57	31	31	88	43 00	40 00	118	181 00	100 00		
7	1	400 00	41	28	21	72	45 00	40 00	110				
8	1	300 00	35	18	13	72		33 65	120	503 00			
9													
10	1	600 00	27	13	13	100		45 00					
11			42										
12	8	\$5351 50	379	144	116	82	\$48 00	\$43 00	93	\$1778 45	\$405 83	\$298 50	

TABLE XXI.  
 LAS ANIMAS COUNTY.

1			4 6	2 20	76	35	\$50 00	\$50 00	201				42
2			38										
3			200	34			35 00		30				
4													
5													
6			37										
7			107										
8			858	254	76	35	\$42 00	\$50 00	145	\$1778 45	\$405 83	\$298 50	42



TABLE XXIV.  
SAGUACHE COUNTY.

No. of Pupils enrolled in Private Schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Amount remaining in the hands of District Treasurers.....	\$179 15	131 32	1 07	6 35	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$287 19
Amount raised in the Districts by Special Tax.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Am't received from County Superintendent.....	\$291 65	351 32	196 67	408 35	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$1245 39
No. of Days Schools were in session.....	30	97	66	74	.....	.....	.....	.....	.....	.....	.....	.....	.....	67
Average Salary per mo. of female teachers.....	\$45 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$45 00
Average Salary per mo. of male teachers.....	.....	\$50 00	65 00	78 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$64 00
Per cent. of Attendance on Enrollment	80	70	71	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	56
Average daily attendance.....	24	21	10	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	69
No. of Pupils Enrolled.....	30	30	14	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	99
No. of persons between 5 and 21 years of age.....	40	70	43	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	210
Value of School-Houses.....	.....	\$250 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$250 00
No. of School Houses	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
No. of Districts.....	1	2	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	4

SUMMIT COUNTY. (No Report.)







PUBLIC SCHOOL No. 2, DENVER. (Erected 1873.)

APPENDIX.

LIST OF COUNTY SUPERINTENDENTS WHOSE TERMS OF OFFICE  
EXPIRED SEPTEMBER 1873.

COUNTY.	SUPERINTENDENT.	P. O. ADDRESS.
Arapahoe .....	Frank Church.....	Denver.
Bent.....	Robinson M. Moore.....	Las Animas.
Boulder.....	A. R. Brown.....	Boulder.
Clear Creek.....	Wm. M. Clark.....	Georgetown.
Conejos.....	S. Sandoval.....	Conejos.
Costilla .....	Juan Y. Jacques.....	San Luis.
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.....	John Lawrence.....	Saguache.
Summit.....	James D. Rankin.....	Breckinridge.
Weld.....	O. P. Bassett.....	Hillsborough.





## EXTRACTS FROM REPORTS

—OF—

# County Superintendents

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ARAPAHOE COUNTY.—FRANK CHURCH, *Sup't.*

In compliance with your request I submit the following, relative to the condition and educational *status* of the schools within my jurisdiction, and also a few remarks concerning school matters in general.

I am well aware that my statistical report, in many respects, is incomplete, and does not represent the true state of our schools; and this, in a great measure, is due to the imperfect manner in which the District Secretaries have reported. Yet I must say that it affords me no small degree of satisfaction to be able to report so favorably concerning the condition of the schools in Arapahoe County, and especially in Denver.

The improvements that have been made during the past two years are clearly manifest, not only in respect to the internal management of the schools, but also in respect to external appointments. I think facts will bear me out in the statement that the schools of Arapahoe County, (and especially our city schools), will compare very favorably with the schools of the same character farther east.

Two years ago the school houses in this county numbered nine, and were worth, in the aggregate, the sum of eight thousand, eight hundred and forty-one dollars, (\$8,841).

To-day we can boast of twenty-two school houses of the aggregate value of one hundred and fifty thousand dollars, (\$150,000).

Every district within the County, with one or two exceptions, is now provided with a good, comfortable school house.

Among the structures which are generally described as possessing striking and remarkable features, and ranking as models of beauty and finish, may be classed the East Denver Public School Building on Arapahoe Street, between Seventeenth and Eighteenth. Its size and appointments most eminently fit it to grace this rapidly expanding Capital. G. P. Randall, of Chicago, was the Architect. The edifice cost from eighty to a hundred thousand dollars. Its dimensions are seventy-eight feet by eighty-one feet. It is composed of brick with elaborate stone dressings, three stories over a high basement, and surmounted by a cupola rising forty-seven feet independent of the roof, and one hundred and sixteen feet above the grade of the street. The cupola contains an observatory, the belfry, and possibly will, in time, contain a clock. The roof is truss with projecting iron cornice. There is a spacious stone entrance leading from the street to the first floor above the basement. There are, in all, five outside entrances. The basement, with nine feet ceiling, is divided into six rooms, two of which are ten by thirty-eight feet, while the remainder are twenty-eight by thirty-eight feet. The long narrow apartments are designed for cloak rooms, and the larger ones for storage purposes. The upper stories are devoted to school rooms. These are ten in number, and are each twenty-eight by thirty-seven feet in size. On the third floor there is a hall thirty-eight by sixty-three feet, which is arranged for exhibitions and like entertainments. The design of the present School Board is to have this room divided into school rooms for the high school department. There are two pairs of double stairs, constructed of oak and black walnut, the broad heads or steps of the first named wood being surmounted with iron. Not the least noticeable feature in the design of the Public School Building is the

apparatus for heating, and ventilating the apartments. It is known as the Rutlan system. This method has been adopted and is now in use in many of the school houses in the United States. Six furnaces are situated in the basement. By means of a system of tin tubes, cold air is introduced from openings on two sides of the building and carried to the furnaces, whence, after being heated, it is distributed through another set of pipes to the different rooms. From the top floor it is carried down through the inside walls, and under the floors, which are double joisted, and finally gathered into a foul air chamber in the basement, and from thence into a shaft, through which it escapes by way of the roof.

It is elegantly furnished with the latest Chicago-made furniture. It is supplied with maps, charts, globes, philisophical apparatus, &c. Each room contains a closet, and is supplied with a clock, and water from the Holly Water Works is carried into every room in the building.

This building was commenced in the Fall of 1871. The corner stone was laid with appropriate ceremonies on the 24th day of June, 1872. The enterprise having been once projected, was carried through with a spirit of the utmost enthusiasm, and under the peculiarly favoring auspices was brought to a happy and successful issue. Perhaps a short sketch of the proceedings attending the laying of the corner-stone would not be amiss in this connection.

Invitations were extended by the School Board to the different societies and organizations to participate in the exercises.

\* \* \* \* \*

The procession contained two thousand persons, and the spectators could not have numbered less than six thousand. The following is a list of the different organizations and societies composing the procession, and the order in which they were arranged :

Police; Denver Brass Band; Public and Private Schools; Denver Scouts; Denver Fire Companies; Denver Turnverein; Denver Maennerchor; I. O. of B. B.; Denver Mer-

chants Association; Catholic Benevolent Society; Citizens and Territorial Press; Denver Bar; Judges of the Supreme Court, County and Territorial Officers, City Council, Ministerial Association, Trustees of the School District, I. O. of O. F. Lodge No. 17, I. O. of O. F. Lodge No. 4, I. O. of O. F. Lodge No. 1, Grand Lodge of I. O. of O. F. Escort of Honor—M. W. Grand Lodge of Colorado, consisting of Colorado Commandery No. 1, Knight Templars and M. W. Grand Lodge of Colorado A. F. & A. M.

The procession formed on Fifteenth street, below Larimer, and moved up Fifteenth street to Curtis, out Curtis to Twentieth, along Twentieth to Arapahoe, west on Arapahoe to site of school building between Seventeenth and Eighteenth. The mounted organizations occupied the street in front. The other organizations occupied the first floor of the building. The exercises of the occasion were opened with music by the Band and Choral Union. Then followed prayer by Rev. B. T. Vincent. After which a hymn was sung by the Mænnerchor. The ceremony attending the laying of the corner-stones was of the order Masonic, and was conducted by W. D. Anthony, Deputy Grand Master of the Grand Lodge, A. F. & A. M., of Colorado. The oration of the occasion was delivered by Hon. H. P. H. Bromwell, Past Grand Master of Masons of the State of Illinois, a gentleman deeply versed in Masonic lore, and who delivered the oration at the laying of the corner-stone of the Masonic Temple at the National Capital, and who laid the corner-stone of the Douglas monument at Chicago, beside frequently officiating at many of the important ceremonies which have attended other similar occasions throughout the United States.

The remarks of the orator were well put, and in sympathy with the cause of education. We quote the following, viz :

We are erecting here a building which I trust will continue to crown long with glory the benevolence and energy of Colorado. Though but lately this place was in the desert center of the continent, to-day we are assembled from every portion of this Union, and from the lands beyond the sea,

and with one accord put down the corner-stone and bid God speed to the work, and put our hands to the structure. Nothing, *nothing*, can be more useful to the honor and the welfare of an American community than the establishment of free schools. I take it for granted that all of you here assembled have long seen its vital merit, and are prepared to defend the institution against the craft, or the power of any. As in a republican government, which we are now endeavoring to perpetuate through all time and for the benefit of all mankind, the voices of all have an influence indicating the policy to be pursued; so that same government owes it to everyone born within its borders to see that none shall be left to grope in ignorance, that none shall be without the high moral and intellectual training necessary to a citizen of a Great Republic.

There may be and will be always some who would cast upon the Free School the death blight of caste or spiritual domination. There may be some, *aye*, and *there are some* throughout the world who think the world well-governed when *they* govern, and that mankind as one mass should obey them, who are fully commissioned as it were by the higher power of Heaven to take charge of the people, to make them subservient to the ancient form of domination which has left its bloody and desolating traces across so many lands of earth. You, fellow-citizen, in common with every lover of his country in the United States are determined that this engine of freedom, order and power of the people, the Free School, shall be maintained against the acts and machinations, or the power of any. We cannot, my fellow-citizens, deny that society must stand security and bound for the acts of its members. This is the divine order. No re-action was ever allowed to escape it. The God of the Universe requires every people to learn the penalty of this fixed law, that when they cultivate intelligence and knowledge the way must be opened to the poorest and the lowest without distinction—without any condition other than that they are fellow-men. Society is chargeable, and if society will reform, it must reform as society, and all attempts at bettering the condition and ameliorating the situation of the outcasts of earth are vain, and worse than useless unless that principle of responsibility be first understood and maintained, that society at large stands bondman for its members.

The Free School is destined to bring to society the execution of that duty by instilling into the minds of youth not merely sciences and the arts, with which alone man may be

merely a more successful villain, but to instill into the minds of youth high moral sentiment, noble enthusiasm, deep reverence for the right, patriotic emotion, and all the noble sentiments which make a man to be a man.

The building was completed and ready for occupancy the latter part of March, 1873, and was dedicated with appropriate ceremonies on the 2nd day of April. The weather was fine and the exercises were conducted in a most successful manner.

We quote from the remarks of Dr. R. G. Buckingham, President of the School Board, on the occasion of handing over the keys to Professor Garbutt, who had and still has charge of the East Denver Public School :

To you, Mr. Garbutt, the Principal of the Public Schools of East Denver, I deliver these *keys*, and while I would congratulate you on the proud position you this day sustain to the cause of education in this city, I would take this occasion to impress upon you the responsibility of your station.

The proper educational and moral training of a large proportion of the children and youth of our city devolves upon you, assisted, it is true, by the corps of teachers who compose your faculty, and seconded by the present Board, or by those who may succeed them in the discharge of their onerous, yet thankless, duties, which, to a great extent, have been self-imposed. While it is not your province, nor yet in your power, to supply mind and intellect, yet it becomes your bounden duty to elucidate the great truths with which you have to deal, to illumine and open up to the benighted understanding the hidden mysteries of Science, and expose the treasures that lie concealed amongst the *debris* and rubbish through which you will be compelled to lead their youthful steps, and open out day by day the caskets which contain the bright and precious jewels that have never before been exposed to their bewildered vision.

You have before you, to-day, among these boys, the jurists and statesmen of the coming century. Who shall dare to say that among these boys there may not be hidden the germs of intellect that may in future years entrance the soul, and whose peals of eloquence may captivate the wise and mighty, even in the Hall of Representatives and the Chamber of the Senate. There are those before you who will, in after years, fill every responsible situation in life, and whose influence for good or evil will tell upon multitudes

yet unborn. See to it, therefore, that all the fine feelings of the heart and mind receive that care and culture they demand at your hands; so that you may be able to look back upon your labors in their behalf, and say from your inmost heart, I have wrought a good work.

You see also before you, to-day, little girls and young maidens who are just budding into womanhood, some of whom receive daily instruction at their mother's knee, and have instilled into their tender minds those sweet principles which emanate only from the heart of a Christian mother. There may be those, too, who have *no* moral training around the hearthstone, and who hear no precept calculated to incline their hearts unto wisdom. All of these, with their various phases of character, demand your attention and care, and a fearful responsibility it surely becomes. Strive then, so that while you attempt to expand the intellect and feed the mind, you may not be unmindful of the cultivation of the finer feelings of the heart, and the moral sensibilities of the soul, that they may be developed together in perfect harmony, and thus expand to a pure and unselfish womanhood, replete with all the charms and graces which adorn the character of a lovely woman, and fit her for the exalted sphere for which she was destined by her creator. I trust you are prepared for the duties of your noble calling. The eyes of the people are upon you—the destiny of these children may—nay, does, to a great degree, rest in your keeping. Go forward then in the noble work you have begun, and may God bless your efforts; and may the heartfelt influence to be exerted by you upon those under your care, in their education and moral training, be seen in their advance towards a mature life, and multitudes in after years will rise up and call you blessed.

Upon the conclusion of Dr. Buckingham's remarks, Professor Garbutt stepped forward and in brief and well chosen language said that in receiving the keys and the important charge which their possession imposed, the duties and responsibilities of the position assumed a magnitude that caused the deepest reflection. There are no greater interests than those of education. The teachers would strive constantly to observe the interests committed to them. It would be their chief aim to instill into the minds of the pupils the principles of morality and justice, and to develop them into refined, self-reliant, vigorous men and women. With such

willing and faithful teachers as compose the present corps, and with the earnestness, ability and native talent displayed amongst the pupils, assurances are given of the most important elements of success.

Hon. H. P. Bennet delivered the oration on this occasion. The orator reviewed the early history of education in this Territory, and endeavored to show that the Public School system was of quite modern origin; and that though learning and many arts and sciences flourished in the remote ages to a very high degree of perfection, yet our Common School system in the absence of any knowledge of anything like it in the remote past, is as surely of modern invention as though none had heretofore existed. In ancient Sparta there was a system of public education mainly devoted to the physical development, and in its object and aim intended to make warriors of its citizens. Yet this was not general, but was confined to the wealthy and ruling classes. So also in ancient Rome. But, after the introduction of Christianity and its accession to political power in Rome, the duty of the authorities to provide instruction for the masses was first recognized, yet this was only, mainly, for the "little children of the faithful," and not for everybody's. It is said that later, and in the twelfth century, the Council of Lateran ordained the establishment of a grammar school in every cathedral throughout Christendom, for the gratuitous instruction of the poor. This ordinance, in the next century, was enlarged by the Council of Lyons, and is, perhaps, the origin of our Common School System.

Thus, in the dark ages, under the influence and control of the priesthood, was the narrow beginning made; to what immediate purpose and end, let the slow diffusion of knowledge and the religious bigotry of that period bear witness.

In the sixteenth century Martin Luther said that it was a grave and serious thing, affecting the interests of the Kingdom of Christ, and all the world, that we apply ourselves to the work of aiding and instructing the young. Again he says, "Government, as the natural guardian of the young, has the right to compel the people to support schools." The



education of the young of all classes in free schools, was one of the objects nearer the heart of the Great Reformer. Then, it was Martin Luther, two hundred years ago, who sounded the key note of the Common Schools and age.

Upon the conclusion of Judge Bennet's address, which was received with most flattering testimonials of approbation by the vast audience, the presiding officer presented the Hon. John Evans, who said:

We live in a fast age. We live in a fast country. We live in a fast city. But I thank God that we have turned our attention to something else as well as to the building up of our country and of our city in material prosperity. The fact that a city is growing very fast is no evidence that it is a prosperous city. Great prosperity, great population, is not all we have to look for; and as I said before, I thank God that we have turned our attention to some other thing beside the material building up of our city, and of our country. High, towering above every other structure in our city, stands that monument to wisdom, to the patriotism of the people—our great Public School, that we come here to-day to dedicate. That building, as it strikes the vision of the emigrant, as he comes amongst us, tells him a story that dollars and cents, and wealth and population, and great numbers could not tell. It tells him that he is coming to a place where the minds, the intellect, and the hearts of the people are to be taken care of.

\* \* \* \* \*

It does not answer the purpose that my child alone should be educated; to enjoy the full advantages, my neighbors children must be educated also, and, therefore, I am frank and free to announce that I stand upon the platform practiced for two hundred years in the glorious country across the sea, from which our Prussian citizens come—a compulsory education. I say that no man has a right to lock up the avenues of knowledge, of science, of law, of literature, of justice, and of right to his own child.

A poem entitled the "Schoolmaster's Dream," was then read by Miss Kirkland. Space forbids its full reproduction here, and simply to quote a few stanzas would but mar its beauty.

During the present season a second school house has been commenced in District No. 1., (East Denver), and will be

completed sometime in February or March, 1874. The estimated cost of the building is twenty-five thousand dollars, (\$25,000). It was designed by W. A. Lewis of Denver, who was also the Superintending Architect. Its dimensions are seventy-six feet, six inches, by fifty-six feet, six inches. It is composed of brick, with stone dressings. It is two stories in height, and contains four school rooms on first floor, each twenty-six feet square, and two school rooms on second floor, each twenty-four feet, four inches by twenty-six feet, four inches, and a hall twenty-six by fifty-two feet, from which it is the intention to cut off two recitation rooms, leaving a room twenty-four feet, four inches, by twenty-six feet. Each room is provided with closets. The hall running through the building is nineteen feet wide, and with stairways leading therefrom to the second floor. Arrangements have been made to introduce water from the Holly Water Works on each floor. The building is surmounted with a cupola, containing an observatory and belfry. The seating capacity of the building is three hundred and eighty (380). It is in every respect a first-class building, and will add to the efficiency of the schools in East Denver.

In District No. 2, (West Denver), a new school house of four rooms has been built during the past summer; which, together with the two rooms of the old building adjoining, gives the District a house with a seating capacity of two hundred and eighty-eight, (288). As there was two hundred and eighty pupils enrolled in the several departments of this school at the commencement of the term, the Directors did not commence the enlargement of the building a day too soon. The dimensions of the new part are thirty-five feet by fifty-six feet, two stories high, and surmounted with a tower, in which has been placed quite a good sized bell of very excellent tone. The rooms are each twenty feet, six inches, by twenty-eight feet, six inches, with high ceilings, and six large windows. There are two closets in each room, immediately back of the teacher's desk. The arrangement is very convenient, as there is a wide hall in the center of

the building, extending from front to rear, through which the pupils pass to the further end. The children of the primary department on the first floor, and those of the higher grades up a flight of stairs starting near the entrance, thence to right and left through a door into the closet, and thence through another door into the school room. The building is quite ornamental in style of architecture, and, considering the small amount of money expended upon it, (ten thousand dollars), presents, at a little distance, quite an imposing appearance. District No. 6, (Littleton), has just completed a neat one story school house, at a cost of two thousand dollars, (2,000). District No. 7 erected two school houses, composed of wood, at a cost of twenty-five hundred dollars, (\$2,500). District No. 13, (Bear Creek), has erected a school house at a cost of eight hundred dollars, (\$800). District No. 14, also, at a cost of seven hundred dollars, (\$700). District No. 17, (North Denver), is preparing to build the coming season at a cost of twenty thousand dollars, (\$20,000). District No. 19 has levied a tax, and is preparing to build in the Spring. District No. 20 has just finished a new school house at a cost of five hundred dollars, (\$500). I believe that there are but two districts in the county that are not yet supplied with school houses.

Not only has a great advance been made in the construction of school buildings, but also in the character of the schools. The schools are conducted with more system, and the Directors are more careful in the selection of teachers. I think that the people of Arapahoe County have every reason to congratulate themselves upon the advancement that has been made during the last few years in the Public Schools, and in the unmistakable evidence of interest and liberality that has been awakened in the cause of popular education.

#### COUNTY SUPERINTENDENT.

The office of County Superintendent of Schools is a very important office, and the success of the schools depends in a great measure upon the efficiency and energy of the officer in

the discharge of his various duties. For this office should be selected a man thoroughly conversant with the best methods of teaching, and one who has had experience in the school-room as a practical, successful teacher. And greater care should be taken in the selection of persons to fill this responsible position—the position needs a man well qualified in every respect, and who can devote his whole time to the duties of the office, and he should be well remunerated for his labor. The county can better afford a good salary to a person who will devote his whole time to work, than a meagre one to a person who is not qualified, and who devotes less than one-third of his time to the work.

The Superintendent should be a man of force, purity, education, influence and popularity. His chief duties consist in explaining the School Law, examining teachers, and in instructing and counseling District Officers, apportioning funds, attending to all school interests, and promoting generally a spirit of education within his jurisdiction. As he has charge of the licensing of teachers he should take special pains to see that none are authorized to teach, except those that are fully prepared in the various branches required to be taught, and possess a talent of imparting instruction to those under him or her.

A perfect County Superintendent should be a man of successful experience as a teacher, pleasant manners, irreproachable character, a turn for business, talent, prudence, sound opinion, public spirit, zeal for the education of the people, and above all, faith in the Common School system.

#### TEACHERS.

No profession is more honorable or more responsible than that of the teacher. Therefore none but *good* teachers should be employed to take charge of our schools, where the youth of the nation are to be educated. As the impressions made upon the mind of the young are life-long we should see to it that proper persons are placed over them. It is not enough that they understand the arts and sciences, and know how to impart that knowledge—there is something higher and be-

yond this—they should be prepared to teach in addition to the studies required by law, the principles of morality, truth, justice and love of country; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of a Free Government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship. We can only judge of the important character of the teacher, and especially in our Common Schools where the masses are educated. *He is the educator.*

The youth are specially and formally placed under his control for certain hours for certain purposes during a long period of their early years. They bring to him their various natures and the effects already received from their parents, from social surroundings and the influence of material nature. With these germs of manhood and womanhood under his control the teacher makes the nation. To no other class is the future of our country so fully intrusted. Hence, the character and qualification of the teacher in the various departments of instruction are questions which vitally concern the body politic. This statement of the responsibility of the teacher implies not disparagement of the influence of the parent, the pupil, the press, the forum, or any other of the mighty educational forces. All of these influences, with the exception of the parent, act more particularly upon the adult mind. Legislators, who determine the very frame work according to which justice is administered, can only make laws; the pulpit is limited to those who can hear intelligently; the press to those who can read understandingly; but the teacher determines to what degree there shall be intelligent reading and hearing, and in effect largely shapes the sentiment which decides whether the law shall be a living or a dead letter.

The work of teaching among us has been too much a mere makeshift—something to be resorted to to when nothing else could be done. This is all wrong, for when we consider that through the labor of the teacher the character of the nation for the future is to be elevated, modified or degraded, how

important it is that the teacher be fully prepared for his or her work. School officers cannot be too careful in the selection of their teacher, nor County Superintendents too strict and thorough in their examinations. In this connection, I would suggest the organization of a County or Territorial Board of Examiners, to be composed of practical and experienced teachers. The effect of such an organization would be salutary, for many who are now drones in the profession would be compelled to retire to some other calling more suitable to their peculiar talent, and to which they are by nature better adapted, and thus, the dignity and thoroughness of the profession would be fully assured.

The following is a list of questions which I used at an examination of teachers in June last. My object in giving the list is to show the character of my examinations and as a suggestion of the manner, in my opinion, in which examinations should be conducted :

#### GENERAL DIRECTIONS.

Write your name on the top of your paper. State your age, residence and nativity. Number the answers to correspond with questions. Take time to do yourself justice. In Arithmetical problems give the whole solution on the paper.

1. Define Mathematics, Arithmetic, Quantity, Science, Art, Number, Line, Sign and Rule.

2. Define a perpendicular line, a horizontal line.

3. Define the process of Addition.

4. What is the sum of two or more numbers ?

5. Explain the process of dividing one fraction by another ; (black board exercises).

6. Explain square root ; (black board exercises).

7. If four-fifths of an article be sold for what one-half of its cost, what is the loss per cent ?

8. What must I pay for New York 6's, that my investment may yield 9 per cent annually ?

9. An apothecary bought five pounds, ten ounces of rhubarb, by avoirdupois weight, at fifty cents an ounce, and

retailed it at twelve cents a dram apothecaries weight; how much did he gain?

10. If the longitude of New York is  $77^{\circ}$  west, and Pekin is  $105^{\circ}$  east, what is the difference of time between the two places?

11. A, B and C are employed to do a piece of work for \$26.45; A and B, together, are supposed to do three-fourths of it; A and C nine-tenths, and B and C thirteen-twentieths and paid proportionately; how much should each receive?

12. The diameter of a ball weighing 32 pounds is 6 inches; what is the diameter of a ball weighing 4 pounds?

13. Wishing to know the height of a certain steeple, I measured the shadow of the same on a horizontal plane,  $27\frac{1}{2}$  feet; I then erected a 10 feet pole on the same plane, and it cast a shadow of  $2\frac{2}{3}$  feet; what was the height of the steeple?

#### GEOGRAPHY.

1. Name the branches into which Geography is divided and define them?

2. What is the origin of the word "Geography"?

3. What is the form of the Earth and the proofs?

4. What is the size of the Earth?

5. What are the Tropics; where are they placed, and why?

6. Into how many races are the inhabitants of the earth divided.

7. What is the size of Colorado?

8. How would you go by water from Omaha to Pittsburgh?

9. What does Climate signify?

10. How is the Climate of a place affected?

11. What is the Solar System?

12. What is Language? What language is most widely disseminated?

13. Into how many classes may the nations of the earth be divided?

14. How many religious systems are there in the world; what are they, and what does the faith of each recognize?

15. Bound Colorado. Arapahoe County.
16. How many different forms of government are there in the world?
17. What is the latitude of New York; Denver?
18. What is the difference between a pure Democracy and a Republic?
19. Locate Paris; London; Richmond; Pekin; Rochester; St. Paul.
20. What is the Ecliptic?
21. What part of the globe does North America comprise?
22. On what day and month do we have the longest day; shortest day?
23. At what season of the year does the earth move the fastest?

#### UNITED STATES HISTORY.

1. Define History.
2. When, where and by whom was the first permanent settlement made in the United States?
3. What took place at Boston on the 17th day of March, 1776.
4. What did Washington do on the 26th day of December, 1776.
5. Give an account of the Stamp Act.
6. How many and what States passed articles of Confederation during the last war?
7. How many and what States (Southern) did not join the confederacy?
8. Who discovered the Hudson River?
9. From what nation was Alaska purchased and what was the amount of the purchase money?
10. From whom was Louisiana purchased; under whose administration; what was the amount of the purchase money, and what territory was included in the purchase?
11. Of what does Congress consist?
12. How many National Senators does each State have?



13. Who presides when the President of the United States is impeached?

14. How often shall Congress assemble?

15. When was the Constitution adopted?

16. Who was the first President, and who formed his Cabinet?

17. Who was King of England at the time of the American Revolution?

18. Who was leader of the Nullification Party in South Carolina, in 1832?

19. Give an account of the attack upon Fort Sumpter by Beauregard?

20. When did President Lincoln issue his Emancipation Proclamation?

21. Give a brief account of the causes of the Southern Rebellion.

#### GRAMMAR.

1. Define Language, Grammar, Conjugation and Declension.

2. Diagram and give the analysis of the following sentence:

“If you would know the deeds of him who chews

Enter the house of God, and see the pews.”

Parse “you” as fully and completely as you would require a pupil to parse it. Parse “who” and “enter.”

3. Diagram and give the analysis of the following:

“Survey his sleepless couch, and standing there

Tell the poor pallid wretch that life is fair.”

4. Correct the following sentences, and give a reason for each correction:

“Wisdom, and not wealth, procure esteem.”

“Hill and dale doth boast thy blessing.”

“None but thou, O mighty prince, canst avert the blow.”

5. Make a sentence with a phrase adverb.

6. Make a sentence with a sentence adverb.

7. Parse *as* and *than* in the following:

“Such as I have, give I gladly unto thee.” “We have more than heart could wish.”

8. Define Rhetorical Pauses.
9. What is the office of the Dash ?
10. Explain the use of the Diæresis.
11. Define Apocope, Synæresis, Syncope and Pleonasm.

#### ORTHOEPY.

1. Define Orthœpy, and state what it embraces.
2. What are oral elements and how are they produced ?
3. What are the principal organs of speech ?
4. Define Alphabetic equivalents ; a syllable.
5. How many elementary sounds in the English Language ?
6. How many elements has the letter "B," and when is it silent ?
7. When does "C" have the sound of "K," of "S," of "SH," and when is it silent ?
8. What do you understand by Phonetic Spelling ?
9. How many vowels are there ?
10. State the number of sounds that each vowel has.

#### ORTHOGRAPHY.

1. Define Orthography, and state how it differs from Orthœpy.
2. Give a general rule for the use of Capitol letters.
3. Spell the following words, viz : Sylable, Polysylable, Disyllable, Licence, Judgment, Dugist, Skean, Canibal, Sur-single, Singing, Untill, Billious, Heresy, Receipt, Sluce, Subpœna, Sadusee, Traficking, Crystalize, Rendesvous.

In order that our schools may have none but well qualified teachers, it is necessary that the District Boards co-operate most cordially with the Superintendent. Scholarship and character are not the only requisites that should be taken into consideration in the selection of a teacher. He or she must have an aptness to teach, and power to govern and control, and these qualities cannot always be determined by the Superintendent. The true test is the schoolroom, and if these qualities are not developed, then the Directors should not hesitate to discharge.

A great obstacle to the success of our Public Schools is the two frequent change of teachers, and the small salaries paid them. District officers too frequently employ teachers because they will work cheap. This is an error. Good teachers and none others should be employed. A moment's thought will convince any sane man, that it is better to secure the services of a *good* teacher for three months, than those of a *poor* one for nine months during the year. Let us pay our teachers good salaries and then require good service in return.

We do not want a teacher who only opens the book to see that the pupil recites correctly, and who possesses no knowledge of the subject outside the text book in his hand. When the text book is made the beginning and ending of all instruction, I contend that there is but little need for qualification in the teacher, from the very fact that his sole duty consists in asking questions which must be answered according to the *books*. This is radically wrong. The duty of the teacher is not to *cram* the mind of the scholar with *facts*, but to call out, develop, and cultivate the powers of 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 make independent thinkers and bold, fearless searchers after the 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 a secondary consideration in the pupil's course of instruction.

#### PROFESSION.

The time is rapidly approaching when teaching must be recognized as a profession; when the calling of the teacher will be looked upon in the same light as other professions; when he must be qualified in the same manner as those who follow other professions. It is true that many follow the occupation of teaching as a temporary means; as the stepping stone to other pursuits. And there is no objection to this, providing they are properly qualified for this, the noblest of human duties. But there is a class, yearly becoming larger,

who desire to make it a life work, a work which calls for a range of acquirements, and a degree of qualification, fully equal to those of the liberal professions, and every measure which tends to elevate teaching as a profession should be encouraged. And here the usefulness of the county or Territorial board of examiners, before suggested, becomes apparent, as it would be their province to ascertain the qualification and fitness of such as desire to make the work of teaching their life duty, and to grant to those, only who possess a high degree of efficiency, a certificate which should be valid for a term of years, or for life. Such a certificate would save a practical teacher much annoyance, to say the least. It is a but just, to those engaged in teaching, that the laws and usages of society should recognize teaching as being on a level with other professions. The physician or lawyer receives a diploma or certificate for life, which is recognized the country over. Though the physician, the lawyer does not depend, for success, upon the diploma in the one case, or certificate in the other, yet they are not required to undergo an examination every day or two in order to practice their profession. On the same principle I contend that the teacher should not be required to undergo an examination every few months—an examination, often-times conducted by a person much his inferior in every respect.

#### TEACHERS' INSTITUTES

Should be established in every county, and should be held at least once a term. We have held several in this county during the past two years, and I can safely say that they were beneficial to the teachers, and to the cause of education in general. We should have a Territorial institute. Much good could be done in the cause of education by such a gathering of the teachers and County Superintendents of the Territory, in the way of establishing a uniformity of text books, and a uniform method of teaching. Another has said that there is no other event in the history of education in the United States, that has proved so fruitful of good results as the organization of teachers' institutes and conven-

tions. It is not contended that they will educate teachers to the business of their profession, yet they serve the most admirable purpose of improving those who are not temporarily engaged in the profession, of furnishing those who are not systematically trained with the best methods of instruction and of increasing the power of the professional teacher. There is no occupation more exhaustive of the nervous force and mental energy than teaching; and the cheering influence of pleasant social intercourse with those whose tastes are similar to his own, is necessary to the social and intellectual life of the teacher.

#### DISTRICT OFFICERS.

The men who are intrusted with the care of our schools in the several schools districts should be, so far as possible, men who have a knowledge of the common school system and who will devote *some* of their time at least to the care of the schools. They should visit the schools under their charge and inform themselves by positive knowledge of their exact condition and needs.

“A school,” says Everett “is not a clock, which you can wind up and leave it to go by itself.”

All enterprises of whatever kind and nature require some directing, controlling and constantly supervising mind to ensure efficiency and success, and I would ask, do not our schools need the same?

Unless we have strict supervision we cannot expect great advancement in our schools. When the work of inspection is thorough and systematic, incompetent teachers soon learn that their services are not in demand, while competent teachers will be encouraged to do their best to retain their positions, well knowing the result of incompetency on their part.

#### PARENT'S DUTIES.

Success in our public schools also lies in a great measure with the parents. The best teacher will fail if not sustained by the active sympathy of parents. The schools should be often visited. It will not only encourage the

teacher, but incite him to greater effort. Your children will see that you take an interest in their educational advancement and will be incited to greater diligence. It is the duty of parents to know for themselves whether the school is a good one or not—to know whether the teacher is faithful and competent, not from hearsay, but from personal observation. If parents would visit our school-rooms, become better acquainted with the teachers, witness their labors, exhibit an interest and sympathy for them, new light would break upon them, and instead of complaints and cruel aspersions, a fraternal feeling would be kindled, which would shed a genial, kindly influence in which parent, child and teacher would alike participate.

#### SCHOOL LIBRARIES.

Every school should be supplied with a library for the use of the pupils and teachers ; and a portion of the school fund should be set aside each year for the purpose of purchasing books for the same and for making the proper additions each year. The library should consist of the best standard works on education, history, travel, literature, the arts and sciences, and also books adapted to the minds of small children. When it is admitted that the reading of the right kind of books is an auxiliary means of educating the young not to be doubted or neglected, the necessity of a Free School Library is admitted. I would like to see some move toward this end by our next Legislature, and would suggest that money paid into the school fund on account of fines be set aside for the purpose of establishing libraries in the various school districts ; and would further suggest that funds collected for violations of the city ordinances be used for the purposes of establishing a Free Public Library and Reading Room to be controlled and directed by a committee appointed by the City Council for that purpose.

#### GRADED SCHOOLS.

Proper classification is very essential to profitable instruction, and when it is possible schools should be graded in

accordance with the qualifications of the pupils, and then teachers should be employed to fill the various departments. Teachers who have a special adaptation to the sphere in which their work is performed, or to be performed. I say, that our school should be graded, from the fact that by so doing we save time and money.

It stands to reason that a teacher can manage and instruct more pupils in the same time and with the same labor where there is but a slight difference in their, (the pupils), qualifications, than where every degree of qualification exists from the primaries up to those who are searching for *stems* and *roots* in the classics.

And in this connection I would say that too much pains cannot be taken in securing competent teachers for the primary departments. If any department of the school *must* be neglected, let it be the more advanced. Yet I am free to state that I see no reason why any of the departments of our schools, especially in the city, should suffer for want of competent teachers, though they do I am forced to confess.

The graded schools of this city are in a prosperous condition, and are improving very rapidly.

The East Denver School is under the charge of Professor F. C. Garbutt, and the West Denver under Professor W. A. Donaldson, gentlemen who have had years' of experience in graded schools, and who have labored and are still laboring hard to bring our city schools up to a proper standard, and will succeed if they are properly supported by school officers, and the patrons of the schools.

To better show how our schools are conducted, and the *modus operandi* of securing discipline, I shall insert the Rules and Regulations of School District, No. 1, East Denver.

#### GENERAL REGULATIONS.

1. There shall be three terms and three vacation, as follows, unless otherwise ordered by the Board: The first term shall commence on the first Monday in September,

and continue sixteen weeks. The second term shall commence on the first school day after New Year's Day, and continue twelve weeks. After a vacation of one week, the third term shall begin, and continue twelve weeks.

2. The morning session of the school shall be from 9 A. M. to 12 M., with a recess of twenty minutes, and the afternoon session from 1:30 P. M. to 4 P. M., with a recess of fifteen minutes. The first bell shall begin to ring twenty-five minutes before nine in the morning, and ten minutes after one in the afternoon, and continue five minutes. The second bell shall begin to ring five minutes before time for opening school, morning and afternoon, and shall ring five minutes. Eighth and ninth grade rooms shall be dismissed at the afternoon recess, fifteen minutes to three.

3. The schools shall be divided into nine grades, and the High School, the ninth being the lowest.

4. The books used and the studies pursued shall be such only as are authorized by the Board.

5. Whenever any parent feels aggrieved by the action of any teacher, it shall be his duty to give information thereof to the Superintendent; and in case the matter is not satisfactorily adjusted by him, such parent or guardian may appeal to the Board.

#### DUTIES OF SUPERINTENDENT.

1. The Superintendent shall act under the advice of the Board of Directors; shall have the general supervision of all the Public Schools, School houses and apparatus; and shall visit each school as often as twice a week, and oftener, if desired.

2. He shall assist the teachers in the classification of the pupils, aid in maintaining good order, and cause the rules and course of study adopted by the Board to be strictly followed.

3. All promotions from one grade, or class, to another, shall be made with his approbation. He shall hold such examinations as he may think proper to ascertain the proficiency of the pupils and the success of the teachers.

4. He shall take especial pains to secure the physical well-being of the pupils, by guarding against the evils of improper ventilation and temperature, and by directing that proper physical exercises be given in all the rooms, at suitable intervals.



5. He shall investigate all cases of misconduct reported to him by teachers, parents or guardians, and take such action as he may consider proper.

6. He shall meet the teachers every alternate Friday at School Building, No. 1, for the purpose of instructing them in the theory and practice of teaching; the best methods of governing their respective schools, and for mutual consultation in matters touching the prosperity of the schools; at which meetings teachers shall conduct such exercises as he may assign them.

7. He shall have power to fill vacancies, in case of the temporary absence of teachers; to suspend teachers, in case of refusal or neglect to comply with the requirements of the Board, and to suspend pupils for neglect of the rules, and for misconduct. Such cases shall be reported to the President of the Board without delay.

8. He shall report to the Board, in writing, at the end of each month upon the progress of the schools, and at such other times, and upon such matters, as may be required. Two weeks before the close of school each year, he shall make a report with regard to the qualifications of the teachers, accompanying it with such recommendations as the best interests of the schools may require.

9. At the close of the school year he shall prepare a report of the condition of the schools, together with such suggestions, information and recommendations as he may deem proper.

#### REGULATIONS FOR TEACHERS.

1. The Board of Directors will determine, before the close of the year, what teachers engaged in the school shall be retained. Upon notification from the Secretary of their election, they shall signify their acceptance, in writing, without delay.

2. All teachers accepting positions must subscribe fully to the following conditions: They shall observe and carry into effect all regulations of the Board and Superintendent, in relation to their respective schools; attend punctually the bi-weekly meetings of the teachers, under the direction of the Superintendent, and whenever absent from said meetings shall report the cause, in writing, within one week thereafter.

3. They shall not resign during the time for which they are appointed, without the consent of the Board, and shall give, at least, two weeks' notice. The Board, however, reserves the right to dismiss any teacher, at any time, for violation of rules or incompetency.

4. Within three weeks before the close of the year, all teachers employed in the schools shall be examined by the Superintendent and the examining Committee of the Board. The result of such examination shall be reported to the Board with recommendations for its action.

5. All teachers are entitled to the respect and obedience of their pupils, and while they are required to maintain order in school, and secure obedience to necessary rules, they are reminded that passionate and harsh expressions, and injudicious measures, tend only to evil, and that the best disciplinarian is the one who can secure order by gentle influences.

6. They shall exercise a watchful care over the conduct of their pupils in and around the school buildings, and shall instruct and encourage them in correct manners, habits and principles; and should, as far as practicable, become acquainted with the parents and guardians of their pupils.

7. They shall inflict corporal punishment only in extreme cases, and in private, and shall immediately report each case in writing to the Superintendent, with the reason therefor; and he shall embody the same in his monthly report to the Board.

8. They shall be at their school rooms at least twenty minutes before opening of school in the morning, and fifteen minutes in the afternoon. Teachers not present in accordance with this rule shall report themselves as tardy.

9. Teachers are expected to enter upon the opening exercises of their respective rooms at the precise minute appointed, and on no account shall they dismiss their pupils earlier than the appointed time, nor for any day or part of a day, without permission of the Superintendent. They shall remain in their own rooms, and devote their energies to the discharge of their duties. Visiting each others' rooms, except on business of the school which cannot be postponed, all reading and writing not immediately connected with the school, and all work not tending directly to the advancement of the pupils, are strictly forbidden.

10. They shall require their pupils to be in their respective school-rooms punctually, at the appointed hour, and all pupils not in shall be marked absent, or tardy, as the case may be; a notice of which absence or tardiness shall be sent to the parent or guardian, at the close of the afternoon session.

11. They shall regulate the school room clock by the city time, and shall conform to this standard in making records for themselves and their pupils. Nor shall teachers, under any circumstances, change the regular order of exercises, without the permission of the Superintendent.

12. They shall attend carefully to the temperature and ventilation of their school rooms, effectually changing the air at recess, so that the breathing of impure air may be avoided.

13. They shall keep their school registers neatly and accurately, according to the forms prescribed, and fill out blank reports, in accordance with the directions of the Superintendent, and hand them in promptly at the time required.

14. Principals shall have power to suspend from school pupils guilty of gross misconduct, or continued insubordination to school regulations. In cases where it is practicable, notice of such misconduct shall be given to the parent or guardian before suspension.

15. Principals shall keep a record of the weekly reports of each teacher, embracing the whole number enrolled, and the average attendance, and monthly report of the scholarship, deportment and punctuality of the pupils in their respective schools, and shall report the same to the Superintendent whenever required.

16. No teacher shall read, or allow to be read, any advertisement, or allow any advertisement to be distributed in school, or on the school premises. No agent or messenger shall be allowed to announce any public entertainment, nor shall anyone take up the time of the school by lectures of any kind, without the special vote of the Board.

17. Any teacher absent from school on account of sickness, or other necessity, shall send immediate notice of such absence to the Superintendent.

18. At the close of the school year, teachers shall deliver their registers at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

19. Teachers are expected to regard themselves in a measure responsible for the standing and success of the schools, as a whole, and in every way consistent with their own duties, to aid associate teachers, and assist to maintain the discipline, name and character of the schools generally.

## REGULATIONS FOR PUPILS.

1. No child shall be admitted as a pupil who has not attained the age of five years; nor shall any applicant be admitted to any class unless he be found capable of pursuing all the studies of such class, without retarding its progress.

2. New pupils shall be enrolled and admitted on Monday only, from half-past eight to twelve o'clock.

3. All pupils are expected to be regular and punctual in their daily attendance, and conform to the regulations of the school; to be dilligent in study, respectful to teachers, and kind to schoolmates; and to refrain entirely from the use of tobacco and profane and indecent language.

4. Pupils are required to furnish themselves with all the necessary text books, and pursue all the studies of their respective classes.

5. Every pupil who shall be absent from, or tardy to, school, shall bring to his teacher a written excuse from his parent or guardian, stating the cause of such absence or tardiness.

6. Six half-day's absence—two tardy marks being equivalent to a half-day's absence—in any four consecutive weeks, sickness alone excepted, shall render the pupil liable to suspension.

7. Absence from any regular examination, or previously appointed examination by the Superintendent, for any cause except sickness, shall be considered sufficient reason for placing such absent pupil in the next lower class, or excluding him from school.

8. Pupils shall not collect about the school buildings before a quarter after eight; and pupils who desire to remain in the school room at noon shall first get permission from the Superintendent, and shall be subject to such restrictions as he or the teacher may impose, and shall in all cases be held responsible for damage done to the room or its contents, and for any disorder or misplacement of books or furniture.

9. Pupils shall walk quietly, and in single file, up and down stairs and through the halls; make no loud noise at any time in any part of the buildings; shall not remain in the halls, or stairways, and at no time converse in passing in or out from school, or enter or rap at the door of any room not their own, without previously getting the consent of the proper teacher.

10. Pupils must leave the school premises and go directly home after school is closed, both noon and night, unless other-

wise permitted by the principals, and must not bring to the school books or papers foreign to the purpose of study.

11. Any pupil that may be aggrieved or wronged by another pupil, may report the fact to his teacher. No pupil, in any case, shall attempt to avenge his own wrong.

12. Pupils are forbidden to throw stone, snowballs or missiles of any kind, upon the school-grounds, or in the streets in the immediate vicinity of the school-grounds.

13. For open disobedience, insubordination, or indulgence in profane and indecent language, a pupil may be suspended by the Superintendent, immediate notice of which shall be given to the parent or guardian. In cases of suspension the pupil can be re-admitted only with the written permission of the President of the Board.

14. Pupils shall not mark, scratch, or break in any way, the furniture, casing, walls, windows, fences, or any of the apparatus of the school premises. Pupils committing such injuries, accidental or intentional, shall immediately procure the necessary repair, or be assessed by the Superintendent a sum sufficient to cover the damage; and on refusal to comply with this rule may be expelled from school.

15. Any pupil who comes to school without proper attention have been given to cleanliness of person or dress, or whose clothes need repairing, may be sent home to be properly prepared for the school room.

16. No pupil shall be permitted to remain in school who is afflicted with, or has been exposed to, any contagious disease, until such time as all danger therefrom be passed. All pupils may be required to be vaccinated from small-pox, upon penalty of being excluded from school.

#### COURSE OF STUDY—NINTH GRADE.

*Reading*—First five of Webb's charts, from the black board, and the First Reader to page 70. The word-method to be followed and attention given to articulation and natural expression.

*Slate Writing*—Letters and words to be printed and learned. Writing the small letters and words from copies on the black board. Words and sentences to be written from the reading lesson and from dictation.

*Spelling*—Oral, written and phonic of all words occurring in the grade.

*Number*—Clear and ready perception of number from one to fifteen, to be developed with the use of objects, and at

every successive step all possible additions, subtractions, multiplications and divisions of integral numbers to be learned within each limit as it is reached. Counting with and without objects, and reading and writing numbers to one hundred. Practical questions, and exercise to promote rapid reckoning. Roman numerals to ten.

*Language*—Conversations, construction of sentence containing one or more words of the grade, and writing sentences dictated by the teacher.

*Drawing*—Invention with straight lines not exceeding ten, Primary School Drawing Cards, No. 1 Series.

*Music*—Each pupil will be expected to sing the scale in the key of C, to read the syllables Do, Re, Mi, etc., forward and backward. The class will sing in chorus all the intervals in the key of C. Each pupil will be required to have the knowledge of quarter and half notes, double measure, quarter rest, double bar, bar, staff, three degrees of force, soft, medium and loud, beating time. Singing by rote and by note of such songs as the teacher may select will be practiced.

*General Lessons*—Place, twenty lessons: Position of objects, children imitating teacher. Position of objects, children placing objects from memory. The corners and sides of the table—their names—and objects placed upon them by the children at the dictation of the teacher. The representation of the top of the table and objects placed upon it on the slate, and the same representation upon the black board.

*Human Body*, twenty lessons; The principal parts—head, trunk and limbs. The lower limbs, joints of lower limbs, hands and feet. The head, eyes, nose, mouth, chin and cheeks, ears, hair, neck, bones, and difference between the hand and foot.

*Objects*, twenty lessons: The parts, number of parts and position of parts of a hat, shoe, flower, book, egg, wheel, orange, apple, picture, basket, clock, thimble, cup and saucer, pail, tea-pot, kettle, umbrella, satchel, pitches and scissors.

*Mammals*, twenty lessons: The parts and position of parts of a cat, dog, pig, cow, sheep, horse, elephant, squirrel, lion, beaver, reindeer, bear, tiger, monkey, jackal, walrus, camel, porcupine, ant-eater and buffalo.

*Form*, twenty lessons: The general idea of form to be developed. The ideas of surface, faces, kinds of faces, kinds

of surface, corners and edges, kinds of edges, kind of lines—straight and curved, and kinds of straight lines, without definitions.

*Size*, twenty lessons : To develop the general idea of size, the three degrees of comparison of large and small, long and short, broad and narrow, thick and thin, deep and shallow, high and low. Application to objects.

*Measures of Length*, twenty lessons ; Children measuring with inch and foot rules.

*Color*, ten lessons ; Distinguishing and naming the primary colors—red, yellow and blue—and applying these colors to objects both present and absent.

*Birds*, ten lessons : The part and names of parts of a hen, goose, duck, turkey, parrot, owl, peacock, canary and magpie.

*Personal Habits*, Cleanliness of person and dress.

*Conduct*, Politeness, truthfulness and chaste language.

*Physical Exercises*, Three to five minutes, four times a day.

#### EIGHTH GRADE.

*Reading*—First Reader completed. Second Reader to page 100. Attention to the punctuation marks used.

*Slate Writing*—The words from the reading lessons, with capitals where required. Writing words and sentences at dictation. Special attention to be given to position and form of letters.

*Spelling*—Oral and written of all words used in the grade. Spelling by sound, names and marking of all long vowels, and particular attention given to chart instruction to Second Reader.

*Number*—Reading and writing numbers to one thousand. Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to thirty. Simple practical questions requiring results only. Exercises in rapid reckoning. Roman numerals to the extent used in the books of the grade.

*Language*—Children to describe the pictures in the Readers and to tell what they show. Care to be taken to secure correct pronunciation, complete sentences and clear statements. Writing sentences containing given words.

*Drawing*—Cards, No. 2 series.

*Music*—Individual singing of the scale in the key of C, and intervals of the second, third, fourth and fifth, in the same key. Chorus singing of all intervals of second. Writ-

ing scales of C and G with quarter notes. Practical, same as previous grade with the addition of P. P. Theoretical, scales and names of keys, signing by note, and by note as directed by teacher of singing.

*General Lessons*—Divisions of time, ten lessons: The year, the months and their names, the days and the names of the days of the week. The seasons, their names and the names of the months of each season. The day, hours, minutes, seconds.

*Place*, twenty lessons: The cardinal points and semi-cardinal points. Locate, in accordance with these, the various objects in the school room. The idea of a map and the different scales to which a map may be drawn. Draw a map of the school room, both upon slate and blackboard, with position of the principal objects.

*Form*, thirty lessons: Vertical, horizontal, slanting and parallel lines. Right, acute and obtuse angles. The three kinds of triangles, the square, oblong, rhomb, rhomboid, trapezoid, trapezium, and five, six, seven, and eight-sided figures, and the circle.

*Color*, ten lessons: Review of the primary colors. The secondary colors, with practical applications.

*Mammals*, ten lessons: Finding and describing the parts of a lion, goat, elephant. Description of parts and the habits of the pig, fox, rabbit, cow, sheep, squirrel and monkey.

*Objects*, twenty lessons: The common qualities, without definitions, as rough and smooth, cold and hot, hard and soft, bitter and sweet, light and heavy. Qualities discovered; terms expressive of these, as pliable, porous, crumbling, transparent, opaque and the like.

*Birds*, ten lessons: Description of parts and habits of the flamingo, kingfisher, penguin, humming bird, magpie, pelican, goose, pheasant and ostrich.

*Measuring of Length*, ten lessons: Children exercised in measuring and judging of lengths. Table of long measure developed and learned.

*Personal Habits and Conduct*—As in previous grade, adding industry, obedience to parents, care of property, and respect for others.

*Physical Exercises*—As in previous grade.

#### SEVENTH GRADE.

*Reading*—Second Reader completed. Third Reader to page 100. Names and uses of all marks used.



*Writing*—One lesson each day, independent of other writing exercises, with lead pencil, No. 1 writing book. Special attention to position and form.

*Spelling*—Oral and written of all words learned. Spelling by sound; names and marks of all short vowels.

*Number*—Reading and writing numbers to ten thousand. Rapid combinations in addition, subtraction, multiplication and division, no result to exceed sixty. Exercises in all possible combinations of numbers to one hundred. Children to prepare their own tables. Use of signs—plus, minus, and those of multiplication, division and equality. Roman numerals to the extent used in the books of the grade.

*Language*—Continued as in previous grade, adding written descriptions of picture. Writing requests made of the teacher.

*Drawing*—Cards, No. 3 series.

*Music*—Individual singing same as in the Ninth and Eighth Grades. Writing the scale of C and G, in 2-4 measure. Knowledge of dotted half note, accent and finding the keys. Theory and practice the same as Ninth and Eighth Grades. Singing such exercises and songs as the teacher of singing may require.

*German*—Object lessons, *i. e.*, naming of objects in school room, at home and abroad, with which the pupil is possibly acquainted. Writing the small letters. Reading through First Primer.

*General Lessons—Place*—Thirty lessons: Review drawing school room, and in addition, draw yard and school house. Map of the city. Order of objects for lessons: 1. General description of the map, scale and direction. 2. River and creek. 3. Divisions of the city. 4. Fifteenth street and bridge, and streets parallel. 5. Larimer street and streets parallel. 6. Railroads. 7. Cemeteries and public drives. 8. Public buildings—Governor's Guards' Hall, Mint, Water Works, Gas Works, Theatre. 9. Churches. 10. School houses. 11. Children's residences.

*Size*, ten lessons: Review long measure. Wine measure taken in the same way.

*Color*, ten lessons: Review of yellow, blue, red, orange, green and violet. Production of secondaries, orange, violet, and green, from the primaries.

*Mammals*, twenty lessons: Description of parts and habits of the cat, lion, leopard, panther, and adaptation of parts for preying. Habits of the dog, fox and wolf. Adaptation of the dog for uses of man, and of parts of the wolf for

preying. Habits of the weasel, brown and white bear, seal, bat, mole, hedge-hog, rat and porcupine. Adaptation of the walrus for modes of life.

*Objects*, twenty lessons : The following qualities discovered and defined : Pulverable, buoyant, sapid and tasteless, natural and artificial, sonorous, preservative, aromatic, saline and elastic. Comparison of parts of different objects for resemblance and difference, apple and orange, lemon and peach, pen and pencil. Comparison of qualities of different objects, sugar and salt, water and milk, rubber and leather, cotton and wool.

*Plants*, ten lessons : The difference between the animal, vegetable and mineral kingdom. Parts of a plant, roots, place where they are joined to the stem.

*Personal Habits and Conduct* : Specific instruction as to how to keep clean, as to polite treatment of others in the street, upon the sidewalk, the rights of people to pass without molestation.

*Physical Exercises* : Twice a day through the year.

#### SIXTH GRADE.

*Reading*—Third Reader complete.

*Spelling*—Oral, written and phonic of all words learned, marking of all the vowels. Speller to lesson 70.

*Writing*—Books Nos. 1 and 2, with pen and ink.

*Number*—Reading and writing numbers of two periods. Addition, Substraction and multiplication, the sum, minuend or product not to exceed four figures, and the multiplier not to exceed twelve. The Primary Arithmetic completed. Particular attention to the analysis of all practical questions in the Arithmetic and to rapid combinations. Roman numerals to the extent used in the books of the grade.

*Language*—As in previous grades, adding definitions of common words in the reading lessons, and writing sentences expressing the thought of the reading lessons with a change of language.

*Geography*—Review map of Denver ; map of Colorado ; the physical features ; general productions ; locate principal cities and towns, and draw outline from memory. Define the natural divisions of land and water ; name and locate the continents and the grand divisions, the political divisions of North America and Europe, and such natural divisions of the same as are mentioned in the text book. Draw a map of each of the Eastern and Middle States ; bound each, give its capital and at least two important cities.

*Drawing*—Book No. 1.

*Music*—Individual singing of the second in the keys of C, G and D, also intervals of the third, 1, 3-2, 4-3, 5-3, 1-4, 2-5, 3. Chorus sing of all intervals of the second and third in the keys of C, G and D; writing scales in these keys with quarter and half notes. Theory and practice of work as in previous grades. Singing such songs and exercises as the teacher of singing may assign.

*German*—Oral lessons as in Seventh Grade. Writing capitals. Second Primer completed.

*General Lessons*; Plants, twenty lessons: Stems and parts; buds, kinds of buds, uses of buds; leaves and their parts; flowers and their parts.

*Mammals*, twenty lessons: Habits of the squirrel, beaver, cow, sheep, camel, reindeer, goat, monkey, ape, baboon. Adaptation of beaver and monkey for mode of life. Cow for feeding, sheep for uses of man. Classification of the above as four-handed, gnawers and cud-chewers.

*Color*, ten lessons; Idea of hue and how produced. One tint and one shade of each primary and secondary color.

*Objects*, ten lessons: The following qualities: soluble and insoluble, manufactured, elastic and inelastic, dense, flexible. Adaptation of material to use, wood, window glass, leather, sponge.

*Form*, ten lessons: Idea of solid. The following solids described: prism, cylinder, cone, pyramid, sphere and hemisphere.

*Personal Habits and Conduct*: As in previous grade, adding cleanliness of dwellings, obedience to law, and purity of thought and action.

*Physical Exercises*—Twice a day.

#### FIFTH GRADE.

*Reading*—Intermediate Reader to page 148, and half the Introduction.

*Spelling*—From Speller to lesson 120, and from other text books. Phonic spelling.

*Writing*---Books Nos. 3 and 4.

*Arithmetic*---Intermediate arithmetic to fractions. Analysis of all the mental problems. Principle to be made more important than rules. Rapid combinations.

*Language*—As in previous grade, adding reproduction of incidents and stories related by the teacher.

*Declamations and Compositions*---Once a month.

*Geography*---Primary Geography completed. Drawing all map learned.

*Grammar*---Pointing out in the reading and language name words, action words, and qualifying words, and writing sentences containing these. A correct use of the article a or an and the.

*Drawing*---Book No. 2.

*Music*---Individual singing as in previous grades. Chorus singing as in previous grades, with the addition of the intervals of the fourth, 1, 4-2, 5-3, 6-5, 8, and their inversions. Write scales of keys of C, G and D in 2-4 measure. Theory and practice as in preceding grades, adding quadruple measure, dot, pause and tie. Transposing phrases from the key of C. Singing such exercises as the teacher of singing may direct.

*German*---Introduction to Ahn's, one-fourth of the book. Oral and written translation.

*General Lessons*---Mammals, twenty lessons: Habits and adaptation of the horse, pig, elephant, rhinoceros, hippopotamus, tapir, ant-eater, armadillo, sloth, kangaroo, opossum, whale and dolphin. Comparison of different parts, and habits of animals.

*Birds*, ten lessons: The general characteristics, habits and classifications of the following birds: Eagle, owl, hawk, robin, canary, nightingale, humming bird, parrot, woodpecker, cuckoo, hen, turkey, quail, partridge, ostrich, emu, cassowary, heron, stork, duck, swan and goose. On review of the whole the classification should appear on the board.

*Plants*, ten lessons: Roots and stems.

*Physical Exercises*.

#### FOURTH GRADE.

*Reading*---Intermediate Reader completed, and the last half of Introduction.

*Spelling*---From Speller to lesson 187, and from Reader and other text books. All words spelled by sound. Particular attention to definitions.

*Writing*---Books Nos. 5 and 6.

*Arithmetic*---The idea of fractions developed by the use of objects. Intermediate Arithmetic completed and revised. Rapid combinations.

*Language*---As in previous grades, and the addition of description of objects.

*Declamations and Compositions*---Once a month.

*Geography*—Intermediate Geography to page 48. Map drawing both upon paper and blackboard.

*Grammar*—Proper and common nouns, the property of number, the time of the action, whether present or past, and the change of form to denote number. Introduce modifiers of the action word to tell where, when, how and what. Select words from Reader which denote action, and write sentences having qualifiers and modifiers.

*Drawing*—Book No. 3.

*Music*—Individual singing as in Fifth Grade, with addition of the Fourth. Chorus singing same as previous grade. Writing scales in the keys of C and D in triple measure. Knowledge of the pitches of three scales in the keys of C, G and D. Theory and practice as in previous grades. Singing music of two parts and such songs and exercises as the teacher of singing may direct.

*German*—Introduction to Ahn's, three-fifths of the book. Oral and written translation.

*General Lessons*—Digestion: The structure and office of the stomach, of the alimentary canal, and the various processes of converting food into blood, explained and illustrated. Proper and improper food; eating too fast and too much; too often and too late in the evening.

*Classification of Animals*—Vertebrates—Mammals, birds, reptiles and fishes. Invertebrates, Articulates, Mollusks, and Radiates.

*Plants*: Buds, bulbs and leaves.

*Physical Exercises.*

#### THIRD GRADE.

*Reading*—Fourth Reader.

*Spelling*—Oral, written and phonic from Speller to lesson 240, and from other text books.

*Writing*—Books Nos. 7 and 8.

*Arithmetic*—Addition, subtraction, multiplication, division, properties of numbers, greatest common divisor, least common multiple, common fractions, United States money, aliquot parts, bills and mensuration. Particular attention to analysis. Rapid combination.

*Declamations and Compositions*—Once a month.

*Geography*—Intermediate Geography completed. Map drawing both on paper and black board.

*Grammar*—First Lessons to Part Second.

*Drawing*—Book No. 4.

*Music*—Individual singing as in preceding grades. Practical knowledge of all the dynamic degrees, pp., p., m., f., ff., dim., cres., triplets—legate and staccato—of the different kinds of rests. Writing scale as in previous grades, with the additional keys of E and F, and in sextuple measure. Knowledge of the staff, G and F clefs, intervals of seconds, thirds and fourths. Part singing as may be directed by the teacher of singing.

*German*—Introduction to Ahn's through.

*General Lessons*—Hygiene of eating and sleeping, respiration and circulation. The City Government and its officers. Air and water, their properties and uses. Simple experiments illustrating the pressure of the air.

*Physical Exercises.*

#### SECOND GRADE.

*Reading*—Fifth Reader to page 190. Twenty-eight lessons of the Introduction.

*Spelling*—Oral, written and phonic from Speller to lesson 276, from Reader and other text books.

*Writing*—Books Nos. 9 and 10.

*Arithmetic*—Denominate numbers, longitude and time, percentage and its application to brokerage, capital and stock, insurance, bankruptcy interest, present worth, discount, promissory note and drafts, equation of payments. Analysis of all mental problems. Rapid combinations.

*Declamations and Compositions*—Once a month.

*Geography*—Geography No. 3 to North Central States. Map drawing continued.

*History*—United States through the early settlements.

*Grammar*—First Lesson in Grammar completed and reviewed. Analysis of simple sentence from Reader.

*Drawing*—Book No. 5.

*Music*—Practical knowledge of intervals of seconds, thirds, fourths and fifths in the keys C, D and E, also of the dynamic degrees as in previous grade. Write scales in keys of C, D, E and F in compound triple measure. Practical and theoretical knowledge of all musical terms as in previous grade. Registers of voice, knowledge of the Chromatic Scales and of syncopation. Singing such exercise as the teacher of music may require.

*German*—Ahn's Part First.

*General Lessons*—Exercise, its use and abuse. Oral lessons on winds, clouds, fogs, dews, frost, moisture, rain, snow, hail and ice. Define and illustrate the three classes

of matter, solids, liquids and gases, and some of their essential properties, weight or gravity, elasticity, malleability and ductility.

*Physical Exercises.*

FIRST GRADE.

*Reading*—Selections from Fifth Reader.

*Spelling*—From all text books, and Speller completed.  
Review of previous work in phonic analysis.

*Writing*—Books Nos. 11 and 12.

*Arithmetic*—Ratio and proportion, analysis involution and evolution, circulating decimals, arithmetical and geometrical progression, alligation, duodecimals, mensuration.

*Declamations and Compositions.*

[ *Geography*—Completed. Map drawing.

*History*—Completed.

*Grammar*—Clark's Practical Grammar. Analysis and Syntax. Half the time appropriated to analyzing and parsing selections from Reader.

*Drawing*—Book No. 6.

*Music*—Practical knowledge as in previous grade, with the addition of the keys of G and A, interval of sixth. Transposition of scales, ascending and descending the chromatic scale. Knowledge of all intervals of the diatonic scale in the keys of C, G, D, A, E and F. Writing scales in any measure required. Knowledge of three and four part harmony, and to be able to write a composition of four parts. Singing any ordinary music at sight. Practical knowledge of the major and minor keys and of registers of the voice.

*German*—Ahn's through.

*Physical Exercises.*

COURSE OF STUDY OF HIGH SCHOOL.

FIRST YEAR.

SECOND YEAR.

<i>First Term</i>	{	Algebra.	<i>First Term</i>	{	Geometry.
		Physiology.			Zoology.
	{	Intellectual Arithmetic.		{	Cæsar.
		Latin Lesson.			
<i>Second Term</i>	{	Algebra.	<i>Second Term</i>	{	Geometry.
		General History.			Zoology.
	{	Intellectual Arithmetic.		{	Cæsar.
		Latin Lessons.			
<i>Third Term</i>	{	Algebra.	<i>Third Term</i>	{	Geometry.
		General History.			Botany.
	{	Intellectual Arithmetic.		{	Cæsar.
		Latin Lessons.			

THIRD YEAR.		FOURTH YEAR.	
<i>First Term</i>	{ Trigonometry. Natural Philosophy. Virgil.	<i>First Term</i>	{ Astronomy. Mental Philosophy. Chemistry. Cicero.
<i>Second Term</i>	{ Trigonometry. Natural Philosophy. Virgil.	<i>Second Term</i>	{ Geology. Mental Philosophy. Civil Government. Cicero.
<i>Third Term</i>	{ Astronomy. Rhetoric and English. Literature. Virgil.	<i>Third Term</i>	{ Geology. Political Economy. Ethics. Cicero.

Reading, composition, drawing and music through the course. German and Greek may be substituted for English branches, except mathematics.

#### TEXT BOOKS USED.

*Reading and Spelling*—Analytical Series and Webb's Cards.

*Arithmetic*—White's Series and Robinson's Intellectual.

*Geography*—Eclectic Series.

*Grammar*—Clark's.

*Penmanship*—Payson, Dunton and Scribner.

*Drawing*—Bartholmew.

*German*—Werz's Primer and Ahn's Introductory Course.

*United States History*—Venable.

*General History*—Anderson.

*Physiology*—Brown.

*Algebra, Geometry and Trigonometry*—Robinson.

*Botany*—Youman.

*Natural Philosophy, Geology, Astronomy and Chemistry*—Steele.

*Zoology*—Tenney.

*Latin and Greek*—Harkness' First Lessons and Readers.

*Cæsar*—Harkness'.

*Virgil*—Frieze.

*Cicero*—Harkness.

*English Literature*—Cleveland.

*Constitution of the United States*—Townsend.

*Mental Philosophy*—Upham.

*Moral Science*—Alexander.

*Political Economy*—Champlin.

*Dictionary*—Webster.

The manual of the public schools of East Denver as given in the preceding pages is very creditable to the



Board and shows the deep interest that is being taken in the cause of systematic instruction. The rules and regulations for the guidance of Superintendent, teachers and pupils have been most salutary in their practical workings in securing order and discipline. The marked improvement in our schools is in great measure due to the manual. The course of study adopted is, in most respects, quite thorough. Amendments and additions, as dictated by experience, will, of course, be made to the manual from time to time. No argument is necessary to convince any reasonable mind of the necessity of a thorough system of instruction, as well as of a systematic course to be pursued in all the schools of the county. There is no reason why the country schools cannot or should not adopt a course of instruction similar to that adopted by the city schools. Uniformity in the character and modes of teaching is feasible, and its practical results beneficial. In this connection I would suggest, in addition to the daily course of instruction, the establishment of night schools for the benefit of that class of our population who find it impossible to attend the day school, and who would most gladly avail themselves of such favorable opportunity to obtain the rudiments of an education. This plan has been carried into successful operation in many of our Eastern cities; and no estimate can be made of the amount of good that would necessarily result from such a measure.

#### CHANGES IN THE LAW.

Though I am opposed to the too frequent changes in the law, yet, I think in many respects it might be improved. First: In regard to the basis upon which the school fund is apportioned. In my opinion it should be based upon actual attendance, instead of in accordance with the enumeration. In the second place the time of electing District officers should be changed from May to October. Again, the law should require the teacher to make out a report regarding the general condition of the school and attendance, making the last month of his salary dependent

upon his report. There should be two copies of this report, one for the Board and one for the County Superintendent. Again, a report should be required of the Treasurer of the School District relating to the financial condition of the District. Power should be granted to the Territorial Superintendent to appoint a Board of Examiners to examine applicants, and grant certificates, good throughout the Territory for the period of three years, or for life.

#### SCHOOL DISCIPLINE.

Nine tenths of the poor schools in the country are owing to lack of discipline. The foundation of all good schools is good government and subordination. I can safely say that, as a general rule, the discipline maintained in the public schools of this county is strict, and at the same time not severe.

Another has said that severity is the end of the truest kindness. There are many parents who object to delegating to the teacher parental right of punishment. Some parents even doubt their own right to correct, and thereby deliver the reins of power to the child and are governed instead of governing, at least we should judge so from the conduct of many pupils both in school and at home. But despite the false notions of many I contend that teachers have a right to expect that parents will co-operate with them in enforcing school discipline in accordance with the dictates of common sense.

One of the greatest lessons that a child has to learn in life, is self-government, and if he cannot govern himself, the strong hand of power and punishment must be laid upon him to remind of duty and force him to do it. Some teachers, acting under the authority of School Boards, use the alternative, suspension or expulsion. But this, in my judgment, is dangerous to the best interests of society and wayward youth. You have but to consult the statistics of police records, and reform schools, to become convinced on this point.

Is it better to turn a wayward boy into the streets and thus deprive him of school advantages, than it is to force him into subjection ?

In considering the subject of school discipline the personal power of the teacher is an important element. A teacher to secure good discipline must be able to govern himself: every movement, word, act and look should be such as to secure respect and preserve order. There should be no straining, no attempt at over-doing government by an oppressive stillness. General Grant could control hundreds of thousands of men on the battle-field. Another could not control a score ; and yet the difference is not in the men handled, but in the leader. The same principle will hold true in the school-room. Knowledge and skill in the teacher are essential to good discipline. What will prove a good method to preserve order depends upon the circumstances. The means that will be effective with one boy may prove a total failure with another. The teacher to be successful as a disciplinarian should be a good judge of human nature, able to understand the disposition of those with whom he deals.

#### COMPULSORY EDUCATION.

There are thousands and tens of thousands of children that from necessity of one kind or another are prevented from acquiring the rudiments of an education, while others are acquiring the vices and corruption, which idleness, neglect and profligacy most surely engender, and under the influence of bad associates and adepts in crime are candidates for the penitentiary. Here the question arises, can a State or community afford to lose so many of the children from the schools of learning to be educated in the schools of crime? Can it take the responsibility of allowing such a percentage of its youthful population to grow up in a condition which will endanger its civil liberty as well as its material prosperity, its moral and social character? Crime and ignorance masked by day go hand in hand by night to perform deeds of darkness and shame. Certainly a call comes to our leg-

islators to protect and secure the home, property—the rights and the lives of the people from the public and private villainy which infest society. The Public Schools can do its part, (and are doing it), but not all of the work, and in order that it may do its legitimate part, the child must be placed and held within its influence.

#### NECESSITY OF GOOD SCHOOLS.

As a nation, from the beginning, the American people have appealed to the judgment of men. We are taught to believe that our institutions are founded in the interest of humanity, and that they are susceptible of clear and satisfactory vindication to right human reason.

As a people, we present to the world the best illustration of human government—a government promoting with equal care the welfare of every citizen. But it is evident that we can neither know, nor be assured that we have the best without a knowledge of the condition of other peoples. Our civilization following its own mode of Americanizing everything that becomes a part of itself, population, ideas, institutions, extends a welcoming hand to all who land upon its shores. Education, the great process of assimilation, it is evident should receive more attention than any other function of civil life, and should be conducted more intelligently. The dangers present and remote, that threaten us should be kept fully and accurately in view. Moreover our society is of such a nature, the establishment of permanent caste is so impossible, the interchange, the flow and re-flow of individuals through all stations, from the highest to the lowest, so constant and easy, that the conduct and character of any one man, woman or child can in no sense become a matter of indifference to the other members of society. The moment of neglect is the opportunity of vice and crime; and the extent of neglect is the measure of the peril from these sources, and the index of the reduced productiveness of industry, and of the losses of capital. Moreover it should be borne in mind that this power of the individual, as a part of the whole, to affect the general welfare, arises not merely from his relation

as a member of society; he is a witness, a voter, a juryman, he may be a judge, a legislator or an executive. Therefore his character is of consequence, not merely from its silent and general influence, but especially as actually constituting a part of the government, with a possibility of being called to the duties of office in every civil unit in which he is embraced. Now if the individuals who are idle, ignorant, vicious, criminal increase so as to constitute the majority, the declared object and form of our government so far as that unit is concerned, is perverted or destroyed.

Looking at the beneficial results of universal education under our form of government, it would seem to command the approval of all fair minded men.

In view then of its imperative necessity in such a republic as ours, opposition to it from any quarter becomes well-nigh unaccountable. Yet we do have opposition, and even within the borders of our own county. Every generation of adults needs to be thoroughly indoctrinated with the system of universal education and familiarized with the management of school systems, as much as children of each generation require the thorough and complete training of the school room.

It is not necessary to extend these remarks for the sake of illustrating the importance of common schools. They are the safeguards of the nation. Bayonets are powerful, but powerless unless guided by intelligence.

All admit the necessity of establishing and sustaining the public institutions—the people's colleges.

Even those who resist and labor to defeat every measure to promote them, agree that we cannot dispense with them. Everyone acknowledges that it is deeply to be deplored if in a single district for a single year or term even the children are destitute of profitable schooling, their genial season of childhood thus running to waste, and they instead of improving, contracting habits that may make them unhappy and hurtful members of society.

A body politic having for its foundation the principle that

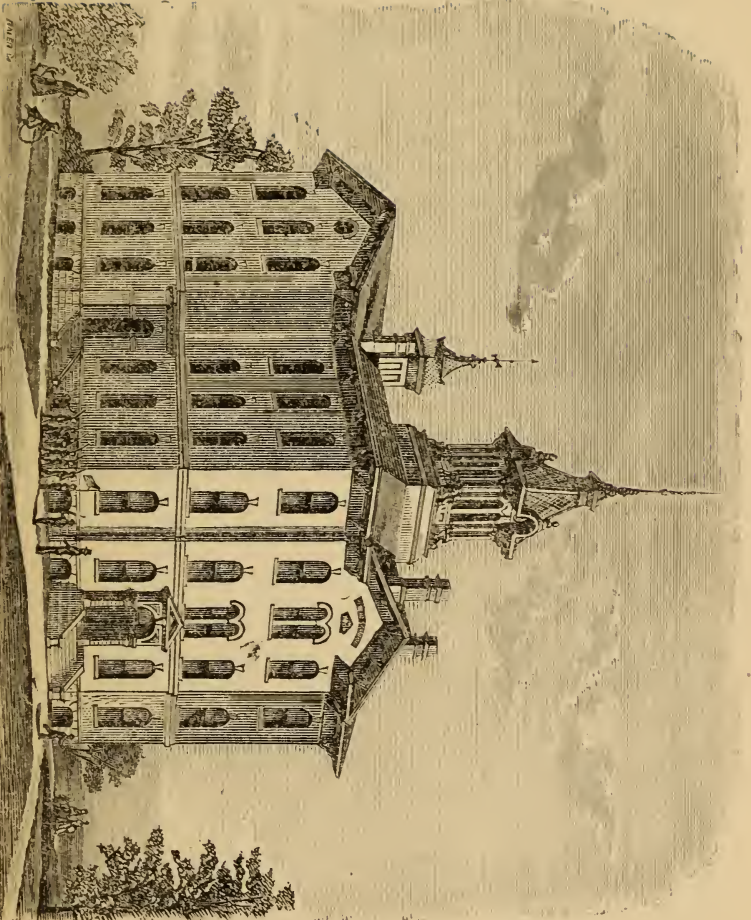
every citizen shall enjoy the right of suffrage and the privilege of aspiring to the highest office within the gift of the people, for its own safety, must place the means of primary education within the reach of all its population. And the feeling prevails in every community that general provision for elementary education making Public Schools public care, is essential to their well being; and that the most deplorable calamity that can be inflicted upon communities or individuals is that of a prostituted mind. These uneducated children are in a few years to be the men and women upon whom will rest the responsibilities of the nation. These boys whose minds are running to waste will become men into whose hands the sacredness of the ballot is to be intrusted. Well may we tremble. The great champion of universal education said "An uneducated ballot is the winding sheet of liberty."

The mind of man can picture no semblance of the destructive power of the ballot-box in the hands of an ignorant people.

The Roman cohorts were terrible. The Turkish Janizaries were incarnate fiends; but each was as a babe for harm compared with universal suffrage without mental illumination and moral principle. The power of casting a ballot is far more formidable than that of casting a spear or a javelin. "In the uneducated ballot is found the nation's greatest danger, but the educated ballot is the main tower of its strength."

The future is full of terrible responsibilities which await the present youthful generation.

Let us then, (so far as in us lies,) by wise and beneficent legislation secure to them thorough mental and moral culture, that they may be fitted to exercise the privileges and duties of citizenship; that the liberties and honor of the country may be secure in their hands, while the age in which they shall be called to act shall be rendered glorious by a full moral and intellectual development, which shall crown the labor and hope of this hour with a rich fruition, the munificence of which shall approve and applaud the wisdom of the present.



PUBLIC SCHOOL, No. 1, DENVER. (Projected 1872.)





BENT COUNTY—R. M. MOORE, *Sup't.*

Since the last biennial report, but little can be said concerning the condition of schools in this county, more than the information furnished you in the annual reports. Three new districts have been formed, only one of which has an organization. There has been considerable emigration into this county within the past six months. A large proportion have been families making permanent homes here, and the probability is that before another year passes the schools can be so distributed that nearly every family in the county will have the advantage of having a school within reach of them. Such a thing has been impossible heretofore on account of portions of the county being so sparsely settled.

You will discover in my annual report the injustice the present law works in the apportionment of the public school fund. I would suggest that an effort be made during the next session of the Legislature, to have the school-law so amended that the basis of the apportionment of the public school fund will be made on the *average attendance*; or, *the number of pupils enrolled*.

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BOULDER COUNTY—CHAS. E. SHERMAN, *Sup't*

In examination of teachers, I have, thus far, adopted the oral method; believing it better than any other for bringing out the qualities needed every day in the school room. The successful teacher must have readiness and tact in the school room, being able to say what he knows clearly and quickly. A written examination allows opportunities for careful study and consideration in a way and manner impossible in school hours. I have been told by some candidates that the oral method is unfair, not giving the person time and opportunity to become composed and clear about the subject in question. For that very reason I prefer it, as no such time and opportunity are attainable in school hours. And a candidate who is thus easily "put out" in examination has no business in a school room. In most cases I have also asked

questions to which I did not expect correct answers, simply to see the mental process by which a candidate, who was, so to speak, in hot water, endeavored to get out. The way of considering such a question, analyzing it, determining its conditions, and finally putting together, sheds a great deal of light upon the candidate's method of thought and mental training. My aim has been to find if possible, whether or no the candidate has what Holmes calls "the faculty," beside which literary and mental qualifications count but little.

Those already teaching in Boulder County, I find belong to one of three classes. In want of better terms they may be called teachers, instructors, and educators. Teachers, in this limited sense, means one who serves simply as a medium between the book and the pupil; instructor, one who not only teaches from the book, but who places his own store of information and knowledge before the pupil. An educator supplements all this, with the ability to study the pupils mental make-up; and determining that, represses in one direction, spurs in another, aiming, and in a great measure, successfully, to make the pupils of his charge well balanced intellectually. I consider educators, in this sense, highly gifted persons, and have a strong inclination to bow down and worship them, for they have wonderful rule over a wonderful realm. Teachers—in the limited sense—are of little use, except perhaps during freshman year at College, when awed by collegiate air and manners, and especially awed by sophomores, the youthful student would study, and study hard, even if required to recite only to a tutor. But Colorado children, be they more or less good and evil, are undeniably smart, and require at least a well instructed instructor.

Many of the teachers in Boulder County are graduates from Normal Schools; hence the methods of teaching are pretty well up with the times.

The School Law, as applied to this County, I think needs some important modifications. One improvement I think would be to have all the district taxes collected by the County Collector. As the law now stands, the tax on per-

sonality becomes an affair of the district secretary ; that on real estate goes through the County Collector. Placing the whole in the hands of the latter, would greatly relieve the district secretaries, render the tax much more easily collected—as and official from abroad has more power in such matters than a neighbor—and would add but little to the County official's labor. The fee of five dollars to the County Superintendent, for a special examination, should not be collected from the candidates, but from the County. A teacher's burdens are heavy enough without the special tax.

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#### CLEAR CREEK COUNTY—C. F. BRIDGES, *Sup't.*

At the request of my predecessor I submit the following report. Having but recently entered upon my duties as County Superintendent, my facilities for obtaining a knowledge of the progress of our schools for the past year have been limited.

#### SCHOOLS.

There are seven School Districts in this County which employ ten teachers. Schools have been taught in each from four to ten months during the past year. Competent teachers have been employed, and the advancement in education and growth and prosperity has far excelled that of any previous year. Heretofore the people of this section were in doubt as to whether Colorado was their permanent or transitory homes, but the unrivaled success of our mining interests for the past few months has entirely removed that doubt, and elegant residences are being erected, new schools houses are in course of construction, liberal taxes for school purposes are readily voted where necessary, and the welfare of the growing generation carefully watched over.

At a school meeting held in Georgetown a short time since, the citizens of the district voted a tax for school purposes of eight mills on the dollar, which, when collected, will give us \$5,600; the half of which will be appropriated towards paying the expenses of the school—except teachers' salaries,

for the coming year—and the balance in the construction of a School building, in connection with which, we expect to raise a much larger amount on city bonds as soon as we are granted the privilege by the Legislature to issue them, which we will try to gain at the present session. Within one year we will undoubtedly have a school edifice in Georgetown that will fairly represent the prosperity of our city. In School District No. 7, (Silver Dale) they are erecting a very snug little school building that will answer the purposes of the district for several years. All other districts are supplied with comfortable and well ventilated buildings, so that hereafter the attention of the people of this county in educational matters will be principally directed toward the employment of thoroughly qualified teachers.

The school tax levied by our County Commissioners was 3 mills on the dollar, in some districts this being inadequate for the demand, almost an equal amount has been raised by private subscription and the schools kept open.

#### OUR SCHOOL LAW.

Many improvements were suggested in the last biennial report of the Superintendent of Public Instruction, but were not acted upon by the Legislature at its last session. Suggestions are useless without action. What I think necessary to do is to select from the last report the most practical improvements suggested, and first present them to each County Superintendent for his approval and signature, and then to the Legislature for their action.

#### COUNTY SUPERINTENDENTS.

This position, though affording pleasure to an accomplished scholar and thorough teacher in performing the duties devolving upon him, unless he is amply provided with means to support him and defray his traveling expenses while visiting schools, in many Counties is a pecuniary burden.

I would like to see an act passed, either granting County Superintendents their pay in cash, or a regular salary, or a certain per cent. in cash, upon all money distributed by

them, which last is the law in Iowa. There they receive 3 per cent. on all distributions. Such a law might pay the expenses necessarily incurred, while the present law does not; and it would be an encouragement for men, eminently qualified, to seek the position.

#### EXAMINATION OF TEACHERS.

In my examinations, while I use great discretion in selecting those to whom I grant certificates, I realize the importance of a more thorough and rigid examination and would cheerfully encourage any steps toward organizing an examining board for the Territory, and granting certificates for a term of not less than three years. My examinations are both oral and written, and occupy an entire day. I endeavor to satisfy myself that all to whom I issue certificates are sufficiently educated, yet realize my inability, in so short a time, to judge accurately of their other qualifications. Should I, after visiting their schools, find any not thoroughly qualified to teach a good school, I would discharge them at once and recommend to the district another teacher.

#### TEACHERS' INSTITUTES.

There will be a Teachers' Institute organized in this county, in December, that will meet one night each week. Every teacher that I have conversed with on the subject has promised to lend aid and encouragement to the enterprise and we expect to reap a great reward from the meetings.

#### TEXT BOOKS.

We feel greatly the need of a uniformity in text books in this county. I would recommend that, through some means, we adopt a uniformity throughout the Territory. I would suggest that the Superintendent of Public Instruction appoint four County Superintendents who, in conjunction with himself, after studying diligently and examining carefully the different text books now in use, shall select those that they consider best adapted for our public schools and let each County Superintendent enforce their introduction. Should this be done, the directors would be relieved of a great amount of unnecessary labor, and the welfare of the pupils greatly advanced.

EL PASO COUNTY—F. C. MILLINGTON, *Sup't.*

You will see by comparing reports that there have been several new districts formed within the county this year, in several of which a good degree of interest, in reference to schools is being manifested.

In a majority of the old districts I think the interest is manifestly improving, and a desire is being expressed to have the grade of schools elevated; and this matter is receiving the attention of the Superintendent and Directors. A commendable degree of zeal is exhibited by the teachers who are now in charge of Schools.

At the commencement of the present term of school we arranged for competitive examinations of pupils, to be held about the middle of the term. In order to do this, we divided the county into districts, so as to bring together about four schools at some convenient place. We spend a day at each of these examinations. The Superintendent presides, and the teachers conduct the various class exercises. We trust this method will secure more constant work, on the part of both teachers and pupils, and a more general interest on the part of the patrons of the schools.

We are also organizing for Teachers' Institutes, to be held quarterly, on the Friday preceding the day of each examination of teachers.

A movement is on foot at Colorado City to procure the new court-house building—which has been vacated by the removal of the county-seat to Colorado Springs—for school purposes, in which, if the project is successful, a graded school will probably be established.

The foundation of a fine school building has been laid at Colorado Springs, in which, when it is completed, we hope to have a first-class graded school.

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 FREMONT COUNTY—J. D. BELL, *Sup't.*

## THE COUNTY SCHOOLS—THEIR STATUS AND PROSPECTS.

The writer was elected to the position of Superintendent in September last, and at the close of that month he under-

took the work belonging to his official province. The annual reports of the district secretaries, which supplied the materials for the report sent by me to the Territorial Superintendent early in November, show that, during the last year, there has been an increase in the county of one hundred and ninety-one persons, between the ages of five and twenty-one years. In five of the districts, school-houses are in process of erection; in five, preparations are making to build; in eight, no school was kept during the year; in two or three, the fear of threatened litigation prevented the carrying out of laudable designs and projects; in none, are there adequate provision for the education of pupils. The Cañon City district sustained a school during the winter and a part of the summer, and has one now in operation. Concerning this district, I make the following extracts from the secretary's annual report :

“Number of teachers employed in the winter, 2; in the summer, 1. Highest salary paid per month, \$85; lowest, \$30. Number of days the school was taught during the year, 140. Average cost of tuition for each pupil per month, \$1,27. No school library in the district. One stone school-house was owned by the district, but sold during the year, and the proceeds devoted to building a new school-house. Old school-house sold for \$900. No new school-house erected during the year, but some material bought for that purpose. No maps, no furniture, no nothing. Amount paid for the erection of a new school-house, \$500. Total amount expended, \$1,112,33.”

Unquestionably, the district would have admitted of a far more satisfactory exhibit, had the board of directors been more considerate, careful and faithful in the performance of their official functions. Acting sometimes tardily, sometimes precipitately, and often in a manner directly in conflict with the requirements of the law; not deliberating duly together; not studying the law closely enough to insure an accurate conforming to it; allowing, too frequently, one officer to represent the whole board in important mat-

ters, previous to any meeting of the board for a comparing of opinions; failing to procure books and to keep accounts, as the law directs, they made their course of procedure literally teem with mistakes and blunders. The secretary, in his report, says:

“No reports, accounts, or entries having been heretofore made, it is difficult exactly to come at the moneys received and expended.”

I earnestly hope that a decided change for the better will, during the present year, characterize the officers, not only of the district mentioned, but also of all the others in the county, in respect to the transaction of business and the discharge of duties. If perseverance in expostulation and urging, on my part, will secure this end, then the reports which will be due from the districts, next autumn, will contain fewer proofs of unfaithfulness, of slackness, of non-doing, and of loose execution, than those which appear in the list recently examined.

The outlook, respecting the County Schools, is not without promising and enlivening auguries. The people are waking up to a realization of the need of better educational accommodations and facilities. Immigration is rapidly adding to the number of those whose welfare demands ampler school privileges; and there cannot be a doubt that the present crude and insufficient provisions for tuition will, by-and-by, be entirely displaced by such means of education as the intelligent and progressive few ardently desire to have introduced.

#### THE SCHOOL LAW—DESIRED CHANGES.

The Common School Law of Colorado evidently needs to be revised throughout. In many points, it reveals the defectiveness inseparable from too great haste in composition; in some, it is marked by an ambiguity which is liable to occasion serious errors and miscarriages. Considered as simply a Territorial law, it is valuable, and should command general esteem while it continues in force; but, if it cannot well undergo a complete remodeling so long as Colorado shall re-



main a Territory, it certainly should be subjected to such a remodeling at the time of the change from a Territory to a State.

Among the amendments which a true estimate of the worth of the common schools, not to mention other considerations, compels us to regard as clearly due from the Legislature, are the two following :

Section 14 should be so modified as to constitute the office of County Superintendent a *salaried* office, as is that of the Territorial Superintendent. On all hands, it is agreed that the position is an important one, and that it should be filled by a cultivated, competent and efficient man. The former Superintendent of Gilpin county, (Prof. Hale himself), in his report, last year, truly says :

“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.”

At present, the pay of the County Superintendents is pitifully meager, since it consists only in fees, and is receivable in the form of county scrip, worth, perhaps, only fifty-five or sixty cents per dollar. The teachers of schools are paid in cash ; but the Superintendents, to whom the licensing of teachers and the general care of the county school interests are committed, are paid in warrants, often far below par, readily saleable only during a small portion of the year, and not adequate to meet even the cost of the needful means of conveyance.

Again, Section 11 should be so amended as to render it invariably requisite, in order to secure the forming or the altering of a district, that at least two-thirds of the legal voters to be affected shall sign a petition, requesting the County Superintendent to form the proposed district, or to make the proposed alteration ; and that the same petition shall be accompanied by a full list of all the legal voters who

are to be affected, certified to by the affidavit of some one of the petitioners. The fulfillment of the conditions here expressed will enable the Superintendent to know that, in forming or in altering a district, he is doing a work that will prove valid, in spite of all attempts at litigation which may afterward be made with a view to avoiding the payment of school taxes.

The writer would add, that, since the beginning of his incumbency, he has proceeded according to the foregoing rule of action, having been led to adopt it by instances in which the validity of districts was called in question by parties, who, on account either of penuriousness or of stubborn non-progressiveness, were unwilling to pay a tax for a school-house.

#### TEACHERS AND TEACHING.

But few persons are fitted for success in teaching school. 'Tis an art, just as much as carpentering or brick-laying, statue-making or painting is; and for the same reason that Michael Angelo could not do many things else as well as he could chisel rough marble into wondrous form; and that Daniel Webster could not do a thousand other things as well as he could interpret the Constitution of his country, it must be inferred that one who has never learned how to teach school, cannot teach school as well as he or she can do a variety of things else. The lack of natural adaption for this pursuit, may also unfit a person for successful engagement in it. A considerable deficiency in magnetism or presence-power, is a serious disqualification for the teacher's office. As well attempt to pulverize granite with a wooden hammer, as undertake to drill instruction into young minds without the aid of magnetic influence. In one respect a teacher should be like Julius Cæsar—able to stand still, and with looks freeze the rebellious blood of mutineers. "The rod and reproof," says Solomon, "give wisdom." Yes, they always do—when "the rod" means punitive eye-force, wisely administered, and "reproof" means the chastening, humbling energy of a firm, high-bred presence, effectually, though

perhaps silently, manifesting disapprobation or conveying a reprimand. The teacher who is poor in magnetism, will, in the school room, be unimpressive, uncontrolling, and attractionless—will be either too sleepy or too wordy and fussy—will cause pupils either to yawn and look at vacancy, or to be heedless of directions and fearless of castigations.

In examining applicants for a teacher's certificate, it is my custom to propound the question, "What qualifications are indispensable to true and high success in teaching?" In most in the instances in which I have submitted this question, the answer given was such as indicated only a confused view in relation to the subject. How painfully strange it is that persons should offer themselves for the difficult work of a teacher, before they have studied teaching itself; many applicants, if asked what they expect to teach in case of obtaining a certificate, can promptly respond; but they are staggered when the examiner propounds to them such questions as these: Why are you desirous to undertake the teaching of a school? What is the principal end of your ambition in seeking to gain the position of a teacher? Do you purpose to make teaching a pursuit? Are you in possession of clear ideas as to the best manner of instructing pupils and of governing them? Have you consulted Page's "Theory and Practice of Teaching," or Northend's "Teacher's Assistant," or Jewell's "School Government," or Welch's "Object Lessons," or Root's "School Amusements," or Stone's "Complete Examiner," or Barnard's "Oral Training Lessons," or Herbert Spencer's "Education—Intellectual, Moral, and Physical"?

Mr. Root, in the preface of his valuable book, named above, suggestively says: "There are many teachers who think their business dull work, and who regret the necessity which compels them to continue in it." The fact, here stated, implies deficiencies which are lamentable hindrances to the educational progress of multitudes of the young. Schools taught by persons whose chief object in teaching is merely to make a little money, and who are lacking both in the natural qualifications and in the acquired ones which are indispensable to

real success in teaching, are schools ill kept, ill-attended, and kindling no interest in the neighborhoods where they are located; schools in which pupils, if they make any advancement at all, make it with a wearisome slowness, like boats propelled against an almost resistless current. The close of such schools is generally an occasion of juvenile rejoicing, and those who have taught them are not hired to teach the same pupils again. Indeed, they should not be hired to teach pupils, anywhere.

#### SCHOOL ROOM METHODS.

The inquiry; How may pupils be made to love their School? is one on which educators are not likely to bestow too much candid attention. Certain it is that progress in studies depends largely on attachment to school; and that there can be no attachment to school, so long as pupils have a disgust for the tuition, the routine, the confinement, and the work of the school room. Make a school interesting, and it will be loved. This may be set down as a general rule; and every teacher should faithfully endeavor to conform to it. If the right school room methods are employed, a school can hardly fail to be interesting. Just as there are modes of home-management which are calculated to create in children a fondness for home, and modes of farm management which are fitted to render the farm attractive to farmer's sons, and modes of shop-management which are adapted to give the apprentice-boy delight in his apprenticeship, so there are modes of school-management which are adapted to make a school pleasant and even charming to its pupils. "Where young people," says Professor Pillans, "are taught as they ought to be, they are quite as happy in school as at play." Taking this saying as true, we must conclude that young people are not very often taught as they ought to be. Why are there, in numerous school rooms, so many indolent sitters on the benches? We know that indolence, on the part of the young, is not a natural trait. Fellenberg affirms that this trait, in young persons, "is so directly opposite to their natural disposition to activity, that, unless it is the con-

sequence of bad education, it is almost invariably connected with some constitutional defect." Teachers must know how to 'make school-time pleasant time, how to deliver needful tasks from irksomeness and needful restraints from oppressiveness, how to keep the spirit of the learner cheerful and alert, if they would be able to prevent the plague of indolence from creeping in and spreading. The management should be such as to render order delightful, and strictness itself agreeable; such as to cause the pupils to regard their instructor, not as a capricious monarch who is sternly indifferent to their happiness, but as a kind and faithful mentor, who, every hour, wins anew the right to be respected and obeyed.

Pestalozzi, Spencer, Thomas Hughes, Horace Mann, Barnard, Root, and others that might be mentioned, have done great service to the cause of education, in setting forth and explaining right school-room methods. Horace Mann wisely condemns the practice, in education, which consists in *telling*, rather than in *training*; and among the valuable hints presented by Herbert Spencer are these: Every study should have a purely experimental introduction. Object-lessons should be extensively given, and they should include, not only the contents of the house, but also those of the fields and the hedges, the quarry and the seashore. Drawing (on the slate, if in no other way), should be required; and coloring, also, provided the undertaking of it be practicable. Rule-teaching, previous to teaching by principles, should be avoided; and rote-learning should be disallowed. The mind should be introduced to principles through the medium of examples, and so should be led from the particular to the general—from the concrete to the abstract. Children should be so educated that they will gradually acquire the habit of making their own investigations and drawing their own inferences. They should be told as little as possible, and induced to discover as much as possible.

#### THE SCHOOL-ROOM ITSELF.

One very important mode of procedure, which is almost entirely omitted by the majority of those who undertake to

teach school, is that which consists in the exercise of care and good sense, at the outset, to make the place in which the school is to be kept appropriately comfortable and inviting. By attending to this matter, a multitude of irritating circumstances may be overcome, many annoying trials prevented, the maintenance of order facilitated, and pupils enabled to pursue their studies amid surroundings adapted to entertain, rather than to depress their minds. A wise teacher will evince as much ingenuity and judgment in fitting up the school-room as a wise house-keeper evinces in fitting up the family dwelling-place. Such a one will, at the beginning, survey with a scrutinizing eye the entire situation, and will take notice of every point admitting of some desirable improvement, easy to be made. If that useful appliance, the black-board, is wanting, there will be no delay in supplying the need. A carpenter might almost as reasonably attempt to drill an apprentice in carpentering without the aid of a work-bench, a square and a jack-plane, as might a teacher attempt to teach a school without the aid of a black-board. Not many weeks since, the writer, in examining a country-school, had occasion to admonish the lady who was in charge, in reference to the grave mistake of trying to carry on her work without the cheap, yet important, instrument which has been mentioned, and to urge her to make good the lack, even if there should be no other way but to procure the needed convenience at her own expense.

If the only place for the school is a log-girt room, the teacher should allow nothing to be left undone which may readily be done, to mitigate the asperities of the situation and to brighten up its somber appearances. The windows can be fitted to afford ventilation, and can be provided with curtains of calico or paper. Pupils can be permitted to bring chairs for their seats. A map of the State or Territory, another of the county, and still another of the town or township, can be obtained and put up in the room. A representation of the solar system can be drawn (with charcoal, if there be nothing better), on a sheet of printers' paper,

and the same be made an ornament for some dull space; and elsewhere there can be put up a strip of similar paper or pasteboard, exhibiting a long, plain line, so divided as to represent the inch, the foot, the yard, and the rod, and, adjacent to it, another strip, exhibiting combined lines representing the square-foot, the square-yard, the triangle, etc. Pictures, relating to lessons which are to be learned (even if they be only newspaper wood-cuts), can be tacked on the walls, so that the pupil, when he raises his book-wearied eyes, may find them cheered by pleasing and instructive scenes of rocks, mountains, rivers, lakes, seas, houses, wagons, ships, bridges, locomotives, villages, cities, insects, fishes, birds, beasts, and men. By such uncostly means of enlivenment, a school-room, dingy and gloomy in its unimproved condition, can be made a place of happy lingering and of a profitable pupilage. An experienced educator, speaking of the benign effects which they produce, says: "What a change comes over the dreary old room! What a change over the scholars!" And he adds the intimation, that a teacher can, by the exercise of taste and by a little painstaking, make the place of the school, though it be a rude log-cabin, "seem a second home to his pupils—pleasanter than home, perhaps, to a few."

#### THEORY AND PRACTICE OF DISCIPLINE.

The administration of school-government, on right principles, is so closely related to effective teaching, as to warrant the assertion that a failure, in that point, will imply almost, if not quite, a failure in all. Persons may have ample intellectual stores, and may be able to acquit themselves admirably, in case of an examination with a view to obtaining a teacher's certificate; but if they are incompetent to maintain a becoming submission and docility, on the part of pupils, and an orderly condition of school affairs, they are certainly unfitted for the teacher's office. A school, incessantly confused by whispering, ogling, giggling, trick-playing, the clamor of outbreacking roguery, and the ineffectual checkings, scoldings, threatenings, and punishings of an instructor who

has no tact and no skill in the exercise of authority, is misnamed when it is called a school. The good teacher is a good disciplinarian. Such a one governs neither too much nor too little; is neither over-dignified nor undignified; exhibits neither an extreme reserve nor an extreme communicativeness. One of the most successful teachers I have ever known—one who has the art of governing the naughtiest and ugliest of young natures, and of preserving, seemingly with ease, constant and scholarly order—is a lady, (the writer's wife), whose management of school is uniformly regulated by a simple system, which may be expressed in the following comprehensive outline :

No formal rules given, but pupils required to conform to their intuitions as to right and wrong.

No lesson allowed to be passed over till it has been learned.

A cheerful, pleasant demeanor maintained, and all sourness and crabbedness of expression and of manner avoided.

Confidence and respect won and retained by impartiality, readiness to sympathize with and to help, and a suitable degree of self-possession.

Government administered with moderation and patience, but firmly and resolutely.

Punishment always inflicted when incurred, but usually consisting in the curtailing of valued liberties or privileges.

A roll of honor duly kept, and statedly shown to the pupils.

Herbert Spencer's opinion is, that, in the government of the young, the penalties employed should be like those of nature, unavoidable consequences of the deeds which they follow; and this he advocates with much force of argument, and much clearness of illustration. But it is evident that the teacher, whatever be the penalties he or she employs, should never punish with cruel or undue severity. "Great severity of punishment," says John Locke, "does but very little good; nay, great harm, in education; and I believe it will be found that, other things being equal, those children who have been chastised, seldom make the best men." And again: it is not less evident that laxity in discipline is as much an evil as over-intensity. Promising punishment, and



not fulfilling the promise; sending forth an edict, and never executing it—this is not the kind of practice that will sustain government. But the rubric for successful governing, whether in the domestic precinct or in the school-room, is well expressed by another in the words: “Let your penalties be like the penalties inflicted by inanimate nature—in-avoidable. The hot cinder burns a child the first time he seizes it; it burns him the second time; it burns him the third time; it burns him every time; and he very soon learns not to touch the hot cinder. If you are equally consistent—if the consequences which you tell your child will follow certain acts, follow with like uniformity, he will soon come to respect your laws, as he does those of nature.”

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#### GILPIN COUNTY—SILAS B. HAHN, *Sup't.*

Since my election, in September last, to the office of County Superintendent of Public Schools, I have often visited the schools of Gilpin County, and have found them, without exception, in a very satisfactory condition. The teachers seem to be well educated and admirably adapted to the business in which they are engaged, and well impressed with the importance of good order, punctuality, careful and earnest application, accuracy and thoroughness in every branch of study.

The school containing the greatest number of pupils, as you will see by my previous report, is at Central City, where has been erected one of the largest and most commodious school buildings in Colorado, at an expense of twenty-five thousand dollars. This building is of granite, two stories in height, and contains five rooms furnished in the very best manner. In the master's room is a first class piano forte. The belfry contains a bell that can be heard in every dwelling in the city. The yard and grounds belonging to this school building are ample and enclosed by an ornamental and substantial fence.

The school buildings in Black Hawk and Nevadaville are also new, substantial, and in every respect well furnished,

and convenient. The school houses in other districts of our county, though less imposing appearance, are convenient and comfortable.

In addition to the common branches of study required by law to be taught in our public schools, there are taught in the school at Central City—the higher branches of Geometry, Algebra, Chemistry, Natural Philosophy, Physical Geography, Book-keeping, Elocution, Object Teaching, Composition and Music,—and at Black Hawk: Algebra, Elocution, Composition and Music. Music and Elocution are also taught at the Nevadaville school. Many of the pupils in the Central City school can solve any problem in Robinson's Algebra and are far advanced in Geometry. From the best information I have been able to obtain, I am satisfied that, if the school at Central City is not the highest in rank, in the Territory, it certainly is second to none. The masters of the three schools I have named are college-graduates, and, like all the other teachers under them, seem to be working faithfully and successfully.

In addition to the masters, there are four female teachers and a music-teacher in the Central City school—two female teachers and a music teacher in the Black Hawk school, and one female teacher and a music-teacher at Nevadaville.

The examinations of applicants for situations as teachers in our schools have been very thorough; and so careful have been our school boards in their elections of teachers, that no changes have been made for incompetency during the past year, nor is it probable that any such will be made during the present school year, as the teachers have already, without exception, been re-elected.

I deem it of the utmost importance to retain good teachers as long as possible, and to dispense with poor ones as speedily as possible.

So important is it to have none put first-class teachers, and so detrimental is the necessity for a change of teachers, that school-boards should be composed of persons fully competent to judge correctly of the qualifications and fitness of appli-

cants for positions as teachers, and possessing independence and honesty enough to elect none but the *very best*, regardless of relationship, friendship or sympathy.

It is impossible to guard too vigilantly the interests of our public schools; for there, are molded the strongest and most reliable bulwarks of our freedom—our nation—our happiness; compared with which, for defense, our forts and navies sink into utter insignificance.

“What constitutes a State ?

Not high-raised battlement or labored mound,  
Thick wall or moated gate ;  
Not cities proud, with spires and turrets crowned ;  
Not bays and broad-armed ports,  
Where, laughing at the storm, proud navies ride ;  
But men, high-minded men.”

Our greatest and best statesmen, our bravest, most patriotic and successful soldiers, and our truest and noblest men of all professions and occupations, have had their early, and, in some cases, their only training in the public schools. How superior the condition, the prosperity, the happiness, of the inhabitants of those States in our Union where public free schools have been established and liberally supported, to those without such schools ! Let us then spare no labor, no money, to perfect and raise higher, if possible, the standard of our public schools, ever regarding them as the palladium of our republic.

Intellectual philosophers treat the mind as consisting of three parts—the intellect, the sensibilities and the will ; and so independent are these parts, that either of them by cultivation may over-balance the other two. And if this be so, is it not of the utmost importance that each of these parts receive like attention ?

In towns, our school-law only requires teachers to be qualified to instruct in reading, writing, arithmetic, etc.; that is, to instruct the *intellect* ; but this law also gives large discretion to Superintendents, in these words, viz: If the examination is satisfactory, and the Superintendent is satisfied the respective applicants possess a good moral character, and the *essential qualifications for governing and instructing chil-*

dren and youth, he shall give them a certificate to that effect." Hence it is evident that no Superintendent need certify to the qualifications of any applicant, who, in his judgment, may fail, *in any respect*, to be a first-class teacher. I have long been of the opinion that only *thoroughly* educated persons should be employed to teach, even in the lowest grades of our schools, for the strength and beauty of the superstructure will depend upon the foundation here laid.

"Just as the twig is bent the tree's inclined."

I propose to issue no certificate to any person applying whom I shall not deem as well qualified to develop the sensibilities and train the wills of the pupils, as to teach their intellects; for if the mind be tripartite, it is evident that each part should be alike developed. If the intellect outgrows the sensibility, or any one part of the mind outgrows any other part, then the mind, as an entirety, must become unbalanced, and consequently weakened. We should endeavor to develop equally, every part of the mind, as nature develops every part of the body; and thus assist our youth to grow up with mental proportions, as symmetrical and beautiful as the physical.

It is said that cleanliness is next to Godliness. If this be true, as I believe, then teachers would do well to cultivate this excellence in their pupils. It may be said that this *branch of education* belongs more particularly to parents: yet I think that it is too much neglected by teachers.

I recommend that *every teacher* be required to impress upon the pupils the value of humanity and kindness toward each other, and toward everything that lives and is capable of suffering; that even so insignificant a thing as a fly or a mouse, should never be tortured; for, to say nothing of the wrong done, the boy or girl that inflicts unnecessary pain, for the mere love of witnessing contortions, becomes malevolent, and a misanthrope.

"The heart *benevolent and kind*, the most resembles God."

Happiness is what we all strive to obtain, and we best secure it by doing good to others, for "happiness is a perfume

that one cannot shed over another without a few drops falling upon himself."

It is a matter for congratulation, that we have as good public schools in Gilpin county as exist anywhere; that the Rocky Mountain children are the healthiest, the brightest and the most promising to be found in our whole country, and that all parents and good citizens of our county are deeply interested and alive in the cause of public education.

I recommend no changes in our present school-law, for I believe its provisions are ample for the full accomplishment of its noble purposes.

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#### HUERFANO COUNTY—WILLIS M. ALLEN, *Sup't.*

After considerable delay, I send you my annual report, which should have been forwarded on the first of the present month. At that time no reports had been sent in, and I have been waiting for them. After urging upon the officers of the different districts the importance of attending to this matter, and giving them more time, I have received only six reports of the thirteen districts in the county. This want of interest seems to be on account of the bad management of the public school system in the county since its adoption. Our County Commissioners became so much disgusted with the manner our schools were conducted, that they reduced the school-tax to two mills this, from four last year, declaring it was wrong to squander the people's money. It will therefore be impossible to do much in the way of schools this year, as there will not be funds enough in some districts to justify the employment of teachers.

You will see from my report, that only about one-fifth of the children in the county, of school age, attend school.

Our county is rapidly settling up, and I hope it will not be long before enough of those who know the value of education and are willing to sacrifice something in order to adopt a good system of schools, will be among us.



E. BROWN

PUBLIC SCHOOL, GOLDEN.

JEFFERSON COUNTY—M. C. KIRBY, *Sup't.*

In making this report, it will be my main object to give, as briefly as possible, as correct a statement of the condition of the cause of education as can be made from the reports of the secretaries of the different districts of the county, made to me on the 30th of September, 1873. In nearly all of these reports errors have been found, and some have been returned to the Board for correction. The officers of the different school boards have been supplied with the school law, and my attention and advice given them to aid them in the administration of their duties; still, they have not given the *regulation forms*, and the time for making accurate and valuable reports, sufficient attention. One of the causes of imperfection is the change of officers each year, and the imperfect manner in which the district books were kept in the first organization of the districts. These defects are being remedied as fast as possible, and I hope in another year to make very much improvement. I have recommended that, where the officers fully understand their duty, they be retained in office, for the reason that the cause of education will be advanced thereby. As stated in my report of 1871, the cause of neglect by school officers is that they do not receive any pay for the labor performed. It is true that the law provides that a *reasonable compensation shall be paid to the secretary and treasurer of the Board*. This has never been done, from the fact that it is very hard to define what a *reasonable* compensation is. In my former report to the Superintendent of Public Instruction, W. C. Lothrop, I recommended a repeal of this law, and the enactment of one that should give the different boards of officers of school districts five dollars per day for every day actually employed in school business. This, I think, would insure a much greater interest in the cause of education, and give the county Superintendents correct reports. These officers cannot afford to work for nothing; hence to have this work well done, they must be paid for it. I find in some of the reports on education that this promise has been made. Education, the great

process of assimiation, evidently should receive more attention than any other function of our civil life. It should be conducted more intelligently. Our dangers, present or remote, should be kept fully and accurately in view. The cause of education is of the most vital importance to the nation, and to our Territory, and should therefore command the attention of our Legislature. In most of the counties of the Territory the districts are new, have few advantages, and require all the encouragement possible, financially as well as from experienced educators. In this county the school fund is very small, in some instances not sufficient to maintain a school three months, the time required by *law*. I believe it would be well for the Legislature to fix the amount of tax according to the population of the counties. The schools, to be a success, should be taught six months each year, and this should be done without the levy of a special tax in the district. The section of our law giving the districts power to levy and partly collect special tax has caused much trouble and dissatisfaction, and I would recommend its repeal.

We have twenty-four school-districts in the county, thirty schools, one Divinity school, one School of Mines, and one college. We also have one graded school in the town of Golden, which accommodates two hundred and fifty pupils, and when fully completed will seat five hundred. The schools are now all in session, and are giving good satisfaction. During the year 1873 the schools have been in session in most of the districts from three to ten months, and have in part been supported by money raised in the district, and from money donated by the patrons of education. The interest in education in this county is constantly growing, and during the last year a number of school buildings have been erected, and many improvements made, such as fencing, planting trees and flowers, for the purpose of beautifying the grounds. The improvement of school-grounds has been earnestly recommended, believing it to be a very important part of education.

The teachers employed in this county during 1872 and 1873, are much better than at any time before, and I have



no doubt that our schools in the future will improve much more rapidly than in the past. In former reports I urged the great importance of ventilation, and am pleased to say that the districts are giving some attention to this subject. I find, from the report of Hon. John Eaton, Commissioner of Education, that more has been done in 1872 and 1873 than at any time in the past, in the cause of education, both in the United States and in Europe. The members of the national Congress are giving this subject more attention than *ever* before. I will also state here, that although errors have occurred in the reports of the secretaries, and some delay, still the boards of officers now in the county, are the best we have had since its organization, and I expect much valuable *work* in the cause of education in 1874.

I would also allude to the division of districts, which, in many cases, has given dissatisfaction. I have, at all times, advised the people not to make divisions, and believe it would be much better if the Legislature would divide the county into school districts, and provide that they could be changed only by this body. A division of each township into four school districts would accommodate the entire county. The school-building being in the *center* of the nine *sections*, the distance would be about one and a half miles from the farthest point. I would also call your attention to the present *law* on the subject of enumeration of scholars. As the law now stands, the registry is made from five to twenty-one. I think from seven to fifteen would be much better. Attendance at school, instead of benefitting a child five years old, often works a serious injury, and besides older scholars are kept out of school by the room being taken up by the five-year-old scholars, who learn little or nothing.

I would also call your attention to the law of *apportionment*. I believe that the interest of our schools would be promoted if the apportionment was made according to the attendance, instead of the present way. In most of the eastern schools this plan has been adopted, and has been found better than the old *one*.

In conclusion, I have the pleasure of informing you that, at no time since I have had the honor of serving the county of Jefferson as Superintendent of Schools, have I found more interest and actual improvement than at the present. Therefore I hope to have the pleasure of making you a much better report in 1874.

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#### LARIMER COUNTY—CLARK BOUGHTON, *Sup't.*

It gives me pleasure to be able to report the schools of this county in excellent condition. Nearly all the districts have comfortable houses, and although in some the attendance is quite small, all organized districts manage to have school at least sixty days in the year. We have an excellent class of teachers, many being teachers of long experience, and a few being graduates of eastern Normal schools. The parents take an interest in the schools to quite an unusual extent for a new country, and frequently visit the teachers while on duty. District No. 5, at Fort Collins, has an excellent building, geographical charts, and approved seats and desks. District No. 2 is equally well supplied.

While we have many things to encourage us, we meet with a few discouragements. Only two districts have charts of any kind, while only one district reports itself as having a library. This district has *one* volume—probably a dictionary donated by some kind-hearted friend of education who had another one. It is a useless task to enter into an argument in favor of school libraries. Every educator knows their value.

Great trouble arises from the almost innumerable classes of text-books. For instance, in one district there are three different grammars in use, necessitating three classes. These classes could be consolidated into one, were the books similar. Thus it is in regard to all other books in use in the county. Usually each pupil has his book, and a class must be formed for that book. It is injustice to the pupil, as well as to the teacher, I report four series of grammars, five

series of arithmetics, and other text-books in proportion. One board of directors has levied a tax for school books, and the district now owns the books.

The present rule, that the term of the County Superintendent shall expire September 30th, leaving his successor to make his report, should be changed. The Superintendent should report at the beginning, instead of the close of his term. I would also recommend that a provision be made for districts formed after the annual enumeration has been made. As the law now stands, a district may be divided immediately after the annual enumeration, and the new district thus formed can receive no money except from special tax, until the next enumeration. The original district draws money on the children in the new one, while the children, thus set off, receive no money, and if they desire to attend school in another district, payment must be made. I think this should be remedied.

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WELD COUNTY—ALVIN J. WILBER, *Sup't.*

The brief term for which I have held the office of Superintendent prevents me from adding much, concerning this county, to the statistical report. This ignorance of my own county brings more sharply before my mind, the need of change in the time of the election of school officers. There are many other minor changes desirable wherein, our school system works at a disadvantage. I will not enumerate these points here but earnestly hope soon, to have an opportunity to confer with educational men of the Territory on this and kindred subjects, in an educational association. I believe that such an association, generally attended, would have a more beneficial effect on the public schools, than would any other means that could be devised, by producing unity of action and increased efficiency on the part of teachers and superintendents.

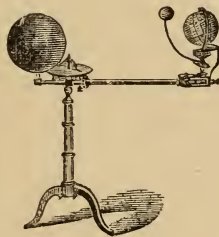
Hitherto the pay of teachers in the small schools has been good, as compared with schools of like grades east of the

Mississippi. But the recent influx of settlers has brought a large number of people from the states who are desirous of filling these places. The first effect of this competition, is to decrease wages; not, as is desirable, to increase efficiency. Should this continue, it will drive all capable teachers to more lucrative employment. I know of but one way to stop this tendency, and that is, to *raise the grade of examinations*. This can be done, in some degree, by County Superintendents, individually; and still more, by their combined action. The shrewd examiner may make much of the clause, "ability to teach," in the law governing examinations. A Territorial Board of Examiners, if well organized, can do much to improve examinations; or a list of questions sent, quarterly, from the Superintendent of Public Instruction, to the various counties, would have an excellent effect, even, if they were not used. So long as it remains a fact that to have an extensive horizon an elevated position is necessary; that a knowledge of algebra is important to the teacher of arithmetic; that one must know physiology, logic and rhetoric to teach grammar and elocution; that geography can only be taught by one who understands geology; so long, in short, as the mind must be enlarged by liberal culture, to enable the teachers to teach well, so long will our present legal limit of examination be insufficient.

As the population becomes more dense there is a disposition among the people to divide the present large districts, thus multiplying school houses and expenses and increasing the number of cheap teachers. Small districts forbid the hope of grading the country schools. Should the districts remain large, when the number of pupils has sufficiently increased, two or more primary schools might be established as branches; while one central school could be maintained, in which higher studies should be pursued. This plan would give many of the admitted advantages of grading. I have known pupils in Michigan and Ohio to walk daily five miles and back to attend the central school. If this can be done in the East with its snow and mud, it might certainly be done here with our comparatively hospitable climate; besides,

daily carriage to and from school would be cheaper than to send pupils from home, and much better for their welfare. The Union school system is especially adapted to Colorado, because, on account of irrigation, our population is likely to be dense, even in isolated neighborhoods. Some changes in the law are desirable, that will make provisions for Union schools, although they can readily exist under the present statute. A general discussion on the subject is urged.

There are two classes of evil disposed pupils in schools. First, the vicious who are habituated to evil, and stand in need of actual reform. Second, those who are only lazy, or negligent, or mischievous, who stand in need of judicious training. I hold that no one has a right to ask the common school to be a school of reform. I hold, also, that a competent person, having good *communicative powers* can *train* thirty or forty pupils without punishment. If he fail in this, let him give place to a better.





## UNIVERSITY SCHOOLS AT GOLDEN.

The foundation of the University Schools of Colorado marks an era in the progress of the West. From the first inauguration of his Episcopate, the distinguished prelate to whose genius and foresight Colorado is indebted for the foundation of a great university scheme, saw the necessity for the existence here of a high school system, intermediate between the general and elementary culture of the common school, and the more elaborate and specific training of a college course.

At that time a university would have been premature, and its materials could only have been collected here from without; forming, after all, an exotic, rather than a natural product of the soil. The idea was, to establish here a superior grammar-school, with special reference to the peculiar industries of the Territory, the pupils of which should be qualified at once to enter with credit upon a complete course in Arts and Science, in any established university, and also to engage with success in the special pursuits which characterize the population of Colorado. It was seen that for an expense scarcely exceeding the cost of going to an Eastern school and returning, the annual charge of a boy's education here could be defrayed, attaining at the same time to a grade of culture quite equal to that of an Eastern school of the same class. The peculiar climactic advantages of Colorado offer at the same time inducements which need only to be realized in the East, to draw many students to these Halls.

It was the Bishop's intention, faithfully carried out from the outset, gradually to raise the standard of scholarship, and to increase the subjects contained in the curriculum, so that, when Colorado should become a State, it would find a native university, complete in all its departments, which had grown with its own growth, ready to take that important place when the progress of our people should require such an institution.

The first of the native buildings erected through the munificence of George A. Jarvis, Esq., of Brooklyn, in the

year 1870, is called after the generous donor, Jarvis Hall. This is intended to be the nucleus of the University. Here, a complete course of study has been established, under the guidance of thoroughly competent educators, including the ordinary branches of an English and commercial education, with good grounding in Greek, Latin, and Mathematics. In addition to these, the French and German languages are taught. By the generosity of the Legislature, the Bishop was next enabled to erect, and from private sources to furnish, the Territorial School of Mines. The cabinet collection here has been pronounced by the Hayden Expedition, and M. Lesquereux, of Columbia, Ohio, the most unique and valuable collection of the kind in the United States. There is besides a very complete philosophical apparatus, and all the details of a large chemical laboratory, in which every process connected with the reducing, etc., of metals can be successfully illustrated.

The Divinity School referred to in the last report has been built, and since the 1st of September, 1872, has been in successful operation. The same theological course which is pursued in the eastern Church schools, is here carried out in all its details. The seminary course is at present three years, but it is contemplated to extend it to four. Thus the arts, sciences and theology are fully represented here. Two lectures weekly are delivered by distinguished geologists upon geology. A course of lectures on Political Economy was inaugurated with the first term of this academic year, and an eminent physician of the Territory has promised to commence shortly a series of Medical Lectures. Preparatory to this, there is an elementary course in physiology. Lectures on metaphysics have also been given. There are two literary societies, one in Jarvis Hall, known as "The Eulerian," and one in Matthews' Hall, known as the "Theological Association." There are also a base ball club, a rifle club, and a cricket club. Military drill and rifle practice are taught by Lieutenant Smith, U. S. A.



By the generosity of C. C. Welch, Esq., an addition of over four acres to the college-grounds has been made. This is intended for an herbarium, to illustrate the flora of Colorado, and a very exhaustive collection of the same has been made by our distinguished botanist, the Rev. E. I. Greene. The value of this property cannot be far from \$50,000.

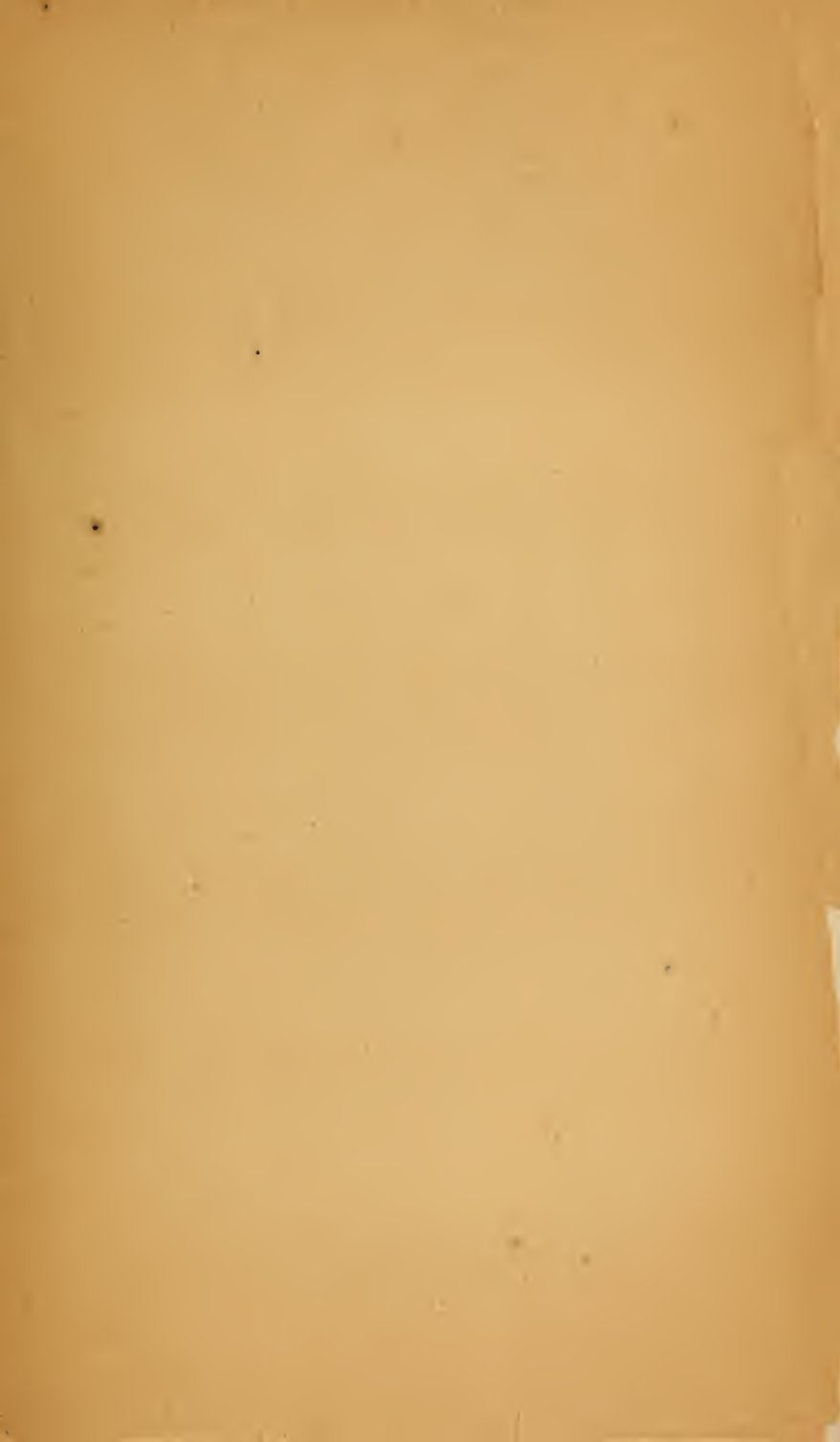
RICHARD HARDING,  
*Professor of Divinity, M. II.,*  
For F. C. SELDEN, Esq.,  
*Principal.*

WOLFE HALL.

This seminary, for the education of young ladies, is situated in Denver, on the corner of Champa and Seventeenth streets. It was founded in 1868, by the Rt. Rev. George M. Randall, D. D., the Bishop of the Episcopal Church in Colorado. The means for its erection were furnished mainly by John D. Wolfe, of New York, from whom the school takes its name. It is a three-story brick building, well arranged for the purposes of its erection. A wing was erected in 1873, to provide a larger school-room, a lecture-hall and additional dormitories. The building is well lighted, ventilated and warmed. The dormitories are heated by a furnace in the basement. Its present dimensions will accommodate about fifty boarding pupils. The school-room will seat a hundred. It is in contemplation to erect another wing in 1874, to provide a still larger school-room and additional dormitories.

The school was founded by Bishop Randall to meet a great want. Its success from the day of its opening has fully justified the wisdom of its inception. The aim of the faculty is to offer an education fully equal, in all departments, to that afforded by any Eastern schools. Its curriculum embraces a very thorough English department, illustrated lectures on chemistry, music, drawing, painting, the languages, both ancient and modern, mathematics, philosophy, history, &c. It is intended to combine religious instruction with other branches of learning, to receive the true purpose of education. The school is under the pastoral care of a resident clergyman. Its faculty is as follows :

The Rev. Walter H. Moore,	-	-	-	-	Rector.
Miss Flora J. Sargent, Vice Principal,					
					Mathematics, Higher English and French.
Miss Emma J. Price,	-	-	-	-	Elocution, History, and Latin.
Miss Eloise L. Sargent,	-	-	-	-	Grammar, Geography, and Gymnastics.
Miss Jennie M. Whipple,	-	-	-	-	Music: Instrumental and Vocal.
Mrs. Cort,	-	-	-	-	Drawing and Painting.
Miss L. Gurney,	-	-	-	-	Assistant Teacher of Music.
Rev. Ed. L. Greene,	-	-	-	-	Botany.
Miss M. Knapp,	-	-	-	-	German.
Prof. Mallett,	-	-	-	-	Lecturer on Chemistry.
Mr. Dyer,	-	-	-	-	Spanish.





Wells Hall, - Seminary for Young Ladies, Dover.

UNIVERSITY OF  
CALIFORNIA  
LIBRARY



*University of Colorado, Golden, Colorado.*

Perry & Bohm, Lithog. Denver, Co.









