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Mrs. A. J. Peavey-

*Superintendent of Public Instruction,
Colorado.*



DUG-OUT, DISTRICT NO. 48, KIT CARSON COUNTY.

TENTH BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION
OF THE
STATE OF COLORADO

DECEMBER, 1896

TO THE GOVERNOR



DENVER, COLORADO
THE SMITH-BROOKS PRINTING CO., STATE PRINTERS
1896

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LETTER OF TRANSMITTAL.

November 14, 1896.

TO HIS EXCELLENCY,

ALBERT W. McINTIRE,

Governor of the State of Colorado:

Sir—I have the honor, in compliance with the law, to submit herewith the tenth biennial report of the department of public instruction, for the two years ending June 30, 1896.

Very Respectfully,

Mrs. A. J. Peavey-

Superintendent of Public Instruction.



BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION.

OUR SCHOOL SYSTEM.

While the system of the public schools of Colorado has many excellent qualities, yet it suffers from serious defects. The laws have been changed from time to time and lack not only harmony, but are confusing and difficult of interpretation, and should be thoroughly revised. The rights of county superintendents are circumscribed and those of the school directors are too unrestricted. The withholding of the appropriation from the normal institutes has brought great hardship upon teachers and superintendents, especially in the rural districts. Great benefits have accrued from extending the time of the validity of the certificates, lessening the number of examinations and refusing the granting of certificates to candidates under 18 years of age. These needed changes were made by the tenth general assembly amending sections 15 and 16, school law of 1893.

There were enrolled in the high schools of the state in 1896, 4,472 pupils. The whole number enrolled in the public schools was 94,686, with an average attendance of 62,410.

The years of 1895 and 1896 have shown a marked improvement and growth along the educational lines, especially in ethical culture.

Following the very marked improvement in ethics, there has been a wonderful development in the literary culture and interest of the educators of Colorado. So decided has been the up-lift that it has seemed almost like a new birth. The elevation of the literary taste of both teachers and pupils is apparent in their choice of reading matter. Many teachers and schools in remote districts have been furnished with books, magazines and educational journals from the library of the department of public instruction. Personal and official effort has been made to assist and inspire teachers in their reading circle institute and every phase of literary and educational work.

School alliances or societies have been formed, composed of the mothers and the fathers, too. Visiting committees have been appointed, and the home and the school have been in close touch, as they ever should be. The consciousness of the people has been awakened and they are realizing that causing to know or teaching is not the whole of the work in the school room, or even its most important part. To develop power and to build character in the coming man and woman is vastly more necessary than to help them to acquire knowledge.

Under the united effort of superintendent, teacher and parent, an unusual inspiration has been given and interest developed throughout the entire state. There has been a reaching outward and upward, a more comprehensive solving of the educational problems, a grasping of the idea that this diversity of human capacity, this endless variety of application, so fully exhibited in the school room, is a continued story that is never concluded; that the true education goes on from the kindergarten to the high school or the academy, from these to the college or the university, and from these to the world about us, and from the world about us to the world above us.

DIRECTORS.

It is necessary to secure for this important office the most unselfish and public-spirited men and women in the community. Here, indeed, we touch the fundamental question in the conduct of our public schools. School directors are the guardians of the child's educational interests; here, if anywhere, is the exercise of the most exalted patriotism. The future prosperity of the nation depends upon the education of those who are to be citizens, and a true patriot will vote regardless of party, sex, color or creed, for the person best qualified to select the teachers and manage the schools.

In a recent report made to the commissioners of education, the committee recommended that there should be two departments of administration in every school system: one department managing the business, the other supervising the instruction, and it is the ideal toward which educators should strive. Under those conditions our schools would do better work and produce better results, because they would then be managed wholly in the interests of education. But how is it with the present system of Colorado's public schools? Who selects and promotes the teachers? Who determines the course of study and the books to be used? With all deference to the faithful and consecrated ones, in many instances the school fund is being wantonly and unrighteously wasted; men and women who have made a failure of their own lives and enterprises are to-day occupying these positions, and they are not only engendering factional differences, but are evading the law in every possible way in order to loot the treasury and rob the children of their rights, thereby menacing the life of our republic, for our safety depends upon the class of citizens who compose it.

Let the directors give our schools the same permanent equipment as is given to all other professions, un-
vexed by the murky winds of politics, the unrighteous-
ness of favoritism or the fear of sectionalism, and we

Tarlan

would see them make rapid strides toward an ideal which to-day is invisible to the greatest enthusiast. The standard of teaching would be elevated just as soon as it was understood that a man or woman was to be employed, not to pay a political debt, but to serve the public; not to occupy a certain position and draw so much pay a month, but to fill it and earn the money that is paid out by honest work; not to be hired by the year or under blank resignation, but as long as the work is well done. There would then be no place for teachers who dislike their work, and who in consequence make life a burden to themselves and others. That persons are willing to accept these manifold duties of directors at the risk of criticism, censure and abuse, receiving no pay, is one of the hopeful signs of the age.

As has been said heretofore, let the office be magnified at home and at the polls; let the best men and women be elected and reëlected; let their efforts for the improvement of the schools be lauded and seconded by all classes of society, and there will continue to be just ground for boasting of our glorious system of public schools.

Therefore, I would recommend that the laws be made even more stringent and severe penalties attached for punishing those directors who so misrepresent the interests of education.

COUNTY SUPERINTENDENTS.

"As is your inspection, so is your school." This motto is verified in our schools throughout the state. In the majority of cases the county superintendents have been diligent and faithful in the discharge of their duties, instructing the inexperienced teachers in better methods of teaching and discipline, kindly and gently have pointed out their errors, and commended their successes. They have applied vigorous tests to the results of their efforts; have brought thoroughness and system out of unclassified conditions; have inspired teachers with a progressive and earnest educational spirit, and so the schools of Colorado have been elevated and the teachers brought upon

a higher plane of action. In many counties of the state the parents have been called together and talks given upon educational matters, parents have increased their interest in schools and school affairs, and additional strength has been given to the teacher's work; for without the coöperation of the parent there is a point beyond which a school cannot go. Teachers, directors and superintendents must join hands with the parents in the great work of educating the children. Too often have educators sought chiefly to impart instructions out of text books to children. More important is it to consider the bearing of instruction upon character.

I give glad testimony to the faithfulness of the many county superintendents. The educational pulse of every county is readily counted in the office of the state superintendent, and it is to be deeply deplored that in a few of the counties little educational work has been done, but the services of the superintendent have been devoted mainly to the furthering of political interests and schemes. It is not merely the money paid for such services that is squandered, but that superintendent is employed to supervise children, living, thinking, sensitive, animated souls, easily influenced for good or evil, plastic in the hands of the moulder, who may make them into vessels of honor or dishonor. Now, what system have we that makes such things possible? The faithful superintendent should be returned as long as he is willing to serve; for the unfaithful there should be no place in the system of public schools, for if under his influence and direction a mistake is made in the training of a child, there is not money enough in all the treasuries of the world to redeem the error.

Unusual conditions have existed during this administration, at the beginning of which there was only one woman county superintendent; now there are twenty-six women filling that office, and I give willing testimony to the conscientious, faithful and able service they have rendered. They have stood for all that is best in the sacred and honorable work of education; they have given a tremendous impetus to high culture, by

holding steadily to the moral and spiritual purposes, thereby aiding and strengthening the hands and hearts of those of their co-workers who have long battled for the highest and the best in educational work. I look with pride and joy upon the educational interests throughout the state to-day, and feel that much is due to the efficient and faithful supervision of the county superintendents. The state has been the beneficiary of the superintendents it has employed, and every day receives the results of work for which it can never render an equivalent. And this is the glory of a faithful superintendent—that he gives his labor, not of necessity, but out of a willing heart.

SCHOOL HOUSES.

The improvement in the architecture and the interior of the schools is an evidence that the lack of the beautiful in education has been felt and its necessity is now recognized. Colorado may well be proud of its many artistic and finely equipped school buildings, from the walls of which the benign faces of scholars and poets look down and seem to say: "Learn to labor and to wait."

During the last two years, in many cases the log house has taken the place of the dugout and the frame building has supplanted the log house, and the more pretentious stone and brick buildings have in several districts been erected.

SCHOOL REVENUE.

The school revenue consists of the general fund and the special fund.

The general fund is derived from the sale and lease of school lands. The proceeds of sales must be invested as a permanent fund of which only the interest can be used. The first choice of investment is bonds of the state of Colorado; second, interest-bearing warrants. The proceeds from leases of lands, for mining, grazing or agricultural purposes, and the interest collected upon the permanent investments, and interest on undue pay-

ments on lands sold, constitute the general fund. This fund is distributed to the school districts twice a year, in January and July, and can be used only for the payment of teachers' salaries; provided, that if any portion of the fund remains to the credit of the district after the payment of the expenses necessary to the support of a school for a period of ten months in any one year, then it shall be lawful for the district board to use the balance for any of the legal purposes of the school board.

In January, 1895, \$46,871.04 was distributed. In July, 1895, \$42,999.60. Of this amount, \$446.32 was turned back into the general revenue of the state for blanks and other printed matter furnished to counties.

In January, 1896, \$40,222.65 was distributed; in July, 1896, \$38,687.66. Of this amount \$588.64 was turned into the general fund per account of charges for blanks, deducted from the amounts apportioned to the counties.

	Acres.
School lands in possession of state in 1894.....	3,680,441
Sold previous to July, 1896.....	8,963
	<hr/> 3,671,478
Leased for grazing and agriculture.....	396,505
Unproductive	3,274,973
	<hr/>
Approximate yearly income from leases.....	\$44,874 70
Approximate yearly income from mineral leases	12,030 00
	<hr/>
	\$56,904 70

As the income is nearly \$90,000 a year, the difference must be in the interest upon the payments on lands sold, but not yet due. The income is greatly diminished each year by the unpaid interest upon the disputed warrants in which a part of the permanent fund was invested, for the payment of appropriations which exceeded the constitutional limit. However, the constitution provides that the "public school fund of the state shall forever remain inviolate and intact," so that the day of settlement for principal and accumulated interest cannot always be deferred.

The revenue constituting the special fund is the proceeds of the mill tax voted each year by the electors of each district, and certified by the directors to the county commissioners. This levy in a third class district cannot exceed fifteen mills, and may be used in payment of any and all claims against the district.

There are some other sources of revenue, as fines, forfeitures, etc., but their amount is small.

COURSE OF STUDY AND FREE TEXT BOOKS.

Through the faithful efforts of the superintendents, very many districts have adopted the state course of study and also voted for free text books, showing thereby a greatly increased interest in educational subjects, and there is also a very marked improvement in the grading of the schools throughout the state.

The course of study has been carefully revised by a committee of county superintendents.

PROFESSIONAL REQUIREMENT OF TEACHERS.

The profession of teaching should be placed where it will no longer be regarded as everybody's profession. It should be hedged about, having one gate of entrance, and that gate guarded by those who are practical adepts in the art. Some cities have adopted the practice of admitting into the profession only those who have had a special training, as is required in all other professions. That this principle is working in our own state is evidenced by the demand for teachers only who hold a first grade certificate.

By this professional training, when true pedagogic methods are taught, the teacher would soon learn that his work is not chiefly to find out what a child knows, but how he knows it; what habits of thought he has acquired, what methods of reasoning, what power of giving and commanding attention. These are things that never get between or come out of the covers of books. The idea must be rooted out which is so prevalent that any one who has passed through a fair course of instruction is competent to engage in the work of instruc-

tion, and unfortunately one too often thinks that the ability to procure a teacher's certificate is identical with the ability to teach. It is evident that trainers in professional schools must be skilled laborers, and they would soon sift out all material that was not adapted to the work, and if only those who passed the ordeal of the training class were permitted to become candidates for positions in the schools, it would not be long before the public would see an improvement of which it does not now dream.

The desire of teachers to become more cultured and professional in character is evidenced by the publication of two educational journals, which are in touch with the trend of modern methods and advanced thought; which direct the teacher regarding the best use of knowledge when once obtained, and by their literary ability are giving a great impetus to culture and refinement.

NORMAL INSTITUTES

Before engaging instructors or directors to teach in the normal institutes, all applicants' names should be presented to the state board of examiners with testimonials showing the fitness and ability of said applicant to fill such a position, for it is unlawful to pay anyone for services who does not hold a certificate for such work issued by the state board of education upon the recommendation of the state board of examiners.

Teachers attending normal institutes are entitled to an additional 5 per cent. to their average marking in an examination.

There are thirteen normal institute districts in this state. During the year of 1895, ten normal institutes were held and thirteen during 1896. Much of the institute work this year showed not only additional attendance and interest, but it was of a higher grade and of greater practical benefit, as the following examination showed, by an increased number of first grade certificates and better averages in the other grades. The value of the normal institute work can scarcely be computed. To the experienced and well equipped teacher it should be

a source of enthusiasm and an inspiration; to the inexperienced and poorly equipped teacher it is his possibility for success. Generous provision should be made by the state, county and town for its maintenance, as it is one of the most important factors in the educational system of the state.

INDUSTRIAL EDUCATION.

Industrial education is receiving some attention in Colorado. The establishment of the manual training school in Denver, and adding sloyd departments to schools in various parts of the state, show the growth of the kindergarten principle, the unifying of the external and internal. The course of domestic science, which has been introduced in some schools, is intended to meet the wants of students who desire an education in the departments of cooking, sewing and general topics of household economy, including sanitation, ventilation, plumbing and the principles involved in the uses of foods and their preparation. The results of the introduction of these new courses have already been manifested in the consciousness of greater power and the development of more logical thinking.

COMPULSORY EDUCATION.

The number of pupils between 8 and 14 enrolled in the public schools indicates that but a small per cent. of those of compulsory age are out of school in Arapahoe county. The report for 1895 shows that only $4\frac{1}{3}$ per cent. of the whole number were not in the public schools. As a share of these were in private schools, the per cent. failing to attend school was very small. In some of the southern counties, where there are many pupils of Mexican extraction, the per cent. of non-attendance is much greater, and in a few counties where the districts are of great extent, the attendance is not what it should be, but all in all, the record is not a bad one.

HYGIENE.

Circulars prepared by the state board of health have been sent through the county superintendents to most

of the schools in the state. These circulars are intended to give practical information for the prevention and communication of diseases and methods of disinfection. They related to typhoid fever, diphtheria, scarlet fever, measles, small-pox and consumption. The following is a quotation from one of the circulars:

"A little while ago such a thing as the development of a case of consumption in Colorado was unknown. Now such instances are becoming more and more common. There is little doubt that these cases usually originate through careless association with consumptives. From the world over consumptives have long been thronging to Colorado, and now their proportion to the population is much greater than in most places. People here must begin to protect themselves, not by attempting an impossible quarantine against the invalids, but by learning to practice the few simple rules which check the progress and destroy the cause of the disease."


Much valuable information was contained in the circulars and was well received by teachers who are pleased to be able to make use of intelligently and profitably prepared instructions.

SCHOOL DISTRICT LIBRARIES.

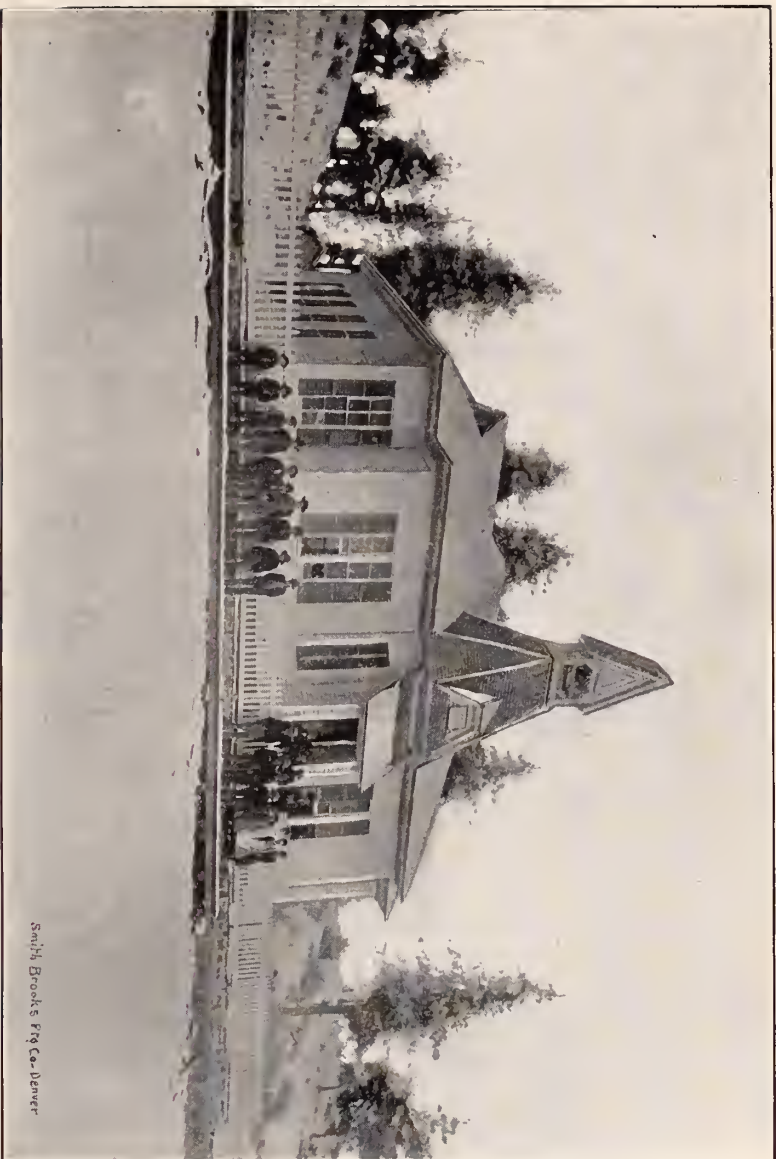
Lord Bacon, in his *Advancement of Learning*, says: "Libraries are as the shrines where all the relics of the ancient saints, full of true wisdom, and that without delusion or imposture, are preserved and reposed." Only a bibliomaniac will accept this without evasion or hesitation. It needs for most of us qualification, and that qualification is quaintly expressed in George Ellis's review of Lockhart's *Life of Scott*. "A library," he says, "is like a butcher's shop; it contains plenty of meat, but it is all raw; no person living can find a meal in it until some good cook comes along and says: 'Sir, I see by your looks that you are hungry; I know your tastes; be patient for a moment and you shall be satisfied that you have an excellent appetite.'" These two views of what a library is, might be supplemented by a vast number of opinions, but they seem to cover all that is es-

sential. In the eyes of some there is no such thing as an absolutely worthless book. The poet at the breakfast table says: "The foolishhest book is a kind of leaky boat on a sea of wisdom; some of the wisdom will get in anyhow." So in that collection of books we call a library we shall be sure to find some whose value cannot be estimated by any numerical figure. Yet it must be confessed that books are a source of evil as well as good, and therefore one must learn to discriminate.

Those who have the making of the community of books are under a weighty responsibility. They must be as vigilant in their selection as they ought to be in guarding the personal companionship of those who may be under their care. The problem that is presented to the educational world is not new, although it contains many new elements. Libraries are as old as civilization. They, indeed, mark the progress and attainments of the nation. We have an idea that books owe all their influence to the art of printing. To a great extent this is true, and yet thousands of years before movable types were invented, there was a vast literature of which we have little idea. The literature of India, China and Japan reaches back a thousand years before Christ, and that simply means books were circulated among the people.

What men thought about they wrote about, and what they wrote about they read. It is read to-day, and we find ourselves fulfilling, in the ancient maxim, "~~O~~ these  men have labored and we have entered into their labors."

The tremendous evolution of the library is seen in the fact that in Europe and America there are 172 libraries, which contain upwards of 100,000 volumes; thirty-seven of these contain upwards of 300,000, and three contain more than a million volumes. But with all these evidences of the literary spirit in the past and in the present before us, we find ourselves only beginning to find out how to use the library to the best advantage. Our immense wealth of books is very much like a valuable but unworked mine. There are some scholars, indeed, who have gotten rich out of them, but the mass of the people



DISTRICT NO. 1, ARCHULETA COUNTY.

are very little benefited by them. How to utilize the literary work of the world and make libraries effective for the people is the problem that is set before the educators of our land. This district library cannot well be dispensed with; it must be reckoned as an ally of the school. School books need to be supplemented by books that are "interesting." Plato, long ago, said that early education ought to be made a sort of pastime, and the principle is sustained by the kindergarten. The child who must pass his examination on United States history will find his way made easy by reading *The Boys of '76* or *The Drumbeat of the Nation*, and *The Boy Travelers* will help him vastly in his geography. The teacher should know what books are in the library and he should make the atmosphere for the school. He should tell the scholars what treasures he has open for their inspection and use, and how to use them; he should arouse their curiosity, stimulate their spirit of investigation and so make them book lovers.

Of course, libraries demand expense, but no good thing can be obtained without some cost. Not long ago a woman went into a book store and asked the price of a book. It was \$1. "What," she said, "\$1 for a book; it is too much." But that night she spent \$100 on a theatre party and supper. We want to make such women impossible. It can be done.

Books are luxuries, but they are luxuries that do not enervate, weaken and destroy. They are the good things that make for goodness. A book is a friend who will never fail; it will keep your secret forever; it will tell you your deepest, darkest faults, but it will never tell them to another; it will sympathize with you in your most solemn sorrow, but it will never obtrude upon you; it will open to you the gate of wisdom and instruct you in the things that make life eternal; it will refresh you when you are weary, amuse you when you are dull and comfort you when you are sad; it will suffer you to read between the lines and give you glimpses of splendors which eye hath not seen nor ear heard, and which no

tongue can tell. If it is a worthy book it is the best of society, it belongs to an aristocracy which is above gold and bonds and crowns and scepters and thrones.

Colorado school districts have 198 libraries, containing 84,795 volumes.

In 1895, the county superintendents reported seventy libraries and 69,118 volumes. At present the Colorado school districts have 198 libraries, containing 84,795 volumes.

The library pays and needs no pleading for its cause. It pays not only for the school, but for the community; not only for the man of leisure, but for the workman; it will lift up society; it will aid in the spirit of brotherhood; generous treatment will give back generous rewards. May the time soon come when the work already begun in this state will find due enlargement, and when every community, however small, shall have the helpful, refining, educating influence of a library, well furnished and well managed and well used.

ASSISTANT SUPERINTENDENT.

The work of Mrs. L. E. R. Scott, the assistant superintendent, has been most satisfactory in every particular. Thoroughly equipped for the position by her long experience in school work, and fitted for it by the rare executive ability with which nature has endowed her, she has performed its every duty with excellent judgment and unswerving fidelity. She has also been a constant and unfailing source of inspiration to teachers and school officers, promoting progress in educational matters and encouraging high ideals, which shall ennoble and glorify their calling and lift it entirely above the commonplace. When she retires from this office her influence will continue to be felt and her work acknowledged throughout the state.

OFFICIAL BLANKS.

The list of blanks used in the department of public instruction is very unsatisfactory. The forms do not correspond and a thorough revision of the whole number

would be greatly to the advantage of teachers, directors and superintendents. The necessity for economy and the very liberal supply found in the store room has prevented the needed changes during this administration.

STATE BOARD OF EXAMINERS.

The state board of examiners have held nine sessions, recommending twenty-one state diplomas. Two state examinations have been held, and eight candidates were granted certificates upon the results of their examination; thirteen were granted complimentary diplomas, and forty-nine normal institute certificates.

Candidates for the state diploma are subject to the following named conditions:

1. They shall possess a first-class, unexpired county certificate issued in Colorado.

2. They shall pass a satisfactory written examination in each of the following named branches of study: Algebra, geometry, physiology, botany, physics, general history, civil government, including the constitution of Colorado, English literature and rhetoric, psychology and pedagogy, and Latin, *or* French, *or* German.

3. They shall pass a satisfactory written examination in any three subjects to be selected by them from those herewith named: Trigonometry, astronomy, physical geography, geology and mineralogy, zoölogy, chemistry, logic, and political economy.

No one will be recommended to receive the state diploma, without examination, who has not given satisfactory evidence of educational and other qualifications at least equivalent to the highest of those hereinbefore named.

In considering an applicant's claim to a state diploma, either honorary or based upon the examination tests, the board will give due weight to evidence showing high attainments in special lines of educational work.

Eminent success in filling the positions of principal of high school, superintendent of schools, or professor in

some higher institution of learning, will receive due recognition in considering any one's fitness to receive a complimentary state diploma.

State board of examiners are: A. J. Peavey, state superintendent of public instruction; James H. Baker, president of the State University; Alston Ellis, president of the State Agricultural College; Regis Chauvenet, president of the State School of Mines.

STATE BOARD OF EDUCATION.

This board have held twenty-one sessions, considered sixteen appeals. They have acted upon the recommendations of the state board of examiners, and issued twenty-one state diplomas and forty-nine normal institute certificates. The members of the state board of education are: Mrs. A. J. Peavey, state superintendent of public instruction; A. B. McGaffey, secretary of state; B. L. Carr, attorney general.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

In 1876 the office of state superintendent became elective.

List of superintendents:

1861-1863—W. J. Curtice, territorial, appointed by governor.

1863—W. S. Walker, territorial, appointed by governor.

F. W. Atkins, territorial, ex officio (treasurer).

1866—, territorial, ex officio (treasurer).

1867-1869—Columbus Nichols, territorial, ex officio (treasurer).

1870-1872—Wilbur C. Lothrop, territorial, appointed by governor.

1872-July, 1873—Wilbur C. Lothrop, territorial, reappointed by governor, resigned.

July, 1873-January, 1874—Horace M. Hale, territorial, appointed by governor to fill vacancy.

1874-1876—Horace M. Hale, territorial, reappointed by governor.

1876-1878—Jos. C. Shattuck, state, elected.

1878-1880—Jos. C. Shattuck, state, reëlected.

1880-1882—Leonidas S. Cornell, state, elected.

1882-1884—Jos. C. Shattuck, state, elected.

1884-1886—Leonidas S. Cornell, state, elected.

1886-1888—Leonidas S. Cornell, state, reëlected.

1888-1890—Fred Dick, state, elected.

1890-1892—Nathan B. Coy, state, elected.

1892-1894—John F. Murray, state, elected.

1894-1896—Mrs. Angenette J. Peavey, state, elected.

1896-1898—Miss Grace Espy Patton, state, elected.

The term only being for two years, the superintendent scarcely has time to get acquainted with the work. There are fifty-six counties, and the present superintendent has spent 195 days in traveling 23,865 miles, and been able to visit but forty of these counties.

RECOMMENDATIONS TO LEGISLATURE.

First—Realizing the importance of the county superintendents' attendance upon district normal institutes and the superintendents' association, it is recommended that section 20 of article XC., be amended so as to define this attendance as one of the duties of the county superintendent, and that an appropriation be made for the district normal institutes as provided by law.

Second—That section 15 be amended to the effect that candidates for county examination pay a fee of \$1, which shall be used as a part of the normal institute fund.

Third—That section 69, relating to the penal fund, estrays, etc., be so amended as to make it possible for the county superintendents to know when fines, forfeitures and funds arising from the sale of lost goods and estrays have been collected.

Fourth—That in section 46 it be required that the judges of school elections report the result to the county superintendents.

Fifth—That section 53 shall be amended to require the school directors to itemize expenses on the warrants, so that each will show the purpose for which it is drawn, and that the warrants be countersigned by the county superintendent.

Sixth—That the teachers employed in the state reformatory institutions shall be required to hold county teachers' certificates.

Seventh—That the mill tax for the state educational institutions shall remain intact, it is necessary that they be enabled to base their plans of work upon a certain revenue.

Eighth—As there has already been expended about \$40,000 for advertising the proposed amendment, I would recommend that this legislature devise some plan and provide the funds for returning the principal and interest due the school fund, and which has for so many years been withheld in an unlawful manner by the state, and said amendment has been twice defeated by the votes of those who claim that there are other methods of reimbursing this fund.

Ninth—That the number of biennial reports printed by this department be increased from 500 to 5,000.

10th There is an almost universal feeling throughout the state that its lands should be rescued from the realm of speculation. While only a small per cent. of the school lands have been disposed of, yet nearly all of the most valuable lands have been sold. I would therefore recommend that legislation be so shaped as to develop fully the system of lease-holding and also recommend that no school lands be sold.

9th Every school district ought to have and preserve all reports from this department. As there are over 1,500 school districts, and only 500 reports are now printed, there is a necessity for increasing this number. Therefore, I recommend that there be issued 5,000 biennial reports of superintendent of public instruction.

Respectfully submitted,

Mrs. A. J. Percy-

*Superintendent Public Instruction,
Denver, Colo.*

APPROPRIATION AND EXPENSES.
1895.
TRAVELING AND INCIDENTAL FUND.

DR.		CR.
To appropriation 1895.....	\$ 1,000 00	
	By vouchers on file in auditor's office:	
	Supt. J. F. Murray.....	\$ 19 07
	Deputy of Supt. J. F. Murray.....	125 00
	Hotel bills, Pullman, etc.....	202 45
	Railroad fare.....	27 15
	Binding books.....	55 70
	Framing pictures.....	21 35
	Telegrams.....	5 40
	Typewriter ribbon.....	1 37
	Carriage visiting schools.....	8 50
	Clerical services.....	534 01
		\$ 1,000 00
To appropriation for deputy.....	\$ 1,500 00	\$ 1,500 00
		\$ 2,500 00

Representing 74 days' travel and 9,800 miles.

APPROPRIATION AND EXPENSES.
1896.
TRAVELING AND INCIDENTAL FUND.

DR.			CR.
To appropriation 1896.....	\$ 1,000 00	By vouchers on file in auditor's office:	
		Clerical services	\$ 522 05
		Pullman, hotel bills, etc.	345 05
		Railroad fare.....	30 30
		Stage fare in mountains	58 60
		Carriage visiting schools	10 50
		Telegrams	6 50
		Binding	27 00
			<hr/>
		Salary of deputy.....	\$ 1,000 00
	\$ 1,500 00		<hr/>
	\$ 2,500 00		\$ 1,500 00
			<hr/>
To appropriation for deputy			\$ 2,500 00

Representing 14,065 miles traveled and 121 days' time.

Visited 105 school buildings and saw the work of 18,234 pupils. Addressed 37 institutes, and visited 40 different counties. Thanks are due the railroad officials in the State for courtesies extended during this administration.



DISTRICT NO. 5, ARCHULETA COUNTY.

STATISTICAL REPORTS

1895-1896.

Census.

Enrollment and Attendance.

Districts, School Houses and Per Capita Expenses.

Apportionment.

Receipts.

Disbursements.

Teachers and Salaries.

Certificates Granted.

Libraries, Volumes and Expenses.

Library Fund.

CENSUS.
1895.

COUNTIES	MALE	FEMALE	TOTAL	BETWEEN 8 AND 14 TOTAL	BETWEEN 8 AND 14 ENROLLED
Arapahoe	16,455	17,030	33,485	14,885	14,219
Archuleta	127	126	253	144	77
Baca	145	105	250	102	104
Bent	330	347	677	357	258
Boulder	2,668	2,638	5,306	2,432	2,240
Chaffee	803	800	1,603	759	962
Cheyenne	63	50	113	54	57
Clear Creek	948	945	1,893	829	739
Conejos	1,816	1,637	3,453	1,622	1,183
Costilla	850	821	1,671	861	342
Custer	484	476	960	425	378
Delta	628	607	1,235	557	589
Dolores	170	174	344	112	112
Douglas	468	426	894	394	385
Eagle	325	325	650	299	179
Fibert	435	390	825	391	316
El Paso	3,942	3,915	7,857	3,441	3,292
Fremont	1,769	1,744	3,513	1,510	1,506

Garfield	697	613	1,310	578	580
Gilpin	907	918	1,825	791	833
Grand	80	68	148	57	39
Gunnison	502	528	1,030	456	226
Hinsdale	136	115	251	118	118
Huerfano	1,341	1,264	2,605	1,281	850
Jefferson	1,424	1,204	2,628	1,159	790
Kiowa	136	114	250	113	125
Kit Carson	333	326	659	324	356
Lake	1,423	1,378	2,801	796	507
La Plata	1,022	895	1,917	851	808
Larimer	1,639	1,564	3,203	1,412	1,465
Las Animas	2,894	2,720	5,614	2,720	2,234
Lincoln	146	121	267	124	111
Logan	431	389	820	360	358
Mesa	1,077	970	2,047	832	782
Mineral	171	160	331	159	147
Montezuma	350	336	686	325	425
Montrose	621	542	1,163	604	818
Morgan	291	290	581	266	233
Otero	1,056	940	1,996	951	845
Ouray	461	456	917	444	383

CENSUS.—Concluded.
1895.

COUNTIES	MALE	FEMALE	TOTAL	BETWEEN 8 AND 14 TOTAL	BETWEEN 8 AND 14 ENROLLED
Park	372	376	748	286	264
Phillips	409	214	623	319	366
Pitkin	784	797	1,581	740	130
Prowers	313	329	642	308	313
Pueblo	4,349	3,892	8,241	3,361	3,042
Rio Blanco	148	153	301	124	92
Rio Grande	635	584	1,219	551	551
Routt	353	325	678	346	291
Saguache	597	505	1,102	509	355
San Juan	91	101	192	95	101
San Miguel	226	199	425	223	268
Sedgwick	159	172	331	186	146
Summit	228	231	459	177	188
Washington	251	222	473	229	222
Weld	2,255	2,025	4,280	1,894	1,970
Yuma	402	305	707	342	317
Total	61,136	58,897	120,033	53,585	48,527

ENROLLMENT AND ATTENDANCE,
1895.

COUNTIES	Enrolled in High School	Enrolled in Graded Schools below High School	Enrolled in Rural Schools	WHOLE NUMBER ENROLLED IN PUBLIC SCHOOLS			Average Daily Attendance
				Male	Female	Total	
Arapahoe	1,556	21,511	1,999	12,385	12,681	25,066	17,208
Archeluta	---	72	64	75	61	136	77
Baca	---	---	250	151	98	229	78
Bent	21	282	187	246	244	490	275
Boulder	259	2,477	1,426	2,021	2,141	4,162	2,755
Chaffee	61	877	413	607	584	1,191	886
Cheyenne	---	73	48	56	53	109	78
Clear Creek	133	969	247	638	711	1,349	1,022
Conejos	34	692	1,465	1,203	988	2,791	1,560
Costilla	---	---	885	513	372	885	289
Custer	---	215	446	347	315	662	373
Delta	44	366	673	558	525	1,083	700
Dolores	---	---	240	85	95	180	156
Douglas	---	107	577	317	376	693	409
Eagle	---	---	388	235	212	493	222
Elbert	---	56	516	290	282	572	303

ENROLLMENT AND ATTENDANCE.—Continued.
1895.

COUNTIES	Enrolled in High School	Enrolled in Graded Schools below High School	Enrolled in Rural Schools	WHOLE NUMBER ENROLLED IN PUBLIC SCHOOLS			Average Daily Attendance
				Male	Female	Total	
El Paso.....	270	-----	4,277	3,249	3,280	6,529	4,031
Fremont.....	112	2,134	478	1,399	1,294	2,693	1,827
Garfield.....	-----	611	529	612	609	1,121	715
Gilpin.....	37	1,051	109	597	597	1,194	1,008
Grand.....	-----	-----	118	77	71	148	77
Gunnison.....	63	374	262	324	375	699	518
Hinsdale.....	-----	210	39	126	123	249	139
Huerfano.....	-----	595	977	846	726	1,572	895
Jefferson.....	104	930	964	1,044	954	1,998	1,274
Kiowa.....	3	233	-----	117	116	233	145
Kit Carson.....	-----	56	559	307	308	615	329
Lake.....	53	677	126	822	875	1,697	1,165
La Plata.....	84	776	488	701	647	1,348	932
Larimer.....	147	845	1,491	1,261	1,232	2,493	1,577
Las Animas.....	86	2,301	1,782	2,193	1,976	4,169	2,561
Lincoln.....	-----	30	232	141	121	262	154

Logan.....	63	224	428	404	359	763	939
Mesa.....	---	917	663	855	800	1,655	1,108
Mineral.....	---	226	56	127	141	268	145
Montezuma.....	120	156	394	317	317	634	422
Montrose.....	29	621	161	574	519	1,093	685
Morgan.....	56	209	261	269	237	506	260
Otero.....	102	887	553	782	760	1,542	986
Ouray.....	24	364	278	315	351	666	454
Park.....	---	257	292	269	280	549	368
Phillips.....	34	113	480	335	320	655	409
Pitkin.....	47	1,076	128	835	627	1,314	944
Prowers.....	---	226	310	265	271	536	314
Pueblo.....	256	3,735	1,034	2,512	2,513	5,025	3,432
Rio Blanco.....	---	77	127	96	108	204	126
Rio Grande.....	69	471	509	537	512	1,049	686
Routt.....	---	160	357	263	254	517	335
Saguache.....	---	151	543	383	311	694	505
San Juan.....	---	185	---	94	91	185	104
San Miguel.....	5	180	138	179	144	323	199
Sedgwick.....	6	124	249	193	176	369	233
Summit.....	---	178	171	186	169	355	236
Washington.....	---	176	272	241	197	438	298

ENROLLMENT AND ATTENDANCE. — Concluded.

1895.

COUNTIES	Enrolled in High School	Enrolled in Graded Schools below High School	Enrolled in Rural Schools	WHOLE NUMBER ENROLLED IN PUBLIC SCHOOLS		Average Daily Attendance
				Male	Female	
Weld	116	1,693	1,650	1,824	1,634	2,080
Yuma	-----	204	442	335	318	438
Total	3,994	61,130	31,751	46,111	44,451	59,441



DISTRICT 15, PHILLIPS COUNTY, COLORADO.

CENSUS.
1896.

COUNTIES	BETWEEN 6 AND 21			BETWEEN 8 AND 14		
	Male	Female	Total	Male	Female	Total
Arapahoe	16,723	17,256	33,979	7,858	7,694	15,552
Archuleta	178	148	326	80	80	160
Baca	141	110	251	57	53	110
Bent	310	327	637	124	143	267
Boulder	2,873	2,775	5,648	1,195	1,255	2,450
Chaffee	792	880	1,672	237	178	415
Cheyenne	68	53	121	27	22	49
Clear Creek	937	958	1,895	464	447	911
Conejos	1,778	1,673	3,451	675	628	1,303
Costilla	845	777	1,602	389	411	800
Custer	501	454	955	243	208	451
Delta	685	669	1,354	309	303	612
Dolores	141	120	261	69	52	121
Douglas	556	488	1,044	243	238	481
Eagle	336	275	611	166	153	319
Elbert	475	425	900	251	183	434

CENSUS.—Continued.
1890.

COUNTIES	BETWEEN 6 AND 21			BETWEEN 8 AND 14		
	Male	Female	Total	Male	Female	Total
El Paso.....	5,404	5,360	10,664	4,396	2,555	4,931
Fremont.....	1,955	1,897	3,852	900	880	1,780
Garfield.....	706	646	1,352	311	302	613
Gilpin.....	990	930	1,920	418	405	823
Grand.....	62	95	157	43	34	77
Gunnison.....	576	679	1,255	261	265	526
Hinsdale.....	145	132	277	58	61	119
Huerfano.....	1,485	1,241	2,726	725	662	1,387
Jefferson.....	1,429	1,203	2,632	585	592	1,177
Kiowa.....	114	97	211	60	49	109
Kit Carson.....	286	271	557	140	134	274
Lake.....	1,379	1,338	2,717	700	628	1,328
La Plata.....	940	880	1,820	434	443	877
Larimer.....	1,700	1,613	3,313	802	784	1,586
Las Animas.....	2,870	2,801	5,671	1,496	1,398	2,894
Lincoln.....	124	117	241	55	52	107

Logan.....	468	430	898	203	193	396
Mesa.....	1,217	1,143	2,360	567	541	1,108
Mineral.....	145	161	306	66	75	141
Montezuma.....	328	350	678	147	176	323
Montrose.....	675	582	1,257	321	293	614
Morgan.....	363	312	675	161	170	331
Otero.....	1,160	1,068	2,228	514	464	978
Ouray.....	456	432	888	202	177	379
Park.....	358	351	709	178	166	344
Phillips.....	300	241	541	129	118	247
Pitkin.....	850	869	1,719	396	423	819
Prowers.....	336	355	691	147	154	301
Pueblo.....	4,251	3,849	8,100	1,931	1,813	3,744
Rio Blanco.....	154	154	308	66	71	137
Rio Grande.....	679	647	1,326	243	222	465
Routt.....	386	353	739	178	168	346
Saguache.....	610	575	1,185	289	299	588
San Juan.....	103	132	235	57	58	115
San Miguel.....	316	264	580	169	139	308
Sedgwick.....	140	150	290	63	69	132
Summit.....	250	221	471	91	73	164
Washington.....	231	195	426	130	82	212

CENSUS.—Concluded.
1896.

COUNTIES	BETWEEN 6 AND 21			BETWEEN 8 AND 14		
	Male	Female	Total	Male	Female	Total
Weld	2,246	2,104	4,350	1,033	1,000	2,033
Yuma	298	269	567	144	131	275
Total	63,804	61,795	125,599	29,196	38,347	67,543

ENROLLMENT AND ATTENDANCE.
1896.

COUNTIES	Enrolled in High School	Enrolled in Graded 1st and 2d Class Districts	Enrolled in 3d Class Districts	WHOLE NUMBER ENROLLED IN PUBLIC SCHOOLS			Average Daily Attendance
				Male	Female	Total	
Arapahoe	1,683	21,165	2,923	13,529	12,242	25,771	18,985
Archuleta .....	.....	.....	75	108	104	212	109
Baca .....	.....	.....	251	251	141	392	151
Bent	29	241	230	234	266	500	311
Boulder	335	2,761	1,712	2,211	2,262	4,473	3,083
Chaffee	87	854	409	654	696	1,350	887
Cheyenne .....	.....	.....	117	65	52	117	73
Clear Creek	151	984	294	673	756	1,429	1,059
Conejos	44	1,013	1,033	1,099	991	2,090	1,145
Costilla .....	.....	.....	1,020	578	442	1,020	718
Custer .....	.....	.....	678	350	328	678	24
Delta	34	468	663	595	536	1,131	711
Dolores .....	.....	.....	241	138	103	241	155
Douglas .....	.....	.....	780	386	394	780	439
Eagle .....	.....	.....	502	257	245	502	323
Elbert .....	.....	.....	627	343	284	627	446

ENROLLMENT AND ATTENDANCE.—Continued.
1896.

COUNTIES	Enrolled in High School	Enrolled in Graded 1st and 2d Class Districts.	Enrolled in Rural Schools	WHOLE NUMBER ENROLLED IN PUBLIC SCHOOLS			Average Daily Attendance
				Male	Female	Total	
El Paso	390	6,043	1,488	3,932	4,029	7,961	5,896
Tremont	134	2,427	607	1,526	1,590	3,034	2,068
Garfield			1,174	583	591	1,174	737
Gilpin	55	586	719	670	635	1,305	805
Grand			144	75	69	144	77
Gunnison	57	288	494	387	395	782	492
Hinsdale		165	228	90	103	193	134
Huerfano	30	291	1,339	897	733	1,630	1,040
Jefferson	116	622	1,434	1,050	996	2,046	1,132
Kiowa			211	114	97	211	113
Kit Carson			508	263	245	508	325
Lake	42	1,531	306	932	905	1,837	1,275
La Plata	86	1,005	603	775	741	1,516	899
Larimer	142	989	1,485	1,280	1,336	2,616	1,786
Las Animas	123	1,216	2,787	2,232	1,894	4,126	2,164
Lincoln			204	110	94	204	77

Logan	73	---	732	390	342	732	135
Mesa	80	883	1,123	1,055	1,031	2,086	1,232
Mineral	---	---	287	147	140	287	174
Montezuma	---	---	505	239	266	505	349
Montrose	23	444	538	539	466	1,005	622
Morgan	77	---	568	284	284	568	260
Otero	111	530	1,119	926	834	1,760	1,134
Ouray	30	319	364	320	363	683	461
Park	---	---	535	260	275	535	353
Phillips	---	---	545	291	254	545	326
Pitkin	49	1,087	323	703	707	1,410	1,031
Prowers	---	---	563	274	289	563	325
Pueblo	312	3,995	1,047	2,699	2,655	5,354	3,417
Rio Blanco	---	---	219	105	114	219	128
Rio Grande	---	336	789	597	498	1,125	739
Routt	---	---	606	318	288	606	394
Saguache	---	---	743	397	346	743	463
San Juan	---	---	209	97	112	209	126
San Miguel	6	367	-----	200	167	367	233
Sedgwick	40	---	300	147	153	300	202
Summit	---	---	335	172	163	335	212
Washington	---	---	408	226	182	408	227

ENROLLMENT AND ATTENDANCE.—Continued.
1896.

COUNTIES	Enrolled in High School	Enrolled in Graded 1st and 2d Class Districts	Enrolled in 3d Class Districts	WHOLE NUMBER ENROLLED IN PUBLIC SCHOOLS			Average Daily Attendance
				Male	Female	Total	
Weid	144	741	2,799	1,836	1,704	3,540	1,672
Yuma	-----	-----	531	284	247	531	356
Total	4,472	59,351	40,274	48,593	46,093	94,686	62,410

The enrollment of 1896 is upon a different classification from that of 1895.

DISTRICTS, SCHOOL HOUSES AND PER CAPITA EXPENSES.

1893.

COUNTIES	Number of Districts	Number of Days in Graded Schools	Number of Days in Ungraded Schools	Number of School Houses	Number of Rooms	Number of Sittings	Valuation	Number Volumes in Library	Cost of Pupils by Enrollment.	Cost of Pupils by Attendance.
Arapahoe	99	190	137	177	536	24,029	\$ 3,104,075 00	41,740	\$ 3 52	\$ 5 13
Archuleta	5	140	82	7	8	-----	7,600 00	13	4 13	6 21
Baca	23	-----	85	21	23	-----	9,625 00	20	7 33	8 53
Bent	12	180	129	13	20	526	24,056 00	-----	2 94	5 05
Boulder	57	181	132	63	99	4,584	149,210 00	2,314	2 43	3 86
Chaffee	26	179	130	27	-----	2,040	72,960 00	400	3 69	6 57
Cheyenne	5	172	109	6	8	352	12,307 00	125	9 27	15 63
Clear Creek	13	180	114	14	34	1,514	50,900 00	1,000	2 87	3 86
Conejos	28	130	102	28	41	2,186	33,033 00	560	1 29	2 41
Costilla	23	150	80	21	25	1,234	14,640 00	-----	-----	-----
Custer	22	152	84	22	28	1,103	10,000 00	200	3 33	4 81
Delta	17	134	104	23	-----	-----	32,525 00	346	1 79	3 18
Dolores	2	-----	120	2	5	-----	17,000 00	300	-----	-----
Douglas	29	154	126	27	29	791	17,221 00	250	3 26	5 56

DISTRICTS, SCHOOL HOUSES AND PER CAPITA EXPENSES.—Continued.
1895.

COUNTIES	Number of Dis- tricts	Number Days in Graded Schools	Number of Days in Ungraded Schools	Number School Houses	Number Rooms	Number of Sit- tings	Valuation	Number of Vol- umes in Libr'y	Cost of Pupils by Enrollment	Cost of Pupils by Attendance
Eagle	19	-----	143	20	20	659	\$ 15,060 00	400	\$ 5 07	6 09
Elbert	26	160	146	27	29	695	19,795 00	250	2 58	2 87
El Paso	60	174	140	89	176	6,999	499,650 00	2,650	3 41	5 04
Fremont	28	171	126	37	74	3,641	98,440 00	867	2 80	4 37
Garfield	30	142	106	29	38	1,385	55,565 00	700	4 12	6 62
Gilpin	11	192	94	14	29	1,282	59,120 00	1,350	3 12	5 18
Graud	6	-----	60	8	-----	270	1,350 00	-----	3 00	4 00
Gunnison	25	180	90	22	37	1,514	39,970 00	734	5 69	8 51
Hinsdale	3	160	120	4	6	-----	29,200 00	-----	2 56	4 03
Huerfano	32	144	91	32	42	1,856	39,999 00	325	2 18	3 75
Jefferson	43	176	128	47	68	2,367	92,125 00	1,075	2 91	3 60
Kiowa	19	-----	140	20	20	498	15,690 00	-----	7 77	11 76
Kit Carson	45	160	125	47	53	684	23,521 00	135	3 98	7 42
Lake	11	180	159	15	30	1,593	74,525 00	1,832	3 83	5 56

La Plata.....	20	170	99	22	39	1,423	60,710 00	549	2 31	3 70
Larimer.....	55	175	134	55	82	2,869	84,125 00	1,824	3 08	5 27
Las Animas.....	57	171	116	59	78	4,238	123,575 00	200	1 92	2 11
Lincoln.....	9	174	215	12	16	358	20,730 00	---	4 66	6 94
Logan.....	34	180	113	36	---	---	27,855 00	---	4 00	4 47
Mesa.....	26	180	128	21	40	1,618	55,800 00	1,043	2 33	3 48
Mineral.....	5	160	80	2	3	112	650 00	---	5 58	7 06
Montezuma.....	15	100	80	19	22	1,260	18,950 00	---	7 42	3 68
Montrose.....	20	139	106	20	28	1,182	31,175 00	---	2 80	4 50
Morgan.....	10	175	147	16	20	---	24,113 00	---	3 50	5 63
Otero.....	21	180	138	26	46	1,748	24,000 00	---	2 04	3 37
Ouray.....	11	118	100	14	26	907	51,745 00	240	30 37	46 28
Park.....	23	179	138	26	29	922	16,805 00	326	5 18	10 80
Phillips.....	41	160	90	39	46	1,175	20,320 00	250	4 23	6 15
Pitkin.....	17	188	130	16	37	1,468	65,580 00	1,210	4 14	6 45
Prowers.....	24	180	126	24	---	810	21,795 00	52	7 72	10 19
Pueblo.....	48	183	115	71	141	5,317	465,518 00	1,572	4 31	6 54
Rio Blanco.....	7	175	105	8	13	200	18,350 00	---	6 00	7 00
Rio Grande.....	23	167	125	23	31	1,191	29,900 00	600	3 80	5 87
Routt.....	27	125	88	24	26	627	9,360 00	84	3 79	6 51
Saguache.....	29	154	137	31	40	1,069	21,760 00	490	3 43	4 55
San Juan.....	1	---	200	1	4	---	11,000 00	---	21 30	38 84

DISTRICTS, SCHOOL, HOUSES AND PER CAPITA EXPENSES.—Concluded.
1895.

COUNTIES	Number of Distr'ts	Number of Days in Graded Schools	Number of Days in Ungraded Schools	Number of School Houses	Number of Rooms	Number of Sitzings	Valuation	Number Volumes in Library	Cost of Pupils by Enrollment	Cost of Pupils by Attendance
San Miguel	7	197	94	10	13	359	\$ 7,975 00	135	\$ 2 93	\$ 4 75
Sedgwick	27	198	120	26	28	710	17,430 00	150	3 25	3 95
Summit	8	155	145	9	14	-----	15,500 00	625	1 35	2 76
Washington	32	180	80	27	34	-----	25,855 00	-----	4 90	6 50
Weld	76	175	155	81	107	4,162	148,380 00	2,132	2 79	4 94
Yuma	40	160	108	36	39	893	16,570 00	50	3 25	4 70
Total	1,434	Av. 145.5	Av. 118	1,607	2,499	96,330	\$ 6,045,488 00	69,118	-----	-----

DISTRICTS, SCHOOL HOUSES AND PER CAPITA EXPENSES.

1896.

COUNTIES	Number of Dis- tricts	Number of Days School in Dis- tricts of the 1st and 2d Class	Number of Days School in Dis- tricts of the 3d Class	Number School Houses	Number Rooms	Number of Sit- tungs	Valuation	Number of Vol- unteers in Libr'y	Cost of Pupils by Enrollment	Cost of Pupils by Attendance
Arapahoe	99	185	128	174	545	24,453	\$ 3,040,278 00	52,781	\$ 3 57	5 59
Archuleta	5	137	119	7	8	263	3,604 85	-----	2 14	3 67
Baca	20	-----	76	17	20	721	7,658 00	-----	3 40	4 30
Bent	12	180	138	13	20	636	26,642 00	-----	3 40	5 63
Boulder	58	180	132	66	110	4,782	170,223 00	2,561	2 17	3 15
Chaffee	25	178	140	28	51	1,955	65,064 20	-----	5 00	8 00
Cheyenne	6	-----	148	7	9	536	12,057 00	125	3 11	5 06
Clear Creek	13	183	96	15	35	1,509	50,025 00	1,000	1 80	2 41
Conejos	28	152	108	30	46	2,584	28,437 00	595	6 98	12 30
Costilla	24	-----	108	23	32	1,623	12,695 00	208	2 24	3 67
Custer	22	-----	85	21	26	1,048	13,450 00	250	2 74	4 57
Delta	18	164	112	25	31	1,416	24,270 00	344	2 00	4 10
Dolores	2	-----	117	2	5	266	10,100 00	125	2 99	3 99
Douglas	29	-----	123	28	-----	932	15,050 00	100	2 95	6 42

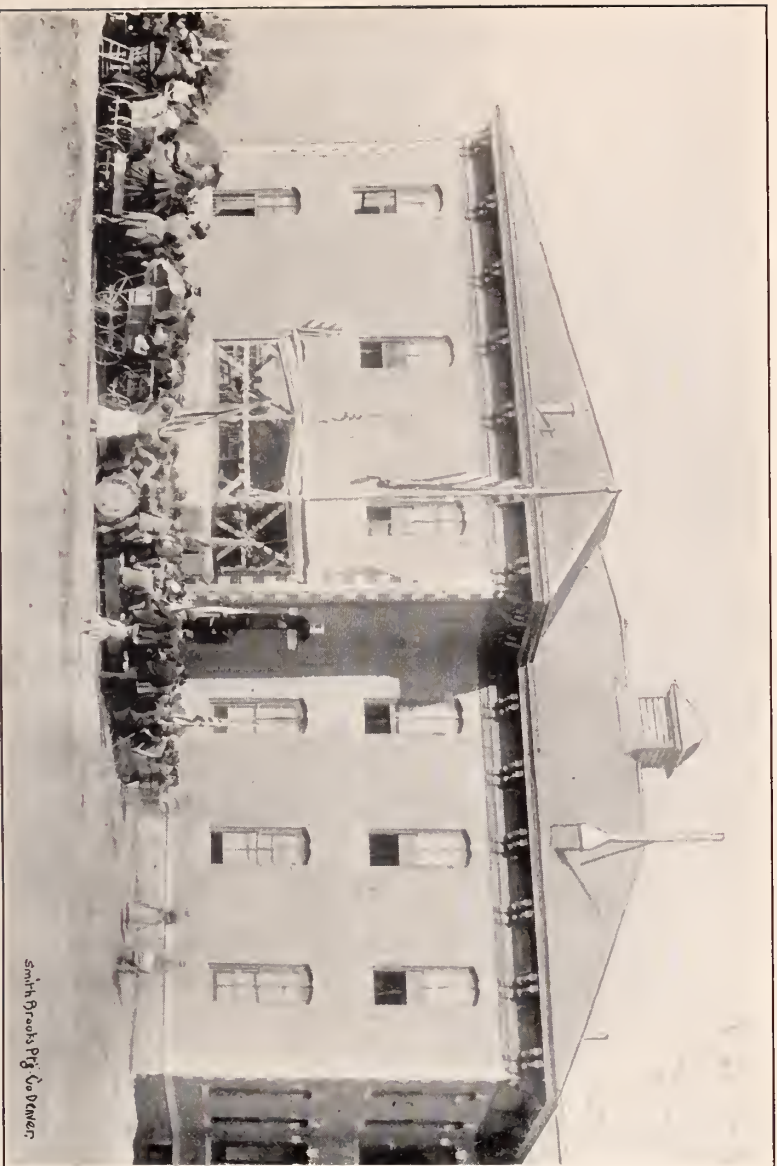
DISTRICTS, SCHOOL, HOUSES AND PER CAPITA EXPENSES.—Continued.
1896.

COUNTIES	Number of Districts	Number of Days School in Districts of the 1st and 2nd Class	Number of Days School in Districts of the 3d Class	Number of School Houses.	Number of Rooms	Number of Sittings	Valuation	Number of Volumes in Library	Cost of pupils by Enrollment	Cost of Pupils by Attendance
Eagle	19	---	145	21	22	---	\$ 17,700 00	---	\$ 3 85	6 70
Elbert	32	---	119	33	36	954	26,727 00	---	3 43	5 59
El Paso	60	177	134	88	147	7,336	426,921 00	3,370	3 18	5 66
Fremont	28	185	138	42	88	4,531	123,505 00	1,515	2 61	4 28
Garfield	32	---	118	32	43	1,655	59,917 00	475	4 04	7 85
Gilpin	11	184	127	15	32	1,305	49,370 00	1,563	2 93	4 61
Grand	8	---	96	4	4	---	2,300 00	---	2 00	4 00
Gunnison	26	180	110	25	34	---	43,375 00	812	4 85	6 91
Hinsdale	3	---	118	3	7	---	39,627 00	50	4 68	10 08
Huerfano	33	170	111	30	42	1,645	35,370 00	400	1 09	6 26
Jefferson	43	180	142	46	67	2,428	96,020 00	871	3 02	4 85
Kiowa	19	---	144	20	20	528	14,925 00	---	7 61	12 13
Kit Carson	42	---	102	46	51	1,047	11,435 00	40	6 18	8 06
Lake	11	190	151	16	35	1,643	79,025 00	1,280	2 81	4 05

La Plata.....	20	180	105	24	37	1,425	61,625 00	894	2 50	4 49
Larimer.....	57	174	138	57	84	2,924	90,079 00	1,761	3 11	4 70
Las Animas.....	58	190	114	51	78	3,521	132,824 00	311	1 65	2 70
Lincoln.....	8	-----	144	12	13	-----	19,700 00	-----	3 84	10 18
Logan.....	34	180	128	37	46	1,301	16,630 00	-----	6 48	9 16
Mesa.....	30	176	120	30	55	2,142	62,200 00	1,250	2 30	3 88
Mineral.....	5	-----	126	4	6	350	1,500 00	3	2 63	4 34
Montezuma.....	16	100	110	21	25	793	19,210 00	-----	1 28	2 87
Montrose.....	20	180	130	20	28	1,097	39,264 00	-----	2 79	4 76
Morgan.....	9	-----	172	17	21	445	34,075 00	120	2 29	4 37
Otero.....	22	177	137	26	51	2,243	76,850 00	220	2 35	3 92
Ouray.....	11	180	120	14	24	949	44,685 00	273	1 60	2 44
Park.....	23	-----	136	28	31	838	16,469 60	450	3 13	4 74
Phillips.....	34	-----	108	34	37	1,093	20,613 00	73	3 31	4 57
Pitkin.....	17	186	117	16	33	1,304	65,580 00	1,693	4 81	6 98
Prowers.....	22	-----	135	22	28	800	27,173 00	113	5 34	8 49
Pueblo.....	54	185	120	73	109	5,203	467,473 00	1,663	3 94	6 62
Rio Blanco.....	8	-----	138	9	14	160	16,400 00	118	2 53	4 33
Rio Grande.....	24	174	111	25	33	1,390	26,515 00	490	2 99	4 69
Routt.....	27	-----	85	28	31	707	10,931 00	84	3 26	4 97
Saguache.....	31	-----	133	32	39	1,092	22,940 00	490	3 57	5 44
San Juan.....	1	-----	200	1	4	-----	12,000 00	60	2 74	4 64

DISTRICTS, SCHOOL HOUSES AND PER CAPITA EXPENSES.—Concluded.
1896.

COUNTIES	Number of Districts	Number of Days School in Districts of the 1st and 2nd Class	Number of Days School in Districts of the 3d Class	Number of School Houses.	Number of Rooms	Number of Sitzings	Valuation	Number of Volumes in Library	Cost of Pupils by Enrollment	Cost of Pupils by Attendance
San Miguel	7	---	153	10	13	395	\$ 11,413 00	218	\$ 3 84	\$ 6 70
Sedgwick	23	---	122	29	32	897	17,013 00	50	3 91	5 82
Summit	8	---	132	9	63	464	12,400 00	233	4 13	5 99
Washington	28	---	112	28	34	973	24,330 00	---	3 19	5 74
Weld	51	180	160	84	118	4,245	1,773 30	2,346	2 74	4 82
Yuma	34	---	128	36	39	1,006	15,520 00	85	4 43	6 40
Total	1,410	Av. 177	Av. 159	1,654	2,692	103,553	\$ 5,859,476 95	81,463	-----	-----



Smith Brothers Pig & Dinner.

APPORTIONMENT.

1895.

COUNTIES	JANUARY			JULY		
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor
Arapahoe	\$ 13,164 21	\$ 12 00	\$ 13,152 21	\$ 11,990 15	\$ 10 00	\$ 11,979 55
Archuleta	103 75	-----	103 75	90 64	7 18	83 46
Baca	152 55	05	152 50	89 57	96	88 61
Bent	236 21	2 40	233 81	242 56	80	241 76
Boulder	2,057 88	10 00	2,047 88	1,897 19	2 93	1,894 26
Chaffee	636 47	10 75	625 72	674 35	5 36	668 99
Cheyenne	48 39	1 50	46 89	40 48	38	40 10
Clear Creek	761 96	3 36	758 60	669 74	7 46	662 28
Conejos	1,366 04	1 50	1,364 54	1,237 20	91	1,236 29
Costilla	652 87	80	652 07	598 36	2 97	595 39
Custer	364 57	-----	364 57	343 96	46	343 50
Delta	477 35	2 60	474 75	442 50	90	441 60
Dolores	102 93	80	102 13	123 25	1 20	122 05
Douglas	330 54	3 50	327 04	220 32	74	219 58
Eagle	237 85	-----	237 85	232 53	9 11	223 42

APPORTIONMENT.—Continued.
1893.

COUNTIES	JANUARY				JULY			
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor		Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	
Elbert	\$ 282 14	.....	\$ 282 14	\$	293 80	5 09	\$ 288 71	
El Paso	2,743 15	27 25	2,715 90		2 813 01	11 69	2 801 32	
Fremont	1,234 40	27 82	1,206 58		1,256 91	6 86	1,250 05	
Garfield	547 48	8 10	539 38		468 29	53	467 76	
Gilpin	683 63	.....	683 63		653 89	4 23	649 66	
Grand	56 18	20	55 98		53 02	3 05	49 97	
Gunnison	433 06	1 59	431 47		368 69	8 47	360 22	
Hinsdale	107 85	1 20	106 65		89 57	29	89 28	
Huerfano	1,139 63	7 50	1,132 13		933 37	81	932 56	
Jefferson	1,064 20	36	1,063 84		940 53	5 44	935 09	
Kiowa	129 59	2 20	127 39		89 21	72	88 49	
Kit Carson	342 02	6 25	335 77		235 40	43	234 97	
Lake	1,128 18	2 40	1,125 78		1,003 59	3 15	1,000 44	
La Plata	686 91	6 67	680 24		686 50	6 41	680 09	
Larimer	1,191 34	13 20	1,178 14		1,146 20	1 73	1,144 47	

Las Animas	2,232 17	11 00	2,221 17	2,011 49	2 49	2,009 00
Lincoln	99 24	1 20	98 04	95 66	67	94 99
Logan	387 95	30	387 65	293 80	87	292 93
Mesa	678 30	7 90	670 40	733 44	4 46	728 98
Mineral	149 27	4 50	144 77	118 23	3 58	114 65
Montezuma	270 25	2 00	268 25	245 79	2 07	243 72
Montrose	508 52	3 00	505 52	416 34	4 88	411 46
Morgan	186 59	2 05	184 54	207 08	3 73	203 35
Otero	718 90	---	718 90	714 80	57	714 23
Ouray	430 60	---	430 60	328 20	42	327 78
Park	305 52	---	305 52	268 26	3 00	265 26
Pitkin	623 76	2 40	621 36	566 47	8 18	558 29
Phillips	367 03	4 00	363 03	222 50	70	221 80
Prowers	233 34	3 50	229 74	230 02	7 28	222 74
Pueblo	3,317 70	11 50	3,306 20	2,952 03	13 80	2,938 23
Rio Blanco	114 82	1 40	113 42	107 84	50	107 34
Rio Grande	447 41	4 08	443 33	436 76	4 38	432 38
Routt	284 60	3 20	281 40	242 92	1 65	241 27
Sagauche	427 32	3 15	424 17	394 13	4 48	389 65
San Juan	71 35	84	70 51	68 79	43	68 36
San Miguel	168 96	1 45	167 51	152 27	2 49	149 78
Sedgwick	157 47	---	157 47	118 59	48	118 11

APPORTIONMENT.—Concluded.
1895.

COUNTIES	JANUARY				JULY		
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor		Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor
Summit	\$ 194 38	\$ 1 20	\$ 193 18	\$	\$ 162 66	\$ 1 20	\$ 161 46
Washington	224 32	9 00	215 32		168 75	1 87	166 88
Weid	1,483 74	18 90	1,464 84		1,413 13	7 01	1,406 12
Yuma	325 20	42	324 78		252 24	3 18	249 06
Normal School	-----	-----	-----		152 63	-----	152 63
Total	\$ 46,871 04	\$ 251 09	\$ 46,629 95	\$	\$ 42,999 60	\$ 195 23	\$ 42,804 37

APPORTIONMENT.
1896.

COUNTIES	JANUARY			JULY		
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor
Arapahoe	\$ 11,211 44	\$ 44 45	\$ 11,166 99	\$ 10,468 01	\$ 13 49	\$ 10,454 52
Archuleta	84 68	33	84 35	100 50	34	100 16
Baca	83 77	1 06	82 71	77 38	5 05	72 33
Bent	226 86	4 08	222 78	196 38	2 53	193 85
Boulder	1,773 68	21 34	1,752 34	1,737 88	6 83	1,731 05
Chaffee	336 83	67	536 16	515 16	1 85	513 31
Cheyenne	37 86	31	37 55	37 30	23	37 07
Clear Creek	632 66	2 17	630 49	582 68	3 02	579 66
Conejos	1,157 10	2 82	1,154 28	1,063 94	3 74	1,060 20
Costilla	558 94	2 11	556 83	492 97	66	492 31
Custer	321 69	6 48	315 21	294 42	2 25	292 17
Delta	413 17	2 86	410 31	416 82	3 03	413 79
Dolores	115 27	31	114 96	80 46	71	79 75
Douglas	299 57	2 73	296 84	321 86	3 45	318 41
Eagle	217 47	43	217 04	188 06	87	187 19

APPORTIONMENT.—Continued.
1896.

COUNTIES	JANUARY			JULY		
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor
Elbert	\$ 276 12	\$ 8 80	\$ 267 32	\$ 277 16	\$ 1 26	\$ 275 90
El Paso	2,629 19	18 87	2,610 32	3,284 31	90 50	3,193 81
Fremont	1,174 86	15 67	1,159 19	1,185 41	52	1,184 89
Garfield	438 64	6 90	431 74	416 51	3 69	412 82
Gilpin	611 55	2 56	608 99	591 93	3 93	588 00
Grand	49 59	31	49 28	48 40	80	47 60
Gunnison	344 81	4 67	340 14	386 60	3 23	383 37
Hinsdale	84 11	10	84 01	85 39	38	85 01
Huerfano	872 93	1 94	870 99	840 42	4 77	835 65
Jefferson	880 30	4 26	876 04	811 13	4 51	866 62
Kiowa	83 77	2 67	81 10	65 05	4 63	60 42
Kit Carson	219 82	7 93	212 79	170 79	2 98	167 81
Lake	937 27	3 96	933 31	836 72	4 76	831 96
La Plata	642 38	2 50	639 88	561 10	1 96	559 14
Larimer	1,070 30	17 62	1,052 68	1,018 00	2 14	1,015 86

	\$	\$	\$	\$	\$	\$	\$
Las Animas	1,880 91	18 25	1,862 66	1,748 06	13 55	\$	1,734 51
Lincoln	89 47	4 69	84 78	74 30	30		74 00
Logan	274 44	3 60	270 84	276 54	2 65		273 89
Mesa	685 27	6 92	678 35	726 97	12 20		714 77
Mineral	110 58	1 00	109 58	94 03	2 32		91 71
Montezuma	229 87	3 13	226 74	209 02	13 39		195 63
Montrose	389 72	97	388 75	387 53	11 49		376 04
Morgan	193 35	5 10	188 25	207 17	2 58		204 59
Otero	668 18	6 61	661 57	686 27	5 96		680 31
Ouray	307 28	41	306 87	273 77	39		273 38
Park	249 64	3 26	246 38	217 65	56		217 09
Pitkin	208 76	5 16	203 60	166 79	1 08		165 71
Phillips	529 79	2 70	527 09	529 96	1 56		528 40
Prowers	215 13	59	214 54	213 03	64		212 39
Pueblo	2,761 55	15	2,761 40	2,497 23	13 74		2,483 49
Rio Blanco	99 85	1 03	98 82	94 95	46		94 49
Rio Grande	408 48	7 11	401 37	408 80	1 11		407 69
Routt	226 52	2 29	224 23	192 99	5 44		187 55
Saguache	367 93	1 55	366 38	364 10	6 00		358 10
San Juan	64 33	97	63 36	72 45	2 19		70 26
San Miguel	142 08	6 33	135 75	178 50	31		178 19
Sedgwick	110 91	1 24	109 67	89 40	68		88 72

APPORTIONMENT.—Concluded.
1896.

COUNTIES	JANUARY				JULY			
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor		
Summit	\$ 153 14	\$ 2 22	\$ 150 92	\$ 144 59	\$ 1 71	\$ 142 88		
Washington	158 50	24	158 26	131 33	1 11	130 22		
Weld	1,338 72	14 57	1,324 15	1,255 08	8 27	1,246 81		
Yuma	236 58	3 34	233 24	174 49	7 40	167 09		
Normal School	135 04	-----	135 04	119 92	-----	119 92		
Total	\$ 40,222 65	\$ 293 44	\$ 39,929 21	\$ 38,687 66	\$ 295 20	\$ 38,392 46		

RECEIPTS.

1895.

RECEIVED DURING THE YEAR ENDING JUNE 30, 1895					
COUNTIES	Amount on Hand July 1, 1894, Held by County and District Treasur- ers	From General Fund by Apportionment	From Special Tax	From all other Sources, Includ- ing Funds Raised for Library, Ten- porary Loans, Re- demption Bonds, Interest on Bonds, etc.	Total Receipts
Arapahoe	\$ 143,062 72	\$ 288,900 00	\$ 444,567 62	\$ 48,495 00	\$ 925,025 34
Archuleta	344 99	1,910 15	356 89	354 27	2,966 30
Baca	1,374 46	1,402 46	3,109 08	449 83	6,335 83
Bent	2,282 97	5,675 62	4,979 59	2,805 86	15,744 04
Boulder	8,687 44	18,773 90	49,296 81	21,537 05	98,295 20
Chaffee	6,995 49	5,681 11	21,452 52	6,161 41	40,290 53
Cheyenne	848 78	2,424 36	5,213 12	-----	8,486 26
Clear Creek	11,561 11	5,361 32	21,174 24	3,551 80	41,648 47
Conejos	5,700 51	3,177 07	10,748 72	4,718 39	24,344 69
Costilla	2,826 26	3,893 24	5,953 58	934 42	13,607 50
Custer	2,051 93	2,915 46	4,530 68	686 00	10,184 07
Delta	4,038 77	6,063 39	10,710 56	82 59	20,895 31
Dolores	72 47	1,999 28	6,927 83	244 57	9,154 15

RECEIPTS.—Continued.

1895.

COUNTIES	RECEIVED DURING THE YEAR ENDING JUNE 30, 1895					
	Amount on Hand July 1, 1894, Held by County and District Treasur- ers	From General Fund by Apportionment	From Special Tax	From all other Sources, Includ- ing Funds Raised for Library, Tem- porary Loans, Re- demption Bonds, Interest on Bonds, etc.	Total Receipts	
Douglas	\$ 3,667 86	\$ 8,535 54	\$ 5,552 49	\$ 30 30	\$	17,786 19
Eagle	4,075 68	3,592 45	6,484 56	1,665 56		15,818 25
Elbert	6,896 64	5,928 98	3,763 28	1,958 19		18,547 09
El Paso	35,046 36	27,372 34	109,831 83	88,287 74		260,538 27
Fremont	17,015 51	15,697 34	30,192 32	6,783 81		69,688 98
Garfield	6,719 96	5,633 84	23,880 96	7,745 52		43,980 28
Gilpin	12,140 31	8,713 75	15,326 78	623 45		36,804 29
Grand	1,266 39	959 19	277 85	90 04		2,593 47
Gunnison	6,789 01	4,667 16	12,919 19	5,533 26		29,908 62
Hinsdale	559 63	1,489 38	369 16	1,536 56		3,954 73
Huerfano	5,022 62	9,352 46	11,240 20	2,016 68		27,631 96
Jefferson	11,472 52	23,301 00	16,268 23	11,338 69		62,380 44
Kiowa	2,997 55	2,732 09	6,910 59	-----		12,640 23

Kit Carson	5,197 98	6,587 20	12,584 18	1,137 77	25,507 13
Lake	15,919 74	13,247 96	38,468 29	15 498 80	83,134 79
La Plata	4,851 16	10,597 47	12,987 92	16,821 98	45 258 53
Larimer	11,150 58	21,217 70	21,358 08	5 684 24	59,410 60
Las Animas	10,291 14	17,981 27	36,439 71	5 255 75	69,967 87
Lincoln	792 61	4,182 65	5,342 28	29 57	10,347 11
Logan	4,669 31	8,056 06	10,828 01	2,908 53	26,461 91
Mesa	6,847 16	8,778 13	21,186 70	5,045 66	41,837 65
Mineral	281 20	1,899 47	6,800 11	-----	8,980 78
Montezuma	2,327 36	3,718 45	4,883 87	2,453 27	13,382 95
Montrose	3,868 93	3,880 40	13,387 69	4,238 11	25,375 13
Morgan	3,897 94	5,446 91	6,868 59	2,773 24	18,986 68
Otero	8,479 62	7,190 09	18,837 26	10,364 37	44,871 34
Ouray	1,077 04	4,630 20	10,775 22	3,695 57	20,178 03
Park	4,576 13	3,885 20	8,128 26	1,532 82	18,122 41
Phillips	4,237 93	3,624 75	7,534 56	474 89	15,872 13
Pitkin	12,545 72	9 204 08	21,607 40	6,915 65	50,272 85
Prowers	3,991 04	5,711 21	5,142 57	2,230 53	17,075 35
Pueblo	31,041 65	52,656 64	82,457 33	34,459 37	200,614 99
Rio Blanco	1,670 54	2,908 00	3,065 50	2,259 77	9,963 81
Rio Grande	3,853 03	4,240 10	12,921 57	3,951 66	24,966 36
Routt	3,012 23	4,426 89	3,370 88	586 54	11,396 54

RECEIPTS.—Concluded.
1895.

COUNTIES	RECEIVED DURING THE YEAR ENDING JUNE 30, 1895				
	Amount on Hand July 1, 1894, Held by County and District Treasur- ers	From General Fund by Apportionment	From Special Tax	From all other Sources, includ- ing Funds Raised for Library, Tem- porary Loans, Re- demption Bonds, Interest on Bonds, etc.	Total Receipts
Saguache	\$ 4,036 11	\$ 4,795 75	\$ 8,260 17	\$ 1,731 37	\$ 18,823 40
San Juan	268 14	135 26	4,546 75	481 72	5,431 87
San Miguel	3,044 39	5,188 01	7,163 75	715 68	16,111 83
Sedgwick	5,382 04	2,655 38	7,814 15	5,524 49	21,376 06
Summit	2,602 61	6,823 82	6,048 84	1,459 91	17,025 18
Washington	2,991 76	1,920 45	5,541 50	1,708 95	12,162 66
Weld	22,672 87	35,854 94	45,755 96	21,068 81	125,352 58
Yuma	2,272 90	5,004 23	7,565 58	2,144 05	16,986 76
Total	\$ 491,458 80	\$ 732,571 55	\$ 1,289,711 36	\$ 380,784 06	\$ 2,894,535 77

RECEIPTS.

1896.

RECEIVED DURING THE YEAR ENDING JUNE 30, 1896

COUNTIES	Amount on Hand July 1, 1895, Held by County and District Treasur- ers	From General Fund by Apportionment	From Special Tax	From all other Sources, Includ- ing Funds Raised for Library, Tem- porary Loans, Re- demption Bonds, Interest on Bonds, etc.	Total Receipts
Arapahoe	\$ 61,705 06	\$ 267,880 00	\$ 475 718 23	\$ 57,255 32	\$ 862,558 61
Archuleta	587 88	2,106 68	1,063 45	-----	3,758 01
Baca	1,541 43	1,192 87	1,702 42	659 62	5,096 34
Bent	2,223 24	5,360 89	5,638 43	6,488 92	19,711 48
Boulder	13,739 16	17,415 68	49,195 01	10,051 82	90,401 67
Chaffee	7,703 68	5,443 43	23,178 70	4,817 88	41,143 69
Cheyenne	914 49	1,944 26	3,055 56	313 36	6,227 67
Clear Creek	5,966 13	5,084 41	23,959 38	3,087 65	38,097 57
Conejos	5,470 79	5,926 40	13,250 18	6,232 00	30,879 37
Costilla	3,001 00	4,768 80	6,857 40	1,465 58	16,092 78
Custer	1,349 47	2,208 00	5,146 72	792 12	9,496 31
Delta	4,442 45	5,753 63	9,041 92	3,532 85	22,770 85
Dolores	2,712 85	1,870 22	3,627 26	231 40	8,441 73

RECEIPTS.—Continued.

1896.

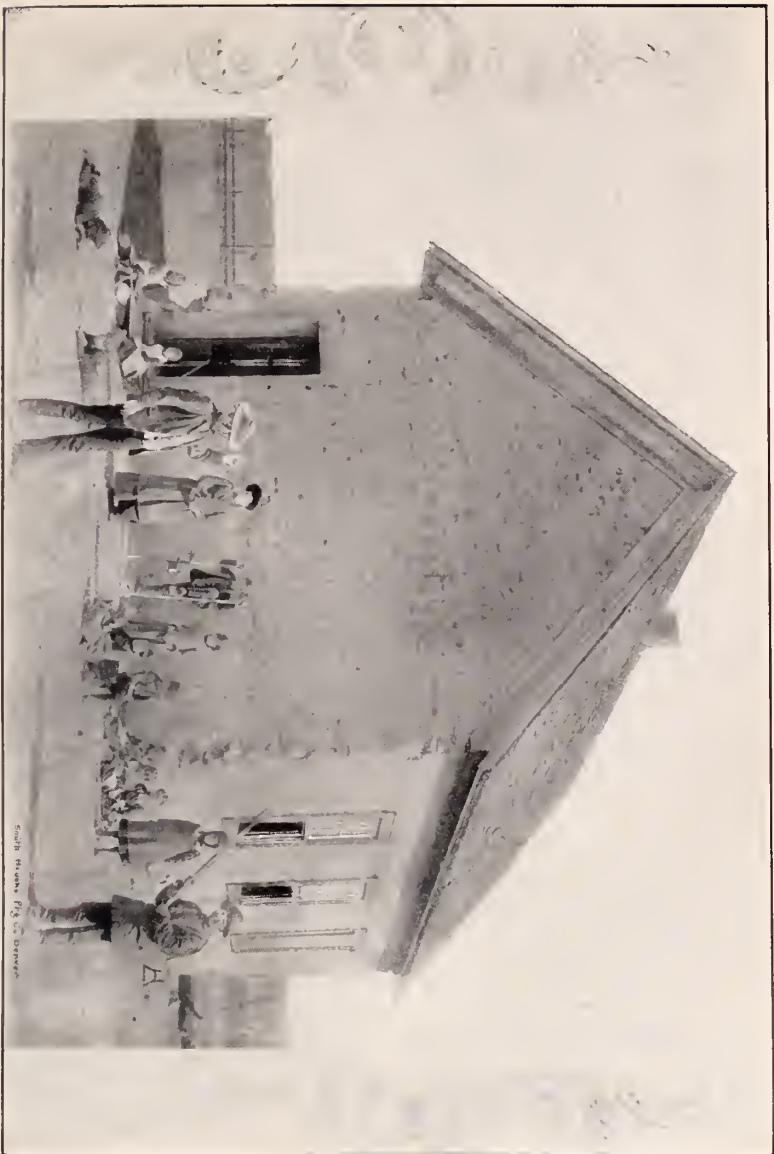
COUNTIES	RECEIVED DURING THE YEAR ENDING JUNE 30, 1896				
	Amount on Hand July 1, 1895, Held by County and District Treas- urers	From General Fund by Apportionment	From Special Tax	From all other Sources, Includ- ing Funds Raised for Library, Tem- porary Loans, Re- demption Bonds, Interest on Bonds, etc.	Total Receipts
Douglas	\$ 4,387 45	\$ 9,449 58	\$ 5,360 02	\$	19,197 05
Eagle	4,746 05	2,580 96	8,281 46	3,292 37	18 900 84
Elbert	832 37	7,728 39	4,976 56	1,755 15	15,292 47
El Paso	10,188 75	37,028 57	123,143 71	78,680 95	249,041 98
Fremont	10,687 17	14,651 44	35,297 28	8,127 19	68,763 08
Garfield	7,819 67	5,206 92	21,687 84	9,994 80	44,709 23
Gilpin	9,380 00	7,324 25	14,367 30	603 33	31,674 88
Grand	1,332 94	1,247 66	219 02		2,799 62
Gunnison	7,642 09	4,700 10	15,742 56	5,610 17	33,694 92
Hinsdale	611 82	3,894 23	1,290 27	1,100 42	6,896 74
Huerfano	6,443 60	9,360 85	10,727 08	3,416 72	29,948 25
Jefferson	9,977 23	23,643 00	16,085 42	8,061 10	57,766 75
Kiowa	3,203 85	2,270 56	4,285 19	159 43	9,919 03

Kit Carson.....	5,958 29	4,693 70	8,336 03	1,408 16	20,396 18
Lake.....	25,113 72	13,175 10	34,413 86	18,482 00	91 184 68
La Plata.....	6,195 43	9,465 60	17,538 84	18,322 73	51,522 60
Larimer.....	10,123 05	24,992 59	23,057 72	5,840 08	63,923 44
Las Animas.....	8,120 12	18,028 16	42,649 58	4,313 16	73,111 02
Lincoln.....	1,287 35	3,845 59	4,587 70	253 79	9,974 43
Logan.....	7,394 45	7,285 24	10,588 23	2,864 88	28,132 80
Mesa.....	9,139 76	11,792 04	24,811 75	10,474 17	56 217 72
Mineral.....	780 15	1,749 22	5,877 95	-----	8,497 32
Montezuma.....	2,943 82	3,685 90	5,349 72	1,988 83	13,968 27
Montrose.....	4,565 63	3,539 65	11,785 30	2,322 62	22,213 20
Morgan.....	3,030 63	5,300 82	4,882 96	1,036 87	14,251 28
Otero.....	6,024 85	8,803 25	20,300 08	10,649 51	45,777 69
Ouray.....	2,846 43	5,924 45	15,356 73	4,703 30	28,830 91
Park.....	4,522 23	5,939 42	12,159 42	1 293 93	23,915 00
Phillips.....	4,046 53	3,533 61	6,375 19	499 35	14,454 68
Pitkin.....	13,742 85	7 458 86	24,101 41	12,368 17	57,671 29
Prowers.....	3,352 44	5,912 82	5,771 07	2 682 75	17,619 08
Pueblo.....	38,402 15	52,775 78	82,915 00	36,765 60	210,858 53
Rio Blanco.....	3,273 48	2,946 91	2,313 02	2,440 29	10,973 70
Rio Grande.....	4,833 92	4,090 51	15,425 02	1,194 62	25,550 07
Routt.....	2,559 17	4,316 34	2,964 42	587 13	10,457 06

RECEIPTS.—Concluded.
1896.

COUNTIES	RECEIVED DURING THE YEAR ENDING JUNE 30, 1896				
	Amount on Hand July 1, 1895, Held by County and District Treasur- ers	From General Fund by Apportionment	From Special Tax	From all other Sources, Includ- ing Funds Raised for Library, Tem- porary Loans, Re- demption Bonds, Interest on Bonds, etc.	Total Receipts
Saguache.....	\$ 4,038 45	\$ 4,516 39	\$ 7,816 52	\$ 1,948 07	\$ 18,319 43
San Juan.....	-----	5,044 00	-----	1,352 09	6,396 09
San Miguel.....	2,377 70	5,240 05	6,903 37	28,886 39	43,407 51
Sedgwick.....	9,305 68	1,651 70	6,690 33	1,383 25	19,030 96
Summit.....	5,395 83	3,911 82	5,095 47	2,464 62	16,867 74
Washington.....	1,739 00	3,322 10	8,128 07	3,880 12	17,069 29
Weld.....	30,248 89	33,589 30	39,016 17	19,198 59	122,052 95
Yuma.....	2,622 11	4,379 79	6,607 45	2,078 19	15,777 54
Total.....	\$ 412,494 73	\$ 726,898 49	\$ 1,344,806 75	\$ 417,413 41	\$ 2,901,613 38

DISTRICT NO. 3. EL PASO COUNTY, COLORADO. CONCRETE OR GROUT BUILDING.



DISBURSEMENTS.

1895.

PAID DURING THE YEAR ENDING JUNE 30, 1895

COUNTIES	For Teachers' Wages	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes	Redemption of Bonds	For Interest on Bonds and Registered Warrants	For Temporary Loans and Interest Thereon	For Rebate Taxes and Fees	Total Paid Out During Year	Balance in hands County (and District) Treasurer to the Credit of District, June 30, 1895
Arapahoe	\$ 411,742 83	\$ 172,892 57	\$ 168,214 69	\$ 6,993 80	\$ 16,000 00	\$ 38,371 77	\$ 46,736 07	\$ 2,371 70	\$ 863,323 43	\$ 61,701 91
Archuleta	1,702 90	239 50	-----	-----	-----	427 17	-----	-----	2,369 57	596 73
Baca	3,659 34	717 33	18 00	76 31	108 54	89 22	-----	36 53	4,705 27	1,630 56
Bent	5,513 69	2,144 91	1,297 57	-----	1,000 00	961 29	2,615 96	-----	13,533 42	2,210 62
Boulder	49,134 70	10,753 28	17,081 88	173 80	400 00	6,278 23	176 87	557 84	84,556 60	13,738 60
Chaffee	20,565 86	5,768 78	208 15	-----	480 95	4,863 36	312 08	2 40	32,201 58	8,088 95
Cheyenne	2,836 29	3,344 97	1,403 78	-----	-----	-----	-----	-----	7,585 04	901 22
Clear Creek	18,248 15	4,330 19	10,405 17	-----	1,098 59	1,237 93	338 50	130 54	35,789 07	5,859 40
Conchos	10,618 28	2 007 05	3,349 17	-----	-----	2,291 57	44 15	337 55	18,647 77	5,606 92
Costilla	7,636 03	1,574 58	342 85	201 59	2 47	750 25	-----	97 73	10,605 50	3,002 00

DISBURSEMENTS.—Continued.
1895.

PAID DURING THE YEAR ENDING JUNE 30, 1895

COUNTIES	For Teachers' Wages	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes	Redemption of Bonds	For Interest on Bonds and Registered Warrants	For Temporary Loans and Interest Thereon	For Rebate Taxes and Fees	Total Paid Out During Year	Balance in hands County (and District) Treasurer June 30, 1895
Custer	\$ 6,732 71	\$ 572 05	\$ 85 00	\$ 267 40	\$ 148 18	\$ 805 36	.....	\$ 48 01	\$ 8,658 71	\$ 1,525 36
Delta	11,832 13	1,545 03	1,724 90	.....	.....	2,162 09	.....	184 31	17,448 46	3,446 85
Dolores	3,395 00	749 31	302 23	.....	.....	18 80	.....	.....	4,375 34	4,778 81
Douglas	9,868 75	1,516 70	1,115 95	.....	.....	179 23	\$ 733 00	56 51	13,470 14	4,316 05
Eagle	7,792 79	1,462 92	612 33	21 66	8 91	1,168 31	.....	243 27	11,310 19	4,508 06
Elbert	7,207 65	674 65	1,504 93	10 55	.....	555 60	581 04	95 85	10,630 27	7,916 82
El Paso	83,703 14	40,742 40	50,835 17	1,174 14	46,541 97	24,395 83	1,723 87	1,182 56	250,299 08	10,239 19
Fremont	30,818 40	5,075 93	15,846 21	218 39	1,500 00	4,709 45	463 48	367 09	58,998 95	10,690 03
Garfield	17,380 54	6,151 22	3,338 77	15 00	3,000 00	5,633 01	837 50	347 09	36,703 13	7,277 15
Gilpin	18,380 99	3,298 62	5,516 05	179 13	.....	.....	92	48 58	36,804 29	9,380 00

DISBURSEMENTS.—Concluded.

1895.

PAID DURING THE YEAR ENDING JUNE 30, 1895

COUNTIES	For Teachers' Wages	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes	Redemption of Bonds	For Interest on Bonds and Registered Warrants	For Temporary Loans and Interest Thereon	For Rebate Taxes and Fees	Total Paid Out During Year	Balance in hands County (and District) Treasurer June 30, 1895
Pitkin	\$ 21,438 82	\$ 7,734 72	\$ 623 00	\$ 189 90	\$ 2,000 00	\$ 3,953 24	—	\$ 397 07	\$ 36,336 75	\$ 13,936 10
Prowers	6,993 38	3,294 28	739 16	—	1,000 00	1,191 77	\$ 484 70	58 56	13,761 85	3,313 50
Pueblo	90,452 99	24,023 46	4,479 78	276 60	7,009 00	26,069 45	6,404 77	3,087 39	161,803 44	38,811 55
Rio Blanco	3,551 50	1,000 80	64 37	—	1,000 00	950 30	—	316 59	6,883 56	3,080 25
Rio Grande	12,532 16	2,390 07	2,076 83	—	875 45	1,579 45	—	546 60	20,000 56	4,965 80
Routt	6,165 38	753 88	645 76	17 00	—	461 35	242 54	80 27	8,366 18	3,030 36
Saguache	10,436 03	1,474 24	915 63	—	340 00	1,011 04	607 47	65 00	14,849 41	3,973 99
San Juan	2,900 25	1,156 45	—	—	—	800 00	—	11 06	4,867 76	564 11
San Miguel	5,847 50	1,741 69	4,803 21	—	—	—	1,341 73	—	13,734 13	2,377 70
Seligwick	6,429 84	2,938 81	1,963 21	71 16	—	620 48	—	14 79	21,376 06	9,337 77

Summit	6,322 41	3,343 48	587 31	.....	508 98	865 56	.....	55 76	11,683 50	5,341 68
Washington ..	5,670 76	1,480 32	320 99	.....	1,191 93	668 87	1,191 80	97 19	10,621 86	1,540 80
Weld	49,295 97	12,185 32	19,041 46	218 89	4,710 00	2,611 63	4,347 75	2,530 76	94 941 78	30,410 80
Yuma	8,796 84	2,350 20	1,093 01	22 65	1,150 00	873 45	54 66	87 57	14,428 38	2,558 38
Total	\$1,262,090 39	\$ 403,944 41	\$ 369,911 83	\$ 11,897 80	\$135,404 12	\$181,412 47	\$ 91,132 86	\$ 17,196 27	\$ 2,472,990 15	\$ 421,535 62

DISBURSEMENTS.

1896.

PAID DURING THE YEAR ENDING JUNE 30, 1896

COUNTIES	For Teachers' Wages	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes	Redemption of Bonds	For Interest on Bonds and Registered Warrants	For Temporary Loans and Interest Thereon.	For Rebate Taxes	For Fees	Total Paid Out During Year	Balance in hands County (and District) Treasurer to the Credit of District. June 30, 1896	Amount District Warrants Registered and Unpaid June 30, 1896
Arapahoe	\$ 454,010 85	\$ 142,459 23	\$ 96,332 65	\$ 10,477 09	\$ 17,500 00	\$ 38,197 08	\$ 42,750 47	\$ 2,657 35	---	\$ 804,384 72	\$ 58,173 89	\$ 38,995 30
Archuleta	1,732 72	464 61	---	---	---	304 78	---	---	---	2,502 11	1,255 90	1,071 39
Baca	2,671 69	534 95	100 00	108 00	265 24	---	---	17 42	---	3,697 30	1,399 04	4,338 49
Bent	6 107 85	3,547 70	4,345 13	50 25	1,000 00	1,644 31	---	---	---	16,695 24	3,016 24	---
Boulder	40,530 35	8,186 47	22 828 91	258 69	5,100 00	6,263 43	929 42	705 09	---	84,802 36	5,599 31	182,703 25
Chaffee	20,267 84	6,031 26	895 35	257 42	1,200 00	3,515 25	50 00	---	---	32,217 12	8,926 57	10,632 19
Cheyenne	2,408 27	2 485 32	220 92	---	---	82 38	339 58	---	---	5,536 47	691 20	2,496 16
Clear Creek	20,707 85	4,623 98	4,273 57	22 70	2,000 00	1,817 00	410 72	---	---	33,855 82	4,241 75	683 53
Conejos	14,299 78	2,382 11	1,015 05	56 14	3,945 50	2,515 04	90 65	379 41	---	24,683 68	6,195 69	6,731 27
Costilla	7,713 72	1,769 92	428 51	129 38	200 00	769 35	---	84 66	---	11,095 54	4,997 24	1,438 94

Custer	5,278 57	421 08	644 13	340 64	200 00	913 07	237 48	63 23	8,098 20	1,398 11	7,476 97
Delta	10,432 66	2,603 04	1,854 95	120 50	1,513 33	2,073 17	110 67	178 20	18,886 52	3,884 33	6,960 53
Dolores	3,367 00	4,601 49				6 10			7,974 59	467 14	
Douglas	8,572 25	1,424 26	1,351 60			65 83		71 74	11,485 68	7,711 37	2,297 64
Eagle	8,229 10	2,231 68	1,206 31	51 22	1,226 00	1,211 95		106 24	14,262 50	4,538 34	1,764 46
Elbert	8,062 41	1,610 46	927 23		1,000 00	776 55			12,379 02	2,913 45	2,770 51
El Paso	97,738 75	56,965 44	39,069 04	1,531 00	1,000 00	20,601 99	2,045 86	279 21	219,231 29	29 810 69	98,302 60
Fremont	33,409 48	6,043 61	10 263 89		4,500 00	6,039 18	49 58	430 11	60,736 85	8,026 23	39,030 40
Garfield	17,779 30	5,274 32	3,524 12	22 05	2,400 00	4,351 00	46 09	3,741 95	37,138 83	7,570 40	5,104 70
Gilpin	18,840 25	3,377 15	2,819 07	50 90				37 56	25,124 93	6,549 95	
Graud	1,320 00	411 61							1,741 61	1,058 01	235 60
Gunnison	12,815 00	2,452 61	2,107 38	148 16	2,000 00	2,476 69		268 85	22,268 70	11,426 22	854 20
Hinsdale	2,070 00	2,528 08				851 79			5,449 87	1,446 87	275 00
Huerfano	14,031 01	3 517 23	2,047 10	75 80	1,562 50	1,396 07	350 80	38 35	23,018 86	6,939 39	4,747 43
Jefferson	27,040 70	5,252 66	5,645 42	496 88	1,151 87	3 259 49	2,041 91	221 47	45,010 40	12,756 35	3,386 80
Kiowa	4,658 40	1,661 89	1,140 50	75 00		37 11			7,572 90	2,346 13	2,222 07
Kit Carson	10,017 92	1,529 42	1,100 90	33 30	500 60	1,013 71		15 00	14,210 25	6,185 93	3,566 35
Lake	28,410 00	6,354 82	8,486 69	31 85	19,300 00	1,240 00	23,261 63	573 58	87,658 57	3 526 11	1,789 15
La Plata	21,001 01	3,229 97	570 07	1 35		4,577 18	11,979 30	120 89	41,479 77	10,042 83	
Larimer	38,140 87	8,628 83	3,832 59	81 33	3,700 00	2,405 53	209 97	27 04	54,026 16	9,897 28	9,897 28
Las Animas	37,473 34	10,712 57	3,305 55	6 25	300 00	8,464 94	868 71	24 32	61,155 68	11,955 34	14,599 01
Lincoln	3,750 53	3,969 26				248 08	169 79		8,137 66	1,836 77	

DISBURSEMENTS.—Concluded.

1896.

PAID DURING THE YEAR ENDING JUNE 30, 1896

COUNTIES	For Teachers' Wages	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes	Redemption of Bonds	For Interest on Bonds and Registered Warrants	For Temporary Loans and Interest Thereon	For Rebate Taxes	For Fees	Total Paid Out During Year	Balance in Hands County (and District) Treasurer to the Credit of District, June 30, 1896	Amount District Warrants Registered and Unpaid June 30, 1896
Logan	\$ 10,892 28	\$ 5,385 09	\$ 2,147 43	\$ 40 86	\$ 220 90	\$ 1,085 30	\$ 1,316 50	\$ 66 24	-----	\$ 21,154 60	\$ 6,078 20	\$ 687 75
Mesa	23,048 15	6,068 14	8,258 48	2,824 54	1,000 00	4,716 58	-----	2,104 80	-----	48,020 69	8,197 03	18,958 36
Mineral	4,979 61	1,419 98	-----	-----	-----	-----	-----	92 45	-----	6,522 04	1,885 28	14,123 58
Montezuma	7,457 96	722 48	411 64	11 63	500 00	1,354 58	350 00	12 00	-----	10,820 29	3,147 98	4,613 11
Montrose	11,343 28	3,654 82	587 14	159 90	517 78	1,634 78	-----	86 38	-----	17,984 08	4,229 12	5,154 02
Morgan	6,857 61	2,051 71	889 58	-----	1,000 50	560 40	10 65	42 89	-----	11,413 34	2,837 94	5,260 93
Otero	19,741 40	4,832 13	7,492 12	406 64	2,000 00	3,901 10	881 88	95 05	-----	39,350 32	6,427 37	8,841 17
Ouray	10,806 93	7,153 23	681 38	-----	300 00	3,275 33	1,202 26	189 67	-----	23,608 80	5,222 11	-----
Park	12,393 19	24 8 58	1,510 39	-----	1,000 00	171 36	-----	-----	-----	17,493 52	6,421 48	2,391 45
Phillips	6,805 21	1,348 00	671 19	-----	-----	694 50	-----	-----	\$ 9 41	9,528 31	4,926 37	4,458 70

Pitkin	23,604 37	7,363 19	1,709 91	10,000 00	3,681 20	3,000 00	352 64	1,106 79	50,818 10	6,853 19	5,518 01
Prowers	7,533 52	2,112 31	1,870 39	19 30	1,624 57	209 55	11 87	---	13,381 51	4,237 57	4,237 57
Pueblo	79,385 02	46,882 10	4,768 04	257 02	25,973 09	25 56	1,817 61	---	170,630 64	40,227 89	70,325 14
Rio Blanco	4,226 50	646 74	74 00	33 00	534 94	36 00	228 94	---	6,780 12	4,193 88	110 00
Rio Grande	11,705 89	2,058 50	2,129 79	4 37	1,647 26	41 23	316 88	194 91	19,100 20	6,449 87	9,662 72
Routt	6,409 84	647 11	151 97	29 80	265 35	180 07	26 53	---	7,710 67	2,746 39	1,973 76
Saguache	9,856 14	1,593 77	1,581 77	76 06	1,200 94	46 61	22 04	---	14,627 93	3,691 50	2,914 97
San Juan	3,691 00	1,348 88	---	---	1,035 15	---	4 12	34	6,079 49	316 60	907 98
San Miguel	6,125 00	1,582 03	30,688 12	---	840 00	27 18	---	---	39,262 33	4,145 18	---
Sedgwick	5,218 34	815 50	7,470 33	---	198 29	708 36	2 99	---	14,413 81	4,617 15	3,757 63
Summit	6,420 49	3,499 63	132 15	9 45	591 79	---	53 16	---	11,717 15	5,150 59	30 00
Washington	8,767 33	1,997 37	369 15	---	2,142 57	159 80	133 21	---	15,520 65	1,548 64	---
Weld	45,121 62	13,040 32	30,196 48	259 97	2,571 86	3,225 76	740 37	---	99,534 78	22,518 17	9,781 19
Yuma	7,641 18	1,778 45	892 48	20 90	902 62	28 83	143 80	---	12,408 26	3,369 28	1,603 41
Total	\$1,319,921 33	\$ 427,738 09	\$ 324,920 56	\$ 18,579 34	\$ 177,721 71	\$ 97,392 87	\$ 16,585 32	\$ 1,323 82	\$ 2,494,400 83	\$ 407,212 55	---

TEACHERS AND SALARIES.

1895.

COUNTIES	NUMBER OF TEACHERS EMPLOYED		MONTHLY SALARY.	
	Males	Females	Males	Females
Arapahoe	-----	-----	-----	-----
Archuleta	2	9	\$ 60 00	\$ 45 72
Baca	17	6	47 50	31 66
Bent	4	15	57 50	43 50
Boulder	21	106	65 08	47 17
Chaffee	8	54	74 68	55 92
Cheyenne	1	7	50 00	50 71
Clear Creek	5	27	107 00	62 96
Conejos	27	22	56 29	44 97
Costilla	15	17	45 43	41 41
Custer	14	12	42 67	41 25
Delta	16	15	53 84	54 00
Dolores	2	3	120 00	75 00
Douglas	9	36	48 83	44 72
Eagle	3	26	56 66	61 67
Elbert	8	33	50 62	43 10
El Paso	34	153	86 08	58 35
Fremont	25	51	65 92	58 52
Garfield	12	36	69 62	55 63
Gilpin	4	35	107 50	55 68
Grand	1	6	50 00	44 16
Gunnison	7	41	68 59	50 18
Hinsdale	1	4	90 00	51 25
Huerfano	15	30	55 00	45 17
Jefferson	19	56	63 42	46 16
Kiowa	13	9	46 92	44 00
Kit Carson	16	51	37 68	25 52
Lake	7	37	87 52	68 91
La Plata	15	41	72 66	57 68
Larimer	29	72	55 12	49 35
Las Animas	41	65	55 29	49 35

TEACHERS AND SALARIES.—Concluded.

1895.

COUNTIES	NUMBER OF TEACHERS EMPLOYED		MONTHLY SALARY	
	Males	Females	Males	Females
Lincoln	4	16	\$ 50 00	\$ 48 75
Logan	22	25	40 47	36 19
Mesa	7	30	75 71	61 87
Mineral	0	7	-----	72 77
Montezuma	6	26	60 80	48 45
Montrose	14	24	57 38	57 83
Morgan	6	13	53 88	47 18
Otero	12	32	64 83	53 90
Ouray	9	4	74 00	75 45
Park	7	28	70 00	45 17
Phillips	24	26	34 49	32 93
Pitkin	5	34	92 00	87 35
Prowers	8	22	53 75	43 75
Pueblo	32	134	83 12	58 32
Rio Blanco	-----	9	-----	58 33
Rio Grande	14	28	71 75	51 21
Routt	9	25	51 50	43 53
Sagauche	20	19	50 60	37 47
San Juan	1	2	120 00	85 00
San Miguel	3	9	80 00	59 44
Sedgwick	5	25	38 60	32 72
Summit	2	10	87 50	54 50
Washington	9	23	36 44	25 39
Weld	32	78	65 22	51 54
Yuma	1	4	60 00	45 00

TEACHERS AND SALARIES,
1896.

COUNTIES	NUMBER OF TEACHERS EMPLOYED		MONTHLY SALARY IN HIGH SCHOOLS		MONTHLY SALARY IN 1ST AND 2D CLASS DISTRICTS		MONTHLY SALARY IN 3D CLASS DISTRICTS	
	Males	Females	Males	Females	Males	Females	Males	Females
Arapahoe	122	535	\$ 147 01	\$ 92 36	\$ 127 90	\$ 71 63	\$ 44 83	\$ 42 01
Archuleta	2	6	-----	-----	60 00	40 00	45 00	43 50
Baca	8	9	-----	-----	-----	-----	30 20	30 20
Bent	6	16	100 00	50 00	50 00	47 00	46 00	42 00
Boulder	29	101	73 33	44 00	91 59	56 55	59 00	41 84
Chaffee	8	49	117 00	80 00	-----	-----	58 66	53 00
Cheyenne	-----	7	-----	-----	-----	-----	54 41	54 41
Clear Creek	6	13	140 30	72 00	100 00	70 00	85 00	55 00
Conejos	18	21	-----	-----	59 16	53 66	54 51	49 15
Costilla	10	19	-----	-----	-----	-----	41 00	40 00
Custer	5	11	-----	-----	-----	-----	60 00	42 00
Delta	16	17	111 11	-----	75 55	55 00	57 00	41 00
Dolores	1	4	-----	-----	-----	-----	121 66	67 50
Douglas	3	30	-----	-----	-----	-----	60 00	43 33
Eagle	2	21	-----	-----	-----	-----	75 00	59 40

SUPERINTENDENT OF PUBLIC INSTRUCTION.

77

Locality	11	28	\$	128 71	\$	86 57	\$	128 88	\$	55 27	\$	31 48
Elbert	42	146										39 36
El Paso	35	61		101 00		75 00		78 16		51 00		47 40
Fremont	13	33								69 00		52 82
Garfield	5	18		150 00		90 00		150 00		105 00		55 12
Gilpin		9										40 00
Grand												
Gunnison	4	20		122 22		65 00		60 00		50 00		53 33
Hinsdale	1	4								85 00		51 25
Huerfano	16	25						95 00		56 25		51 00
Jefferson	23	50		86 00		25 00		96 00		53 00		44 00
Jefferson												
Kiowa	11	11								46 56		45 06
Kiowa												
Kitt Carson	18	30								36 55		36 51
Lake	5	37		123 33		100 00		90 00		74 00		69 54
La Plata	13	33		105 00		82 50		110 00		67 00		46 00
Larimer	22	68		144 00		111 00				62 30		44 10
Las Animas	41	52		112 00		75 00				62 00		43 00
Las Animas												
Lincoln	5	12								50 00		44 00
Logan	16	28		70 00		52 50				35 98		34 76
Mesa	15	42		97 50		85 50		104 00		51 85		48 92
Mineral	1	8								115 00		66 81
Montezuma	4	22								54 37		45 00
Montrose	11	18		115 00				50 00		55 42		46 91

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TEACHERS AND SALARIES.—Continued.
1896.

COUNTIES	NUMBER OF TEACHERS EMPLOYED		MONTHLY SALARY IN HIGH SCHOOLS		MONTHLY SALARY IN 1ST AND 2D CLASS DISTRICTS		MONTHLY SALARY IN 3D CLASS DISTRICTS	
	Males	Females	Males	Females	Males	Females	Males	Females
Morgan	6	17	100 00	-----	-----	-----	53 00	48 00
Otero	16	30	100 55	80 00	-----	64 54	50 41	43 91
Ouray	7	11	111 10	-----	-----	83 33	52 50	62 40
Park	5	22	-----	-----	-----	-----	71 00	42 70
Phillips	15	20	-----	-----	-----	-----	31 40	31 32
Pitkin	7	42	110 00	85 00	133 16	77 02	70 00	56 63
Prowers	10	18	-----	-----	-----	-----	48 88	40 50
Pueblo	22	124	268 00	133 00	133 67	61 51	55 25	43 65
Rio Blanco	3	7	-----	-----	-----	-----	62 00	53 00
Rio Grande	15	32	-----	-----	90 00	75 00	50 97	44 32
Routt	10	24	-----	-----	-----	-----	49 00	47 00
Saguache	19	19	-----	-----	-----	-----	48 20	42 70
San Juan	1	3	-----	-----	-----	-----	120 00	85 00
San Miguel	4	7	-----	-----	-----	-----	76 25	64 82
Sedgwick	7	25	75 00	-----	-----	-----	39 00	35 23

Summit	3	10							\$	85 37	\$	58 60
Washington	12	24								36 00		25 08
Weld	29	94	\$	141 67	\$	72 50	\$	108 67	\$	57 94		48 04
Yuma	8	31								34 38		30 62

CERTIFICATES GRANTED,
1895.

COUNTIES	FIRST GRADE		SECOND GRADE		THIRD GRADE		TOTAL
	Male	Female	Male	Female	Male	Female	
Arapahoe	9	41	18	139	14	115	336
Archuleta	-----	-----	1	1	3	3	8
Baca	2	-----	8	4	5	9	28
Bent	-----	3	-----	6	2	3	14
Boulder	4	9	12	40	2	51	118
Chaffee	2	4	3	14	3	25	51
Cheyenne	-----	2	-----	2	1	3	8
Clear Creek	1	4	2	4	-----	3	14
Conejos	4	-----	5	4	19	9	41
Costilla	2	5	5	-----	5	9	26
Custer	4	2	3	10	3	3	25
Delta	5	1	4	11	2	3	26
Dolores	1	1	1	1	-----	-----	4
Douglas	1	2	3	17	1	11	35
Eagle	2	5	-----	5	-----	10	22
Elbert	4	2	2	16	2	5	31



PRIMARY ROOM, DELTA SCHOOLS.

Smith Brooks Pitts Co.
Dec 1911

El Paso	11	20	9	54	8	48	150
Fremont	8	10	5	27	3	22	75
Garfield	1	6	2	10	3	7	29
Gilpin	2	5		11		3	21
Grand		2	1	2	2	2	9
Gunnison		3	2	7	2	10	24
Hinsdale				3		2	5
Huerfano	3	5	4	10	1	5	28
Jefferson	5	13	2	18	8	29	75
Kiowa	4	2	5	4	4	4	23
Kit Carson	4	2	4	2	8	26	46
Lake	1	9	1	4		4	19
La Plata	4	4	5	5	1	10	29
Larimer	8	9	15	40	8	16	96
Las Animas	3	3	8	9	18	20	61
Lincoln		2	5	4	1	12	24
Logan	2	3	6	14		12	37
Mesa	4	1	8	15	3	9	40
Mineral	2	2		5		9	18
Montezuma	3	10	1	2	2	5	23
Montrose	6	8	1	7	3	8	33
Morgan	5	6	1	6	5	5	28

CERTIFICATES GRANTED.—Concluded.
1895.

COUNTIES	FIRST GRADE		SECOND GRADE		THIRD GRADE		TOTAL
	Male	Female	Male	Female	Male	Female	
Otero.....	.....	6	3	15	2	8	34
Ouray.....	1	3	1	3	1	1	10
Park.....	2	.....	1	9	1	9	22
Phillips.....	2	2	3	3	23	13	46
Pitkin.....	1	4	1	8	2	20	36
Prowers.....	1	3	5	9	5	7	30
Pueblo.....	4	6	4	18	5	34	71
Rio Blanco.....	.....	2	.....	3	.....	.....	5
Rio Grande.....	4	9	6	5	10	18	52
Routt.....	1	1	2	7	2	10	23
Saguache.....	2	2	2	6	3	11	26
San Juan.....	.....	.....	1	2	.....	.....	3
San Miguel.....	1	1	1	4	.....	9	16
Sedgwick.....	.....	2	1	15	4	15	37
Summit.....	2	5	1	6	.....	5	19
Washington.....	2	5	5	14	3	6	3

Weld	6	14	11	33	15	29	108
Yuma	4	4	4	25		38	75
Total	150	275	204	718	218	763	2,328

CERTIFICATES GRANTED.

1896.

COUNTIES	FIRST GRADE		SECOND GRADE		THIRD GRADE		TOTAL
	Male	Female	Male	Female	Male	Female	
Arapahoe	19	106	14	108	2	19	268
Archeluta		1	1	1		2	5
Baca	3	1	4	5	4	7	24
Bent	1	4	1	6		1	13
Boulder	10	24	6	56	4	22	122
Chaffee	2	10	1	13	1	11	38
Cheyenne		2		4		3	9
Clear Creek	1	6	1	6		3	17
Concejos	1		5	8	8	9	31
Costilla	1	3	1	5	6	2	18
Custer	1	2	3	10	3	4	23
Delta	2	3	2	11	2	4	24
Dolores							
Douglas	1	8	1	16		5	31
Eagle	2	1		5	1	6	15
Hilbert	1	7	5	16	1	9	39

El Paso.....	10	15	15	34	17	32	123
Fremont	9	13	13	20	2	10	67
Garfield	6	17	4	14	1	2	44
Gilpin	1	4	-----	3	-----	3	11
Grand	-----	1	1	1	-----	2	5
Gunnison	2	6	3	5	1	12	29
Hinsdale	-----	1	-----	2	-----	-----	3
Huerfano	7	4	1	10	-----	7	29
Jefferson	4	2	3	19	4	30	62
Kiowa	6	2	2	3	3	5	21
Kit Carson	4	8	8	12	6	21	59
Lake	2	11	-----	6	-----	5	24
La Plata	2	2	2	6	2	8	22
Larimer	7	5	8	25	2	22	69
Las Animas.....	6	1	10	14	14	10	55
Lincoln	5	2	5	9	1	3	25
Logan	5	-----	2	11	6	12	36
Mesa	6	10	4	28	1	12	61
Mineral	3	9	2	3	-----	4	21
Montezuma	2	4	3	3	-----	5	17
Montrose	3	9	-----	3	-----	5	20
Morgan	2	4	1	7	1	3	18

CERTIFICATES GRANTED.—Concluded.
1896.

COUNTIES	FIRST GRADE		SECOND GRADE		THIRD GRADE		TOTAL
	Male	Female	Male	Female	Male	Female	
Otero.....	9	8	8	14	4	1	44
Ouray.....	3	6	-----	-----	-----	1	10
Park.....	3	3	-----	15	-----	5	26
Phillips.....	2	3	5	2	9	11	32
Pitkin.....	-----	1	1	15	1	6	24
Prowers.....	6	2	9	8	1	4	30
Pueblo.....	1	-----	6	19	2	20	48
Rio Blanco.....	3	3	-----	3	-----	-----	9
Rio Grande.....	5	10	6	11	2	3	37
Routt.....	-----	1	2	7	2	7	19
Saguache.....	1	7	1	3	3	7	22
San Juan.....	1	2	1	2	-----	-----	6
San Miguel.....	-----	-----	1	4	1	4	10
Sedgwick.....	2	6	1	6	3	5	23
Summit.....	2	6	-----	2	-----	-----	10
Washington.....	2	4	3	2	5	7	23

Weld	4	11	8	24	7	26	80
Yuma	4	4	3	10	2	27	50
Total	185	385	187	655	135	454	2,001

REPORT OF LIBRARIES, VOLUMES AND EXPENSES.—MADE BY
COUNTY SUPERINTENDENTS

COUNTIES	1895			1896		
	Libraries	Volumes	Amount Expended for Library Purposes	Libraries	Volumes	Amount Expended for Library Purposes
Arapahoe	9	41,740	\$ 6,993 80	9	52,781	\$ 10,477 09
Archuleta	1	13	-----	1	13	-----
Baca	5	20	76 31	5	20	108 00
Bent	-----	-----	-----	-----	-----	50 25
Boulder	2	2,314	173 80	15	2,543	258 69
Chaffee	-----	400	-----	3	450	257 42
Cheyenne	-----	125	-----	1	100	-----
Clear Creek	-----	1,000	-----	5	1,000	22 70
Conejos	-----	560	-----	-----	595	56 14
Costilla	3	-----	201 59	2	300	129 38
Custer	4	200	267 40	4	200	340 64
Delta	1	346	-----	5	346	120 50
Dolores	1	300	-----	1	50	-----
Douglas	-----	250	-----	1	100	-----
Eagle	3	400	21 66	5	600	51 22

Elbert	1	250	10 55	1			
El Paso	7	2,650	1,174 14	31	3,370		1,531 00
Fremont	5	867	218 39	5	1,515		
Garfield	1	700	15 00	3	475		22 05
Gilpin	1	1,350	179 13	3	1,563		50 90
Grand							
Gunnison	1	734	4 50	4	867		148 16
Hinsdale				1	50		
Huerfano	1	325		2	600		75 80
Jefferson	2	1,075	1,124 63	4	871		496 88
Kiowa							75 00
Kit Carson	2	135	99 52	2	90		33 30
Lake		1,832		3	1,130		31 85
La Plata	1	549	10 00	3	894		1 35
Larimer	2	1,824	110 48	2	1,761		81 33
Las Animas		200		2	311		625
Lincoln							
Logan	1		7 10	1	80		40 86
Mesa		1,043		10	1,250		2,824 54
Mineral							
Montezuma							11 63
Montrose			200 00	10	1,516		159 90

REPORT OF LIBRARIES, VOLUMES AND EXPENSES.—MADE BY
COUNTY SUPERINTENDENTS.—Concluded

COUNTIES	1895			1896		
	Libraries	Volumes	Amount Expended for Library Purposes	Libraries	Volumes	Amount Expended for Library Purposes
Morgan	.....	.....	.....	.....	120	.....
Otero	1	.....	\$ 163 80	6	400	\$ 406 64
Ouray	1	240	.....	1	273	.....
Park	1	326	.....	1	450	.....
Phillips	1	250	4,980	1	72	.....
Pitkin	1	1,210	189 90	1	1,693	.....
Prowers	1	52	.....	1	113	19 30
Pueblo	1	1,572	276 60	6	1,700	257 02
Rio Blanco	.....	.....	.....	.....	118	33 00
Rio Grande	.....	600	.....	3	750	4 37
Routt	1	84	17 00	1	84	29 80
Saguache	.....	490	.....	.....	490	76 06
San Juan	.....	.....	.....	1	60	.....
San Miguel	1	135	.....	2	275	.....
Sedgwick	1	150	71 16	3	75	.....

Summit	1	625		2	250	9 45
Washington						
Weld	4	2,132	218 80	24	2,346	259 97
Yuma	1	50	22 65	1	85	20 90
Total	70	69,118	\$ 11,897 80	198	84 795	\$ 18,579 34

LIBRARY FUND.

ITEMS	Dr.	ITEMS	Cr.
To Appropriation, 1895	\$ 500 00	By Vouchers in Auditor's office:	\$
To Appropriation, 1896	500 00	Express	2 40
To Appropriation for Salary of Assistant Librarian for 1895-6	2,000 00	Kelly & Westling	81 25
		A. T. Bates	28 00
		S. F. Osborn	17 00
		J. P. Fuller	56 00
		Kelly & Westling	136 40
		Chas. Westley	105 00
		R. G. Dill	3 00
		Kelly & Westling	314 40
		Smith-Brooks Printing Co.	38 22
		Kelly & Westling	8 00
		D. Appleton & Co	144 00
		Nettie Morris	4 00
		Smith-Brooks Printing Co.	28 00
		Smith-Brooks Printing Co.	34 33
		Salary of Assistant Librarian	2,000 00
Total	\$ 3,000 00	Total	\$ 3,000 00

LIBRARIES
AND
LIBRARY ASSOCIATIONS.

The State Library.

The Colorado Library Association.

OUR STATE LIBRARY.

The tenth general assembly has the honor of making the first appropriation for our state library, thereby laying the foundation for its future greatness and making it possible some day to rank with other states that take such a justifiable pride in the state library. Two years ago a committee composed of Mrs. J. L. McNeil, Mrs. J. B. Grant and Miss Minnie Reynolds, was appointed by the Woman's Club of Denver to propose and secure the introduction of a bill asking for an appropriation for the state library. Senator Adams introduced the bill, and the successful result is largely due to the efficient, faithful services rendered by the committee. Even a small appropriation, increasing the library regularly each year will in due time bring satisfactory results, for a reference library does not wear out as does a circulating library. I would then recommend that the eleventh general assembly continue in well doing and in making its appropriations, remember the state library.

A. J. PEAVEY,
State Librarian.

MRS. A. J. PEAVEY,

Superintendent of Public Instruction and State Librarian:

Dear Madam—I have the honor to submit the following report of the Colorado State Library for the years 1895 and 1896:

Upon taking charge of the library, in January, 1895, there were found, by actual count, 9,007 volumes upon the shelves, exclusive of pamphlets and paper-covered documents. In addition to this, there have been received from the secretary of state 1,380 bound volumes, and from other sources 1,208 bound volumes, making a total of 11,595 volumes. Of this number there are shelved 10,715 volumes, 391 of which are duplicate volumes.

Added to this number are 880 volumes of the publications of the Supreme Court and the Court of Appeals, making a total of 11,595 volumes.

Pamphlets and paper-covered documents received during 1895 and 1896, 1703.

At the time that the library was turned over to this administration, the secretary of state reported 2,255 volumes as belonging to the library, which were held by him in the store room of his office. During the spring following, 1,380 bound volumes and 197 paper-covered documents were turned over to the library by him, leaving 678 volumes not accounted for.

In addition to the above, there are receipts, turned over by the former librarian, for 106 volumes loaned to the Greeley Normal School, subject to call.

During this administration 165 volumes have been turned over to the Supreme Court Library.

The useful growth of the library, during the past two years, has exceeded that of any like period of time in its history. Besides the books which have been added to its collection by purchase and donation, valuable pamphlets and documents, which represent the accumulation of years in the history of our state, have been rescued from the waste heap, and are neatly bound and now upon the shelves of the library. Among the number are the Council and House Journals, Messages of the Governors, 1865-1895, and the Session Laws of the Territory of Colorado, 1865-1868.

By giving in exchange ten well-worn pamphlets, which were duplicate numbers of Colorado Laws, the following have been secured for the library, from the Statute Law Book Company, of Washington:

Two copies Revised Statutes of Colorado, 1868; two copies General Laws of Colorado, 1877; two copies Civil Code of Colorado, 1877; one copy Acts of Colorado, 1870; two copies Acts of Colorado, 1883; two copies Acts of Colorado, 1885; two copies Acts of Colorado, 1887; two copies Acts of Colorado, 1889.

An effort has been made to complete, as far as possible, the state records, but has been confronted in some instances with insurmountable obstacles, in others by utter indifference and failure to comply with requests. The state officials have, many of them, failed to coöperate in the efforts, and the blanks in the documents, forming much of the history of our state, are due in a large degree to the above causes; the records, in many cases, seeming entirely lost to the library.

The donations from the United States constitute a large and valuable addition to the library. Besides the regular list of con-



DISTRICT NO. 2, EL PASO COUNTY.

Smith Brothers Ptg Co. Denver

gressional documents, the government prints many rare and valuable works upon special topics, many of which have found their way to the shelves of the state library.

The consular reports, and publications relating to roads, road building, food products, grasses, weeds, insectivorous pests, forestry and other matters of interest, have been received within the past year.

The most valuable of the government publications—the Patent Office Reports, with their wonderful specifications and drawings—are constantly in use. During the past year these massive and valuable volumes have come to the library more promptly, and there are now 563 volumes in this department, to which the entire west end of the library is devoted.

Although the state library is intended to supplement other libraries, by furnishing books of a nature which they do not care to buy, but which the citizens of the state may from time to time wish to consult, still, the miscellaneous library has a good working foundation, and contains much of interest to our citizens in history, genealogy, biography, travel, theology, education, poetry and fiction.

Among the reference books purchased in the past year were the Century Dictionary, with its cyclopædia of names; the Standard Dictionary, Encyclopædia Britannica, and Johnson's Universal; so the librarian is no longer obliged to refer the patrons of the library to a Webster or Worcester of 1884, or a Britannica of the eighth edition.

In spite of the fact that the library now occupies its permanent quarters, it is cramped for room and adequate shelving. The lack of shelving has prevented the classification of the library in anything but the roughest manner; yet, in spite of the drawbacks, and the necessity of working wholly without library conveniences, the library is now useful and accessible as a reference library. The lack of funds has been keenly felt throughout the library. By comparison with similar institutions in other states, our state library is indeed "a monument to legislative indifference." Even the system of exchange is denied the library, as there is no provision by which numbers of the reports of the state departments are placed in the hands of the librarian for use in this way, and the generosity of the states in the past two years has been without return.

To recommend an appropriation sufficient for the growing needs of the library is but to repeat the recommendation of each of the librarians for the past fifteen years. The bill passed by the last session of the legislature, granting the library \$500 a

year, is the first appropriation it has received, and so small a sum has only been sufficient to commence the improvement of the library. Money is needed to shelve, catalogue and place this library upon a basis where it may be a pride to our state.

The laws governing the library should be revised, and the library placed upon a footing of equality and usefulness. Crippled as it now is, it is still useful, and the nucleus of a library which, in time, will be appreciated by the citizens of Colorado.

THE FOLLOWING IS A LIST OF BOOKS PURCHASED BY
THE STATE LIBRARY DURING THE YEARS
1895 AND 1896.

TITLE	AUTHOR	Vols.
Encyclopædia Britannica.....		25
Johnsons New Universal Encyclopædia.....		8
American Encyclopædic Dictionary.....		6
The Standard Dictionary.....		2
The Century Dictionary.....		6
The Century Cyclopædia of Names.....		1
Abraham Lincoln, Complete Works.....		2
Abraham Lincoln, A History.....		10
American Statesmen.....		26
American Men of Letters.....		14
Rhodes' History of the United States.....		3
The American Revolution.....	Fiske.....	2
Beginning of New England.....	Fiske.....	1
The Discovery of America.....	Fiske.....	2
The Critical Period of American History.....		1
England in the Nineteenth Century.....	Latimer.....	1
Russia and Turkey in the Nineteenth Century.....	Latimer.....	1
Europe and Africa in the Nineteenth Century.....	Latimer.....	1
France in the Nineteenth Century.....	Latimer.....	1
Armenian Massacres.....	Greene.....	1
Turkey and the Armenian Atrocities.....	Bliss.....	1
Campaigns of the Civil War.....		13
Principles of Sociology.....	Spencer.....	6

LIST OF BOOKS PURCHASED BY STATE LIBRARY—Continued.

TITLE	AUTHOR	Vols.
Principles of Psychology	Spencer	3
Principles of Biology	Spencer	2
Principles of Ethics	Spencer	2
First Principles	Spencer	1
Education	Spencer	1
Science and Hebrew Tradition	Huxley	1
Science and Christian Tradition	Huxley	1
Science and Education	Huxley	1
Darwinian	Huxley	1
Method and Results	Huxley	1
Man's Place in Nature	Huxley	1
Evolution and Ethics and Other Essays	Huxley	1
Discussions Biological and Geological	Huxley	1
Hume	Huxley	1
Fragments of Science	Tyndall	1
New Fragments	Tyndall	1
Hours of Exercise in the Alps	Tyndall	1
Sound	Tyndall	1
Forms of Water	Tyndall	1
Animals and Plants Under Domestication	Darwin	2
The Origin of Species	Darwin	2
Descent of Man	Darwin	1
Insectivorous Plants	Darwin	1
Formation of Vegetable Mould	Darwin	1
Geological Observations	Darwin	1
Forms of Flowers	Darwin	1
Power of Movement in Plants	Darwin	1
Journal of Research	Darwin	1
Expression of the Emotions in Man and Animals	Darwin	1
Coral Reefs	Darwin	1
Descent and Darwinism	Schmidt	1
Evolution	LeConte	1
Evolution of Man	Haeckel	2
Man and the Glacial Period	Wright	1

LIST OF BOOKS PURCHASED BY STATE LIBRARY—Continued.

TITLE	AUTHOR	Vols.
History of Education	Painter	1
Life and Growth of Language	Whitney	1
Responsibility in Mental Diseases	Maudsley	1
Ancient Life History	Nicholson	1
Other Worlds than Ours	Proctor	1
The Microscope	Gosse	1
Religion and Science	Draper	1
Educational Reforms	Quick	1
The Sun	Young	1
Cosmic Philosophy	Fiske	2
Excursions of an Evolutionist	Fiske	1
Darwinism and Other Essays	Fiske	1
The Destiny of Man	Fiske	1
The Ideal of God	Fiske	1
Life and Letters of Charles Darwin .....	.....	2
Letters of James Russell Lowell .....	.....	2
Life and Letters of Whittier .....	.....	2
Nathaniel Hawthorn and Wife .....	.....	2
Works of Thoreau .....	.....	11
Dickens' Works .....	.....	30
Whittier's Works .....	.....	7
Hawthorn's Works .....	.....	12
Thackeray's Works .....	.....	22
Life and Complete Works of Holmes .....	.....	13
Ben Hur	Wallace	1
Prince of India	Wallace	2
The Fair God	Wallace	1
The Land of The Pueblos	Susan E. Wallace	1
The Repose in Egypt	Susan E. Wallace	1
Jane G. Austin's Colonial Novels .....	.....	5
Nantucket Scraps	Austin	1
The Desmond Hundred	Austin	1
The Mysterious Hunt or The Last of the Aztecs	Jeune Hopkins	1
North American Review, Vol. 148 .....	.....	.....

LIST OF BOOKS PURCHASED BY STATE LIBRARY—Concluded.

TITLE	AUTHOR	Vols.
North American Review, Vol. 149
North American Review, Vol. 150
North American Review, Vol. 151
North American Review, Vol. 153
North American Review, Vol. 154
North American Review, Vol. 155
North American Review, Vol. 156
North American Review, Vol. 157

COLORADO DOCUMENTS BOUND FOR USE OF
STATE LIBRARY.

TITLE	YEAR	Cop's
Report of Superintendent of Instruction	1868-9 .....	.....
1 and 6 Report of Superintendent of Instruction	1879-89	3
1 and 4 Report of Superintendent of Instruction	1879-84	2
5 and 7 Report of Superintendent of Instruction	1885-91 .....	.....
8 Biennial Report of Superintendent of Instruction	1892	5
9 Biennial Report of Superintendent of Instruction	1894	2
Report of the State Agricultural College, Bulletin, 1-31 .....	.....	.....
Report of the State Agricultural College, Bulletin, 125 .....	.....	.....
Report of the State Agricultural College	1890-94 .....	.....
Report of the Colorado Board of Agriculture	1891-95 .....	.....
Catalogue of the University of Colorado	1892-93 .....	.....
Catalogue of the State Normal School	1891-94 .....	.....
Journal Colorado Teachers Association .....	.....	.....
Hand Book of the Colo. School for the Deaf and Blind	1893 .....	.....
Report of Mute and Blind Institute	1882 .....	.....
Report of State Board of Charities and Corrections	1893-94 .....	.....
2 Report of the Board of Capitol Managers	1886 .....	.....
Messages of the Governors of Colorado	1865-1895 .....	.....
Report of the Forest Commission of Colorado	1889-91 .....	.....
Session Laws of the Territory of Colorado	1865-68 .....	.....

COLORADO DOCUMENTS—Concluded.

TITLE	YEAR	Cop's
Session Laws of the Territory of Colorado	1865-7	-----
House Journals of the Territory of Colorado	1861-62	-----
House Journals of the Territory of Colorado	1864-5-6-7	2
House Journals of the Territory of Colorado	1865-6-8	-----
House Journals of the Territory of Colorado	1868-70-72	2
House Journals of the Territory of Colorado	1870-72	-----
Council Journals of the Territory of Colorado	1861-2-4-5	-----
Council Journals of the Territory of Colorado	1862-4-5-6	-----
Council Journals of the Territory of Colorado	1862-4-5	-----
Council Journals of the Territory of Colorado	1862-64	-----
Council Journals of the Territory of Colorado	1865-6-7-8	-----
Council Journals of the Territory of Colorado	1866-68-7	-----
Council Journals of the Territory of Colorado	1866-7-8-70	-----
Council Journals of the Territory of Colorado	1872-74-76	2
Council Journals of the Territory of Colorado	1872-74	-----

MISCELLANEOUS DOCUMENTS BOUND.

TITLE	YEAR
Brazil at the Universal Exhibition in Philadelphia	1876
American Library Association	1895
Bulletin, Ministere De L'Agriculture	1895
18 Denver Dailies of 1885 and later	-----

Respectfully submitted,

HELEN MARSH WIXSON,
Assistant Librarian.

THE COLORADO LIBRARY ASSOCIATION.

The Colorado Library Association was established in December, 1892. It is an association of librarians and of people interested in libraries. Its dues are one dollar a year. Its purposes are to forward library interests in the state of Colorado, to encourage coöperation among librarians, and to aid in every way possible the work of the American Library Association. The most important work the association has in hand at present is the establishment of a library commission for this state. To this end it will cause to be introduced into the legislature at the coming session, a bill providing for the appointment by the governor of five persons who shall form a library commission. This commission will be empowered to give advice and counsel to libraries already established, and to persons who are about to establish them, or are interested generally in the subject of libraries. It may send its members through different portions of the state for the purpose of working up library interest or giving advice. It will have authority to call for an annual report from every library in the state which is supported wholly or in part at public expense; it will make an annual report itself to the governor. It will, it is hoped, be provided with sufficient funds to cover the necessary expenses of printing, correspondence, etc., and empowered to conduct examinations and certificate all persons acting as salaried librarians in any libraries supported in whole or in part by state funds.

Library commissions have been established in several of the Eastern states, and have been found exceedingly useful in furthering the interests of public and other libraries. This commission once established, and the need for libraries—their advantages to the communities in which they are placed, the modern library idea in general—having been made popular throughout the state,

it is hoped that by another two years it will be possible to establish for the state a system of traveling libraries. Such a system would naturally be under the control of the commission.

Traveling libraries are small collections of books, sent out usually by state authority, sometimes from the state library itself, to villages and towns throughout the state, to be kept for from one to six months, as the case seems to require. These small collections—usually from fifty to one hundred volumes—are sent by the proper authorities with special reference to attracting to them the community in which they may be placed, and to arousing in that community a desire for a library of its own.

This feature of educational work has been tried in several states, and has proved very successful. The Woman's club, of Denver, through its science and philosophy department, has recently taken it up here. It has made arrangements with the Public Library of Denver, whereby books can be sent therefrom to women's clubs in towns in the state outside of Denver. It is impossible, however, for either the Woman's club or the Public Library of Denver to carry on this work to so great an extent as is desirable; and the traveling library field of the general educational work of Colorado is one of the things which the Colorado Library Association hopes to cultivate thoroughly within the next few years.

J. C. DANA.

CONSTITUTION.

Article I. The name of this association shall be the Colorado Library Association.

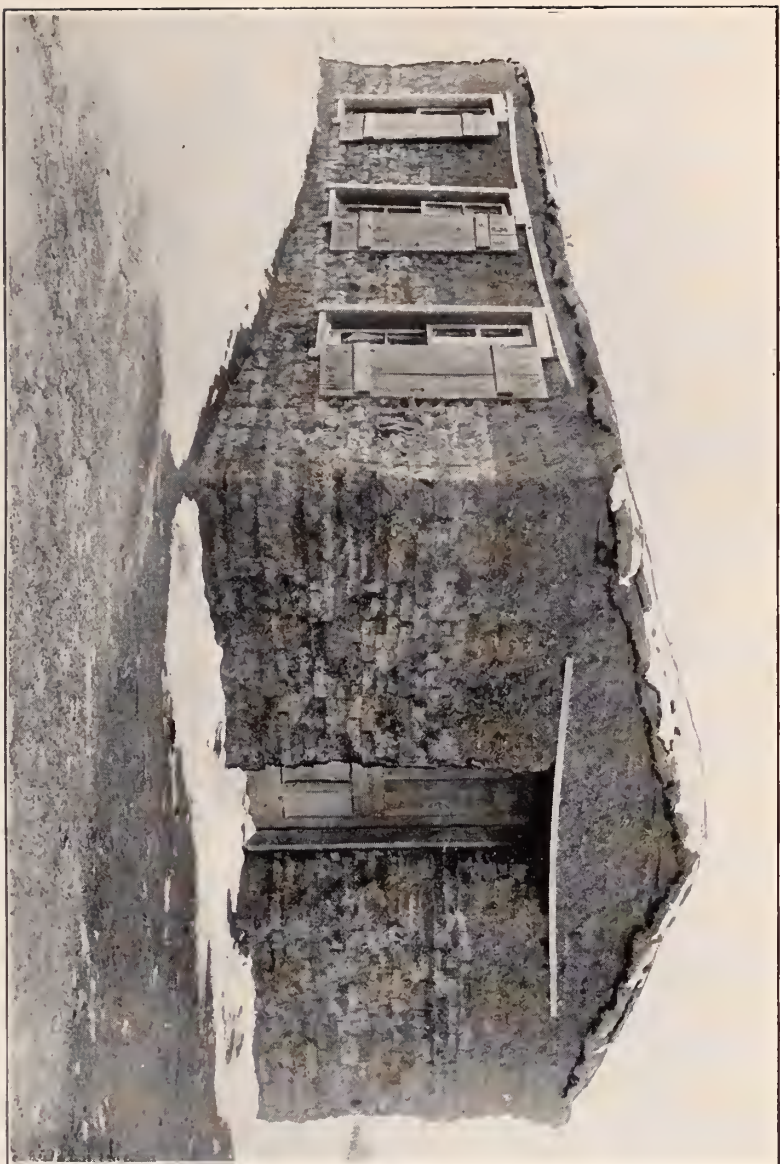
Art. II. The objects of this association shall be to stimulate library interests in the state of Colorado, to promote coöperation among library workers, and in every way possible to second the efforts of the American Library Association.

Art. III. Any person engaged in library work, or in any way interested in the aims of this association may become a member by paying the annual membership fee.

Art. IV. The officers of this association shall be a president, three vice presidents, a secretary and a treasurer.

These officers shall be elected annually at the November meeting of the association, and shall constitute the executive committee, which shall have power to act for the association during the intervals between its meetings; but shall not have power to incur debt beyond the amount of money actually in the treasury.

Art. V. The president shall preside at all meetings of the association; in his absence a vice president shall preside.



DISTRICT NO. 19, KIT CARSON COUNTY.

Sec. 2. The secretary shall notify members of all meetings at least four days before they are held, and shall prepare and carefully preserve a record of the proceedings of the association.

Sec. 3. The treasurer shall have charge of the funds of the association, keep a correct account of its financial affairs, and submit a written report of the same at the November meeting.

Art. VI. This constitution may be amended at any meeting of the association by a two-thirds vote of the members present, provided the proposed amendment shall have been submitted in writing at a previous regular meeting.

BY-LAWS.

Article I. The annual membership fee of this association shall be one dollar, due at the time of joining. At the expiration of twelve months from the payment of the annual fee by any member, membership shall cease. The secretary shall send to all members notice of such expiration at least thirty days before the date thereof.

Art. II. This association shall hold eight regular meetings in each year, which meetings shall occur on the second Friday in each month, commencing with October. The executive committee may call a special meeting at any time. The president shall call a special meeting upon the written request of five members.

Art. III. Five members of this association shall constitute a quorum for the transaction of business.

SOME COLORADO LIBRARIES.

Longmont—The first public library in Colorado was the Thompson Library, at Longmont, given by Mrs. Elizabeth Thompson, of New York city, one of the original subscribers of the Longmont colony. The building in which it was deposited was erected by Mrs. Thompson in the spring of 1871, and was dedicated as a library hall in June of that year. The library consisted of a large collection of books and a large collection of pictures, part of the books being now in the library of the Longmont high school, and part of them in the public reading room established by the W. C. T. U. Most of the pictures are scattered. The library hall is still standing.

Monte Vista—The Monte Vista Public Library Association has maintained a reading room and library for nearly ten years. Its books were lost by fire two years ago. The ladies of the association have made another start, and now have a small library building nearly complete. It is built of stone and is fireproof.

Canon City—The Ladies' Library Association has been in existence about ten years. Its library—subscription—now numbers about 2,500 volumes. A free reading room is maintained in connection with the library.

Pueblo—The McClelland Public Library, free, circulating, 5,500 volumes, owes its beginnings to the generosity of Andrew McClelland, who gave \$8,000 for its establishment in 1891. It is now supported in part by the city, but not as generously as it deserves.

La Junta and Trinidad—Mr. T. T. Woodruff, of Boston, has generously established free public circulating libraries in these two towns. They now contain 8,000 volumes each. New books are added every few months.

Greeley—The public library, free, circulating, has been in existence about ten years, and now contains about 3,000 volumes.

Denver—The first attempt to establish a library in Denver was on February 10, 1860, when the Denver City and Auraria Reading Room and Library Association was formed with ninety-nine members. After a few months they discontinued the important habit of paying their dues, and it went out of existence. About 1876 the Denver Library Association was formed and lived two years, when the creditors took possession of the books and presented them to the high school of district No. 1.

Denver City Library—The City Library was established by the chamber of commerce in 1886. About \$15,000 were contributed by members for the purchase of books, and the doors were opened to the public November 1, with three thousand volumes ready for lending. The fourth floor of the chamber's new building, 120×50 feet, was given wholly to the library. For five years no help was received from outside—then the city council made an appropriation of \$6,000 a year. This has since been increased to \$7,500. In January, 1895, the library was removed to the first and second floors of the same building. This gives one floor to reference books and reading room, and one to circulating department. Since the change the patronage has largely increased. The number of books is now about 28,000; the circulation averages above 500 a day.

Denver Public Library—The high school building, of District No. 1, was planned with a view to establishing in it, some day, a public library. In June, 1889, soon after its completion, a library, with reading rooms, was opened to the public on the main floor of its west wing. The library then consisted of 1,500 volumes. These 1,500 volumes had formed for several years a public school library. Some of them once belonged to the old

"Denver Library," a private institution, and had been given to the public by Mr. Cheesman and Mr. Todd, in 1878. A few books were lent during the last weeks of 1889. The first new books were bought in 1890. Additions have been made by purchase and gift until now, July 1, 1895, the collection numbers 23,676 volumes, exclusive of 1,300 volumes of bound medical journals, 3,000 volumes of public documents, and several thousand pamphlets. The circulation is about 500 per day.

State Library—The State Library, in the capitol, 10,000 volumes, is a monument of legislative indifference. Colorado's own public documents are not even found in it—complete. Its present management, the state superintendent and her assistants, are doing all that can be done, without sufficient funds, to redeem it.

Small school and public libraries, besides those mentioned, are to be found throughout the state, and new ones are being started every year. The state educational institutions are making collections of books in their several lines. Of these the largest is the Buckingham library of the State University, at Boulder, 12,000 volumes.

REPORTS
OF
COUNTY SUPERINTENDENTS
1895-1896.

List of County Superintendents 1894-1896 and 1896-1898.

REPORTS OF COUNTY SUPERINTENDENTS.

ARAPAHOE COUNTY—1895.

A. D. SHEPARD.

The number of applicants for certificates during the past year was 640, a decrease of 32 and an average of 160 at each examination. Of this number, 50 received first grade certificates, 157 second grade, 115 third grade, seven temporary. Thirty-eight first grade certificates were renewed; nine certificates of "like grade" were issued; four Colorado normal diplomas were recorded; 162 applicants failed and sixty-one applicants had their papers mailed to other counties.

The law with reference to the holding of teachers' examinations was amended by the tenth general assembly, and hereafter there will be three instead of four examinations annually. The dates for holding the examinations are the third Friday in March, August and December of each year.

On Arbor Day there were ninety-nine organized school districts in the county. The following is a summary of their reports: Thirty-three districts reported 526 trees planted, which, added to those already growing on the school grounds, makes 2,230. Thirty-two districts reported literary exercises only. Eleven districts made no reports and twenty-three districts reported school not in session at this time.

The fruits of Arbor Day are becoming more apparent each year. The usual program is to hold literary exercises pertaining to the subject, and to have the pupils of the school plant one or more trees. By this means parents and patrons of the school have become interested in the work and a sentiment has been created in favor of beautifying the school grounds. In several districts the school boards have dug wells or constructed ditches, in

order that a supply of water may be had for irrigating purposes, and in a few years many of our country school houses will be surrounded with a fine lot of trees.

Kindergarten schools are maintained in connection with the public schools, in school districts No. 1, East Denver; No. 2, West Denver; No. 7, South Denver; No. 21, Villa Park; No. 27, Brighton; No. 35, University Park; No. 44, Montclair. The summary of their reports is as follows:

Number of pupils enrolled between 3 and 6 years of age, males, 982; females, 1,075; total, 2,057; increase, 917.

Average daily attendance, 1,042; increase, 513.

Number of teachers employed, 51; increase, 27.

Average monthly salary of teachers, \$35.20.

Length of term, nine and one-half months.

Average cost per month for each pupil, based on enrollment, \$1.57.

Average cost per month for each pupil, based on average daily attendance, \$2.62.

Value of property used exclusively for kindergarten purposes, \$400.00.

Value of kindergarten furniture and apparatus, \$2,210.00.

The law providing for kindergarten schools is defective, inasmuch as it does not properly define the qualifications of the kindergarten teacher. Nor does it provide that separate statistics should be made for this department. In some districts, kindergarten schools are supported wholly by the district, while in others they are supported partly by the district and partly by private parties. Hence an accurate report cannot be made. But from the best information obtainable I have compiled the foregoing report.

The total amount of fines paid over to the county treasurer by the several courts of the county and credited to the general school fund is \$654.55, a decrease of \$1,265.63 from the amount reported last year. It would seem from the number of courts operated in this county, that a considerably larger revenue should be received annually from this source, but investigation always ends with the same result, viz., that fines, etc., are suspended, remitted, appealed or uncollected.

You will notice that there has been an increase in buildings, rooms, furniture, etc., and at the same time a decrease in the value of the property. In reality this is not true, as the reports of the several districts of the county show that the amount expended for sites, buildings, furniture, etc., is \$168,214.69. Allowing for the natural wear of the property, there should have been



DURANGO HIGH SCHOOL.

an increase rather than a decrease in the value of this class of property. The fact is that each year, in many of the districts, the people elect new men on the school board, and the new officer reports the value of the property of his district in accordance with his judgment rather than consult the records of his predecessor. Under this system the correct value of school property will not be reported from year to year.

In making up the state report it is necessary to get the number of months that school was in session in each district, and as some districts maintain a school for nine and one-half months and others for three, four, five, six, seven and eight months, as the case may be, we must get the average time that school was in session, for the whole county, which is seven months, and on this basis the cost per capita per enrollment is \$3.52; per attendance, \$5.13 per month. This, if applied to our city schools would be erroneous, and often leads to unjust criticisms, when the fact is the Denver schools are as economical in their management as any of like size and conditions in this or other states.

Using the same method in computing the cost per capita in third class districts, the result is, length of term, seven months; cost per enrollment, \$3.52; and per attendance, \$5.76. While in districts of the first and second classes the length of term is nine and one-half months; cost per enrollment, \$2.67; and per attendance, \$3.82; and were it not for the fact that the districts of the first and second classes, during the past year, have been put to the expense of providing text-books free for the use of all pupils in the district, the cost per capita would have been materially reduced.

Another question of interest to the public at this time is the enforcement of the compulsory school law. The report shows that there were 666 children between the ages of eight and fourteen who were not enrolled in the public schools, or four and one-third per cent. of the whole number who come within the provisions of this law. It does not follow that the entire 666 were not in school as required by law, as there are quite a number of private schools in the city of Denver, and from which this office receives no report. My estimate is that there are at least one and one-third per cent. of this number attending these schools, leaving three per cent. which do not attend any school. This is not a very bad showing when you consider that no attempt has been made to enforce the "compulsory school law."

ARAPAHOE COUNTY—1896.

THALIA A. RHOADS.

There are six districts maintaining kindergarten schools in this county. District No. 1 has increased the number of schools in the past year from ten to twenty. The other five districts show a marked increase in attendance. There are ninety-five organized districts in the county, and eighteen support a library. The larger districts employ a librarian, but the custodians in the smaller districts are teachers, who are sometimes assisted by the pupils. The total number of volumes reported in the libraries of public schools is 52,871; increase in two years, 6,841 volumes. The first and second class districts have lyceums or debating societies connected with their schools, and many of the third class districts are interested in work of that kind.

There have been six regular meetings of the Arapahoe County Teachers' Association since the school year ending June 30, 1894.

Ten school buildings have been erected in the past two years, and the conditions and surroundings of the rural schools as a whole are improving. Many districts have adopted free text books, and this system has given general satisfaction. The districts having a small school population have been able to maintain the required term of school as provided by law, so as to enable them to keep up their organization.

The school officers and teachers are becoming more interested in their work, and are making an effort to raise the standard of their respective schools. A progressive spirit is manifested throughout the county.

BACA COUNTY—1895.

S. E. VAN DEREN.

Am sorry to say that the financial condition of a large majority of our districts is not first class. Several have been compelled to unite, some have been disorganized and attached to other districts in order to be able to have four months' school. This condition of affairs has driven many of our best teachers to other counties, where better compensation is received. On account of the distance to the district normal, and the expense of the journey, we held a county institute of two weeks. The attendance was good, and quite an interest manifested. We have a reading circle organized which bids fair to be a success.

BENT COUNTY—1896.

GEO. E. McCAULEY.

Schools in this county are in good condition. Majority of teachers employed during coming year hold first grade certificates.

BOULDER COUNTY—1895.

GEO. L. HARDING.

I am happy to report a prosperous school year in our county. Teachers have been, almost without exception, successful in their work. Very few complaints have reached me. In grading, considerable progress has been made, though we have a few districts so weak financially that it is impossible to maintain a term of sufficient length. A considerable interest has been aroused in regard to graduation. We had this year sixty-five eighth-grade graduates, not of course including the cities; twenty-two schools participated, and graduating exercises were held at seven points in the county. I regard this graduation as a valuable adjunct to maintaining a grade and holding pupils to the work.

BOULDER COUNTY—1896.

GEO. L. HARDING.

The schools of Boulder county during the past year have done good work, as a rule, and the average length of term will be found to have lengthened. Many of the districts schools, as well as all graded schools, with one exception, have had a term of nine months. All the schools, that can do so at all, strive for a term of not less than seven months. On fact must tend to lengthen the schools—that is, while there is a tendency to trim teachers' salaries, special levies are not reduced. I deprecate this tendency to lowering the salaries of teachers; but when the supply is so great as with us, it is almost inevitable. There is the more reason to regret this reduction in our county, since, as may be seen from this report, our salaries now are not as large as in surrounding counties.

In the election of last spring I was pleased to find, in a majority of cases, the retiring officer re-elected. This I consider one of the best evidences that the school work has been successful, and that the schools are running smoothly.

There were in the county this year fifty-eight pupils who completed the eighth grade and received diplomas. Graduating exercises were held at nine points in the county. They were well attended, and the exercises were uniformly successful; all the graduates but two prepared and delivered, in many cases without manuscript, essays or orations. When it is remembered that our Colorado regulations do not require this, I consider it as showing a commendable interest, both on the part of teachers and pupils. In the foregoing I do not include the city schools—Boulder and Longmont. As explained in previous reports, the Boulder high school is also the state preparatory; the expense of maintaining the school being divided between the state and district No. 3, Boulder city. Very liberal salaries are paid to the regular teachers; but several young men and women are employed as tutors, or subordinate teachers, and do not receive large pay, thus in the report reducing the average pay of the high school teachers. I give the full salaries in all cases.

District No. 52 has made some attempts to establish a high school, but sufficient progress has not been made to warrant my recording it as one of the high schools. I may also mention that this school has adopted free text books, being the first district in our county above the third class to do so.

CHAFFEE COUNTY.

J. L. KILGORE.

Chaffee county has one kindergarten; three libraries, with 450 volumes, which are in charge of the teachers. There are three literary societies and two reading circles. We have had one meeting each year of the county teachers.

CHEYENNE COUNTY.

J. W. TULLES.

We have one school library of 100 volumes, shelved in book case in the school room. Our county teachers are doing the state reading circle work, and the teachers are grading their work better each year.

CONEJOS COUNTY.

G. W. IRWIN.

Many districts have within the last six months enlarged their stock of furniture and bought new school apparatus.

All our libraries are kept in the schools, cared for by teachers, and in good condition.

COSTILLA COUNTY—1895.

A. G. B. MADDOX.

We have just closed a very successful year of school work in this county. All districts have had from three to nine months' school. The majority of teachers are progressive, as is evidenced by the interest taken in teachers' institutes. Some of our districts have been heavily in debt, but this year will bring them out, with one or two exceptions. There seems to be a spirit of enthusiasm in educational matters.

COSTILLA COUNTY—1896.

W. H. TERRY.

There has been progress and many improvements made in our schools during the past year. An increased interest in educational affairs is evidenced by the demand for teachers of a higher grade, the general adoption of the free text book system, and the building of four commodious school houses.

CLEAR CREEK COUNTY.

A. E. BARKER.

There are five libraries in this county, containing 1,000 volumes, which are given out to pupils on library cards. The books are well cared for. We have several juvenile societies, officered and conducted under direction of teachers. There were three meetings of county teachers last year, and one already this year. One new building in Silver Plume cost \$10,000; one at Yankee Hill, \$500. Despite the decreased valuation of taxable property, the schools have not suffered materially for want of funds. The

patriotic people of this mountainous section have raised their per capita assessment in order that the public schools should take no backward step.

The holding of meetings of the county teachers' association at various points throughout the county, having at the same time an evening lecture by some prominent educator, to which the public are freely invited, is an innovation which has largely benefited the schools of the county during the past two years.

DELTA COUNTY.

F. W. ROBISON.

The financial condition of most districts in Delta county has improved. Five districts own the text books, five have libraries, all but two are furnished with unabridged dictionaries. All schools are graded; the rural schools use the state course of study. Twelve pupils graduated from the eighth grade and received the common school diploma. The county teachers' association meets twice a year and is well attended. Local teachers' meetings are also held in different parts of the county.

DOLORES COUNTY.

MRS. L. B. YOCUM.

We have one library of fifty volumes, in charge of the principal of the school. I am informed that the Rico public school library has received over 200 volumes since it was organized. Upon my first visit I found twelve books. I caused thirty-three to be returned. I now find fifty volumes in the book case. The county superintendent has visited all the schools in the county; has secured uniformity in text books and the adoption of the state course of study; organized a teachers' association, with twenty-three members, and a teachers' reading circle with ten members. We have introduced the teaching of vocal music.

DOUGLAS COUNTY—1895.

F. D. BALL.

The educational work of Douglas county is in a very encouraging condition. The county commissioners were induced last year to raise the general levy for school purposes from three and

one-half mills to five mills, which has resulted in aiding the weak districts, which have longer terms, and are in better financial condition.

DOUGLAS COUNTY—1896.

F. D. BALL.

We are moving along in a very encouraging manner. The people as a rule are alive to the necessities of the schools, and are fairly liberal in appropriations. Fifteen of our districts now furnish books free to all. Three new school houses are in process of erection. Seventeen pupils completed the eighth grade and received the diploma. Four of them are going on to the state preparatory school. The year's corps of teachers gives promise of unusual strength. We have one library shelved in case. One teachers' and one pupils' reading circle.

EAGLE COUNTY.

JAMES DILTS.

We have five libraries, containing about 600 volumes. They are well cared for—shelved in book cases. We have built one frame and one log building this year.

ELBERT COUNTY.

The schools throughout Elbert county are, generally speaking, in a fairly satisfactory condition. Owing to the shortness of funds in the county treasury for the past two years, many of the terms in the different districts have been shorter than ever before. We number many truly excellent teachers among us, who have made the very most of the time and opportunities given them. Several districts have been wise enough to avoid a change of teachers, so the same friendly face greeted many of the little ones for the second year's work.

We now number thirty-three districts, two of which have two school houses, and one three buildings, located in different parts of the same district. Two of our districts have graded schools; the remainder are ungraded. It is not uncommon for children between the ages of 6 and 14 years to walk two and three miles to school daily.

Four new school buildings have been erected during 1895 and 1896. They are in each instance frame structures, weather boarded and plastered, and of commodious size. Modern school furniture has been added, with maps, globes and reading charts for the wee ones. A gradual change has also shown itself in the older school houses. With truly liberal spirit the directors have discarded the stiff, home made seats and desks, until now we have but two school buildings left which can boast the furniture of our fathers.

A county teachers' association exists; an annual meeting is held in the spring, with a very full attendance. Much enthusiasm is then evinced by both teachers and county' people, who seem to derive benefit from the many helpful articles and talks relating to school work. Mrs. L. E. R. Scott, assistant state superintendent, kindly lent us her aid at our meeting in 1895, and Dr. Alston Ellis favored us with his assistance in 1896.

Every teacher is provided with a state course of study, and pupils are graded accordingly. An examination is held in the spring for the benefit of every boy or girl completing the common school course. Many who have passed successfully are attending school in the higher institutions of learning in our state. The hard times are in the way of others who have an equally good will to learn.

A committee of five was appointed from among our most successful teachers this spring, and a uniform system of text books adopted for use in the county. So far, the many school directors have been most obliging, and the recommended books have been widely adopted. Five districts have adopted the free text book system. Three districts have school libraries of about 100 volumes each, the teachers having charge of them.

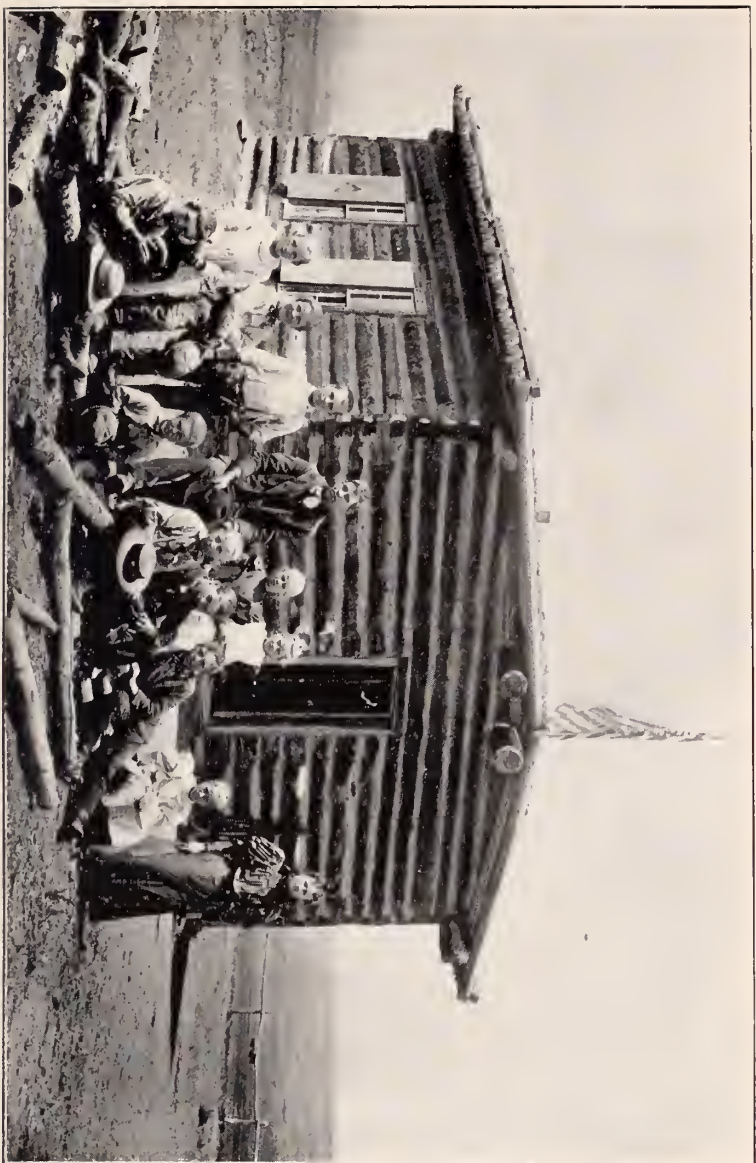
One district only, No. 9, has a literary society, which meets every fortnight. The debate and exercises seem to be of a high order of merit, as, even in the midst of winter, frost flying and snow on the ground, a crowded house always greets the young people.

The progress of Elbert county, all along the line of education during the past two years, will compare favorably with any of her sister counties.

EL PASO COUNTY—1895.

C. O. FINCH.

It is extremely gratifying to every one interested to note the steady advance that has been made all along the educational line.



TOPONAS, ROUTT COUNTY.

during the past year. On the whole, the schools of the county are in excellent condition and there is a satisfactory disposition on the part of the patrons, all over the county, to increase their efficiency. This is shown by the building of new and better school houses, the employment of more competent teachers, the adoption of free text books, and a disposition on the part of the various school boards to devote more time to the supervision and inspection of the school property entrusted to their care.

During the year the rural districts of Cascade, Falcon, Four-Mile, Beaver Park and Midland have erected new buildings. Cripple Creek has erected four frame buildings, each containing four rooms, which are now ready for occupancy. The new Washington building in West Colorado Springs is rapidly assuming form and shape, and when completed will be one of the handsomest structures in this city of fine school buildings. More than \$50,000 has been spent during the past year for new school buildings, which increases the amount invested in school property in El Paso county to over half a million dollars.

Forty out of the sixty districts in the county own free text books. Several districts have adopted them during the past year, and it will be but a short time until nearly every district in the county will own its own books. Probably no single factor has done more to increase the attendance in the public schools than free text books. They place the advantages of the public school within the reach of every child in the community, no matter what his station in life may be. Much good work has been done during the past year toward grading and classifying the rural schools. Forty districts have a graded course of study. This has been made much easier and more practicable since the adoption of free text books.

Thirty pupils from the rural schools have finished the eighth grade as prescribed in the "State Course of Study," and have been granted a diploma. This diploma admits to any high school in the state without further examination. The examination for this diploma is prepared by the county superintendent, and is made quite comprehensive and rigid. The grades made in this examination show great thoroughness on the part of the pupil, and reflect much credit on the instructor.

The law provides that examinations shall be held on the last Friday of February, May, August, and November of each year, when the county superintendent shall examine all persons applying for a certificate to teach in the public schools. The number of applicants in this county, during the past year, was 140. Of this number twenty-four received first grade certificates, fifty-three second grade, forty-three third grade.

Nothing indicates the growth of the school system in the county more than the great increase of work in the office of the county superintendent. The correspondence of the office is enormous, and requires almost the entire time of one person. During the year nearly 4,000 letters have been written in addition to the large number of circulars, school supplies, etc., mention of which is made in another place.

EL PASO COUNTY—1896.

L. B. GRAFTON.

We have but one kindergarten in our county, and thirty-one libraries with 3,370 volumes. They are cared for by the teachers. Many of the rural districts have lyceums and literary exercises are kept up. We have two reading circles among pupils and two among teachers. We have built five frame rural school buildings, one handsome brick in Colorado Springs and an eight-roomed brick addition to the Garfield, and four frame buildings in Cripple Creek. The rural schools have increased the attendance. This has helped to more closely grade the schools and a larger number from the country schools are taking the eighth grade examinations and enrolling in the high schools and state institutions.

FREMONT COUNTY.

ALFRED DURFEE.

The schools of Fremont county are making very commendable progress, taking them as a whole. We had our greatest building period in 1894-1895, when twenty-two new school rooms were added. Since that time four school houses have been built to supply the demand for increased room, one of them at Rockvale, with two rooms; one at Cyanide, with one room; one at Brookside, with one room, and one at Marrigold, with one room.

Two new districts have been formed this year and have new school houses built. The McCandless school building of Florence, Colorado, was built in the fall of 1895, at a cost of \$12,000, including a perfect steam heating and ventilation plant. The building contains six class rooms, an auditorium, 32x64 feet, and a laboratory room, 18x43 feet.

Our teaching force has increased from eighty-one to ninety teachers, and the census shows an increase of 352. Our school boards are awakening to the importance of raising the educa-

tional standard, and are carrying out that idea by securing a better grade of teachers. We have the free text book system in twenty-one out of twenty-eight districts in the county, and no district thinks of dispensing with them after once using. The compulsory educational law has been enforced in every case where needed. We have semi-annual county teachers' meetings which are attended by the almost entire corps of teachers of the county. Great interest and enthusiasm are manifested by all.

The state course of study has been of great help, especially in the rural districts, and by a system of graduation in the country schools, in the eighth grade, we are getting large numbers of pupils into the high schools of Canon City, Florence and South Canon City. I am of the opinion that the schools of Fremont county are making progress as rapidly as they safely can to insure a firm educational foundation.

GARFIELD COUNTY—1895.

F. C. CHILDS.

Our schools are generally in good condition and we have many good earnest teachers. Most of our school buildings are good and nearly all are supplied with excellent apparatus. Our teachers' association has maintained its meetings for the past year, and many teachers are interested in its work.

GARFIELD COUNTY—1896.

ARADELL WHITE.

The schools of Garfield county are steadily advancing. We have a very efficient corps of teachers throughout the county. A number of teachers are taking up the state reading circle work. We have adopted that plan rather than the regular monthly teachers' meetings. Three of our districts have libraries, which are well cared for, and we have a number of literary societies in the districts.

GILPIN COUNTY—1895.

ROBT. A. CAMPBELL.

I am glad to state that a summer sloyd school has been carried on this year at Central City for the benefit of the teachers

in Gilpin county and for others who are interested in the work. Sloyd laboratories are to be started in the schools at Bald Mountain and Russell's Gulch.

+ GILPIN COUNTY—1896.

MRS. HELEN L. GRENFELL.

Having only entered into this office May 8, 1896, I do not feel prepared to expatiate to any great extent upon the educational work of this county. There seems to be, however, special need of systematic work among both pupils and parents to improve the attendance and permit of better work being accomplished by the teacher. I have placed the state course of study, arranged by Superintendent Peavey, in the hands of all the teachers and have endeavored, by advice and direct assistance, wherever practicable, to forward the work of conforming to the grade established in that book. Though but little can seemingly be accomplished in one season, the first step having been taken, much more may be done during another year. I feel that the county superintendent's help is especially needed in the outlying districts and that he should, as far as possible, supply the inspiration given by an efficient principal or superintendent in graded schools, and often an inefficient teacher is placed in the country school when especial tact and adaptability are needed and where the pupils having, as a rule, not over four or five months' schooling, need the very best opportunity for improvement that could be given during that short time. The graded schools of the county are in fairly good condition, and as a rule, a liberal spirit is shown by the school boards looking after them.

A frequent change of principals has prevented the Central City high school from accomplishing as high a grade of work as might otherwise have been done, but the excellent management of the past year will no doubt assist in making the coming term one of the best.

Sloyd was introduced into the schools of Bald Mountain and Russell Gulch last fall and was quite successful in the former place; I believe it is to be abolished in the latter; the people of the county do not usually take kindly to it.

A peculiar state of affairs exists in district No. 11, which includes Pine Creek, and where the school enrollment is much larger than the school census. This is due to the fact that

during the summer and fall months there is a large floating population, who are elsewhere when the census is taken.

We have three libraries containing 1,563 books. The teachers are custodians. One literary society and a reading circle. We have built four new frame buildings in country districts.

GUNNISON COUNTY.

S. M. LOGAN.

The improvement in our schools is shown by the increased interest taken by teachers, parents and pupils. School boards giving more careful attention to school matters. Considerable attention is given to literature and music in our schools. In two different districts in this county where children reside too far away from the school house to attend school, the parents have employed teachers at their own expense, and the studies pursued same as those in the public schools. Since last spring eleven pupils have received county diplomas. We have two literary societies and one paper edited and published by pupils at Crested Butte.

HINSDALE COUNTY—1895.

O. H. KNIGHT.

Outside of school district No. 1, no reports have been received. There are two other districts, Nos. 4 and 5, and the amount of tax levy and general appropriation does not pay all expenses. They supplement the tax by giving entertainments to pay expenses. There is so little to report that the officers neglect it. Their schools are held in the summer, and in the winter the pupils come to Lake City and attend school in district No. 1.

HINSDALE COUNTY—1896.

NETTIE WHITMORE.

This year in district No. 1 we have finished and furnished a room in which to have high school classes. District No. 4 has furnished the school house with new seats, maps, charts and other things.

HUERFANO COUNTY.

MRS. J. C. CREESEY.

We have two libraries with 600 volumes in charge of the teachers during term time, and pupils in vacation; four literary societies among pupils and two among teachers. We have held three county institutes, built one new stone school house and enlarged and improved three others. We have adopted the state course of study and introduced high school grades at Walsenburg.

JEFFERSON COUNTY.

J. W. ARASMITH.

There are in Jefferson county forty-five school districts, two of which were organized during the past year. In the forty-five districts there are seven log, sixteen brick or stone and twenty-four frame school houses, all in good repair and well furnished with all the appliances necessary to the maintenance of a good school.

During the past two years eight new school houses have been built and two more will soon be completed, and several more are planned for and will be built soon. Many districts already having good buildings, have built additions and made other improvements.

The finances of every district are in much better condition to-day than ever before in the history of the county. District orders are at par, not one having been discounted during the past two years.

The general county tax levy is five mills, giving to each district \$9 per capita. Special district levies from one to fifteen mills, average 3.09 mills. Several districts made no special levy, while districts levying from 10 to 15 mills did it principally for building purposes and have already decreased their levy.

For next year no district levy is near the maximum—fifteen mills. Despite the decrease in the valuation of property, the special tax has been reduced in nearly every district.

This improvement in district finances has not been brought about by shortening terms of school, lowering teachers' salaries nor by increased special levy, but by careful management on part of school boards. Realizing that many of the mistakes made by school directors are due to the fact that they have not

the data at hand upon which to base their estimates, the boards have been kept informed as to the financial condition of their district with the above results.

Much of the money formerly spent for high-priced, useless charts and apparatus has been used in improving and furnishing school houses, lengthening terms of school and increasing salaries. The members of the various school boards are among the very best men and women of their respective districts, and their desire is to follow the law more and more closely and conduct the affairs of their districts upon an economical basis and sound business methods.

Eleven districts have free text books. The system is very satisfactory. This county has a school population of 2,635, of which number 2,046 were enrolled in school during the year. Average cost per month based on enrollment, \$3.02. Average length of term in graded school, nearly nine months; in rural districts, six months. Average salary paid in graded schools, male teachers, \$75; female, \$60 per month. In rural schools, male teachers, \$51, and female, \$43 per month. Our rural schools are as closely graded as is thought advisable, most of them doing same work as city schools. In every district where school was in session at the time, Arbor Day was observed in some manner.

Educational meetings and institutes have been profitable and well attended. A teachers' circulating library, containing over 100 volumes, including all of the International Educational Series, has been established in the county superintendent's office, and is well patronized by teachers. The schools are doing good work and have an excellent corps of teachers, the majority holding first and second grade certificates.

KIT CARSON COUNTY.

SUSIE E. MORGAN.

I have the honor to submit the report of the school work in this county for the year ending June 30, 1896.

The schools of this county are in as good condition as one could expect considering the many disadvantages in the sparsely settled districts.

There has been a decrease in school population, which is very much felt in some of the districts on account of the decrease of general fund in consequence, and this loss, added to

that of the Kansas Pacific railroad not having paid any of its taxes in this county, has rather financially embarrassed a number of school districts.

School district No. 12 has been depopulated by emigration. The territory will be attached to adjoining districts. Districts Nos. 22 and 23, both small districts, have been consolidated. School district No. 6 asks to be consolidated with district No. 17, which will be done. There will be some other small districts consolidated.

The teachers' association and reading circle meet regularly once each month.

The resident teachers of this county are progressive and do good work in the school room, but being situated on the state line we are afflicted with a surplus of "non-resident," low grade teachers from Kansas, which keep wages low.

One of our greatest needs at present is a school of higher grade as an incentive to the boys and girls of this county. Had we such a school with its library and other advantages, it would attract into it all the brighter pupils, and its influence would be greatly felt.

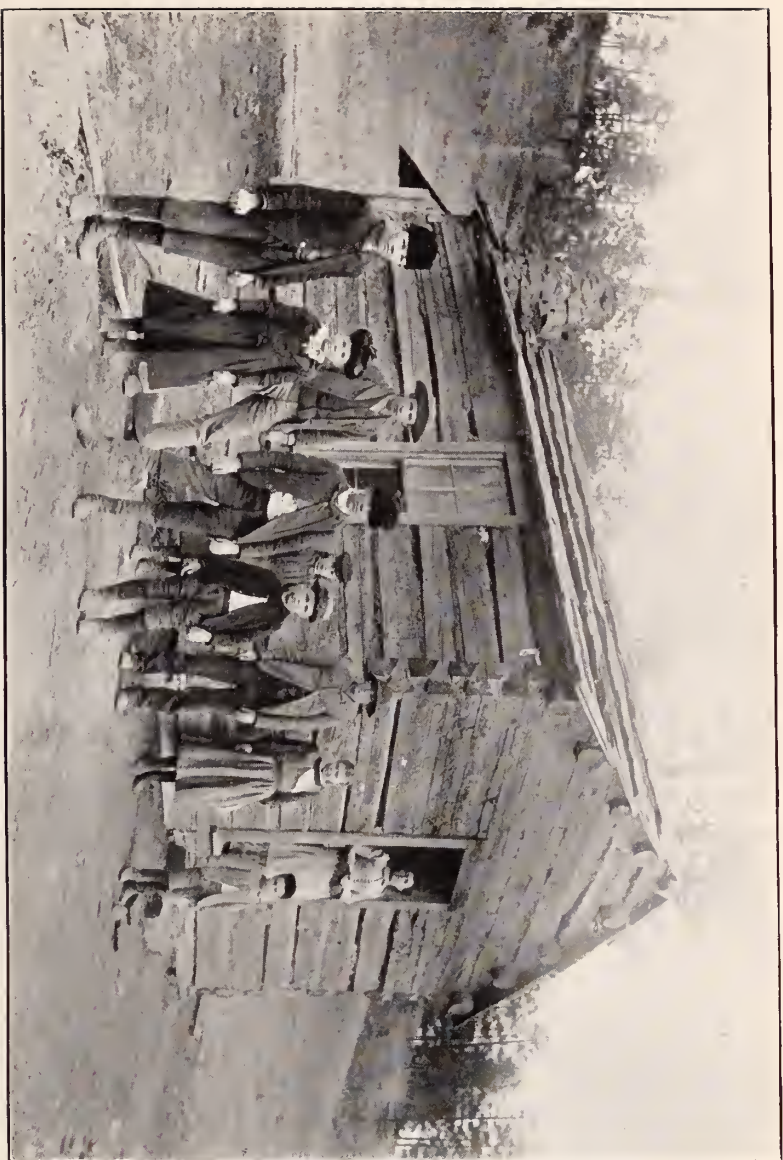
KIOWA COUNTY.

MRS. O. E. LIGGETT.

Kiowa county has nineteen regularly organized school districts and maintains twenty-one schools, all ungraded. All districts own their text books and are well equipped in other respects.

Owing to drouth and consequent crop failure, our population has decreased, the number of children of school age being reduced, since last year, from 250 to 211. Some districts have a school population of but five or six, and it would seem best that these weak districts be discontinued, but they are supplied with everything to carry on their schools and about the only additional expense for maintaining the district is the teacher's wages, and the need of an education by these five or six is as great as if there were a large school population. It is impracticable to unite districts, for the distance to school would then preclude the attendance of most of the pupils.

On the whole, I consider our schools in fairly good condition. Our teachers can give attention to the undivided needs of the children to a degree impossible in larger schools, and I believe the advancement of our pupils will compare favorably with more populous districts. For thoroughness in the higher



DISTRICT NO. 6, ARCHULETA COUNTY.

grades, I am sure we excel the majority of the high schools. Our greatest drawback is the lack of professional training of some of our teachers.

But one meeting of the county teachers' association was held during the year, and that was enthusiastic and well attended.

The teachers' reading circle work is not successful because the teachers are so far apart that they cannot conveniently form local circles. Some few read the books in the course, but more buy them, then lay them aside until a "more convenient time" to study them, which rarely comes. I deplore this indifference to professional culture.

LAKE COUNTY.

ANNIE K. PAGE.

Our schools are in a very prosperous condition. A very large number of the teachers hold first grade certificates and are both wide awake and progressive. The patrons of the schools make frequent visits, and in other ways manifest an interest.

We have held two county teachers' associations during each year, which have been well attended by teachers and others interested in the cause of education.

A teachers' reading circle has been held at the office of the county superintendent. Meeting once a month.

The normal institute of district No. 13 was held in Leadville, August 10 to 21, with an enrollment of ninety-six, and was a success in every way.

Three school houses have been built during the past two years. Most of the buildings are comfortable and well supplied with apparatus.

While we are a mountain county, and our population somewhat changeable, our schools will compare favorably with the schools in the more favorable parts of the state.

LA PLATA COUNTY.

J. R. DURNELL.

Our schools in this county have shown a constant improvement during the past two years. A livelier professional spirit has manifested itself among the teachers and this of necessity has stimulated the pupils to better work. Each year a larger

percentage of pupils from rural schools is entering the Durango high school, the only one in the county. This I take as an indication of growing interest in education, both on the part of pupils and parents, and a desirable result of the work in rural schools.

Many of the teachers of this county have, for the past two years, taken advantage of the summer vacations to study in summer schools, either in this or other states. Some have gone as far as Boston and Chicago, others to Colorado Springs, Denver, etc. The results of this work are evident in the schools. Our institutes are well attended and the work highly satisfactory.

School districts are getting on a firmer financial basis and many of the boards of directors are "doing business," having ceased to allow affairs "to run themselves."

Two new school houses have been erected in 1896, both of modern architecture, with the latest ideas on lighting, heating and ventilation applied. These are in rural school districts, built according to scientific principles, as models for the guidance of other districts desiring to build.

Each year sees more attention paid by school boards to the matter of materials for use by the teacher and for the comfort and convenience of the pupils, but there is much yet to be done.

Two districts in the county, Nos. 13 and 16, have become subject to annulment for failure to maintain schools; two new ones have been organized. Special levies have been, on the average, reduced this year (1896).

The people of La Plata county are justly proud of their schools and loyally support efforts of the county superintendent and teachers for educational advancement.

LARIMER COUNTY—1895.

S. T. HAMILTON.

The public schools of Larimer county are progressing. Results from the grading of rural schools are evidenced by the fact that 75 per cent. of the persons finishing the course of study prescribed for each school are enrolled in higher institutions. If legislation can be secured connecting the rural schools with the high school, the number of those who will continue their education will be materially increased. More school buildings are needed in the city districts, and in many rural schools two

teachers are needed. As a rule, our teachers have professional spirit. Institute work is going forward. While the existing conditions are not ideal, there is encouragement in a review of the year's work.

LARIMER COUNTY—1896.

HENRIETTA WILSON.

I have reason to believe that the cause of education has advanced in Larimer county within the year past, although I find there are some things that are discouraging. Within the past year one new district has been formed and two school buildings are being erected. About two-thirds of the districts have good buildings, while the buildings of the remaining districts need repairing. The standard of the teacher's salary has been well maintained when compared with the salary paid in other lines of work. A goodly number of the teachers hold first grade certificates, and a number are graduates of normal schools. As a rule, our people are wide awake to the educational interests of their children, and believe the best teachers and methods none too good.

Many of the pupils who have completed the course of study will be found in the high schools this coming year.

On the whole, Larimer county has much to boast of in the efficiency of her schools.

LAS ANIMAS COUNTY.

W. R. SMITHERS.

Las Animas county has but one district which has a kindergarten; two libraries, with about 311 volumes; five debating and literary societies among pupils, and four among teachers. During the two years we have held twenty-five county institutes, built two new houses. Much more interest is manifested in institutes, reading circles, and in professional reading.

LINCOLN COUNTY.

MRS. H. L. DUNAWAY.

We have had one meeting each year of the county teachers. We have three new school houses, and the terms in country school districts are from six to seven months, and in town nine months. We have fairly good teachers, who are paid good salaries.

LOGAN COUNTY.

J. C. AIKIN.

The educational interests in Logan county are very encouraging. Our institute was the best institute this district has ever held. In numbers and enthusiasm we could not ask for better. That it was a help to the teachers, the papers of the last examination clearly demonstrated. The schools of the county are in a prosperous condition, and starting up with an excellent corps of instructors. I expect to introduce a system of grading, and will make a strong effort to have the schools of the country graded.

We have quite a number of lyceums and reading circles. We have built one brick and two frame school houses. The brick contains four rooms, finished and furnished.

MESA COUNTY—1895.

E. T. FISHER.

The corps of teachers for 1895 and 1896 are above the average. Three are state university graduates, two from state normal school, and four are graduates of Grand Junction high school. Four hold state diplomas from other states, and six are college graduates. About two-thirds of them have had from one to three years of special training for the profession. It is the ambition of Mesa county school boards to employ truly professional teachers. Eight new school houses will be constructed this fall. District No. 16 has built a model country school house; the questions of light, heat, ventilation and architecture have had due consideration; also, a fine library has been added for the use of the pupils. District No. 2 has also been provided with a library.

MESA COUNTY—1896.

ELIZABETH A. WALKER.

The following is a general statement of the affairs of Mesa county, for the year ending June 30, 1896: Only a few districts have voted the special levy for this year. You will see they have gone to the limit—15 mills—in most districts. District No. 16 sent no report, so that is not complete in my report. There is no public library in any district of the county, but many schools have

good private libraries. It is my intention to start a small public library fund in all the districts this year, and recommend a few of the best books for different grades. Nearly every school has an unabridged dictionary.

There have been seven new districts formed this year, and the number of teachers increased from forty-seven to sixty.

I have visited every school in the county but one. Some I have visited twice. The district institute was held last August, at Grand Junction. A large representation of Mesa county teachers were present.

In a few districts the teacher's salary has been reduced; but on the whole the salaries have been well sustained, as is shown by the records. The high school is doing excellent work—a larger number of graduates this year than ever before. We have about twenty literary or debating societies; five reading circles; twelve school houses have been built—one of brick, the others of frame or log.

MINERAL COUNTY—1895.

S. E. VAN NOORDEN.

In submitting the enclosed report, am gratified to remark that regardless of the demoralized condition of our educational interests, and the financial depression that at one time threatened the disintegration of our public school system, during the past two years marked progress has been made in the schools of Mineral county.

Mineral county has to-day a perfect system of graded schools, following the "State Course of Study," and has a uniform system of text books.

All the schools in the county have recently been supplied with proper seatings, and such modern improvements and paraphernalia as will insure the comfort, ease and proper instruction of the school children.

School district No. 3 has let the contract for a frame school house, 16×30 feet, to be erected at the Amethyst mine, for the benefit of the school children residing in that vicinity.

The increase of school population in school district No. 5 has necessitated an addition to the school house in Bachelor, which now consists of a comfortable building of three spacious rooms, well lighted, ventilated, and furnished with the best apparatus.

Several county teachers' association meetings have been held in different parts of the county, during the past fiscal year. The meetings were well attended, and have proven a mutual ben-

edit not only to the teachers, but have, as well, borne a savory influence in promoting the educational interests throughout the county, and have stimulated both teachers and parents with an earnest desire to secure the best educational advantages for our school children. Under the prevailing popular enthusiasm, the honest and well-directed efforts of the respective boards of school directors of the county, and under the thorough instruction and benign influence of the excellent corps of teachers that will grace our schools during the present fiscal year, Mineral county will soon claim a public school system second to none.

MINERAL COUNTY—1896.

ELLA HENRY.

The educational interest of Mineral county is good, but the financial condition has hindered the work.

MORGAN COUNTY.

ANNIE L. P. GARVER.

There are several literary societies connected with schools in this county, and a reading circle at Ft. Morgan. We have two libraries, with about 100 volumes, in charge of teachers. There have been built two new frame school houses. The county schools are being graded according to the state course of study. Questions are prepared by the superintendent for those completing the eighth grade, and to such as pass a satisfactory examination diplomas are given. Much interest is taken by both teachers and pupils in this work.

MONTEZUMA COUNTY.

A. L. FELLOWS.

Montezuma county being a new county, in an agricultural district as yet in financial straits, is steadily improving, and it is confidently hoped that at no distant day it can rival any of the agricultural counties of the state in educational advantages. At the present time the schools cannot be kept open as long as could be desired to achieve the best results, nor can as large salaries be paid to the teachers as they deserve. The teachers are, how-

ever, deserving great praise for what they have succeeded in accomplishing; and, considering all things, the educational progress of the county is more than satisfactory.

MONTROSE COUNTY.

ALICE M. CATLIN.

We have no public kindergartens, and but one private one, in our county. We have ten libraries, with 1,516 volumes. The teachers usually take charge of the libraries. We have three Friday afternoon literary societies. The growth of interest in libraries, the increased attendance in high schools, the desire among teachers for further educational training, shows an advance in educational interests. There is an increase of attendance of pupils and teachers at state institutions of learning, and a desire to have such an institution nearer to us. We have longer terms of schools in country districts; many have adopted free text books, and there is an increased movement towards unity of action among teachers of the county.

OTERO COUNTY.

M. E. BIGGS.

Only one district of this county has kindergarten department. It is La Junta, and has sixty-six children enrolled.

Six districts have libraries; whole number of volumes, about 400. The teacher is usually made the custodian during the school months, and pupils take charge during the summer months. Some are placed in cases and a record of each book is kept, while others are left lying where pupils can get at them during school hours. Several literary and debating societies have been organized, in some of which patrons are enrolled; others where pupils alone are members. Most of the rural teachers are reading the state reading circle books, while our city teachers have selected a course of their own.

One teachers' meeting was held in 1895; three teachers' meetings were held in 1896. Six school houses have been built since 1894. Four were built of brick and two of frame.

Two districts are of the second class; the balance third class.

The schools of this county are in a prosperous condition and advancing rapidly in efficiency as well as in numbers. There was a net gain of 248 pupils in the last year.

OURAY COUNTY.

ISABEL S. MOORE.

Although we have had a slight falling off in the school census this year, the interest in school work has increased. There is a sentiment among the directors in favor of employing only experienced educators and first grade teachers. The result is, that our rural teachers have met with no difficulties in grading or classifying the schools, as they are all accustomed to grade work.

Our high school will graduate a large class the coming year.

A ninth grade has been established in one intermediate district—Ridgway—which promises to fill a long felt want in that part of the county.

The teaching of vocal music under special supervision has been introduced into our city schools, and a musical spirit also prevails in our rural districts. Physical culture is given special attention throughout the county.

In many of the country schools, as well as the town school, instructions are given in sloyd, chalk modeling, etc.; but there are no established kindergartens. Some of the country districts have small libraries. The Ouray district has a total of 400 volumes, which are in special charge of the principal. The study of literature is rapidly becoming an important factor in our schools. Classes have been formed and the work systematically planned, so that good results may be obtained. A series of teachers' associations have been planned for the coming winter. The first will occur in Ouray, November 28, 1896.

The financial condition of most of our districts is good; a few, however, are suffering from lack of funds, but all are unanimous in a desire to avoid indebtedness, and by a special tax and a slight increase in the general tax levy I think we will soon be in a prosperous condition.

One new district has been organized this year, and at the present time a comfortable log building is being erected.

I feel that we are greatly indebted to our enterprising directors and enthusiastic teachers for the progressive condition of our schools.

PARK COUNTY.

SADIE H. MAXEY.

I am trying to influence the directors in some of the poorer districts to be more careful in their expenditures for unnecessary

things, and to pay better salaries to their teachers, so that they may have as good schools as the larger districts, and longer terms. We have three libraries, with 450 volumes. They are catalogued, and books loaned for a week. We have six reading circles and one debating society, and a county association, which meets once a month. We have built one log and three frame school houses. Several districts are discussing the purchase of free text books, and a library tax.

PHILLIPS COUNTY.

S. H. JOHNSON.

Owing to hard times, and failure from drouth in certain portions of the county, it is hard for some of the districts to get sufficient funds to carry on the requisite amount of school to hold their organization; but a determined effort is being made to have every child attend school, and in many places where two districts are short of funds, they have united, and locate the school house so that all may be accommodated. Thirty-three districts have already engaged teachers.

There are now four new school houses being built, and there are others improving their buildings and grounds. The teachers of this county are wide awake and progressive; the majority of them attend the normal institutes, read educational papers, and keep abreast of the times. We have organized a teachers' reading circle, which will meet the last Saturday in each month, commencing with September.

PITKIN COUNTY.

E. M. SCANLAN.

One school district in Pitkin county has kindergartens.

Two school districts have libraries, containing 1,400 volumes. In district No. 1, Aspen, the city superintendent is librarian, and has an assistant who has immediate charge of the books. In district No. 5 the principal of the school has charge of the library.

The Aspen Union Debating Society was organized last year for the discussion of public questions and general literary work. Its meetings occur on Saturday evening of each week. The high school of school district No. 1, presided over by Prof. F. J. Brownscombe, is divided into two competitive societies, known as the X. L. C. R.'s and the Avants. They hold semi-monthly

meetings, and compete in a debate and literary work in general. At the end of the school year they have a final contest and summing up of the points made during the year, which are announced at the close of the final contest, which last year was held in the opera house, in the presence of a large audience. The eighth grade, and some others, are divided in like manner—eighth grade into the Forum and the Alpha, etc.

The teachers of district No. 1 meet monthly for educational purposes—professional work under direction of City Superintendent F. H. Clark. The rural teachers of the county meet for the same purpose, monthly, under the direction of County Superintendent E. M. Scanlan. While the Aspen Union Debating Society is not immediately connected with the schools, I regard it as an educational factor. The Shakespeare club should be included as a literary society.

There have been two meetings this term of such of the county teachers as could conveniently attend, on the second Saturday of October and November. We expect to continue those meetings monthly, and at the close of the school hold an annual public meeting.

There have been three new school houses built since 1894. Two are good frame buildings, plastered, and one a log building.

The per cent. of pupils of school age attending has increased much in the last two years, and the feeling towards education in general is improving. Were it not for the general depression and lack of funds, and a consequent lack of good and sufficient room, our schools would be in a most excellent condition. We take an especial pride in our public school kindergartens.

PROWERS COUNTY.

GEO. T. FEAST.

Two stone and two frame buildings have been erected this year. We have three libraries, and they contain 210 volumes. There is one literary society among pupils; one for teachers. We have had five meetings of county teachers in past two years, and the parents take great interest in school entertainments.

PUEBLO COUNTY.

C. W. BOWMAN.

If the statistics are to be relied upon, there is little room to boast of growth in school population in the last three or four

years, there being a decrease since 1893 of about 1,000; but as to school enrollment, there is a marked improvement, which is even more gratifying than increase of numbers. The enrollment was, in 1892, 4,552; in 1893, 4,861; in 1894, 4,921; in 1895, 5,025; whereas, as before stated, in the same period, the population has decreased from 9,284, in 1893, to 8,113, in 1896. The returns are indicative of an awakened interest in education, and are complimentary both to the character of the schools, and to the community. Increased attendance has not required additional buildings in the city districts, as they had, during the boom of 1893, over-built, and are consequently now splendidly equipped with accommodations for some years yet. In the rural districts four new buildings and a few enlargements have been found necessary. District No. 4, Dawkins, has erected a handsome and convenient brick building, at a cost of about \$2,000; district No. 12, near Vineland, a brick, costing about \$1,000. Districts Nos. 16 and 22, west of Pueblo, have built a second frame building in each; district No. 44, St. Charles, a frame building. Districts Nos. 13, 19 and 47 have been obliged to enlarge their rooms.

The rural schools are mostly well equipped with the essentials for school room work, but many have wasted money in useless charts, sold to them at exorbitant prices by unscrupulous traveling agents. One of this class was lately sentenced to the state penitentiary from Pueblo county for forging the names of school directors to school warrants. The policy of the county superintendent has been to secure a strict adherence to law by school officers and teachers, and an adjustment of the schools in third class districts to the state course of study. Trial examinations are held by the county superintendent of those who complete the eighth grade, and diplomas issued to such as are found proficient. Care has also been exercised to have the daily register correctly kept, and monthly, term, and annual reports rendered by teachers. Free text books are recommended, but not urged; the people alone having the option in this matter. A few more districts have, however, adopted this plan. Upon the whole, therefore, the conditions are improving, and inequalities are righting themselves. Among the hindrances still to be met, some of which may never be overcome, are, first, distance to school for many of the children in sparsely settled districts; second, short terms of school, obliging the employment of cheap teachers, and affording the child, during his limited school life, but meager advantages; third, low-grade, inexperienced teachers; fourth, local neighborhood jealousies.

Upon the foregoing, severally, it may be remarked: First—As encouragement to isolated families, boards have been advised

to make an allowance for transportation, and families advised to take turns in carrying children from two or more families, to and from school. Second—The only effective remedy for short terms is additional legislation, in which the minimum length should be six months. Third—The requirements for admission to the teaching profession should be raised gradually, as circumstances will permit. For the present, it may be sufficient to require that all new or inexperienced teachers applying for certificates shall have finished the high school course. Fourth—Local control, which is the bone of contention, ought to be transferred to a county board of education—at least with respect to third class districts. Let a county board be formed, consisting of the county superintendent, assisted by two first grade teachers, and this board empowered to examine, employ and assign teachers for all third class districts. The advantage to be gained by the teacher and the school, being thus under a strong control and impartial management, must be apparent without further amplification. The district school being a state institution as much so as the university, it follows that the responsibility is upon the state to give to each child under its care, an equal chance. But so far, this has not been accomplished.

RIO BLANCO COUNTY.

W. H. YOUNG.

Good work has been done in our schools during the past year. More interest is being taken in educational work than formerly, and the coming year gives promise of greater success.

RIO GRANDE COUNTY.

C. A. POUND.

I can say the educational interest in Rio Grande county is slowly but surely increasing, as manifested in attendance at our association and institutes. In the rural districts an increased desire for better teachers, uniformity of text books, and also free text books, is shown in nearly all of my visitations. I am endeavoring to raise the standard of excellence and efficiency on the part of teachers by carefully grading certificates, taking into account as far as possible their success as indicated by actual school room work. Our greatest trouble, all things considered, is lack of funds to secure longer terms and better pay. The average

salary per month for country teachers I find to be \$41.66, and for our town schools \$75.455 per month; average term, 9 months for town schools, and $6\frac{10}{10}$ months for country schools. I hope to raise the terms in our country schools to eight months by awakening greater interest in educational work. On the whole, as compared with the past, I feel much encouraged to put forth increased effort in the school work of the county. I could do much more for the cause of education in Rio Grande county were it not for the fact our board of county commissioners does not seem to recognize its importance, and consequently receive but little encouragement from that quarter. Seven districts have adopted free text books. We have two reading circles and six lyceums. We have three libraries, placed in good cases and cared for by the teachers.

ROUTT COUNTY—1895.

H. B. PECK.

There has been a general interest taken in school matters, and most of the districts have demanded a better grade of teachers than heretofore. Our teachers have been doing good work, and general results have been very satisfactory. The general levy has been to the highest limit, but most of the districts have to levy a large special tax to give the required number of months of school. With two exceptions the districts are out of debt, and on the whole the educational prospects of the county are quite encouraging.

ROUTT COUNTY—1896.

EMMA H. PECK.

There has been a marked improvement in the class of teachers employed in the county the past year. The teachers are under-paid, as frequently the term only lasts four months, and unless another situation is secured the teacher is thrown out of employment for several months, and it generally takes what she has earned the previous months to pay her expenses until another school is secured. A number of the districts are in debt, and the teachers are often required to accept a discount on their warrants. The county commissioners have kept up the general levy to the limit of the law, and the special levy in each district is as high as the people can afford; and yet the funds in many districts are insufficient to support more than a four-months' school during

the year. There are three towns in the county which support seven, and sometimes eight months' school, and many families make a practice of moving into their town to give their children the educational advantages not to be found in their home district. Very frequently they remain until after the 10th of April, and are enumerated in the town district, preferring to pay tuition in their home district for the short summer term.

Two districts have been annulled—not from lack of funds to keep up the district, but from lack of children to make a school.

We have succeeded in organizing a county teachers' association. The meeting for the purpose of organization was held at Steamboat Springs. Our esteemed state superintendent came to our assistance, and the success and enthusiasm of the meeting was largely due to her address to the teachers, and the encouragement and help so willingly given. Fifteen teachers joined the association, and six more have expressed their willingness to become members. The association will meet semi-annually, and the teachers are looking forward with a great deal of interest to a mid-winter meeting during the holidays.

A number of young ladies will go from this county next month to attend the state normal.

SAGUACHE COUNTY—1895.

O. C. SKINNER.

Our schools are progressing. While our school population has increased but four per cent., our average daily attendance has increased ten per cent., and the length of our school term thirteen per cent. We now have an average of six months and seventeen days in each district.

Our crying need is more trained teachers, and to this end we are now working. Our teachers meet monthly, and these meetings are very beneficial. The San Luis Valley Teachers' Association has also been of much benefit, as has the teachers' reading circle. The general use of the state course of study has greatly aided in carrying on the work in our districts.

SAGUACHE COUNTY—1896.

D. S. JONES.

The wages of teachers having decreased, we find that we are losing some of the best, but hope to hold them this year, as

a great many directors see their mistake, and are offering an increase of wages for higher grade certificates.

A large attendance at our institute, and close application to the work, especially by the inexperienced teachers, showed that they intended to raise their grades if possible.

I have had to modify the state course of study somewhat, but we have it well at work in every school in the county.

All of our teachers hold first or second grade certificates. We have built three frame school houses the past year. The teachers have a reading circle, and three libraries are in their charge, with 150 volumes.

SAN JUAN COUNTY.

ELLEN CARBIS.

The only district in the county has a small library of sixty volumes. The principal is custodian, the books being in that department, where they receive the best of care.

There has been a society organized for the boys, and one for the girls, of the high school, each having its own set of officers. The pupils have music, games and reading.

Have no reading circle. Membership blanks were given to all the teachers, who have not yet returned them filled out.

Five meetings of county teachers were held in 1896.

One frame school house was built in 1894.

Two years ago, three teachers were employed in San Juan county. Now there are five, owing to the rapidly increasing school population. Now the high school is established, children will have an opportunity of laying the foundation for entrance to our state institutions of learning. Never were school prospects brighter than at this time.

SAN MIGUEL COUNTY.

H. C. LAY.

The educational advance in the county during the past year has on the whole been very satisfactory. The school population has increased from 425 to 580, with an increase of average attendance from 199 to 233, or 17 per cent., and of days taught from 948 to 1,072, or 13 per cent.

A new school building, costing \$35,000 for construction, with twelve class and recitation rooms, library, principal's room, two

play rooms and janitor's suite, is now ready for occupancy in district No. 1 (Telluride). District No. 3 (————) has two new spacious and well built houses. District No. 7 (Cedar) has just finished a new school building, while district No. 6 (Norwood) will need another school room this fall, and will probably build, using the town hall temporarily. A new district is forming at Fair Pit—Placerville—and will begin two school houses at once. The matter of free text books is being considered, and their use has been adopted in another district. Steps have been taken in three districts toward getting a school library. The proportion of teachers holding third grade certificates has greatly lessened.

We hope in the near future to have a kindergarten at Telluride. Our two libraries are kept in locked book cases, in care of the teachers. The teachers' reading circle meets every fortnight, and is well attended.

We have built six new school houses—one brick, two frame, three of logs. Of these last, they are of squared timber, and as expensive as frame. We have doubled the number of teachers in San Miguel county; have longer terms, and better salaries than in previous years.

SEDGWICK COUNTY.

C. F. PARKER.

The schools, like everything else in Sedgwick county, have suffered from the drouth of the past three years. Some of the districts have been almost depopulated; yet the remaining settlers are making a brave effort to hold their school district organizations, hoping for the time when the county will be again more thickly settled. A new irrigating ditch, which is now complete and running more than half the length of the county, is having a tendency to increase the population of the districts lying along its course.

During the past year three new school houses have been built—two frame, and a fine four-room stone building; one school district organized, and one annulled, leaving twenty-seven organized districts in the county. Twenty-six of the districts own the text books used, and all are well supplied with charts, maps, etc. Three of the country districts have purchased organs for their schools, and require their teachers to give instructions in vocal and instrumental music.

With the exception of a few districts that have lately built new school houses, the schools of the county are well off financially. The schools have not been adhering closely to the state



IDAHO SPRINGS.

course of study. An effort will be made this fall to have the course, so far as possible, uniformly followed throughout the county. While it is not practical for many of our schools to observe Arbor Day by planting trees, yet most of the schools in session on that day celebrated the occasion with appropriate literary programs. One district not only set out trees, but erected a wind mill for irrigating the trees and lawns. It is hoped this plan will be successful; and if successful, be followed by other districts. The teachers' reading circle, and teachers' association, though formed late in the year, were well attended, and creditable benefits derived from the work.

There is a tendency among the school boards to employ home teachers, and the teachers in town, though many have not had normal training, are striving, by means of the reading circle, the association, the school journal, and pedagogical work, to fit themselves so the home teacher may continue to have the preference.

The people as a whole, though "hard times" has crept close to their doors, are anxious to have their schools prosper, and they realize that an education is as important to children in sparsely settled districts as though those children were numbered among forty or fifty in a school. We have three libraries, placed in the school rooms, and in charge of the teachers. Three literary societies, holding meetings semi-monthly; also, a fine reading circle, numbering thirteen, using the books adopted by the state.

SUMMIT COUNTY.

MRS. J. M. JONES.

Summit county is below par in educational work. The school boards pay little attention to teachers and to the school work; and teachers, though the most of them have first grade certificates, lack sympathy and interest in regard to pupils and parents. We expected to have added ninth and tenth grade work this year in district No. 1—Breckenridge.

With a fluctuating population, and a majority caring more for fun and a good time generally, than good, earnest work for higher education, find it hard to elevate the standard, and feel the need of more ardent Christian teachers.

We have organized a teachers' reading circle and begun the state course of reading. The rural districts are so isolated the teachers can attend but once a month. We have two libraries, which contain about 250 volumes, which are in charge of the teachers.

YUMA COUNTY.

C. E. WARE.

The partial failure of crops during the past four years has been a great hindrance to the educational work of this county. Not only has the amount of taxable property in the county decreased, but the last census returns from the various districts show a decrease of over 100 in the school population within the past school year. During more prosperous times the county was divided into districts, such as would accommodate the people at that time. Many of these people have moved away now, and many of the districts are unable to provide funds sufficient to support more than three or four months' school in a year. Some of the depopulated districts will lose their organization, and an effort will be made to consolidate the weaker districts wherever it can be done. We have some excellent teachers, and a few who must improve their qualifications, or quit teaching. Two-thirds of the districts in the county own the text books, and other districts will probably adopt this plan in the near future. Considering the difficulties that have confronted us, the educational work of the county during the past year has been well done. An earnest effort will be made to accomplish more during the year to come.

Two districts have libraries. The whole number of volumes is eighty-five. These books are under the care of the teachers, and are placed wherever the teacher sees fit to place them. They are *used* but not *abused*.

Within the next two weeks there will be two local reading circles organized among the teachers of the county.

In 1896 there have been eight meetings of county teachers held.

Only one school house—a good frame building—has been built since 1894.

One of the most encouraging features of the school work in Yuma county is the willingness of the teachers to attend and take part in the teachers' meetings. The enrollment of teachers in the state teachers' reading circle shows a desire on the part of the teachers to prepare for better work.

WASHINGTON COUNTY.

LOU. A. BAGLEY.

We have a literary society in which pupils are interested. No teachers' reading circle, but a number of teachers are reading the books adopted by the state committee. Our school population has not increased, owing to the failure of crops and people leaving the county. Five districts have consolidated; they can now have longer terms of school. A number have adopted free text books. We have a splendid corps of teachers, and more interest manifested in education.

COUNTY SUPERINTENDENTS OF SCHOOLS.

1894-1896.

Arapahoe—A. D. Shepard, Denver.
Archuleta—F. A. Byrne, Pagosa Springs.
Baca—S. E. Van Deren, Springfield.
Bent—Jno. A. Murphy, Las Animas.
Boulder—G. L. Harding, Boulder.
Chaffee—John S. Kilgore, Salida.
Cheyenne—I. F. Jones, Cheyenne Wells.
Clear Creek—A. E. Barker, Idaho Springs.
Conejos—D. E. Newcomb, Jr., La Jara.
Costilla—A. G. B. Maddox, Mosca.
Custer—J. W. Scott, Westcliffe.
Delta—Frank W. Robison, Delta.
Dolores—Jos. W. O'Bannon, Rico.
Douglas—Frank D. Ball, Castle Rock.
Eagle—B. L. Smith, Red Cliff.
Elbert—C. F. Lindsley, Elizabeth.
El Paso—Clarence O. Finch, Colorado Springs.
Fremont—Alfred Durfee, Canon City.
Garfield—Fred C. Childs, Satank.
Gipin—Robert A. Campbell, Central City.
Grand—W. H. Throckmorton, Hot Sulphur Springs.
Gunnison—H. C. Getty, Gunnison.
Hinsdale—O. H. Knight, Lake City.
Huerfano—C. G. Brown, Malachite.
Jefferson—J. W. Arasmith, Golden.
Kiowa—H. A. Long, Sheridan Lake.
Kit Carson—W. H. Burnett, Burlington.
+ Lake—Mrs. Sarah F. Almy, Leadville.
La Plata, James R. Durnell, Durango.
Larimer—S. T. Hamilton, Fort Collins.

Las Animas—W. R. Smethers, Trinidad.
 Lincoln—H. A. Lowell, Hugo.
 Logan—D. C. Fleming, Sterling.
 Mesa—E. T. Fisher, Grand Junction.
 Mineral—S. E. Van Noorden, Teller.
 Montezuma—G. W. Burnett, Cortez.
 Montrose—W. J. Horton, Montrose.
 Morgan—M. E. Lowe, Fort Morgan.
 Otero—C. W. Fenlason, La Junta.
 Ouray—W. W. Rowan, Ouray.
 Park—Geo. A. Miller, Fairplay.
 Phillips—C. B. Timberlake, Holyoke.
 Pitkin—Edward M. Scanlan, Aspen.
 Prowers—Geo. T. Feast, Lamar.
 Pueblo—Chas. W. Bowman, Pueblo.
 Rio Blanco—W. H. Young, Meeker.
 Rio Grande—Geo. P. Sampson, Monte Vista.
 Routt—H. B. Peck, Craig.
 Saguache—O. C. Skimmer, Saguache.
 San Juan—J. N. Pascoe, Silverton.
 San Miguel—H. C. Lay, Telluride.
 Sedgwick—W. H. Kortz, Julesburg.
 Summit—Geo. H. Clarke, Breckenridge.
 Washington—J. N. Tague, Akron.
 Weld—Oliver Howard, Greeley.
 Yuma—E. S. Klein, Yuma.

1896-1898.

Arapahoe—Mrs. Thalia Rhoads, Denver.
 Archuleta—F. A. Byrne, Pagosa Springs.
 Baca—Mrs. Mary E. Cole, Springfield.
 Bent—Geo. McCauley, Las Animas.
 Boulder—G. L. Harding, Boulder.
 Chaffee—John L. Kilgore, Buena Vista.
 Cheyenne—J. W. Tuller, Cheyenne Wells.
 Clear Creek—A. E. Barker, Idaho Springs.
 Conejos—G. W. Irwin, Conejos.
 Costilla—W. H. Terry, Mosca.
 Custer—J. W. Scott, Westcliffe.
 Delta—Miss Ella New, Delta.
 Dolores—Mrs. L. P. Yocum, Rico.
 Douglas—Frank D. Ball, Castle Rock.
 Eagle—James Dilts, Eagle.
 Elbert—Mrs. Anna C. Willard, Kiowa.

El Paso—L. B. Grafton, Colorado Springs.
 Fremont—Alfred Durfee, Canon City.
 Garfield—Mrs. Aradell White, Glenwood Springs.
 Gilpin—Mrs. Helen Grenfell, Central City.
 Grand—Miss Lizzie Sullivan, Hot Sulphur Springs.
 Gunnison—Mrs. S. M. Logan, Gunnison.
 Hiusdale—Mrs. Nettie Whitmore, Lake City.
 Huerfano—Mrs. J. C. Creese, Walsenburg.
 Jefferson—J. W. Arasmith, Goldeu.
 Kiowa—Mrs. Emma O. Liggett, Sheridan Lake.
 Kit Carsou—Mrs. S. E. Morgan, Burlington.
 Lake—Mrs. Anna K. Page, Leadville.
 La Plata—James R. Durnell, Durango.
 Larimer—Miss Henrietta Wilson, Fort Collins.
 Las Animas—W. R. Smethers, Trinidad.
 Lincoln—Mrs. H. L. Dunaway, Hugo.
 Logan—John C. Aikin, Sterling.
 Mesa—Miss Elizabeth Walker, Grand Junction.
 Mineral—Miss Ella Heury, Amethyst.
 Montezuma—A. Lincoln Fellows, Cortez.
 Montrose—Miss Alice M. Catlin, Montrose.
 Morgan—Mrs. Garver, Fort Morgan.
 Otero—M. E. Biggs, La Junta.
 Ouray—Mrs. Isabel L. Moore, Ouray.
 Park—Mrs. Sadie Maxey, Fairplay.
 Phillips—S. H. Johnson, Holyoke.
 Pitkin—Edward M. Scanlan, Aspen.
 Prowers—Geo. T. Feast, Lamar.
 Pueblo—Chas. W. Bowman, Pueblo.
 Rio Blanco—W. H. Young, Meeker.
 Rio Grande—Clarksou A. Pound, Moute Vista.
 Routt—Mrs. Emma H. Peck, Craig.
 Saguache—D. S. Jones, Pruden.
 Sau Juan—Mrs. Ellen Carbis, Silverton.
 San Miguel—H. C. Lay, Telluride.
 Sedgwick—Cuthbert F. Parker, Julesburg.
 Summit—Mrs. Jennie M. Jones, Breckenridge.
 Washington—Miss Lou A. Bagley, Akron.
 Weld—Oliver Howard, Greeley.
 Yuma—C. E. Ware, Yuma.

STATE COURSE OF STUDY

AND

BULLETINS.

State Course of Study.

Rules and Regulations.

Suggestions for Teachers.

School Libraries.

Selections for School Libraries.

Course of Study State Normal School.

Art of Education.

Bulletins from the State Superintendent to County and
City Superintendents.

Report of Committee on College Preparatory Courses
of Study.

STATE COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF COLORADO.

With Suggestive Selections for School Library.

STATE COURSE OF STUDY.

Prepared in 1890 by a committee of county superintendents, consisting of J. S. Eagleton, S. T. Hamilton and P. H. Hammond, appointed by the state superintendent of public instruction. Adopted by the State Association of County Superintendents, May, 1890.

Revised in 1893 by a committee consisting of S. T. Hamilton, J. P. Jackson and E. T. Fisher, appointed by the State Association of County Superintendents.

Amended in 1895 by a committee consisting of S. T. Hamilton, Chas. W. Bowman and E. T. Fisher, appointed by the state superintendent.

FIRST GRADE—FIRST YEAR.

Text Books—First reader, several kinds.

Apparatus—Slate, pencil, sponge, rule.

READING.

Teacher should familiarize herself with all methods of teaching reading. Sentence, word, phonic and synthetic methods are commended for study. Use the method or methods with which you are most successful. Do not be a slave to any method. Use two or more first readers and suitable supplementary reading. Associate name words with the objects. Make free use of objects and pictures. Teach groups, using as early as possible such

groups as, *a boy, the big rat, the boy and his dog ran*. Pronounce the articles, *a* and *the*, in connection with the word that follows, and not separately. Use the blackboard and chart freely. Remove embarrassment of young pupils by frequent and familiar conversations. Insist on distinct articulation. Take words from the readers used by the pupils. When the class shall have become familiar with one hundred new words, then take the text book. First reader completed. Pupils should be able to read at sight any selections from the first reader before they are promoted to the second reader.

PENMANSHIP.

Rule slate on half of one side. Use long pencils and teach correct methods of holding. Write all words learned. The pupil should be taught to write his name and residence.

SEAT WORK.

Write words in reading lessons. Build words and sentences with letters on small blocks or pieces of paste-board. Put objects into combinations for number work. Make tables, using proper signs. Make free use of kindergarten material. The teacher should vary seat work, to prevent its becoming tiresome, but should always avoid aimless employment.

SPELLING.

Teach spelling in connection with reading, as soon as readers are used. Use both oral and written exercises. Pupils should be taught to spell by sound and to indicate by diacritical marks.

NUMBERS.

Teach all possible combinations and separations of numbers from 1 to 10. The fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ should be developed. Teach the simple facts in denominate numbers, as foot, yard, pint, quart and gallon. Teach circle, square, triangle, and other simple geometrical forms. Teach pupils to make neatly all figures used, and teach words representing numbers. Use in the work such objects as beans, pebbles, buttons and shoe pegs. Have pupil give original problems. Teach the use of the signs $+$, $-$, \times , \div , $=$. Counting from 1 to 100. Insist upon written work being neat. Teach such Roman numerals as are found in the reading lessons. Consult Wentworth's, Baldwin's and Appleton's arithmetics, Ginn's number lessons and the Grube method.

LANGUAGE.

Lead pupils to talk freely in recitations. Ask questions requiring more than "yes" and "no" for an answer. Read short stories and have the pupils reproduce them orally. Lead pupils to tell what they see on their way to school, or to describe a plaything or pet. Correct all errors of speech whenever made, without embarrassing pupils.

GENERAL LESSONS.

Hygiene—Oral lessons once a week. Talk to the children on every-day matters of health, and of the pernicious effects of tobacco and alcohol on the system, giving special attention to cigarettes.

Physical Exercises—Calisthenic exercises or motion songs should be given at least twice a day.

Music—Teachers should give such instructions in this subject as time and ability will permit.

Sciences—Teachers should give general lessons on plants, animals, minerals and other subjects from elementary sciences. Let these lessons be prepared with care and given with a purpose and in logical order. Teach color and form. Such topics can be used as a basis for language lessons.

SECOND GRADE—SECOND YEAR.

Text Books—Second reader, several kinds.

Apparatus—Slate, pencil, sponge, rule.

READING.

Second Reader—Teach correct pronunciation of all words before attempting to read. Have pupils define words by using them in original sentences. Insist upon distinct articulation and natural expression. Have lessons reproduced both orally and in writing. Be sure that pupils get the thought in reading. Teacher should read to pupils from suitable books. Have pupils commit short selections. Pupils should be able to read at sight any selection in the second reader before they are promoted to the third. Second reader completed. Use more than one reader if possible. Supplementary reading, Seaside and Wayside No. 1, Wood's Natural History Reader No. 1, and Nature Stories for Young Readers.

SEAT WORK.

Make tables in number work. Reproduce reading lessons. Copy words in spelling from the blackboard. Study of reading lessons. Write original stories.

PENMANSHIP.

Analyze the letters, taking one at a time, following groupings. Call attention to proper forms and point out common errors. Have pupils write on the board and let the class point out errors in formation, shading, slant and curve. Give a short time each day to theory, but remember that writing depends upon practice mainly. Give constant attention to position; to the manner of holding the pen, and to free and easy movements. Before taking copy books, give about one-half the time of each lesson to practice on paper. Give much attention to forearm and muscular movement. Use pen and ink. Foolscap or legal cap paper required in all grades for practice work. Require neat writing in all work of the grade and notice the movement and manner of holding the pen or pencil. Habits formed in other classes are hard to break up in the short time given to the writing class. Aim at legibility, neatness and rapidity.

NUMBERS.

Review first grade work rapidly. Develop numbers from 10 to 30. Continue work in fractions, denominate numbers and simple geometrical forms. Omit the use of objects except in problems. Do mental work as much as possible. Continue work in original problems, but use small numbers. Count by twos and threes to 50, and by fives and tens to 100. Do not allow counting on the fingers. Aim at accuracy and rapidity in adding and subtracting numbers. Give daily drill in such work. Write and read numbers to 1,000. See reference books given in first grade.

LANGUAGE.

Combine language with other subjects. Insist on pupils speaking in complete statements. Teach use of capitals at the beginning of sentences, in proper names and in the words I and O. Write short letters. Fill elliptical expressions. Read short stories for reproduction work. Write stories from pictures. In preparing oral work for the first three grades of this course, consult such books as Reed's Introductory Language Work, Metcalf & Bright's Language Course, Hyde's Lessons and Powell's Language Series.

GENERAL LESSONS.

Hygiene—Once a week. These lessons should be simple and practical. Do not give them at hap-hazard, but as in all oral lessons prepare them before hand, developing a logical and systematic course. Impress them upon the children in such a way that they will observe and obey the teaching. Care of the teeth, diet, exercise, bathing, ventilation, tobacco, cigarettes and alcohol are the character of topics. Consult Pathfinders and other works on this subject. Use chart.

Other Work—Teach patriotic songs for opening exercises and for accompaniments to calisthenics.

Teach drawing of simple forms, as of objects—leaves, plants, stalks. Continue lessons on familiar objects—plants, animals and minerals; teach the number, size and color and arrangement of parts of plants; the parts and arrangements of animal and mineral structures; their qualities.

THIRD GRADE—THIRD YEAR.

Text Books—Third reader, copy book and arithmetic.

READING.

Third Reader—Require the pupils to give the substance of every reading lesson in their own language. Explain meaning of all new words. Supplementary reading, juvenile history and geography, Seaside and Wayside No. 2, Fables and Folk Lore and King's Geographical Reader No. 1.

PENMANSHIP.

The copy book is introduced in this grade. Continue the work by the aid of principles. Have copies reproduced on the blackboard. Secure good position and accuracy. See second grade.

SPELLING.

Increase the work of written spelling. Have all proper names spelled as they occur in the reading lessons. Give spelling of words in classified groups, as the names of different articles used in the school room, the names of common animals, the names of different fruits, etc. Continue the work with diacritical marks.

ARITHMETIC.

Use elementary arithmetic. Numbers from 30 up. Teach combinations, separations and comparisons of fractions. Give

oral drill constantly for rapid work. Give practical examples, such as are met with in business life. Illustrate these with toy money, weights and measures. Make all analyses simple. Count by twos, threes and sixes to 100. Teach multiplication tables by construction and give thorough drill.

LANGUAGE.

Continue the work from the second grade. Give attention to the use of singular and plural forms in writing. Teach the use of "be" in its different forms, also "have" and the possessive form of the noun. Increase the vocabulary and teach the correct use of words having the same sound but different spelling, as right, write; there, their. Give especial attention to the use of capitals in writing, and also to the proper ending of sentences, by teaching different forms of sentences. Have pupils write frequently original sentences of these four forms. Teach use of the comma in a series and in direct address. Teach the use of the period in abbreviations, such as Mr., Dr., Colo., and with initials. Give the use of the comma in contractions, as "I'm" stands for "I am," "don't" for "do not." Teach the use of quotation marks. Give letter writing considerable attention. Teach the proper forms before the pupils write a letter. Much attention should be given to writing short stories, whether by the aid of pictures or as reproductions. From the first insist on such work being done in the proper form; subject at the top, margin, indentation for paragraph, use of hyphen, when necessary at the end of a line, capitals, terminal marks and pupil's name below.

GEOGRAPHY.

Do not use text books for this year, but geographical readers. Read to pupils from books of travel. Bayard Taylor's *Views Afoot*, *Seven Little Sisters*, King's *Geographical Readers*, Hall's *World Readers* are excellent books for this purpose. Tell them of places you have visited. Teach directions: east, west, north and south. Use these terms in describing position in the school room and on the playground. Teach the distance of near places and the probable distance of those more remote, using the terms inch, foot, rod, yard and mile. Develop the idea of maps by representing the school room on the black board. Draw map of the school grounds and surrounding country. Develop the idea of hill, mountain, streams of water, etc. A globe should be had if possible. Aim in these lessons to give a clear outline of the image of the earth's surface, continents and oceans.

GENERAL LESSONS.

Continue as indicated in previous course. Draw lines from dictation and develop geometrical forms. Continue observations of plants and animals, their habits and uses.

FOURTH GRADE—FOURTH YEAR.

Text Books—Third reader, copy book, speller, arithmetics, language and geography.

READING.

Supplement with Hooker's Child Book of Nature No. 1, Seaside and Wayside No. 3, Stories of Our Country or similar books. Teach the use of the dictionary and require pupils to use it. Keep up the practice of phonetic spelling and diacritical marks through this and on all following grades. Supplementary reading, Our World Reader No. 1.

PENMANSHIP.

Continue as in previous grades,

SPELLING.

Begin with the book and complete about forty pages; use spelling blanks and insist on neat work. Give words from geography and other studies. Use words in sentences to illustrate their meaning.

ARITHMETIC.

Elementary arithmetic completed. Review the fundamental rules. Continue oral drill to secure accuracy and rapidity in addition, subtraction, multiplication and division of numbers.

LANGUAGE.

Begin with the language book. Reproduction of stories and lessons, oral and written. Letter writing. Punctuation marks as used in lessons. Give work in abbreviations and contractions.

GEOGRAPHY.

Finish primary book. Read from books of travel. Use wall maps and globes. In map drawing use free hand method. In this grade do not require minute knowledge of the subject, but require a thorough knowledge of the general and most important subjects. Make free use of modeling board and

clay modeling. Give special attention to local geography. Teacher should consult King's Geographical Aids and Parker's How to Teach Geography.

GENERAL LESSONS.

Continue the work of hygiene, physical exercises, music, drawing and sciences, as indicated in previous grades. Give lessons on topics of the day, morals, manners, government and history. Read selections from good books and endeavor to create a taste for good reading. Call attention to suitable books found in the school library.

FIFTH GRADE—FIFTH YEAR.

Text Books—Fourth reader, copy book, speller, arithmetic, geography, language, hygiene.

READING.

Complete first half of fourth reader. Give attention to articulation, pronunciation, emphasis, inflection and pauses, but make the *thought* in the lesson of the most importance. To enable the pupils to become possessed of the thought, a system of questioning is often necessary. Call for the meaning of all new words, and then have them used in original sentences. Encourage pupils to look up biographical allusions, and make free use of the dictionary. Historical readers should be used for supplementary reading. Stories of Our Country, Boston Tea Party and Eggleston's First Book in American History are good; also Montgomery's Beginners' American History and Information Reader No. 1.

PENMANSHIP.

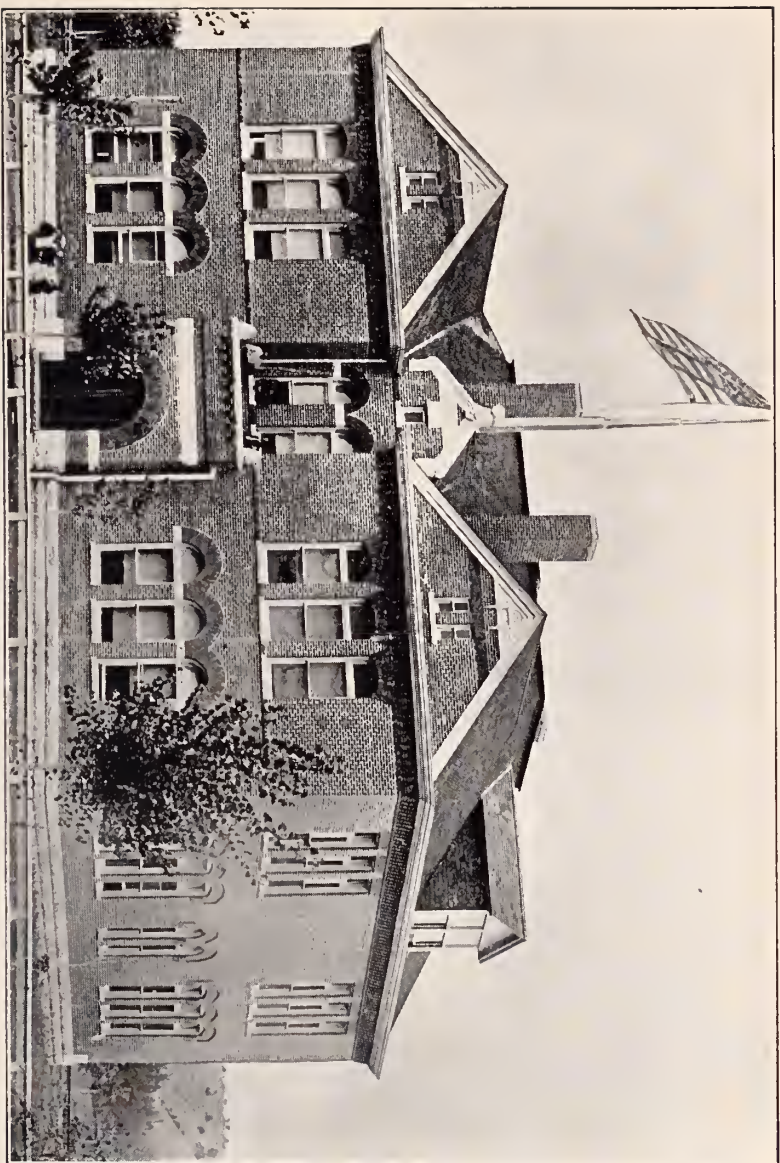
See previous grades. Half hour three times a week.

SPELLING.

Continue in the speller to page 80. Pay attention to homonyms.

ARITHMETIC.

First term, review elementary; second term, practical arithmetic begun. Pupils should be able to apply practically the knowledge acquired in this grade, hence, give them much supplementary work in business problems, both mental and written. Lead pupils not only to state what they do, but why they do it.



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The pupils will have had much drill in mechanical operations, and should now be able to apply principles. Make factoring important, teach greatest common divisor and least common multiple thoroughly. Use short rules for determining when a number is exactly divisible by 2, 3, 4, 5, 6 and 9. See that pupils make a practical use of these rules. Give close attention to analysis. Give frequent drill in the practice of solution of problems by inspection. Construct original problems in G. C. D. and L. C. M.

LANGUAGE.

Continue with the language book. Supplement the book with oral work. Give drill on the proper use of verbs often used incorrectly, such as lie, lay, teach, learn. Continue the work in letter writing and reproduction stories. Pay strict attention to the use of capital letters and the simple rules of punctuation, sentencng and paragraphing.

GEOGRAPHY.

Begin with complete book. Make a thorough study of North America, United States and Colorado. Lead the pupil to observe closely as regards relief, life and home. From this, by the inductive process, have him build up the world as the dwelling place of men and the lower animals, productive of various kinds of vegetation and minerals. In studying the human family, animal life and resources, give philosophical reasons for their particular natural location. Omit the thousands of villages and small streams, but place considerable stress on physical features, agricultural products, etc. Study each continent briefly and include outline map, showing relief, drainage and relative position. Give elementary instruction in mathematical geography. Study elevation, drainage systems and mineral locations as a basis for the study of climate, productions and industries. Teach topically. Encourage pupils to search out different matters on each topic. Give attention to the spirit of the subject, creating an interest. Do not waste time on unimportant map questions. In map drawing aim at fixing the outlines and general features rather than to produce a work of art.

PHYSIOLOGY AND HYGIENE.

Use Pathfinder No. 2 or some similar book. Study and recite; complete the book. Make use of charts. Make use of experiments when convenient. If preferred, this book may be used in connection with the reader and alternating with it.

GENERAL LESSONS.

Lessons under this head continued as in previous course. Make collections of specimens for nature study.

SIXTH GRADE—SIXTH YEAR.

Text Books—Fourth reader, copy book, speller, arithmetic, grammar, geography.

READING.

Complete fourth reader. Supplement with historical and other reading. Continue work indicated in fifth grade. Study the authors of selections used, and endeavor to instill a love for good reading. Supplementary reading, same as fifth grade, with the addition of *Grandfather's Chair*, by Hawthorne.

PENMANSHIP.

As in previous grades.

SPELLING.

Continue with the speller, complete about forty pages more. Use dictation exercises. Follow instructions of previous grades.

ARITHMETIC.

Complete decimals and denominate numbers. Give much drill in the use of the decimal point and in writing decimals. Give practical work in bills and accounts. Give practical examples relating to the measurement of plastering, papering, carpeting, lands, bins, boards, walls, cellars, areas and solids of all kinds. Construct and solve original problems, continuing until pupils are familiar with such work. Pay strict attention to mental problems and analysis in denominate numbers.

LANGUAGE.

Complete elementary grammar. Study parts of speech. Analyze sentences. Use some good form of diagraming, but do not depend on diagrams alone; use thorough analysis in connection. Make lessons practical and inductive. Lead pupils to see the benefit of the study. Show with illustrations, for example, that past participle instead of past indicative, is always used after an auxiliary, hence necessity of learning principal parts of ir-

regular verbs. Continue language work by compositions, reproductions and stories, paragraphing, committing memory gems and punctuating.

GEOGRAPHY.

Complete the book. Use instructions given in previous grades.

GENERAL LESSONS.

The same as in previous grades.

SEVENTH GRADE—SEVENTH YEAR.

Text Books—Selections for reading, copy book, speller, arithmetic, grammar, geography, United States history.

READING.

Reading from Sketch Book, Snow Bound, Evangeline and such other masterpieces of literature as there may be time for. Use selections from fifth reader if other books cannot be secured. These books are to be used primarily for reading, but incidentally they should be made a study in literature. Study authors, point out the beauties of style and figures in speech. Inculcate a love for good literature. Pupils should be led to appreciate the beautiful passages of these selections. Most reading is silent and mental. Pupils should be trained to think while reading, to recognize the thought while recognizing and calling words. Make thought govern expression. "A mistake in emphasis is the mind's mistake."

PENMANSHIP.

Continue as in previous grades.

ARITHMETIC.

Before beginning percentage give review lessons in decimal and common fractions. Solutions of problems in percentage should be based upon analyses familiar to the pupils, in operations in common and decimal fractions. Give special attention to the "hundred per cent. method." Insist on the work being accurately and neatly arranged, each step being indicated. Apply the principles of percentage to profit and loss, commission, taxes, stocks, insurance, interest and discount. Make the writing of business forms prominent. Drill pupils on the different forms of notes, receipts, bank drafts and checks. Have many practical problems bearing directly upon these subjects.

GRAMMAR.

Complete one-half of the book. Develop originality of thought. Accept only good letter writing and good composition work.

GEOGRAPHY.

Make a complete general review of geography by topics during the first four months of this year. Associate geography and history.

HISTORY.

Begin the history of the United States as soon as geography is completed. Associate history and geography. Use many books for reference, and endeavor to have pupils investigate subjects and get information from other sources than the text books. Recite mostly by topics. Constant reviewing is necessary to fix these facts firmly in the memory. Make topical outlines to be put on the board by the class. Select a few dates. These should be the most important, and focal dates upon which other events may be grouped. These dates and the events which they mark should be fixed in the mind by repetition until they will cling through a lifetime. Do not waste much time on unimportant battles. Study causes and results. Better get the chief things well, than to undertake much and have nothing retained. Review by subjects, such as the slavery question, acquisition of territory, exploration of the Spanish, etc. Study the origin and views of the different political parties. Teach constitution and government incidentally. Endeavor to create an interest and get pupils to consult other authors and read biography. Occasionally have compositions on historical subjects. Explain allusions to the contemporaneous history of the particular period under consideration.

GENERAL LESSONS.

Rhetoricals—Each pupil should recite a good selection at least once a month, and oftener if the teacher so desires. Require the selection to be committed one or more weeks before it is given. Essays or compositions may occasionally be read instead. If the teacher desires, the time from last recess of each Friday, or alternate Friday afternoons, may be devoted to general rhetorical exercises, consisting of songs, readings, recitations, compositions, debates and an occasional dialogue, if simple and does not require a great deal of time and attention to prepare it. If preferred, the pupils may form literary societies and conduct these exercises under the supervision of the teacher. In-

stead of taking this special time, the rhetoricals may be made a part of the morning exercises, having two or more give exercises each day in turn as their names come on the roll. This method is thought better for the higher grades at least. Quotations should be taught in connection with rhetorical exercises. This applies to all grades prepared to do the work. Introduce subject of local government. Make broader comparisons of plants, animals and minerals as a basis for composition work. Illustrate by drawing.

EIGHTH GRADE—EIGHTH YEAR.

Text Books—Selections from literature, copy book, speller, arithmetic, grammar, history, civil government and physiology.

READING.

Read selections from English literature. Lady of the Lake, Miles Standish, Hawthorne's Wonder Book and Lamb's Tales from Shakespeare are recommended. "Master Pieces of American Literature," which includes selections from a dozen of the best American prose and poetic writers, is an excellent book to use in this grade. Continue the subject of authors and literature as indicated in the seventh grade.

PENMANSHIP.

Continue as before; also, use business forms.

SPELLING.

Complete the subject. Teach primitive, derivative and compound words. Give special attention to the analysis of words; first having taught the meaning of most common prefixes and suffixes. Every teacher should have some good work on word analysis. References—Kennedy's What Words Say and Swinton's Word Analysis.

ARITHMETIC.

Complete the subject. Omit alligation, progression and equation of payments. Give special drill in practical problems to supplement the book. Review the entire course.

GRAMMAR.

Complete the course and review the book. Require close analysis, both oral and written, and by means of diagrams.

Pupils should be able to recognize and explain simple figures of speech. Selections from literature may be used for additional study in grammar.

HISTORY.

Continue work as outlined in seventh grade. Complete and review the book.

CIVIL GOVERNMENT.

Use elementary text book. Take sufficient time to ground the pupils thoroughly in the elements of the subject. Let the subject follow history or physiology, depending upon which may be completed first. If preferred, the teacher may alternate civil government with history. Supplement with much work on local government. Study the school districts, city, county and state governments. Develop patriotism.

PHYSIOLOGY.

Complete the subject. Give special attention to that particular part of physiology including hygiene.

GENERAL LESSONS.

Current events and review of past work.

RULES AND REGULATIONS.

First—Each teacher will be required to have a copy of the course of study, at all times, in the school room.

Second—Teachers are expected to conform to the rules and regulations, and the plan of this course of study, and to see that the provisions therein set forth are properly carried out.

Third—Examinations. At the close of each month of the school term, or at convenient times during the month, teachers shall require the pupils of the fourth and following grades to take written examinations or reviews, in which they shall be graded on a scale of 100 per cent. The monthly report cards, showing standing of pupils, shall be sent to the parents for their examination and signature and returned to the teacher. The teacher shall be required to forward monthly statements of enrollment, average daily attendance, and such other information as may be required, to the county superintendent and secretary of the district, upon blanks furnished by the county superintendent.

Fourth—At the close of the school term, or year, the record in each branch studied, the number of days present, as shown by the daily register and by report cards, shall be recorded in the annual register by the teacher and filed with the secretary of the district.

Fifth—Examinations for promotion. The county superintendent of each county will prepare a uniform list of questions for the fifth, sixth and seventh grades. No pupil should be promoted to a higher grade unless he make an average of seventy-five; nothing below sixty; Provided, That a teacher may promote a pupil with his class after passing a part of the examination, on condition that he make up the studies he failed in and pass an examination at some future time. The superintendent will provide certificates of promotion to be given by the teacher to all who have completed the work of the grade.

Sixth—Final examinations. The county superintendent of each county shall prepare a uniform list of questions for pupils preparing to complete the course. These examinations shall be conducted by the teacher and the papers forwarded to the county superintendent. Pupils completing the course are required to make an average of eighty; no branch below seventy. Those who pass will receive a certificate that they have completed the course, signed by the county superintendent, teacher and president of the board. No pupil shall receive a certificate who has not finished the complete course.

Seventh—Arrangements will be made whereby pupils who have completed the course of study may be admitted to the high schools of their counties without examination.

SUGGESTIONS TO TEACHERS.

1. In this revision you will notice that the number of grades is raised from *five* to *eight* to correspond to the "eight years' " work in the original course. The course now harmonizes with the eight grades in the city schools. The arrangement of classes will depend upon the conditions in your school. Combine grades wherever possible so as to *reduce the number of recitations to the minimum*.

2. It is expected that all work outlined in the course of study will be done as outlined, but teachers are expected to leave *their mark* in the result. Teachers are not expected to surrender their individuality. The course of study is simply intended to help—to guide—and your success will, as heretofore, depend upon the ingenuity and energy that you display.

Read the course of study with particular reference to what is required of each grade, and with reference to the amount of *thought* and *activity* on your part that is necessary to complete the work required. There is no "royal road" to learning. Teach by example that "work wins."

4. If any of the work outlined in the course of study is not thoroughly understood by you, do not hesitate to ask for information. The county superintendent will gladly write to you or visit your school, if necessary, in order to render you assistance. "How to Organize and Classify a Country School," by W. M. Welch, should be consulted.

5. Ascertain in which grade of the course each pupil has *most* of his work and classify him in that grade. If he has not all his studies in this grade, mark the number of the grade in which his studies are found under the headings for these respective studies. For example, if a pupil is classified in the fourth grade, but has arithmetic in the fifth grade, mark 5 above the figures indicating the pupil's standing, and in ink of a different color, in arithmetic column opposite his name in the register.

6. The *first* classification of any school is most difficult, and should be made with much care. Succeeding teachers will not change the classification left by their predecessors without good reasons.

7. The classification as left by each teacher in the register, should show the *status* of each pupil at the *close* of the term, each being classified in the grade which he has just finished.

8. A pupil changing from one school to another in this state should receive from his teacher a certificate of his standing, which will enable the teacher whose school he enters, to classify him without examination.

9. In case a pupil wishes to be excused from the performance of the work outlined in the course of study, talk the matter over with the parents, and, if possible, convince them of their mistake in permitting the child to omit any portion of the work. If the parent presents a reason which seems to be valid, refer him to the school board, as they alone have power to excuse. The work in physiology with special reference to the effects of narcotics and stimulants on the human system cannot be omitted, even by the school board.

10. Parents should visit the schools, but if they do not, their negligence *in no manner excuses teachers from visiting parents*. Prove to them that you are really interested in the progress of their children and you will have their sympathy and support. Many misunderstandings may be avoided by visits to parents.

11. In all your labors with pupils and parent, be kind, courteous and just. "System, self-possession, energy and kindness on the part of the teacher are the best disciplinary agents."

12. It is a teacher's duty to care for the property, apparatus and supplies of the school. The fences and outbuildings should bear no marks that children should not see. Shield the innocent and virtuous from the vicious as far as possible. Do not fail to give due attention to character building, the primary object of education. Cultivate a love for home and country. Teach respect for the flag. Teach its history and have it floating from the school house whenever possible.

Aim at thoroughness—it is easier to promote a pupil than it is to put him back. A serious criticism on many of our schools is that children are in classes too high for them. This is a serious detriment to the children.

13. Discourage high school studies unless the pupil is well grounded in the lower studies and has passed a common school examination given by the county superintendent. It is unfair to

the primary pupils to spend a large portion of your time with one or two advanced pupils, even if you do like to teach the higher classes.

14. Be accurate and critical. Mistakes made in pronunciation and the use of language will be followed by pupils. It takes much more time to correct these errors afterward than to teach correctly at first. If you do not know a thing, say so frankly, and then take pains to find out. Refer pupils to the dictionary, and consult it often yourself. Do not allow pupils to "guess." Good results are not obtained by urging pupils to tell what they are positive they do not know.

15. At all times furnish plenty of *work* for your pupils. Do not mistake innocent amusement for work. Profitable and constant occupation is the true preventive of disorderly conduct.

16. Ornament your school room with pictures and flowers, and make it as attractive to pupils as possible.

17. Every teacher should own and *read* two or more good works on teaching. No teacher has any right to learn methods at the expense of the pupil.

18. In dismissing your school or in calling classes, use a signal and thus avoid confusion and save time.

19. Never allow your pupils to use forms for work that you would not use yourself. Your ideas of how work should be done are shown to parents and to others by your pupil's work.

20. Do not teach a single branch at a time, but teach all the branches at all times—*i. e.*, never lose sight of language, history, orthography, etc., in any recitation.

21. Ask your questions in such a way that the pupil *cannot* mistake your meaning, and require a complete statement for an answer.

22. Tell *little* and develop *much*. Teach your pupils to *think*. It is what a pupil *does for himself* that benefits him.

23. Too much attention cannot be paid to articulation; a word mispronounced is almost certain to be misspelled.

24. If any grade has not completed the work for the year, state in your "remarks" how much has been completed. By making a record of the standing of the different grades, succeeding teachers can, by examining the daily register, go to work without the usual review or examination consequent upon a change of teachers.

25. In order that the record, as shown by the register, may have any value, we insist that all work passed over be done thoroughly. No *true* teacher will try to mislead parents, or her successor, by hastening over the work. It is hoped that this course

of study and record of the standing of pupils will do away with this constant beginning at the "first of the book" at the beginning of each term, thereby discouraging both pupils and parents. If the subjects are properly presented, and the pupils are given sufficient time on each subject, there will be no necessity for the annual experiment. Do not be in a hurry in the beginning. Lead the pupil to know *when* he knows a subject and when he *does not know it*.

S. T. HAMILTON,
J. P. JACKSON,
E. T. FISHER,
Committee on Revision.

SCHOOL LIBRARIES.

Each school district in Colorado should have a library: It requires but a small amount of money, and but little effort on the part of the school directors to establish one. Once established, and its efficiency is incalculable in aiding the teacher and parent in the regular school work, and in developing a love of reading good books, which will be invaluable to our boys and girls all their lives. The titles and prices of the books generally indicate the grade of the book and the age of the pupil to which it is adapted; but those marked "a" are the best adapted to pupils in primary grades.

SELECTIONS FOR SCHOOL LIBRARIES.

TITLE	AUTHOR	PUBLISHER	Price
Henry Clay, 2 vols., each.....	.....	A. F.	\$.90
Kit Carson.....	Abbott	A. F. ....	.90
Conquest of Mexico, 3 vols.....	Prescott	A. F.	1.50
Vassar Girls in England.....	.....	A. F.	1 28
With Wolfe in Canada.....	Henty.....	A. F.	1.12
Scottish Chiefs.....	Porter.....	A. F. ....	.32
Boys of '61.....	Coffin	A. F.	2.00
Daughters of the Revolution.....	Coffin	H. & M.	1.50
Old Times in the Colonies.....	Coffin	Harper	2.34
Building a Nation.....	Coffin	Harper.....	2.34
Lessons on Manners.....	Wiggans	L. & S. ....	.30
Our Boys in China.....	French	L. & S.	1.00

SELECTIONS FOR SCHOOL LIBRARIES.—*Continued.*

TITLE	AUTHOR	PUBLISHER	Price
Sara Crewe "A"	Burnett.....	A. F.	\$.79
Boy Heroes "A"	Hale.....	.....	.58
Ten Times One is Ten	Hale.....	Rob. B. ....	.74
A Family Flight in Mexico	Hale.....	A. F.	1.10
Silver Skates or Hans Brinker	Dodge.....	A. F.	1.12
Donald and Dorothy	Dodge.....	A. F.	1.13
King of the Golden River "A"	Ruskin.....	L. & S. ....	.25
Young Folks' Robinson Crusoe "A"	Farrar.....	L. & S. ....	.30
Sesame and the Lilies	Ruskin.....	R. Co. ....	.30
Sketch Book	Irving.....	R. Co. ....	.30
Story of Columbus	Irving.....	A. F. ....	.60
Grandfather's Chair	Hawthorne..	A. F. ....	.39
Tanglewood Tales	Hawthorne..	A. F. ....	.39
Wonder Book	Hawthorne..	H. & M. ....	.40
Story of a Bad Boy	Aldrich.....	H. & M.	2.00
Fairy Tales "A"	Anderson.....	H. & M. ....	.40
Longfellow's Poems .....	.....	H. & M.	2.00
Ivanhoe	Scott.....	H. & M.	1.00
Talisman	Scott.....	Macmillan ..	.50
Lady of the Lake	Scott.....	Ginn.....	.50
Tales of a Grandfather	Scott.....	A. F. ....	.43
Autocrat of Breakfast Table	Holmes.....	H. & M. ....	.50
Twice Told Tales	Hawthorne..	H. & M. ....	.60
Ben Hur	Wallace.....	Harper.....	1.17
Young Nimrods	Knox.....	Harper.....	1.93
Boy Travelers in China and Japan	Knox.....	Harper.....	2.36
Boy Travelers in South America	Knox.....	Harper.....	2.36
Boy Travelers in Great Britain	Knox.....	Harper.....	2.36
Tale of Two Cities	Dickens.....	Harper.....	.84
David Copperfield	Dickens.....	Harper.....	1.23
Nicholas Nickleby	Dickens.....	A. F.	1.23
Child's History of England	Dickens.....	A. F. ....	.22
United States History in One Syllable "A" ..	Pierson.....	A. F. ....	.67
Stories of American History "A"	Munroe.....	A. F. ....	.60

SELECTIONS FOR SCHOOL LIBRARIES.—*Continued.*

TITLE	AUTHOR	PUBLISHER	Price
Cat Tails and Other Tales "A"	Howliston...	A. F.	\$.50
Among the Gaiuts "A"	Naher	A. F. ....	.50
Stories from Hiawatha "A"	Krackowizer	A. F. ....	.25
Seven Little Sisters "A"	Andrews	Ginn .....	.50
Stories Mother Nature Told Her Children "A"	Andrews	Ginn .....	.50
Ten Boys "A"	Andrews	Ginn .....	.50
Each and All "A"	Andrews	Ginn .....	.50
Selections from Sketch Book "A"	Irving	Ginn .....	.35
Black Beauty "A"	Sewall	T. Y. C. ....	.75
Short Studies in Botany	Cooper	T. Y. C.	1.00
Arthur Bonnicastle	Holland	A. F. ....	.93
Seven Oaks	Holland	A. F. ....	.93
Kathriua	Hollaud	A. F. ....	.93
Zigzag Journeys in the Occident	Butterworth	A. F.	1.27
Zigzag Journeys in India	Butterworth	A. F.	1.27
Zigzag Journeys in the South (No. 1) "A"	Butterworth	Heath .....	.30
Zigzag Journeys in the South (No. 2) "A"	Butterworth	Heath .....	.40
Zigzag Journeys in the South (No. 3) "A"	Butterworth	Heath .....	.55
Zigzag Journeys in the South (No. 4) "A"	Butterworth	Heath .....	.70
The Patriot School Master	Butterworth	Appleton	1.50
Stories of American History	Youge	Appleton	1.50
Life of A. Lincoln	Arnold	McC.	1.50
A Short History of France	Kirkland	McC.	1.25
Birds Through an Opera Glass	Merriam	A. F. ....	.57
Lessons in Right Doing, 2 vols	Ballou	A. F. ....	.35
Up and Down the Brook	Bamford	A. F. ....	.56
Old South Leaflets .....	.....	A. F. ....	.06
The American Citizen	Dole	Heath	1.00
Leonard and Gertrude	Pestalozzi	Heath .....	.90
Leaves and Flowers "A"	Spear	Heath .....	.30
My Saturday Bird Class "A"	Miller	Heath .....	.30
John Halifax	Muloch	Harper .....	.75
Adventures of Ulysses	Lamb	Harper .....	.28
Fifteen Decisive Battles	Creasy	Harper .....	.84

SELECTIONS FOR SCHOOL LIBRARIES.—*Continued.*

TITLE	AUTHOR	PUBLISHER	Price
Geo. Washington	Johnstone	E. B. J.	\$1.75
Old Greek Life	Mahaffy	A. B. Co. ....	.35
Storyland of Stars "A" .....	.....	Ed. P. Co. ....	.40
Our Fatherland .....	.....	Ed. P. Co. ....	.50
Chips From a Teacher's Workshop	Klemm	A. F.	1.32
Cuore. Italian Boy's Journal .....	.....	A. F. ....	.60
Carey Sisters' Poems .....	.....	A. F.	1.09
We Girls	Whitney	A. F. ....	.93
Last of the Mohicans	Cooper	A. F. ....	.32
Views Afoot	Taylor	A. F. ....	.58
Juan and Juanita	Baylor	A. F.	1.13
Last Days of Pompeii	Lytton	A. F. ....	.22
The Throne of David	Ingram	Rob. B.	1.10
Story of a Short Life	Ewing	Rob. B. ....	.25
Aesop's Fables .....	.....	Ginn .....	.50
Peasant and Prince .....	.....	Ginn .....	.50
Greek Heroes .....	.....	Ginn .....	.50
Stories of the Old World	Church	Ginn .....	.50
Pilgrims and Puritans	Moore	Ginn .....	.60
Dottie Dimple Series "A" 6 vols.	May	L. & S.	3.00
Pictures and Stories of Animals, 6 vols., "A"	Tenney	L. & S.	1.80
Little Miss Wheezy "A"	Shirley	L. & S. ....	.50
Education	Spencer	L. & S. ....	.50
Autobiography Letters of Ben Franklin .....	.....	L. & S. ....	.50
A Book of Golden Deeds "A"	Yonge	Mac .....	.50
The Population of an Old Pear Tree "A"	Yonge	Mac .....	.50
Camping Out Series	Stevens .....	.....	4.50
Riverside Literature Series, 34 vols. ....	.....	H. & M.	13.10
Whittier's Poems .....	.....	H. & M.	2.00
France and England in North America	Parkman	E. B. & Co.	1.50
Lasalle and the Discovery of the Great West	Parkman	E. B. & Co.	1.50
Daniel Webster	Lodge	A. F. ....	.98
Initiative and Referendum	Sullivan	A. F. ....	.68
Farm and Workshop	Hall	A. F. ....	.26



DISTRICT NO. 7, CHEYENNE COUNTY.

SELECTIONS FOR SCHOOL LIBRARIES.—*Continued.*

TITLE	AUTHOR	PUBLISHER	Price
Wolf Run	Kellogg	L. & S.	\$.75
Arbor Day	Kellogg	E. L. K. ....	.25
Nature Myths and Stories for Young "A"	Cooke	E. L. K. ....	.30
Seven American Classics .....	.....	A. B. Co. ....	.50
Golden Book of Choice Reading "A" .....	.....	A. B. Co. ....	.30
How to Study Planets	Wood	A. B. Co.	1.00
Myths of Greece and Rome	Guerber	A. B. Co.	1.50
Myths of Northern Lands	Guerber	A. B. Co.	1.50
Masterpieces of American Literature .....	.....	H. & M.	1.00
History of United States	Fiske	H. & M.	1.00
Physical Laboratory Manual	Chute	Heath .....	.80
Stories of Old Greece	Firth	Heath .....	.30
Nature Stories for Young Readers "A"	Bass	Heath .....	.30
The American Government	Hinsdale	Werner	1.50
Physical Geography	Maury	U. P. Co.	1.60
Short History of United States	Scudder	Sheldon	1.00
American Writers of To-Day	Vedder	S. B. & Co.	1.50
Tales From English History .....	.....	Harper .....	.36
Tales From Scottish History .....	.....	Harper .....	.50
Peter the Great	Abbott	Harper .....	.80
Alexander the Great	Abbott	Harper .....	.79
Stories Told at Twilight	Moulton	Rob. B. ....	.92
Little Women	Alcott	Rob. B.	1.10
Little Men	Alcott	Rob. B.	1.10
Rose in Bloom	Alcott	Rob. B.	1.10
Eight Cousins	Alcott	Rob. B.	1.10
Under the Lilacs	Alcott	Rob. B.	1.10
Nellie's Silver Mine "A"	Jackson	Rob. B.	1.10
Romona	Jackson	Rob. B.	1.12
Cat Stories (3 in 1) "A"	Jackson	Rob. B.	1.50
Ethics for Young People "A"	Everett	A. F. ....	.42
Queer Little People "A"	Stowe	A. F. ....	.92
Uncle Tom's Cabin	Stowe	H. & M.	1.00
Little Lord Fauntleroy "A"	Burnett	A. F.	1.47

SELECTIONS FOR SCHOOL LIBRARIES.—*Continued.*

TITLE	AUTHOR	PUBLISHER	Price
Cudjo's Cave	Trowbridge ..	L. & S.	\$1.00
Twelve Fairy Tales "A"	Lodge	L. & S. ....	.50
Pictures and Stories of Quadrupeds	Tenney	L. & S.	1.80
Pilgrim's Progress	Bunyan	Ginn .....	.40
Those Dreadful Mouse Boys "A" .....	.....	Ginn .....	.80
Swiss Family Robinson "A" .....	.....	Ginn .....	.50
Rasselas	Johnson	Ginn .....	.40
Tales from Shakespear's Comedies	Rolfe	Ginn .....	.50
Tales from Shakespear's Tragedies	Rolfe	Ginn .....	.50
Fairy Tales "A"	Grimm	Ginn .....	.50
Madam How and Lady Why "A"	Kingsley	Mac .....	.50
Life of Washington	Earle	A. F.	1.07
Life of Lincoln	Earle	A. F.	1 07
Little Folks in Feathers and Furs "A"	Johonnot	A. F. ....	.31
Neighbors With Wings and Fins "A"	Johonnot	A. F. ....	.40
Aunt Martha's Corner Cupboard	Kirby	A. F. ....	.46
Prince and Pauper	Mark Twain ..	A. F. ....	.79
Lion of the North	Henty	A. F. ....	.57
Noble Deeds of Our Fathers .....	.....	A. F. ....	.30
Being a Boy	Warner	A. F. ....	.91
Tom Brown at Rugby	Hughes	Ginn .....	.40
Tom Brown at Oxford	Hughes	A. F. ....	.22
Hoosier Schoolmaster	Eggleston	A. F. ....	.80
Hoosier Schoolboy	Eggleston	A. F. ....	.60
The End of the World	Eggleston	A. F.	1.12
A First Book in American History "A"	Eggleston	A. B. Co. ....	.60
Animal Life on the Globe	Chisholm	B. S. S. Co. ....	.....
Silas Warner	Eliot	T. Y. C.	1 00
Janet's Repentance	Eliot	T. Y. C.	2 00
Romola	Eliot	Harper .....	.60
Books of Tales "A"	S. & C.	A. B. Co. ....	.50
Seven British Classics	S. & C.	A. B. Co. ....	.50
Readings in Nature's Book	S. & C.	A. B. Co. ....	.65
Forest Glen	Kellogg	L. & S. ....	.75

SELECTIONS FOR SCHOOL LIBRARIES.—*Continued.*

TITLE	AUTHOR	PUBLISHER	Price
Manual of the Constitution.....	Andrews.....	A. F.....	\$1.00
Literature for Beginners.....	Swineford.....	A. F.....	.57
Geological Excursions.....	Winchell.....	A. F.....	.97
Seaside and Wayside Series, No. 1.....	Wright.....	A. F.....	.26
Seaside and Wayside Series, No. 2.....	Wright.....	A. F.....	.36
Seaside and Wayside Series, No. 3.....	Wright.....	A. F.....	.53
Seaside and Wayside Series, No. 4.....	Wright.....	A. F.....	.63
Little Tales About Plants "A".....	Dean.....	A. F.....	.32
Seashore Chats "A".....	Dean.....	A. F.....	.63
Little Biographies "A".....	Harris.....	A. F.....	.58
Girls' Book of Famous Queens.....	.....	A. F.....	1.05
New Bedtime Stories.....	Moulton.....	Rob. B.....	.92
Jan, of the Windmill.....	Ewing.....	Rob. B.....	.40
Age of Electricity.....	Park.....	S's Sons.....	1.37
Making of a Nation.....	Walker.....	S's Sons.....	.95
Boy Settlers.....	Brooks.....	S's Sons.....	.95
Boy Emigrants.....	Brooks.....	S's Sons.....	.95
Frœbel.....	Bowen.....	S's Sons.....	.88
Herbart.....	De Garmo.....	S's Sons.....	.88
Marvels of Animal Life.....	.....	S's Sons.....	1.33
My Kalulu.....	Stanley.....	S's Sons.....	1.05
First Steps in Scientific Knowledge.....	Bert.....	A. F.....	.62
Knock-About Club in the Antilles.....	Ober.....	A. F.....	1.28
Boys of Other Countries.....	Taylor.....	A. F.....	.90
Four Girls at Chautauqua.....	Pansy.....	A. F.....	1.06
Poor Boys Who Became Famous.....	Bolton.....	A. F.....	1.04
Masterpieces of British Literature.....	.....	H & M.....	1.00
Hegil's Educational Ideas.....	Bryant.....	Werner.....	.....
Hinsdale's Studies in Education.....	.....	Werner.....	.....
The Alhambra.....	Irving.....	U. P. Co.....	.....
Kenilworth.....	Scott.....	U. P. Co.....	.....
The Spy.....	Cooper.....	U. P. Co.....	.....
The Pilot.....	Cooper.....	U. P. Co.....	.....
All the Year Round.....	.....	Ginn & Co.....	.....

SELECTIONS FOR SCHOOL LIBRARIES.—*Continued.*

TITLE	AUTHOR	PUBLISHER	Price
Spring.....	.....	Ginn.....	.....
Summer.....	.....	Ginn.....	.....
Autumn.....	.....	Ginn.....	.....
Winter.....	.....	Ginn.....	.....
Autobiography of Benj. Franklin.....	.....	A. B. Co.....	.....
Plants and Their Children.....	Mrs. Dana.....	A. B. Co.....	\$.65
Stories of New Jersey.....	Stockton.....	A. B. Co.....	.80
Fifty Famous Stories Retold.....	.....	A. B. Co.....	.....
The Princess.....	Tennyson.....	A. B. Co.....	.20
Legends of the Middle Ages.....	Guerber.....	A. B. Co.....	1.50
The Story of the Greeks.....	Guerber.....	A. B. Co.....	.....
The Geological Story.....	J. C. Dana.....	A. B. Co.....	.....
Hooker's Child Book of Nature.....	.....	A. B. Co.....	.....
Civics for Young Americans.....	Giffin.....	A. L. & Co.....	.....
Political Economy for American Youth.....	Patton.....	A. L. & Co.....	.....
Washington's Rules of Conduct.....	.....	H. & M.....	.....
Silas Mariner.....	.....	H. & M.....	.....
Warner's Hunting of the Deer.....	.....	H. & M.....	.....
Fables and Folk Stories.....	.....	H. & M.....	.....
In Mythland.....	.....	.....	.....
Fairy Tale and Fable.....	.....	.....	.....
Leaves From Nature's Story Book.....	Mrs. Kelly.....	.....	.....
Song and Legend from the Middle Ages.....	.....	F. & V.....	.50
United States and Foreign Powers.....	.....	F. & V.....	1.00
The Growth of the English Nation.....	.....	F. & V.....	1 00
Europe in the Nineteenth Century.....	.....	F. & V.....	1.00
From Chaucer to Tennyson.....	.....	F. & V.....	1.00
Renaissance and Modern Art.....	.....	F. & V.....	1 00
Walks and Talks in the Geological Field.....	.....	F. & V.....	1.00
The Growth of the American Nation.....	.....	F. & V.....	1.00
The Industrial Evolution of the United States.....	.....	F. & V.....	1.00
Initial Studies in American Letters.....	.....	F. & V.....	1 00
Some First Steps in Human Progress.....	.....	F. & V.....	1 00
Thinking, Feeling, Doing.....	.....	F. & V.....	1 00

SELECTIONS FOR SCHOOL LIBRARIES.—*Continued.*

TITLE	AUTHOR	PUBLISHER	Price
English Kings in a Nutshell, Gail Hamilton		ABC Co	\$.60
Lord's Points of History			1.00
Shepherd's Historical Readings			1.00
Cathcart's Manual English Literature			1.15
Johonnot's Grandfather's Stories			.27
Stories of Heroic Deeds			.30
Stories of Our Country			.40
Stories of Other Lands			.40
Stories of the Olden Time			.54
Ten Great Events in History			.54
Book of Cats and Dogs			.17
Curious Flyers, Creepers and Swimmers			.40
Some Neighbors with Claws and Hoofs			.54
Glimpses of the Animate World			1 00
McGuffey's Familiar Animals and Their Wild Kindred			.50
Living Creatures of Water, Land and Air			.50
Treat's Home Studies in Nature			.90
Kidd's New Elocution and Vocal Culture			1.00
Matthew's (Braudr) Introduction to Amer- ican Literature			1 00
Fisher's Outline of General History			2.40
Outlines of Ancient History			1.00
History of the Nations			1.50
Hale's Lights of Two Centuries			
Coulter's Manual of Rocky Mount'n Botany			1 62
Alden's (Jos.) Studies in Bryant			.35
Brooke's (Stopford A.) English Literature			.35
Dowden's (E.) Shakespeare			.35
Nichol's (John) English Composition			.35
Peile's (John) Philology			.35
Watkins' (M. C.) American Literature			.35
Burke's Conciliation with American Colonies			.20
Defoe's History of the Plague in London			.40
DeQuincey's Revolt of the Tartars			.20
Emerson's American Scholar, Self Reli- ance, Compensation			.20

SELECTIONS FOR SCHOOL LIBRARIES.—*Concluded.*

TITLE	AUTHOR	PUBLISHER	Price
Macaulay's Second Essay on Chatham.....	<i>ABC Co</i>	.20
Essay on Milton.....20
Essay on Addison.....20
Life of Samuel Johnson.....20
Shakespeare's Julius Caesar.....20
Twelfth Night.....20
Merchant of Venice.....20
Midsummer Night's Dream.....20
As You Like It.....20
Macbeth.....20
Hamlet.....20
Southey's Life of Nelson.....40
Webster's (Daniel) Bunker Hill Orations.....20
Skinner's Schoolmaster in Comedy and } Satire.....		1.40
Schoolmaster in Literature.....		1.40
Readings in Folk Lore.....		1.00
Cooper's Animal Life.....		1.25
Johonnot's Geographical Reader.....		1.00
Harris' (Uncle Remus) Stories of Georgia.....80
Stories of Kentucky.....80
Koopman's Mastery of Books.....75

(Note—The names of the publishers and prices of books, *postpaid*, are given to save purchasers much correspondence. In most cases the name of the firm which furnishes the book in good binding at least cost is given. The following list gives addresses in full:)

H. & M.—Houghton & Mifflin, 158 Adams street, Chicago, Ill.

A. B. Co.—American Book Co., 52 Wabash avenue, Chicago, Ill.

A. F.—A. Flanagan, 262 Wabash avenue, Chicago, Ill.

W.—Werner & Co., 160 Adams street, Chicago, Ill.

D. Appleton & Co., 213 Wabash avenue, Chicago, Ill.

McC.—A. C. McClurg, 117 Wabash avenue, Chicago, Ill.

Sheldon & Co., 262 Wabash avenue, Chicago, Ill.

R. Co.—Rodgers Co., 52 North Sixth street, Philadelphia, Pa.
Ed. Pub. Co.—Educational Publishing Co., 50 Bromfield street, Boston, Mass.

Ginn & Co., Boston, Mass.

S. S. Co.—School Supply Co., Boston, Mass.

L. & S.—Lee & Shepard, 10 Milk street, Boston, Mass.

D. C. Heath & Co., Boston, Mass.

Rob. Bros.—Roberts Brothers, Boston, Mass.

S., B. & Co.—Silver, Burdett & Co., 110 Boylston street, Boston, Mass.

L., B. & Co.—Little, Brown & Co., Boston, Mass.

E. B. J.—E. B. Johnstone, 1320 Florida avenue, Washington, D. C.

E. L. K.—E. L. Kellogg, 61 Ninth street, New York City, N. Y.

Mac.—Macmillan & Co., 66 Fifth avenue, New York City, N. Y.

T. Y. C.—T. Y. Crowell, 46 Fourteenth street, New York City, N. Y.

Charles Scribner's Sons, 153 Fifth avenue, New York City, N. Y.

U. P. Co.—University Publishing Co., 43 East Tenth street, New York City, N. Y.

Harper Brothers, Franklin Square, New York City, N. Y.

A. L. & Co.—A. Lovell & Co., New York City, N. Y.

F. & V.—Floyd & Vincent, Meadville, Pa.

S. T. HAMILTON,

E. T. FISHER,

A. J. PEAVEY,

Committee.

REPORT OF COMMITTEES ON COLLEGE PREPARATORY COURSES OF STUDY.

Presented to State Teachers' Association, December 30, 1891.

In December, 1889, the college and high school section of the Colorado State Teachers' Association appointed a committee to prepare courses of study that, in essentials, would make uniform the high school courses of the state, and recognize the same as adequate preparation for admission to Colorado colleges. Report of progress was made at the meeting one year ago, the work approved, and the committee enlarged and continued for further consideration.

A careful investigation of the educational opinion of the country reveals the following principles recognized as essentially determinative in the formation of the courses of study:

1. The course of study that best prepares for higher education should also be, in the essentials, the best preparation for intelligent citizenship and the active duties of life.

2. There should be no point in the primary or secondary courses of study where the student may not go on to higher education—*i. e.*, the primary school, the grammar school, the high school, the college and the university should all be in line, as integral parts of one common system; so that the student desiring to advance may do so, with economy of work and time, whenever opportunity presents itself.

3. As regards secondary education, the high school represents a distinctive idea. Work that belongs essentially to the grammar grades should not be carried into the high school, excepting as applied study.

4. The university and college courses of study should be adapted so as to continue, without interruption, the work of the approved high schools.

Recognizing the determining value of the preceding principles, the committee is unanimous in recommending the adoption of the following courses of study:

CLASSICAL COURSE.

Mathematics—Algebra, through quadratics; plane geometry.

Latin—Latin lessons with grammar; Cæsar's Commentaries, four books; Virgil's *Æneid*, six books; Cicero, seven orations; prose composition.

Greek—Greek lessons with grammar; Xenophon's *Anabasis*, four books; Homer's *Iliad*, three books; prose composition.

Modern Languages—German or French, one year.

Science—Physics, one year.

History—Ancient history.

English—Equivalent of the requirements of the New England Association of Colleges.

LATIN SCIENTIFIC COURSE.

Mathematics—Algebra, through quadratics; plane geometry.

Latin—Latin lessons with grammar; Cæsar's Commentaries, four books; Virgil's *Æneid*, six books; Cicero, seven orations; prose composition.

Modern Languages—German or French, one year.

Science—Physics, one year; chemistry, one year; biology, botany and geology, alternative with astronomy.

History—General history.

English—Equivalent of the requirements recommended by the New England Association of Colleges.

Drawing—Free hand mechanical.

SCIENTIFIC COURSE.

Mathematics—Algebra, through quadratics; plane geometry; plane trigonometry or solid geometry.

Foreign Languages—Three years of either Latin or German, or division of the three years between the two languages, as schools may prefer.

Science—Physics, one year; chemistry, one year; biology, one year (or biology, one-half year, and botany, one-half year; or physiography, one-half year, and geology, one-half year, alternative with one full year of biology).

History—General history.

English—Rhetoric; and also the equivalent of the requirements of the New England Association of Colleges.

Drawing—Free hand and mechanical.

Science work, as recommended in these courses of study, needs definition. Mere knowledge of scientific facts is not the desired end, and will not answer the requirements of scientific study. The pupil should be led to investigate and thus arrive at conclusions as a result of his own, but properly guided, efforts. For that purpose he should be given opportunity for laboratory practice, not necessarily involving expensive equipment. The work in each of these sciences, physics, chemistry and biology, should cover one year, by daily lessons, for such study and investigation, and in the alternative studies, biology, physiography, botany and geology, half of one year.

The following text books, implying a thorough experimental course, will illustrate the plan of work recommended:

Physics—Worthington's Physical Laboratory Practice; or the Harvard Course of Preparatory Experiments; or Chute's Physics. Reference books: Deschanel, Ganot or Stewart and Gee.

Chemistry—Smith & Keller's Experiments; or Shepard's Chemistry; or Reynold's Experimental Chemistry. References: Richter's Inorganic Chemistry, Barker's Chemistry, Mixer's Chemistry, Remsen's Advanced Chemistry.

Biology—Huxley & Martin, for full year's course; or, for half year, Sedgwick & Wilson, or MacGinley.

Physiography—Thornton's Physiography; or Guyot's Physical Geography; or Young's Elements of Astronomy, or the equivalent of any of these.

Botany—Gray or Campbell, with analysis of fifty specimens.

Geology—Shaler's First Book, or LeConte's, with actual field work.

It should be distinctly borne in mind that the science work as outlined is not required in detail. The remarks on methods and text books are intended as suggestive merely, in order that the various schools may understand the character of work that will be the more acceptable to the higher institutions. That which is asked is high standard of work, in which equivalents as to details will be equitably considered.

Equally important, but perhaps better understood, is the character of the preparation required in Greek, Latin, mathematics and the other specified studies. Quantity of work, without attendant high quality, cannot constitute adequate preparation.

The committee recommend the adoption of one, at least, and all, if possible, of these courses of study by the individual high schools of the state, and the addition of such teaching force and equipment as will enable all communities to have the advantage of superior recognition; and, also, the adoption of some

plan, similar, perhaps, to that used by the University of Michigan, whereby graduates of approved high schools may be admitted to the higher institutions on diploma, without examination.

It is also suggested that a standing committee be appointed to continue the work of the present committee as far as may be hereafter needed, provided no change in requirements adopted shall be made without a year's notice, in advance, to the high schools and colleges of the state.

Signed for, and with the unanimous endorsement of, the committee by

P. W. SEARCH,

Committee:

Secretary.

JAS. H. BAKER, Denver High School,

President of University of Colorado.

ISAAC C. DENNETT, University of Colorado.

H. A. HOWE, University of Denver.

CHAS. S. PALMER, University of Colorado.

WILLIAM F. SLOCUM, JR., Colorado College.

P. W. SEARCH, Public Schools of Pueblo.

RESOLUTIONS.

Passed by the faculty, University of Colorado, December 17, 1891:

Resolved, That the president and faculty of the University of Colorado, subject to the endorsement of the board of regents, pledge themselves to adopt these courses of study for the preparatory school, if they are adopted by the college and high school section of the State Teachers' Association.

Resolved, further, That the university will give one year's notice to the high schools of the state before making any material change in the requirements for entrance to college.

The board of trustees and faculty of Colorado College have voted to adopt, for Cutler Academy, the courses of study recommended by the committee on "College Preparatory Courses of Study," if they are accepted at the next meeting of the State Teacher's Association.

WILLIAM F. SLOCUM, JR.,

President of Colorado College.

AUGUSTUS T. MURRAY,

Principal of Cutler Academy.

Colorado College, December 23, 1891.

The faculty of the University of Denver will accept these courses of study as a preparation for college, if they are adopted by the State Teachers' Association.

WM. F. McDOWELL,

December 29.

Chancellor.

FROM COURSE OF STUDY STATE NORMAL SCHOOL.

- I. Philosophy of education.
 1. Stages of development.
 - a* Undeveloped.
 - b* Self-estrangement.
 - c* Generalization.
 - d* Actualization.
 2. Educational forces.
 - a* Internal.
 1. Evolving.
 2. Directive.
 3. Volitional.
 - b* External.
 1. Earth.
 2. Man.
 3. Spirit.
 3. Natures to be educated.
 - a* Physical—living.
 - b* Mental—cognitive.
 - c* Spiritual—volitional.
 4. Processes in education.
 - a* Enlargement—growth.
 - b* Strengthening—exercise.
 - c* Skilling—manipulation.
 5. Results.
 - a* Development.
 - b* Participation.
 1. Actualization.
 2. Transfiguration.
 3. Transformation.
 6. Education as a science.
 7. Education as an art.
 8. Systems of education.

II. History of pedagogy.

1. Civilizations.

a Oriental.

1. Egypt.
2. China.
3. India.
4. Persia.
5. Hebrew.
6. Greek.
7. Roman.

b Jewish.*c* Christian.

2. Educational systems growing out of these civilizations.

a National.

1. Passive.

- a* Family (China).
- b* Caste (India).

2. Active.

- a* Military education (Persia).
- b* Priestly education (Egypt).
- c* Industrial education (Phœnicia).

3. Individual.

- a* Aesthetic education (Greece).
- b* Practical education (Rome).

b Theocratic.*c* Humanitarian.

1. Monkish education.
2. Chivalric education.
3. Civic education.
4. Church education.
5. Free education.
6. Ideal education.

III. Psychology.

a Subject matter.

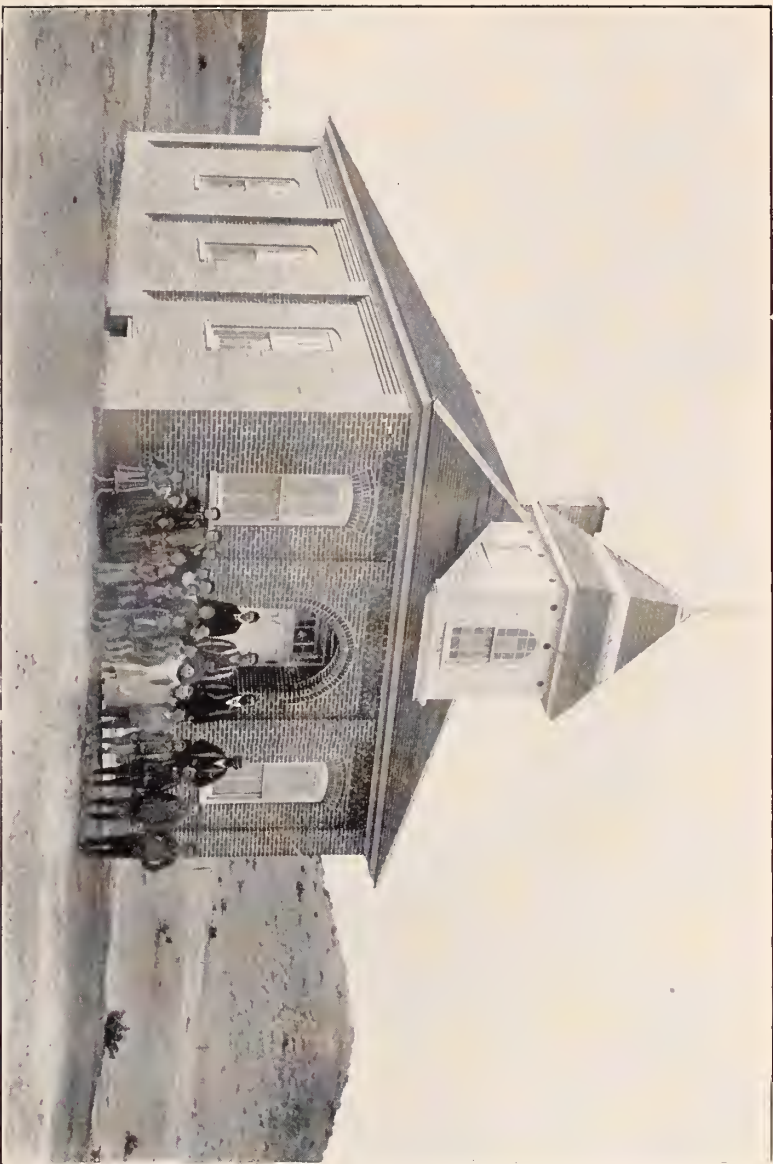
1. Object, body, mind.
2. Body, sense, nerve, brain.
3. Relation of object, body, mind.
4. Movements of—inward, outward.
5. Energies of—mechanical, nervous, mental.
6. Body a medium; inward movement, quickening of mind; sensation, outward movement, expression of mind, perception.
7. Sensations, percepts.
8. Organization of percepts, concepts, conception.

9. Building concepts in geography, history, literature, number, geometry, reading, language, science, etc.
10. How concepts are compared; thinking.
11. How they are related; association.
12. How they are recognized; memory.
13. How they are modified and re-arranged; imagination.
14. Learning; thinking, knowing, expressing.
15. Clear, distinct and comprehensive thinking.
16. Expression; tongue, hand.
17. Tongue; speech, music.
18. Hand; gesture, writing, drawing, constructing.
19. Generalizing, concepts.
20. Powers; conception, memory, imagination.
21. Their processes; reproductive, recognitive, reconstructive.
22. Thought concepts.
23. Syllogism.
 1. Activity; feeling, interest.
 2. Intensity, content and tone of feelings.
 3. Feelings and sensation.
 4. Feeling and perception.
 5. Personal, sympathetic, sentimental feelings; intellectual, æsthetic, ethical and spiritual sentiments.
 6. Relation of feeling to thinking.
 7. Education of feelings.
 1. Desire, impulse, choice, action.
 2. Automatism; habit, character, man.
 3. Education of the will.
 4. Moral training.
 5. Law of habit.
 6. Law of accommodation.
- b* Methods of study.
 1. Observation of self.
 2. Observation of other persons.
 3. Observation of lower animals.
 4. Psychology of language.
 5. Psychology and history.
 6. Psychology and literature.
 7. Special observation of children.

IV. Science of education.

1. Agencies involved in education.
 - a* Child—being educated.
 - b* Teacher—person who directs.
 - c* Nature—earth and man.
2. Requisites of the teacher.
 - a* Knowledge of self.
 - b* Knowledge of the child.
 - c* Knowledge of nature.
 - d* A knowledge of the inner relation of self, the child and nature.
3. Ends to be reached in the education of the child.
 - a* Development of
 1. Body.
 2. Mind.
 3. Spirit.
 - b* Participation.
 1. Actualization.
 2. Transfiguration.
 3. Transformation.
4. Requisites to the accomplishment of these ends.
 - a* Body must have
 1. Food.
 2. Exercise.
 3. Training.
 - b* Mind must have
 1. Knowledge.
 2. Thought.
 3. Training.
 - c* Spirit must have
 1. Duty—virtue.
 2. Conscience—good.
 3. Love—spirituality.
5. Necessary conditions in the education of a child.
 - a* Self-activity is fundamental in all development, whether physical, mental or spiritual.
 - b* Self-activity results, primarily, from energies acting from without.
 - c* All the natures of the child are inter-independent.
6. Educational principles.
 - a* The physical body is quickened through the muscles; is trained through them.
 - b* The mental nature is quickened through the senses, the intellect and the sensibilities.

- c* The spiritual nature is quickened through the senses and conscience.
- d* The order of thinking, by a child, is from wholes to parts, thence to classes.
- e* The order of learning is thinking, knowing, expressing.
- f* To know a thing is to think it into its proper place. It is thought into its proper place by the aid of the known.
- g* That which is being learned, passes from the unknown to the known or better known. Hence, the content of a word, a phrase, or a sentence is variable.
- h* Teaching is causing a human being to act—physically, mentally and morally.
- i* Education consists in *development* and *participation*.



PINON SCHOOL, PUEBLO COUNTY.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

ART OF EDUCATION.

I. Organization of school.

a Parts.

1. Children.
2. Teacher.
3. Directors.
4. Patrons.

b Functions.

1. Of children.
2. Of teacher.
3. Of directors.
4. Of patrons.

c Harmony.

1. Government of school.

a Object—preservation.

b Aim—discipline.

c End—freedom.

2. Instruction of school.

a Process.

1. Teach—develop.
2. Drill—fix.
3. Test—discover.

BULLETINS.

State of Colorado,
Department of Public Instruction,
Denver, March 23, 1896.

TO THE COUNTY SUPERINTENDENTS:

You will receive with the Arbor Day circular three different bulletins issued by the state board of health. It is desired that the teachers inform themselves of their contents and impart the information to all pupils in connection with their general lessons or physiology.

Yours truly,

A. J. PEAVEY.

TO THE COUNTY SUPERINTENDENTS OF SCHOOLS:

At the beginning of this term there are an unusual number of official changes, in consequence of which it seems proper to call your attention to some provisions of the law which, if more strictly enforced would be conducive to the school interests of Colorado.

Please call the attention of the school directors to the act to prevent frauds in the letting of public contracts and the penalty, School Law, page 63, and district teachers to observe the act for the study of the nature of alcoholic drinks and narcotics, on page 64.

The secretaries, or their agents, who take the census should be furnished with a copy of the School Law, and in taking the census adhere strictly to the law, taking the names of those only who are bona fide residents on the 10th day of April (no other day). Also, take the name of every blind or deaf person of school age, and the postoffice address of the parent or guardian. Each county superintendent should report the latter to both the state superintendent and the superintendent for the school of the mute and blind. (See School Law, pages 41 and 80.)

The act to secure to children the benefit of elementary education is frequently violated. In some counties the per cent. of attendance of those children on the census list, between eight and fourteen, is less than fifty. In other counties it is above ninety. The county superintendents can do much to secure twelve consecutive weeks of instruction for these pupils by assisting the school directors to inform parents of the law and penalties, as found on page 66, School Law.

No kindergarten teacher should be employed without a regular certificate from county examination, and no institute conductor or instructor engaged until equipped with a legal certificate.

It would be advantageous to hold school boards and teachers to the practice of business methods in their transactions, and there would be fewer appeals from illegal contracts, illegal meetings, or business transacted without any meetings at all. Please call attention of school officers and teachers to the following, and learn how many adhere strictly to the law. Chapter 97:

Section 50. "The regular meetings of each board shall be held on the last Saturday of March, June, September and December. The board may, however, hold such other regular, special or adjourned meetings as they may from time to time determine, or as may be specified in their by-laws."

Section 51. "Thirteenth—To make an annual report, as required by law, to the county superintendent, on or before the first day of August of each year, in the manner and form and on the blanks prescribed and furnished by the superintendent of public instruction."

Section 56. "The secretary shall keep an accurate account of the expenses incurred by the district, and shall present the same to the board whenever called upon. He shall give the required notice of all regular and special meetings, as herein authorized. On or before the first day of August of each year he shall make out and file in the office of the county superintendent, a report of the affairs in his district. Said report shall be made upon blanks prepared by the superintendent of public instruction containing such items of information as the said superintendent shall require.

"Should the secretary fail to file his report, as above directed, he shall forfeit the sum of one hundred (100) dollars, and shall make good all losses resulting to the district from such failure."

Section 61. "It shall be the duty of the teacher of every public school in this state to keep, in a neat and business-like

manner, a daily register in such form and upon such blanks as shall be prepared by the superintendent of public instruction. At the close of each term of school, not to exceed four months, the teacher shall fill the summary in such register, and, in ungraded schools, file the register with the secretary of the district, who shall preserve the same; in graded schools, the register aforesaid shall be filed with the principal or superintendent of the district, in which case said principal or superintendent shall make an abstract of the summaries of all such registers upon blanks prepared by the superintendent of public instruction, and file the same with the secretary, which shall also be preserved.

"Until the registers, summaries and abstracts herein above described have been filed as aforesaid, it shall be unlawful for the officers of any district to draw a warrant for the last month's salary of any teacher, principal or superintendent whose duty it is to make and file such register, summary or abstract. All blanks required in the execution of this section shall be supplied by the superintendent of public instruction to county superintendents, and by them to district secretaries."

There are a number of duties of the county superintendents regarding records and reports, which are enumerated in general laws 3013, 3015 and 3016, chapter 97, sections 18, 20 and 21, which, if strictly observed, will obviate many of the difficulties of the annual report. Every means possible should be used by the superintendents to get the reports from the district secretaries on or before the first day of August, according to the law, so that they may be able to make their reports as provided for in section 18, page 20, of school law. The county superintendents are expected to know the school law, and endeavor to prevent any infringement of the same. In article XI., section 7, the law is very explicit, but is sometimes misconstrued.

Section 7. "No debt by loan in any form shall be contracted by any school district for the purpose of erecting and furnishing school buildings, or purchasing grounds, unless the proposition to create such debt shall first be submitted to such qualified electors of the district as shall have paid a school tax therein, in the year next preceding such election, and a majority of those voting thereon shall vote in favor of incurring such debt."

We quote from

Section 64. "It is hereby made the duty of the county superintendent of schools to certify to the board of county commissioners at this time the amount of money needed per capita, to enable each school district in the county to maintain a public school four (4) months in each year, as required by law. In

making his estimate, the county superintendent shall not take into consideration districts whose school population shall be less than fifteen (15), as shown by the school census preceding the time of making the levy. He shall use as a basis for making his estimate the sum of forty (40) dollars per month for the teacher's salary. All other expenses of the school must be provided for by the board of directors by special tax."

It is imperative that the county superintendents look after the penal fund, otherwise it is lost to the school fund. See section 69, from which the following is quoted:

"And it shall be a special duty of the county superintendent of schools to supervise and see that the provisions of this section are fully complied with, and report thereon to the county commissioners semi-annually, or oftener, if required by them."

The cutting or burning of timber, or any other procedure detrimental to the lands or the proceeds of such lands as have been granted to the state for educational purposes, should be regarded as one of the principal duties of the office. See article IX., section 6, of the constitution of Colorado.

Section 6. "There shall be a county superintendent of schools in each county, whose term of office shall be two years, and whose duties, qualifications and compensation shall be prescribed by law. He shall be ex-officio commissioner of lands within his county, and shall discharge the duties of said office under the direction of the state board of land commissioners, as directed by law."

Let me also call your attention to section 8, in the same article.

Section 8. "No religious test or qualification shall ever be required of any person as a condition of admission into any public educational institution of the state, either as teacher or student, and no teacher or student of any such institution shall ever be required to attend, or participate in, any religious service whatever. No sectarian tenets or doctrines shall ever be taught in the public schools, nor shall any distinction or classification of pupils be made on account of race or color."

The school libraries should be encouraged where they have already been organized, and every assistance possible rendered to any district wishing to establish one. An interchange of books is recommended between the libraries in the county. This can be managed if the district officials purchasing books consult with the county superintendent, and each district purchase a different set of books. At the end of a stated time the libraries can exchange, giving each district the advantage of two, three or

four times as many books as they are each able to purchase. A careful and complete report of the number of libraries and the number of books each contains will be required for the next biennial report.

Every means in your power should be employed to prevent the issue of illegal or excess warrants. The school year is defined, when it relates to the holding of school, making reports and taking of census, as beginning July 1 and ending June 30; when it relates to tax levy, warrants or the voting of bonds, the school year is the same as the fiscal year of the county—from January 1 to December 31.

An effort to make the term of office of treasurers, secretaries and presidents in the county uniform would tend to the advantage of the schools. See section 41, page 31, school law.

Your attention is called to an act in relation to the sale or gift of tobacco to children under 16 years of age.

Be it Enacted by the General Assembly of the State of Colorado:

Section 1. "Any person who shall sell, give or furnish any tobacco or article made in whole or in part of tobacco, to any child under 16 years of age, without the written order of the father or guardian of such child, shall be fined in a sum not less than \$5, nor more than \$100, or imprisonment in the county jail not more than three months."

Sec. 2. "Justices of the peace, in their respective precincts, shall have jurisdiction to try cases under this act, subject to the right of appeal as in case of assault and battery."

Sec. 3. "Whereas, in the opinion of the general assembly an emergency exists; therefore, this act shall take effect and be in force from and after its passage.

"Approved April 1, 1891."

In Session Laws of Colorado, 1891 (Criminal Code), page 139.

Please call the attention of the school boards to this law. Copies of circular will be furnished you for this purpose, and coöperate with teachers and school officials to enforce its provisions. Much may be done to prevent the evil of cigarette smoking and the use of tobacco by children by reminding the dealers, especially those in the immediate vicinity of the schools, of the penalty for either selling or giving tobacco to children under 16 years of age.

Yours truly,

A. J. PEAVEY,

State Superintendent of Instruction.

January 20, 1896.

TO COUNTY AND CITY SUPERINTENDENTS:

Your attention is called to an act in relation to the sale or gift of tobacco to children under sixteen years of age.

Be it Enacted by the General Assembly of the State of Colorado:

Section 1. "Any person who shall sell, give or furnish any tobacco or article made in whole or in part of tobacco, to any child under sixteen years of age, without the written order of the father or guardian of such child, shall be fined in a sum not less than five dollars, nor more than one hundred dollars, or imprisonment in the county jail not more than three months."

Sec. 2. "Justices of the peace in their respective precincts shall have jurisdiction to try cases under this act, subject to the right of appeal as in the case of assault and battery."

Sec. 3. "Whereas, in the opinion of the general assembly an emergency exists, therefore this act shall take effect and be in force and effect from and after its passage.

"Approved April 1, 1891."

In Session Laws of Colorado, 1891 (Criminal Code), page 139.

Please to coöperate with teachers and school officials, to enforce the provisions of this law. Much may be done to prevent the evil of cigarette smoking and the use of tobacco by children, by reminding the dealers, especially those in the immediate vicinity of the schools, of the penalty for either selling or giving tobacco to children under sixteen years of age. Copies of this circular will be furnished for this purpose.

Yours truly,

A. J. PEAVEY,

State Superintendent of Instruction.

January 20, 1896.

DECISIONS

BY THE

STATE SUPERINTENDENT

1895-1896.

| | |
|------------------------|-------------------------|
| Bible. | Holidays. |
| Boards of Directors. | Normal Institutes. |
| Bonds. | Notices. |
| Census. | Physiology and Hygiene. |
| Certificates. | Residence. |
| County Superintendent. | Special Tax. |
| District. | School Site. |
| Elections. | School Year. |
| Fines and Forfeitures. | Tuition. |
| Funds. | Tax for Building. |
| The General Fund. | Teachers. |
| The Special Fund. | Warrants. |
| The Bond Fund. | Woman. |

DECISIONS.

BIBLE.

1. The authority conferred on boards of directors by the school law of Colorado, "to fix the course of study, the exercises, and the kind of text books to be used," would give them the right to determine whether the Bible should be read in school. Neither the constitution of the state nor the statutes touch directly the reading of the Bible or prayer or any other form of religious or devotional exercises, except to forbid that observance or participation shall be compulsory. The spirit of the constitution permits religious exercises in school if nothing sectarian is introduced and the trustees do not object.

BOARDS OF DIRECTORS.

1. A district board, having already constructed and furnished a school building, may subsequently erect a coal house or other simple outbuilding for the convenience of the school without a special vote of the electors; the outbuilding to be considered an appurtenance or appendage of the school building.

2. A school board has a legal right to require such qualification of teachers as seems to them to be for the best interests of the school, provided such qualifications do not conflict with those required by the state.

3. School directors are not legally entitled to witness fees in a case where the district is a party.

4. Directors of first and second class districts have a right to sell a school building when directed so to do by the electors at a special meeting called for that pur-

pose. Such sale should be made in the manner prescribed by the electors, which should be at public sale after proper advertisement.

5. The directors of a third class district cannot legally purchase a school site without a favorable vote of the district.

6. A school director cannot be legally garnisheed in his official capacity.

7. The power to employ or discharge teachers rests solely with the school board and not with the county superintendent or directly with the electors of the district. This applies also to vacancies that may occur by reason of sickness or any other cause.

8. A school board has no authority to employ an interpreter in Mexican districts to help out a teacher who does not understand the Spanish language.

9. The secretary is the proper custodian of the books, papers and documents of a district school board, and is the one authorized to draw all warrants issued by the board, these to be countersigned by the president and treasurer.

10. A school director cannot legally become a teacher in the district in which he holds that office.

11. The secretary is the only officer of a district school board whom the law allows to draw pay for his services, and his pay is fixed by the board.

12. All school directors are required by law to file an oath of office with the county superintendent. This applies also to such cities or districts in Colorado as are organized under a special charter.

13. A school board cannot legally loan the money of the district.

14. If a school board purchases books to be used by the pupils of the district, such books are for the use of pupils attending school within such district and for no other. If residents of the district see fit to send their children into adjoining districts, they cannot compel the district in which they reside to furnish the text books for their children.

15. A new member coming into the school board, either by election or appointment, cannot reverse a contract or any business matter that would disturb the action of teacher or school in session at that time.

16. Where a division of a school district places a member of the school board in the new district, it works a vacancy in the board of the old district and does not make such person a member of the board in the new district. A full board must be chosen in the new district and all vacancies in the old district filled by appointment made by the county superintendent.

17. The public contract law prohibits any member of the school board from doing work upon the school building or grounds for which he is to receive pay.

18. The school directors constitute the custodians of the school property of the district, and may at their option permit the use of the school house for other than school purposes. Any money thus obtained should be considered a part of the district school fund and should be accounted for accordingly.

19. Two members of a school board in districts of the second and third class can make a legal contract without the consent of the third member, provided such contract is made at a regular meeting, legally called, and of which all the directors had legal notice.

20. Vacancies that may occur in a district of the second and third class, through failure to qualify, or through absence from the district, death, resignation, removal or otherwise, are to be filled by appointment of the county superintendent only until the ensuing regular election, at which time the vacancies shall be filled for the unexpired terms, not for regular full terms. Failure to regard this has often led to confusion.

21. It would not be legal for a newly elected board to discharge a teacher who had been hired for the term expiring soon after their election unless they can prove good cause. If a teacher has a contract for a certain time they would be liable for her salary.

22. A school board has no right to make a contract with teachers beyond the end of the term of school in session at the time of election of school directors.

23. The president of a school board is a legally elected member of that body, and as such has a right to vote.

24. The majority of the board can hire a janitor.

25. A pupil can be expelled by the board of directors for any offense that in their judgment deserves such penalty.

BONDS.

1. A school district created from organized territory, which is already bonded for building purposes, can issue new bonds to an amount not to exceed the difference between its share of the present bonded indebtedness and $3\frac{1}{2}$ per cent. of the assessed value of its property, both real and personal.

2. Lands to which title has not been obtained from the government at the time school bonds are issued by a district of which such land forms a part, are not subject to tax for the payment of such bonds. Hence, if said lands are set off or detached from the district before title is perfected, they are not subject to a bond tax in the original district when title is complete.

3. In estimating a maximum amount of bonds that can be issued by a school district, the estimate must be based upon the last complete assessed valuation.

4. State or government lands occupied under contract of purchase, title already been acquired and land deeded, are subject to assessment the same as other lands for the payment of bonds issued by the school district of which they form a part, or such portion of said bonds, if any, that remain unpaid; provided, "that said lands were deeded before said bonds had matured."

5. Any person not a taxpayer, but otherwise a legal voter, is entitled to a vote at a regular or special district school meeting upon all matters coming before such meeting, except upon a proposition to contract a debt by loan.

6. In no case shall the aggregate bonded indebtedness of any school district exceed $3\frac{1}{2}$ per cent. of the assessed value of the property of said district.

7. If a new district is formed from the territory of an old one and the bonds of the old one refunded, the new district is responsible for its share of the debt.

8. Section 102 makes it compulsory to have the vote of the electors to refund the bonds.

9. A board can begin to pay a part of the bonds as soon as they have funds to do so; the clause "ten to twenty years" means to begin in ten and must be paid within twenty.

CENSUS.

1. A school census is defined in section 80 of the school law to be a census embracing all persons between the ages of 6 and 21 years, a school age to be any age over 6 and under 21 years.

2. The school census is taken annually in Colorado between the 10th day of April and the 1st day of May. The work is delegated to the secretary of each district, who is authorized to make a list of all persons of school age who were bona fide residents of the district on the 10th day of April. These lists should be forwarded, on or before the first day of June, to the county superintendent, who embodies them in his annual report to the state superintendent, and uses them as a basis in apportioning the general school fund. Failure, therefore, on the part of any district to report census causes that district to forfeit its portion of the general fund until satisfactorily explained.

3. The secretaries, or their agents, who take the census, should be furnished with a copy of the school law, and in taking the census adhere strictly to the law, taking the names of those only who are bona fide residents on the 10th day of April (no other day). Also take the name of every blind or deaf person of school age and the postoffice address of the parent or guardian. Each county superintendent should report the latter to both

the state superintendent and the superintendent of the School of the Mute and Blind. (See school law, pages 41 and 80.)

4. When children attain the age of six years they have the right to attend school.

5. An unmarried person under 21 can claim residence where the parents reside, whether absent from home, at school or at work. Every unmarried person under twenty-one is entitled to draw school money.

6. No change of residence shall cause change to be made in census of districts after report is sent, June 1, to county superintendent.

CERTIFICATES.

1. State certificates issued by other states are not recognized by the law of Colorado. Persons who wish to teach in this state must hold certificates issued upon examination by the proper district, county or state authority.

2. A person cannot be legally employed to teach in the public schools for any length of time, however short, unless such person has a certificate to teach, issued by the proper authorities.

3. The county examination cannot be taken in parts. If an applicant is successful in some of the subjects and unsuccessful in others, the entire examination must be taken at some future time.

4. A person cannot legally collect salary for teaching unless he holds a certificate in force. The county superintendent should notify the school directors not to issue any warrants and the county treasurer not to pay any warrants to teachers without certificates.

5. Renewals and endorsements are always at the discretion of the county superintendent. The state superintendent has no jurisdiction in individual cases.

6. Certificates from the kindergarten department of the State Normal and from the Denver Normal and Preparatory School are both legal.

7. When a certificate is revoked by a county superintendent, such revocation takes effect on the day named



DISTRICT NO. 10, PARK COUNTY, COLORADO.

by him, and the holder thereof cannot lawfully teach during the pendency of an appeal to the state board of education.

8. All certificates to teach should be dated as if issued on the last day of a regular examination.

9. The state superintendent has no authority to grant a certificate to teach except when directed to do so by a vote of the state board of education in cases of appeal and state examinations.

10. The granting of a "duplicate" first grade certificate is optional with the county superintendent to whom application is made.

11. In case of appeal from the decision of the state or county superintendent to the state board of education by an applicant for certificate at a regular examination, the certificate, if any is issued to said applicant upon such examination, should accompany the papers sent to the state board.

12. The discretionary power vested in county superintendents in the granting of certificates should be used cautiously, especially when the applicant averages low in such important branches as arithmetic and grammar.

13. A first grade certificate may be renewed indefinitely without examination, in the county in which it was originally issued.

14. If a teacher having a certificate in force contracts for a school, and during the term the certificate expires and the teacher fails to obtain a certificate at the next examination, the teacher is entitled to pay until notified of failure to obtain certificate.

15. When certificate is renewed it must be for full term of three years.

16. Certificates issued by districts of the first class are valid only within such district.

17. A teacher is under obligation to take the examination preceding the time of the expiration of the certificate in force or present to the county superintendent a satisfactory excuse for failing to do so.

COUNTY SUPERINTENDENT.

1. There is nothing in the school law of this state to prevent a county superintendent from teaching in his county on account of his holding that office.

2. If a county superintendent desires to obtain a certificate to teach in the county in which he resides, he is advised to appoint a deputy to conduct the examination and pass upon the answers given to the questions propounded, also to issue the certificate in accordance with the result of the examination.

3. A county superintendent is the proper person to approve of the official bond of a school director, and if a person elected to that office cannot give a satisfactory bond, it works a vacancy in the board after twenty days from his election. (See section 47.)

4. When officers are re-elected they should file a new bond.

5. The district treasurer's bond must be approved by the county superintendent. When a district is changed from a third class to second class, the treasurer must file a new bond.

6. A county superintendent cannot remove a member of a school board from office.

7. If the county superintendent has reasons to suspect fraud in issuing warrants, he may notify the county treasurer to submit warrants to him.

8. A county superintendent may collect fees for the time served by his deputy in his absence.

9. A county superintendent may legally change the boundaries of a school district without a vote of the electors of the district when it is for the purpose of harmonizing the district boundaries or to relieve some hardship.

DISTRICT.

1. Organized territory cannot be legally detached from one district and added to another by the county superintendent without a petition from the residents of the territory, except in cases where the boundaries are conflicting.

2. A new school district, as soon as its organization is complete, is entitled to its share of the special fund standing to the credit of the old district of which it was formerly a part, also to receive each month its share of the uncollected special tax; providing always that a school has been commenced in the district in good faith.

3. A school district cannot be legally divided so as to leave fewer than fifteen persons of school age in the old district.

4. A school district, having kept up its organization and maintained a four-month school during the year, cannot be annulled merely for reason of having failed to make the annual report. The secretary of the district is the culpable party in such a case, and is liable on his bond for any loss that may result to the district by reason of his negligence.

5. The county superintendent exercises his own discretion in the matter of organizing a new district, even though a petition may have been duly presented.

6. A joint district, although partly in two counties, is exactly the same as any other district, everything in common. One part of a district cannot be in debt to another part.

7. In order to annul a district the residents must have failed, first, to maintain a school for one entire year; second, to keep up a district organization by electing officers; third, to make an annual report as required by law.

ELECTIONS.

1. No registration is required for school election. First class districts may have more than one polling place.

2. An annual meeting may be adjourned at the adjourned meeting, and any business may be transacted which could have been done at the meeting on the first Monday in May.

3. If more ballots are found to have been cast than there were persons voting, the judges may refuse to give certificates and another election called.

4. An election where the polls are kept open less than three hours is not legal.

FINES AND FORFEITURES.

1. The county superintendent is the person to look after that portion of the school fund arising from fines, forfeitures, etc. He should examine the books of county treasurer, records and fee books of justices of the peace and clerks of courts to ascertain whether the fines have been collected, whether they have been placed to the credit of the proper fund and paid over.

2. The county treasurer is responsible if moneys are turned into the wrong fund by him. It is his duty to place money collected from fines, forfeitures, etc., to the fund designated by law.

3. The county commissioners should institute proceedings in the name of the people for the use of the county after the same has been looked into and reported by the county superintendent.

4. Generally speaking, the proceeds of all fines or forfeitures should be placed by the county treasurer to the credit of the general fund of the county, unless otherwise expressly provided by statutes.

FUNDS.

1. School directors of a district of the third class may purchase an organ for the use of the school and pay for it out of the special fund. The general fund cannot be used for that purpose.

2. The school fund cannot be legally used for defraying the expenses of a singing school.

3. All money which shall become forfeited by a school district shall be put into the general fund of the county and reapportioned as other money. (Section 26.)

4. All moneys remaining to the credit of any district on June 30, should remain to the credit of such district, and cannot be turned into the general school fund of the county for reapportionment.

5. The special and general funds cannot be consolidated; separate accounts must be kept.

6. The special fund may be used to supplement the general fund by vote of the directors.

THE GENERAL FUND.

The revenue derived from state sources consists of the proceeds from the public school investment fund, the interest on deferred payments of school lands which have been sold and the proceeds arising from lands under lease. That derived from county sources consists of a tax which the county commissioners are authorized to have levied for the support of the schools in the county of not less than two mills nor more than five mills on the dollar of the assessed valuation of all taxable property, real or personal, together with certain moneys derived from fines, penalties and forfeitures. These two sources of revenue constitute the general fund, which may be used only for teachers' wages and necessary current expenses until a school has been conducted for a period of ten months in one year.

THE SPECIAL FUND.

This consists of a special tax which the school board of each district is authorized to certify to the county commissioners as necessary, and must be levied at the same time as the other taxes. It cannot exceed fifteen mills on the dollar of the assessed valuation of the taxable property of the district. It is used to supplement the general fund.

THE BOND FUND.

For the purchase of grounds, erecting and furnishing school buildings, coupon bonds may be issued by vote of a majority of taxpayers in a school district. Sections 90 to 102 provide for issuing and paying bonds.

HOLIDAYS.

1. The legal holidays recognized by the laws of Colorado are: New Year's, Washington's Birthday, Arbor Day—third Friday in April, Decoration Day, Fourth of July, Labor Day—the first Monday in September, Thanksgiving and Christmas, Election Day in November.

2. A school board has no right to deduct from a teacher's salary for legal holidays occurring during school term.

NORMAL INSTITUTES.

The 5 per cent. credit which county superintendents are instructed to give to applicants for certificates by reason of attendance at the district normal institutes should be given only to those who have actually attended an institute in Colorado.

NOTICES.

1. More than one question can be voted on at a special meeting of the electors of a school district, provided each question is separately stated in the notice of the meeting.

2. The secretary of a school board must call a meeting when petitioned by ten legal voters, with or without the consent of the other members of the board.

3. A special meeting of the directors of a district must be called at the request of ten legal voters of the district, although the meeting may be called for the purpose of reversing the action of a former meeting.

4. A petition asking that a meeting be called for the purpose of voting school district bonds must be signed by not less than twenty legal voters. Qualified electors for this purpose are those who shall have paid a school tax for the fiscal year preceding such election.

PHYSIOLOGY AND HYGIENE.

1. The act providing for the study of the nature of alcoholic drinks and narcotics, and their effects upon the human system, require the study of physiology and hygiene in all the public schools throughout the state.

RESIDENCE.

1. A non-resident of a school district is one whose permanent dwelling place is not within the boundaries of that district.

2. The residence of a minor is the residence of his parents or guardian.

3. Where a family resides regularly a part of the year in one district and a part of the year in another, the residence for school purpose should be the one held in good faith on the 10th day of April.

SPECIAL TAX.

1. The directors of a school district have a legal right to certify a special tax to the county commissioners without a vote of the electors. In districts of the third class such tax must not exceed fifteen mills on the dollar. If a vote of the electors has been taken in the district, then the directors should certify the amount voted.

2. In a third class district the tax levy has to be submitted to the voters. Twenty days' notice of such meeting must be given. The county commissioners must make a levy that will be enough for four months of school at the rate of \$40 per month; they can levy more, but not less.

3. A school tax ordered by the board of county commissioners on the first Monday in October, 1894, is for the purpose of paying the expenses of the school district for the year beginning July 1, 1894, and ending June 30, 1895. In October, 1895, the levy will be made for the next school year (July 1, 1895 to June 30, 1896). After a school board has certified the levy to the county commissioners, they have the right to draw warrants to the amount not exceeding the amount provided for in the levy. If the tax for paying interest on the bonds is not voted upon by the electors, the county commissioners levy sufficient to cover the interest and the payment of bonds as they become due.

SCHOOL SITE.

1. The site for a school building in districts of the third class can be selected or changed only by a vote of the electors taken at the annual meeting or a special meeting legally called.

2. School must be held in a building situated within the boundaries of the district.

3. The departments of a school cannot be legally considered as separate schools.

4. If two districts are legally united then all the property of both districts belongs to the new district. There must be a legally called meeting in each district, and if a majority in each vote for the union, after another ten days' notice a meeting of the electors of both districts should be held to organize, and if the proper notice has been given the electors, after the organization has been perfected, may vote upon the site of the school house.

SCHOOL YEAR.

1. The term "year" used in the act entitled, "An act to secure to children the benefit of an elementary education," is defined to mean the school year from July 1 to June 30, and the term, "a court of competent jurisdiction" used in the same act, is defined to mean a justice, a county or district court.

2. Two schools in one district, holding a five-months' session each, do not conform to the requirements of the law as prescribed in section 71.

TUITION.

1. A person having attained the age of 21 years is not thereby debarred from school privileges, but the board may require tuition of him.

2. There is no legal provision for the payment of tuition out of a fund belonging to a school district. If a tuition is charged, pupils who attend school in a district other than that in which they reside, that tuition must be paid by the parents and not by the district from which the pupils come.

3. The school directors have the power to remit the tuition of non-resident or over-age pupils.

TAX FOR BUILDING.

1. If at the annual meeting the electors voted a special tax for building and the same was certified to the county commissioners, there can be no reconsideration.

The directors are legally authorized to contract for the erection of the building. The commissioners have no discretion in such levy further than to ascertain if the meeting was legally conducted.

2. When the electors of a school district, at a legal meeting, vote to erect a building on the school site of the district to be used as a teacher's residence, and vote a special tax for that purpose, and such action legally authorizes the directors of the district to contract for the erection of such a building.

3. The school boards are directed by the electors to buy or sell the school property.

TEACHERS.

1. A teacher's salary can be legally increased during the term for which he is employed only at a regular or special meeting of the school board.

2. A teacher is not entitled to receive pay for the time lost while attending teacher's examination.

3. A teacher cannot be legally dismissed before the expiration of the time for which he is engaged "without good cause shown," and if so dismissed, he can collect full salary, provided he holds himself in readiness to fulfill his part of the contract.

4. No teacher under 18 can be legally employed.

5. If a teacher wishes to dismiss school for a day or more, the directors should be consulted and arrangements made with them for making up the time in future.

6. Under a written contract with a school board to teach a stated length of time, a teacher is entitled to compensation for the full time, although the school should lapse by reason of residents leaving the district, provided the teacher has fulfilled his part of the contract and expresses his willingness to complete the requirements of his agreement. The school board should have taken into consideration the possibility of such an event at the time the contract was made.

7. A retiring school board cannot impose upon a succeeding board an obligation to retain a teacher for a longer period than the close of the current term.

8. If the school board closes the school during the term because of the prevalence of a contagious disease, the teacher does not lose his pay unless he consents to lose it, provided he holds himself in readiness to teach subject to the order of the board. There may be a condition of things which makes it eminently expedient and prudent to stop the schools, but no rule of justice will entitle the district to visit its misfortunes upon the teacher, who had no agency in bringing it about.

9. No part of the last month's salary of a teacher should be paid until the reports required by law are properly made and filed.

10. Teachers cannot be compelled to render a monthly report, but at the close of the term the warrant for the last month's salary may be retained until satisfactory reports are filed.

11. A member of the family of a director may be employed to teach if a majority of the board agree to hire him.

12. A teacher may teach on a holiday to make up lost time if the board of directors are willing.

WARRANTS.

1. A teacher having accepted a stipulated salary, can receive that salary only by warrants drawn by the district secretary and takes them for what they are worth. It would not be proper for the board to simply supplement, by an additional warrant, the shrinkage of irregular warrants on account of the discount in the market. The deficit may be made good by the board at a regular meeting, voting to advance the salary so as to cover the shrinkage in value of the depreciated warrants.

2. The president of the school board being the principal functionary, a warrant drawn without his signature is illegal. It is a misdemeanor for district officers to refuse to sign warrants (except for cause) or to perform any other duty of their office.

3. All directors must sign warrants, but if there are but two directors in office, their signatures are sufficient.

4. When school district warrants are sold at a bank or elsewhere, and a discount is charged, the holder of the warrant must bear the loss.

5. The auditing of bills against a district must be performed by the board of directors at a meeting thereof, and vouchers or warrants issued for the payment of such bills are legal only when issued by a vote of a majority of the board at such meeting.

6. The only legal restrictions placed upon school directors in the matter of issuing warrants are that they must be issued at a regular meeting of the directors to persons to whom the district is legally indebted, and the total amount issued must not be in excess of the special tax levied for the current year. (The current year is the fiscal year, not the school year.)

7. No endorsement can be made on a warrant. A warrant may be given for the exact amount in the treasury. The balance may be paid by giving a warrant due later.

8. A school board has no right to issue warrants to make up a deficiency in discounting warrants.

WOMAN.

1. The school law of Colorado does not prohibit married women from teaching in the public schools of the state.

2. A woman must be 21 years old in order to fulfill the requirements of the statute granting to her the right to vote at school district elections.

3. If in addition to being a legally qualified elector a woman is a taxpayer in her own right, she is entitled to a vote on the question of contracting a bonded debt.

4. A man and his wife may both serve on a school board at the same time.

ANNUAL MEETINGS.

Eleventh Annual Session Association of County Superintendents, 1896.

Twenty-First Annual Session Colorado State Teachers' Association.

First Session Western Colorado Teachers.

ELEVENTH ANNUAL SESSION
ASSOCIATION OF
COUNTY SUPERINTENDENTS OF SCHOOLS
OF COLORADO,

Held in Salida, May 14, 15 and 16, 1896.

Meeting was called to order by President G. L. Harding.

The following persons responded to roll call;

Arapahoe county—Mrs. Thalia Rhoads.

Boulder county—G. L. Harding.

Chaffee county—John L. Kilgore.

Cheyenne county—J. W. Tulles.

Conejos county—G. W. Irwin.

Costilla county—W. H. Terry.

Douglas county—Frank D. Ball.

Eagle county—James Dilts.

Elbert county—Mrs. Anna C. Willard.

El Paso county—L. B. Grafton.

Fremont county—Albert Durfee.

Garfield county—Mrs. Aradell White.

Grand county—Miss Lizzie Sullivan.

Gunnison county—Mrs. S. M. Logan.

Huerfano county—Mrs. J. C. Creeseey.

Jefferson county—J. W. Arasmith.

Kiowa county—Mrs. Emma O. Liggett.

Kit Carson county—Mrs. S. E. Morgan.

Lake county—Mrs. Anna K. Page.

Larimer county—Henrietta Wilson.

Las Animas county—W. R. Smethers.

Lincoln county—Mrs. H. L. Dunaway.

Mesa county—Elizabeth Walker.
Montrose county—Alice M. Catlin.
Morgan county—Mrs. Garver.
Otero county—M. E. Biggs.
Park county—Mrs. Sadie Maxey.
Pitkin county—Edward M. Scanlon.
Rio Grande county—Clarkson A. Pound.
Saguache county—D. S. Jones.
Sedgwick county—Cuthbert F. Parker.
Summit county—Mrs. Jennie F. Jones.
Weld county—Oliver Howard.

Minutes of last annual and mid-winter meeting read and accepted.

President Harding made opening remarks; urged that the superintendents be prompt in attendance; that the meetings were of great benefit in gaining information and inspiration. Suggested that better results would be secured if superintendents make their talks more informal, in the way of round table discussions instead of stated papers.

Mr. Scanlon moved that a committee of three be appointed to draft resolutions on the death of Superintendent Robert A. Campbell, of Gilpin county. Carried. The chair appointed Superintendents Scanlon, Arasmith and Catlin as committee.

Superintendent Ball moved that a committee be appointed by the chair to formulate some plan to present to people the truth concerning the proposed amendment to the constitution, and report before final adjournment. Carried. The chair appointed Superintendents Ball, Rhoads and Dilts as committee to draft resolutions on proposed amendment to constitution of state.

Topic 4 being in order, "How Can We Make Our Normal Institute More Profitable?" Superintendent W. R. Smethers, who was to have had a paper upon this topic, not being present, it was suggested by the chair that we discuss this subject informally, but as it did not meet with the approval of the association, Superintendent Scanlon moved that we take up topic 6, but Superintendent Dilts declined to present his paper out of the regular order. Superintendent Scanlon withdrew his motion. Superintendent Arasmith moved that the association form itself into a round table meeting for the purpose of discussing any subject which might be presented. Carried.

Superintendent Scanlon suggested that we discuss topic 4. Superintendent Ball objected, stating that Superintendent Smethers might be present, and as he was to have a paper upon this topic, it was not discussed.



DISTRICT NO. 2 ARCHULETA COUNTY.

Superintendent Catlin desired to know if a school district could be annulled on three points, first, failure to file annual report; second, having no school three months in any one year; third, failure to hold regular meetings of directors. Subject discussed by State Superintendent Peavey and Assistant State Superintendent Scott, and Superintendents Kilgore, Arasmith, Harding, Ball and Rhoads.

Subject of the uses of general and special fund was fully discussed by meeting, also subject of whether county superintendents have the right to decide as to validity of the election of school officers.

Moved that meeting adjourn. Carried.

Met at 7:30 p. m. Round table discussion. Subject, "Needed Legislation." Assistant State Superintendent Scott stated that there was an inadequate supply of school laws for distribution to the several counties, and that there should be some provision made to meet this demand. State Superintendent Peavey suggested that a committee be appointed to propose desired changes in school laws.

It was the sense of the meeting with regard to the changes made in certificates, reduced number of examinations and not permitting any person under 18 years of age to take the examination, had worked an improvement.

Mr. Ball thought that it was highly desirable that appropriations be made by the state for conducting normal institutes. Mrs. Peavey thought that the law concerning union high schools should be changed. State Superintendent Peavey thought the law in reference to state certificates imperfect and should be perfected. Attention was called to the constitutional amendment in reference to bonds and the duty of county superintendents in the matter. Mrs. Peavey suggested that a pamphlet be prepared and published on this matter.

Moved to adjourn. Lost.

Moved and carried that the association reassemble and go into executive session.

Association called to order by the president.

Superintendent Ball moved that the chair appoint a committee to prepare, present and push needed legislation. Carried.

The chair appointed a committee of three, consisting of Superintendents Ball, Grafton and Bowman.

Moved to adjourn. Carried.

May 15, 1896.

Association called to order by President Harding. Roll call. Superintendent Dilts moved to take a recess to attend exhibition

of Professor Dudley's pupils from state institution for blind and deaf mutes. Carried.

Exhibition proved highly entertaining and instructive.

Association reconvened at 11:45.

Topic 6, "The Superintendent as an Educator," was taken up by Superintendent Dilts, who made many valuable suggestions of the way superintendents could influence school boards to secure competent teachers and aid teachers to help the children to be good men and women.

It was moved and seconded that topic 7 be taken up. Carried.

Superintendent Durfee presented a paper upon "The Rural School Problem," in which paper there were suggestions of many valuable improvements.

Adjourned until 2 p. m.

Met at 2 p. m.

Association called to order by president. Dr. H. W. Callahan, of the state preparatory school, Boulder, Colorado, made some remarks upon the relation of the preparatory school to the higher grades of the district schools, showing that their object being the same, they should work in harmony.

Discussion of Mr. Dilts' remarks upon topic 6 was then proceeded with, and participated in by Superintendents Howard, Morgan, Rhoads and Willard.

Topic 8, "Our Cans and Cants," was then taken up and a paper read by Superintendent Alice M. Catlin upon the subject. Subject discussed by Superintendents Scanlon, Ball, Tulles, Walker, Jones, Arasmith, Dilts and Assistant State Superintendent Scott.

Topic 9 was taken up, subject, "Reading in the Public Schools." A paper read by Superintendent Anna K. Page; discussed by Superintendents Howard and Harding.

Adjourned to meet at 7:30 p. m.

Met according to adjournment. Meeting called to order by president. Topic 10, "Some Elements of Success," was then taken up, and a paper read upon the subject by Superintendent L. B. Grafton. Paper discussed by Superintendents Dilts and Ball.

Then followed a discussion upon the present course of study, participated in by State Superintendent Peavey, Superintendents Smithers, Grafton, Ball, Arasmith, Howard, and Professor Dick and Mr. Keating.

Superintendent Grafton extended an invitation to the association to hold their next annual meeting at Colorado Springs.

Adjourned to meet Saturday, May 16, at 9 a. m.

Met according to adjournment. Called to order by president. In the absence of secretary, Superintendent Henrietta Wilson was made secretary pro tem. Discussions held upon reading circle, and that teachers be urged to buy books. Moved and seconded that two members be elected of the educational council. Amended by motion that the election of the two members of the educational council be postponed until the mid-winter meeting. Carried.

Election of officers then being in order, Mrs. A. J. Peavey was elected president; Superintendent Oliver Howard, vice president; Superintendent J. W. Arasmith, secretary, and Superintendent Henrietta Wilson, treasurer. Superintendents Ball, Dilts, and Willard, members of the executive committee.

The committee appointed to draft resolutions upon the death of Robert A. Campbell, of Gilpin county reported the following resolution, which was accepted:

"*Whereas*, We have learned with deep regret of the death of our esteemed friend and co-worker, Robert A. Campbell, county superintendent of Gilpin county; and

"*Whereas*, We had come to recognize and admire him for his devotion to the cause of education, and for his zeal in the uplifting of humanity; therefore, be it

"*Resolved*, That we, the State Association of County Superintendents of Colorado, do hereby, in convention assembled, express our sorrow at the loss we ourselves have sustained, both personally and in our professional work, and that we extend our sympathies to the community which he served, and to his wife and children; also, that these resolutions be spread on the minutes of this meeting, and that a copy be sent to the newspapers of Gilpin county and the educational journals of the state, and one to the bereaved family.

"E. M. SCANLON,

"ALICE CATLIN,

"J. W. ARASMITH,

"Committee."

The committee appointed to draft resolutions upon the proposed amendment to the state constitution submitted the following resolution, which was adopted:

RESOLUTION.

"Your committee respectfully submit that we believe it to be the duty of every county superintendent of the state: First, to inform himself thoroughly concerning the proposed constitutional amendment; second, to employ every means at his com-

mand to secure such an understanding of the matter as will result in the casting of an intelligent vote; and to this end we particularly recommend the superintendents to enlist the aid of the local press of their respective counties.

"In the absence of a certain printing fund, we believe the best immediate action is to interest, if possible, the Editorial Press Association, as through that organization the entire country press of the state may be reached.

"We also recommend that the attempt to interest this association, as well as the publication of any literature for which there may later be found an available fund, be referred to the committee on legislation. Respectfully submitted,

"THALIA A. RHOADS,

"JAMES DILTS,

"FRANK D. BALL,

"Committee."

The following resolution, to Secretary of State A. B. McGaffey, was then adopted:

"*Whereas*, We, the county superintendents of Colorado, have not been able to supply the school officers of our respective counties with School Laws, as required by law, because the state superintendent has been refused the number of copies requisite for our needs; be it

"*Resolved*, That the county superintendents, in convention assembled, protest against the action of the secretary of state in denying the request of State Superintendent Peavey for School Laws, and that we petition Secretary of State McGaffey that he cause the issuance of 3,000 copies of the School Laws without further delay."

The following resolutions were presented, but not adopted:

"First—*Resolved*, That we favor an extension of general taxation for school purposes, in lieu of the special tax system now in vogue.

"Second—*Resolved*, That we favor the extension of powers of county superintendents which shall make each one an ex-officio member of every board of directors in county."

Assistant State Superintendent Scott made some instructive remarks to the association upon their annual reports.

Moved and seconded that the next annual meeting be held at Colorado Springs. Carried.

Moved and seconded that the treasurer be instructed to pay the printing bill when presented. Carried.

Business of the meeting being completed, the association adjourned.

ANNA K. PAGE, Secretary.

COLORADO STATE TEACHERS' ASSOCIATION.

The twenty-first annual session of the Colorado State Teachers' Association was called to order on the evening of December 26, in the hall of the East Denver high school, by President Ira M. DeLong. The exercises were opened with music by the Apollo club, of Denver, under the leadership of Herbert A. Griggs. This was followed by the president's address, after which invitations were read, inviting the teachers of the state and their friends to a reception given by the educational department of the Woman's club, of Denver, in the high school building; also to attend the regular meeting of the Woman's club, on Saturday afternoon, at 2:00 p. m., in Masonic hall. After music by the Apollo club, the association adjourned to the main hall of the high school building, where for two hours a most enjoyable reception by the ladies was participated in by the members of the association and their friends.

December 27, 1895, 11:30 a. m. The Colorado State Teachers' Association met in business session in the auditorium of the East Denver high school, with President Ira M. DeLong in the chair, and Fred Dick, secretary. The chair announced the resignation of Miss Cora Allen, the former secretary of the association, and the appointment of Fred Dick as her successor for the unexpired term. Petitions, each signed by at least twenty persons, were presented for the organization of new sections, as follows:

Dr. Z. X. Snyder for the department of child study, who moved that the petition be granted. The motion was seconded by E. F. Hermann, and was carried unanimously.

A petition was read by the secretary from the county superintendent's association, for the organization of a section to be known as the county superintendents' section. On motion of Mr. L. C. Greenlee, the petition was unanimously granted. A motion made by Dr. Snyder, that the chair appoint the nominators, was

ruled out of order by the chair, on the ground that the amended constitution provided for the selection of nominees by a *viva voce* vote of the association; thereupon, the following persons were placed in nomination and duly elected: J. F. Russel, P. K. Pattison, J. S. McClung, G. Wyatt, A. J. Fynn, N. H. Hayden, Z. X. Snyder, Wm. Triplett, A. W. Elder, Miss Izora Scott.

Mr. Greenlee, as chairman of the board of directors and presiding officer of the committee on nomination, announced a meeting at 1:30 p. m., in room 1. The chair appointed J. H. Van Sickle and P. K. Pattison as a committee on resolutions.

The interests of the State Teachers' Reading Circle were brought before the association by J. P. Jackson, who moved to elect two directors—one for one year, and one for three years, and a manager. On motion of J. F. Keating, State Superintendent A. J. Peavey was chosen as director of the reading circle for three years; G. L. Harding was elected for one year, and J. P. Jackson as manager. Adjourned until 2:00 p. m.

The afternoon session opened with music—a violin solo by Miss du Pre, of Denver. The regular program was then taken up, and a paper read by State Superintendent A. J. Peavey, on the subject, "Education for Citizenship." The discussion that followed was led by W. H. Kollock, of La Junta. The second paper, "Methods of Experimental Psychology," was read by E. G. Dexter, of Greeley, who illustrated his remarks with apparatus; the discussion was led by A. B. Copeland and others. Mr. J. H. Clarke, of Aspen, moved that a committee of three be appointed, of which Mr. Hancock should be chairman, to prepare a list of questions to be submitted to the superintendents and principals, the latter to submit the same to their pupils for answers, at an unexpected time; such questions to be in line with the report by Mr. Hancock. The motion was amended that the association request the department of child study to prepare the questions, and was carried as amended. Adjourned until 8:00 p. m.

Evening session, 8:00 p. m.

The exercises were opened with music by the Girls' Chorus club of high school, district No. 2, under the leadership of W. J. Whiteman. The address of the evening was delivered by J. H. Baker, president of the State University; subject, "Plato, Thou Reasonest Well."

Saturday, December 28, 9:30 a. m.

The first paper on the program was read by Superintendent W. J. Wise, of South Denver; subject, "Personal Culture of the Teacher;" the discussion was opened by John Segard, of Pueblo,

followed by W. F. Slocum, of Colorado Springs. The second paper, "English in the Grades," was read by S. A. Johnson, of Denver, who was followed by Atherton Noyes, as leader in the discussion. This subject provoked an animated discussion, engaged in by Messrs. Gove, Boyd, Jackson, Keating, Slocum, Wise and Smiley. The interests of the two educational papers of the state, the *Colorado School Journal* and the *Rocky Mountain Educator*, were then presented by their respective representatives, Messrs. Barrett and Dick. The committee on nominations reported as follows:

President, P. K. Pattison, Colorado Springs.

Director for three years, J. H. Hayes, Greeley.

Auditor for three years, H. M. Hale, Denver.

On motion of Dr. Slocum, seconded by J. C. Stevens, the report was adopted, and the nominees declared elected to their respective offices. Moved and seconded that the recommendation by the educational council, to the effect that a statement be prepared and circulars issued under the authority of the state association showing the true condition of the state school funds, and that the directors of the state association be authorized to pay the expenses of the same out of funds of the state association, be adopted. Carried unanimously.

It was moved by J. C. Shattuck, and seconded by H. M. Hale, that the following amendment to section 4 article V. of the constitution be made:

That section 4 article V. be amended by adding these words at the close of the section: "Providing, That all meetings of this body be open to all members of the Colorado State Teachers' Association."

After a prolonged discussion, during which several amendments and substitutes were offered, the motion was lost.

Moved and seconded that the following amendment to the constitution, as reported by the council, be made:

"First—Your committee beg leave to submit the following report:

"We recommend that the proposition marked '2,' in the letter of the editor of the *Colorado School Journal*, which is made a part of this report, be favored by the educational council, and that the association be advised to order printed such papers and discussions as the president, secretary and board of directors may approve, at a cost of \$20 for each four pages after the first four.

"Second—We recommend the amendment of article III., section 9, by inserting after the word 'November,' the following

clause: 'The chairmen of the several departments shall be notified by the secretary of all meetings for the preparation of the program, and be invited to be present.'

"Third—That article V., section 2, be amended by inserting 'cause,' and before 'shall pay,' the following words: 'or by lapse of their membership in the general association.'"

It was unanimously voted to refer the question of publishing the proceedings of the association to the board of directors, to act as provided by the constitution. The following report of the treasurer was submitted and adopted.

Treasurer's report for year ending December 31, 1894:

| 1894. | RECEIPTS. | |
|--------------|--------------------------------------|----------|
| January 1. | Balance on hand..... | \$287 22 |
| December 24. | Received interest on deposits.... | 9 95 |
| December 31. | Received from members, fees.... | 552 00 |
| December 31. | Received, educat'l council, fees.... | 42 00 |
| | | <hr/> |
| | | \$891 17 |

| PAYMENTS. | |
|--|----------|
| Educational council fees returned..\$ | 4 00 |
| Bills paid as ordered, December | |
| 31, 1894 | 120 45 |
| Paid <i>Colorado School Journal</i> , pub- | |
| lishing proceedings | 100 00 |
| Paid secretary, order of directors. | 40 00 |
| December 31. Balance in treasury | 626 72 |
| | <hr/> |
| | \$891 17 |

Respectfully submitted,

W. E. KNAPP, Treasurer.

Denver, December 28, 1895.

Moved and seconded that the fiscal year of the association end on the 31st day of August of each year. The following names were given by the treasurer as being life members of the association, at the date of this meeting:

Horace M. Hale, Denver.
 J. C. Shattuck, Denver.
 Jas. H. Baker, Boulder.
 J. S. McChung, Pueblo.
 David Boyd, Greeley.
 Aaron Gove, Denver.
 Nannie O. Smith, Denver.
 W. C. Thomas, Longmont.

WESTERN COLORADO TEACHERS.

More than 200 teachers assembled at the first session of the Western Colorado Teachers' Association, which was held May 14, 15 and 16, at Salida. Superintendent J. S. Kilgore, of Chaffee county, did some heroic work in pushing the organization, which was the result of a suggestion made by him last January. Appreciating the difficulty of getting the teachers from the western part of the state to attend the meeting of the state teachers' association during the Christmas holidays, and knowing their need and desire for the benefits coming from such a convention, Superintendent Kilgore formed the plan which has resulted in the organization and in the successful convention at Salida, of the Western Colorado Teachers' Association.

Superintendent M. D. L. Buell, of Salida, delivered the address of welcome at the opening session, in which he spoke of the purpose of the association as being not to alienate western teachers from the state association, but to aid teachers who are unable to be present at the conventions held further east, and to give opportunities to the educators of the west to take advantage of the work of such conventions.

Miss Alice Catlin, superintendent of Montrose county, made a reply to the address of welcome, which was in accord with the thought expressed by Superintendent Buell and assured the host of the teachers' appreciation of the hearty welcome extended them by the teachers and citizens of Salida.

Superintendent Keating read an address on "What to Read and How to Read."

Friday Morning, May 15.

Deputy State Superintendent Mrs. L. E. R. Scott then gave an interesting and earnest address on the "Duty of Teachers to the Public." Mrs. Scott spoke from a point of view thoroughly in sympathy with the teacher, and gave some practical suggestions as to the mistakes of the teacher, the difficulties to be overcome and the methods of providing for them.

After an enjoyable duet by Miss Comstock and Mrs. Cope, Mr. D. C. Dudley, superintendent of the state deaf and blind school, at Colorado Springs, presented some intensely interesting work by a class of five boys—three mutes and two blind. The pupils ranged in age from 6 to 16 years, and their ability was really wonderful. The two who were blind showed great ability and accuracy in playing upon the piano and in the use of the typewriter. Problems were given them from the audience in the multiplication of long numbers and in extracting the square root; the boys showed wonderful mental power in holding the problems in mind and in dictating the work in multiplication and radicals to a gentleman who took down the figures upon the blackboard. A story was told by some one in the audience and was translated into the sign language for the mutes by Mr. Dudley; they followed the thread of the story and wrote it out upon the board, indicating a clear and careful knowledge of English grammar and composition, besides an almost marvelous ability to follow the story and to grasp even its smallest details.

In the paper, "The Enormous Waste of Time, Energy and Money in Our Public Schools," by J. W. Hamer, of Walsenburg, and in the discussion led by O. C. Skinner, of Saguache, the point dwelt upon especially was that the school districts of Colorado are cut up into territories that are too small. The expense could be greatly lessened and the conditions and effectiveness of school work much improved by uniting such small districts into one strong one.

Dr. James E. Russell, of the State University, Boulder, delivered an interesting and valuable address on "German Schools."

The evening address was delivered by Dr. William F. Slocum, president of Colorado College, his subject being "The Relation of Citizenship and Education."

The paper by Superintendent F. H. Clark, of Aspen, "Temperament and Habit in Education," was read before the association on Saturday morning. Mr. F. C. Spencer led in the discussion.

One of the strongest features of the program was the address by Dr. Henry White Callahan, principal of the state preparatory school, Boulder, on the "Equipment of a High School Principal." Scholarship, executive ability and professional training were dwelt upon and especial emphasis was placed on personal power. "The power of Almighty God," said the speaker, impressively, "must be within the reach of a successful principal. All our little schemes will fail in securing the best moral results in our work unless we can finally bring to bear this power which alone can accomplish the work."

Two very enjoyable solos by Miss Comstock introduced the afternoon session. President Alston Ellis, of the State Agricultural College, Fort Collins, anticipated his forceful and practical remarks by saying he might be called a crank, but he believed that many great and good men had been cranks. He devoted his remarks mainly to the discussion of so-called educational "fads." He questioned whether the kindergarten and sloyd work and child study do not in some instances partake of the nature of fads.

Superintendent Aaron Gove, of Denver, delivered the address of the evening on "The Schools of Colorado." Mr. Gove gave a concise review of the history of the Colorado school system, and dwelt upon the financial questions, which call for the amendment bonding the state to restore to the school fund the money which is out in warrants.

The following resolutions were adopted by the convention:

"We, the committee on resolutions of the Western Colorado Teachers' Association, in convention assembled at Salida, May 14-17, 1896, present the following resolutions for your consideration:

"Realizing the need for the advancement of educational standards and the need of professionally trained teachers,

"Resolved, That it is the sense of this body of teachers that certificates to teach be granted only upon the presentation of evidence that the applicant for such certificates shall have taken at least three years' course in some high school or its equivalent and one year of professional training; provided, that no teacher who has three years of successful experience be debarred on account of this provision.

"2. That we favor a more thorough organization of teachers to the end that professional work may be encouraged, successful teaching rewarded and our calling elevated in character and permanency. We hereby recommend that such an organization be made upon the lines of the labor unions now in existence.

"3. That we realize the great benefits to be derived from attendance upon educational gatherings, and that it is the sense of this association that all teachers should make an effort to attend the meetings, to the end that the schools may be benefited thereby.

"Resolved, That we extend our thanks to the president, Mr. J. P. Jackson, for the able and impartial manner in which he has presided at this meeting; also to the secretary, Mr. Kilgore, for his uniform kindness and his untiring efforts in making this

first meeting a success. We wish also to thank the committee on music and all others who have contributed to the enjoyment and edification of this association.

"We also extend our thanks to the citizens of Salida for their generous hospitality, etc.

"We recommend that these resolutions be published in the school journals of the state:

"J. W. HAMER,

"MRS. ANNA K. PAGE,

"O. C. SKINNER,

"J. B. KNEAGY,

"FLORA E. HAFFEY,

"Committee."

REPORTS
OF
NORMAL INSTITUTES
1895-1896.

REPORTS OF NORMAL INSTITUTES.

DISTRICT NO. 1—1896.

W. W. Remington, of Ft. Morgan, conducted the institute, assisted by W. F. Bybee, of Colorado Springs; J. E. Buchanan, of Sterling, and M. Nora Boylan, of the State Normal School.

Each county was represented by its superintendent and a number of teachers. The enrollment reached 103.

The teachers were favored by very interesting lectures by Dr. Ellis, on "The War of the Roses," and "Free Coinage Historically Considered;" by Prof. Carpenter, on "Foreign By-Ways," and by Prof. Howe, on "Astronomers."

In 1897 the superintendents propose holding two institutes—one at Ft. Morgan and one at Julesburg. It is thought by this method the attendance may be increased sufficiently to defray the extra expenses attached to such a plan, as the same instructors will be employed for each division.

The following resolutions were adopted:

"We, the teachers of the first normal district, in institute assembled, do declare the following resolutions:

"First—We extend our sincere thanks to our conductor, W. W. Remington, and his co-instructors, W. F. Bybee, J. E. Buchanan and M. Nora Boylan, for their untiring efforts in making this institute of interest and profit to all.

"We also extend to the executive committee our thanks for their success in securing good instructors, and in selecting Sterling as the place of this meeting. We further desire to express our appreciation to President Alston Ellis and Prof. L. C. Carpenter, of the Agricultural College, and Prof. H. A. Howe, of Chamberlain Observatory, for the interesting and instructive lectures delivered before us.

"Second—We hereby extend to the citizens of Sterling and the teachers of Logan county our hearty thanks for the cordial reception extended us, and for their efforts in our behalf in making our stay in their midst one of pleasure and enjoyment.

"Third—It is further ordered that a copy of these resolutions be furnished for publication in the state educational journals and in the several county papers of the district."

LOU. A. BAGLEY, Secretary.

DISTRICT NO. 3—1895.

The third district normal institute, composed of Arapahoe county, held its eighth annual session in the East Denver high school building, July 29 to August 9. The enrollment of teachers was 278; number of instructors, 8; total, 286. Average daily attendance, based on enrollment, 233; number paying the registration fee, 270; average number of daily visitors, 30.

Balance from last year, \$184; received from teachers, \$270; from the county, \$540; from the state, —; total, \$994. Expense of institute, \$815; balance on hand, \$179.

DISTRICT NO. 3—1896.

The third district normal institute, 1896, composed of Arapahoe county, convened in the East Denver high school building, August 3, and continued in session two weeks, closing August 14, 1896.

A competent corps of instructors presented the following branches: Arithmetic, grammar, geography, reading, orthography, civil government, theory and practice, United States history, nature study, astronomy, physiology, physical culture, vertical writing, psychology, kindergarten and music, each giving the most advanced idea as to the method of teaching, and the deep interest awakened in each class bore testimony that the institute would be far reaching in its influence. The above was the work of the morning session.

The afternoon session opened with instruction in music, followed by lectures by some of the ablest scientists and educators in the West. Later in the afternoon classes were formed in the different rooms in the building by specialists in the various branches.



SmithBrooks & Co Denver.

DISTRICT NO. 18, KIT CARSON COUNTY.

The institute was the largest ever held in the state, the enrollment being 353; of that number 345 paid their registration fee, and 244 were teachers of experience. There was an average daily attendance of 300, and much enthusiasm was manifested during the entire session.

THALIA A. RHODES,
Secretary Executive Committee.

DISTRICT NO. 4.

The sixth session of the normal institute for the fourth district was held in Golden, August 10 to 21, 1896.

This institute was conducted by Wm. Triplett, who gave instruction in geography and grammar, assisted by D. R. Hatch, instructor in arithmetic and history; Celia F. Osgood, instructor in primary work and elementary science, and W. F. Fiddler, instructor in vocal music.

The forenoon sessions were devoted to regular institute work—a thorough review of the common branches and illustrations of the best methods of presenting various subjects to pupils.

The afternoon sessions consisted of professional work, followed by a lecture given by one of the leading educators of the state. This session was one of the most successful ever held in the district. The work done by each instructor and lecturer was exceptionally strong, and the teachers' interest in the work is shown by the daily attendance and by the total enrollment, which was far greater than of any previous institute.

The enrollment from Gilpin county was 12; the enrollment from Clear Creek county was 15; the enrollment from Jefferson county was 87; total, 114.

J. W. ARASMITH,
County Superintendent Jefferson County.

DISTRICT NO. 5.

The normal institute of the fifth district was held in Colorado Springs, at the Colorado Springs high school, from August 10 to 21, inclusive.

The attendance was good, 205 names being placed on the registration list. The executive committee expect to increase this number by another hundred for the coming summer. Among

those present were noticed the teacher of years of experience, coming to find fresh sources of inspiration, and better methods than her own; and the young teacher, trusting the way would be made easier by the knowledge gleaned from others' experience.

The assembly was marked by its earnest character. Instructors and attending teachers seemed to think they could not work enough. The morning session begun at the early hour of 8 o'clock.

Prof. W. H. Miller, president of Normal College, Sprague, Missouri, was conductor and instructor in the common branches. This is the third year he has acted in this capacity in Colorado Springs, and one can readily see why he is regarded with such universal favor by the teachers of the fifth normal district. His work in physiology one must consider as especially fine.

Prof. Edwin G. Dexter, of the state normal, gave some very interesting talks on psychology, child study, and outlines of sciences.

Miss Belle Thomas, of Chicago, had charge of the primary work, and elementary nature study.

Miss Stella McDonald, a very pleasing and accomplished young lady from Pueblo, Colorado, gave instructions in physical culture.

Prof. Gwilym Thomas, a master in his line, had charge of the music classes.

Miss Harriette Rice, supervisor of drawing, Providence, Rhode Island, was busily engaged with two or three drawing classes daily. One sketch made from life by a teacher with no previous knowledge of drawing, of a girl sitting on a chair, was especially good. It was a fine tribute to Miss Rice's ability as an instructor.

Mr. Frank D. Ball, county superintendent of Douglas county, lucidly expounded the school law to a large and enthusiastic class.

The institute was particularly fortunate in its corps of lecturers—Dr. Gregg and Dr. Slocum, of Colorado Springs; Miss Rice and Miss Thomas; Superintendent Gove, of Denver; the honorable state superintendent, Mrs. A. J. Peavey; Dr. Ellis, of Fort Collins; Dr. Snyder, of Greeley; and Mrs. Belford, of Denver.

The county superintendents of El Paso, Douglas and Elbert counties, which comprise the fifth normal district, were in attendance throughout the session. Mr. L. B. Grafton occasioned much merriment by his frequent invitations to register.

Taking it all in all, the session must be viewed as a very successful one, and one mutually beneficial to all concerned.

ANNA C. WILLARD,
Secretary District No. 5.

DISTRICT NO. 6.

Institute was held at Cheyenne Wells, Colorado, July 20 to 31, inclusive. Fred Dick, conductor and instructor; Eleanor E. Sutphen, instructor.

The attendance at the institute was excellent, considering the small number of teachers in this district. The average daily attendance was good, also. Special attention was given to arithmetic and grammar through the entire session.

Instructions were given in grammar, arithmetic, physiology, United States history, reading, geography, current events, teachers' aids and psychology by Fred Dick.

Eleanor E. Sutphen, a specialist in primary work, presented the following subjects in primary methods: Reading, writing, language, geography, numbers, music, elementary science, clay modeling and drawing.

No lectures being given, the evenings were devoted to academic work, which seemed highly satisfactory to the teachers.

A spelling match was held on the evening of July 24, a prize being offered by Professor Dick. After a close contest the prize was awarded to Luella Cooperrider.

The efforts and methods of conductor and instructor were satisfactory, and all voted the institute a success.

Before adjourning the institute adopted the usual resolutions.

SUSIE E. MORGAN,
Secretary.

DISTRICT NO. 7.

Referring to request for supplementary report upon institute, I can say but little. It was held under very discouraging conditions. The instruction was average or above. It was admirably conducted by Professor W. E. Knapp, but the attendance was small and much of it secured only by strenuous efforts. As it was, we paid our bills. It will be difficult to sustain an in-

stitute in this (the seventh) district unless some better provision is made for the expense. We have had no state aid for three or four years, and county boards are averse to paying their share.

Very respectfully yours,

CHAS. W. BOWMAN,
County Superintendent.

DISTRICT NO. 9.

The normal institute of the ninth district was held at Walsenburg, from August 10 to 21. J. W. Hamer, conductor; Tilman Jenkins and J. J. Matthews, instructors; Miss Lotta M. Creesy, primary work. Lecturers, Mrs. A. J. Peavey, President Alston Ellis and Professor Woody, of State Agricultural College; Dr. James Russell, of Boulder University.

Enrollment numbered fifty-three, all but three being residents of Huerfano county. Much enthusiasm prevailed among the teachers throughout the time of institute, and great interest was felt by the citizens in the work of the institute and in the lectures given.

MRS. J. C. CREESY,
Superintendent.

DISTRICT NO. 11.

Normal institute district No. 11 held its session in Durango, August 17 to 28, 1896, inclusive. Conductor, J. R. Durnell, county superintendent of La Plata county; assistants, J. A. Hancock, superintendent district No. 9, Durango; C. E. Chadsey, principal Durango high school, and other La Plata county teachers.

Dr. James E. Russell, of the State University, delivered a course of ten lectures, the first nine being on the subject of "Educational Psychology," the last on the "School System of Germany."

Much of the work took the form of "Round Table" discussions, in which a general interest was aroused and maintained.

The enrollment was thirty. Of these, all but one were La Plata county teachers. Owing to distance and the small number of teachers employed in the other counties of the district, this county has always been most largely represented. The enrollment was less than usual because of the absence of a number of teachers in Chicago, Denver and elsewhere, attending summer schools. Visitors were numerous and often took part in discussions. Dr. Russell's lectures especially awakened in-

terest among those not of the profession. The lecturer paid a tribute to the intellectual and professional ability and enthusiasm of our teachers.

The institute was one of exceptional interest and served to weld the teachers in a closer bond of sympathy, stimulating them to higher and better work.

J. R. DURNELL,
President.

DISTRICT NO. 12.

Our conductor was W. F. Bybee; our instructors, U. W. Kepingler, history and science; H. C. Getty, civics and school law; Mrs. M. J. Brown, primary.

Attendance from the counties as follows: Gunnison, 26; Ouray, 4; Montrose, 7; Hinsdale, 0; San Miguel, 5; Mesa, 12; Delta, 7; total, 61.

ELIZABETH WALKER,
County Superintendent.

EXAMINATION QUESTIONS.

State Examinations.

Circular of Information Issued by the State Board of
Examiners.

For State Diplomas, 1895.

For State Diplomas, 1896.

Names of Persons who have Received State Certifi-
cates.

County Examinations.

Regulations Governing.

For County Certificates, 1895.

For County Certificates, 1896.

For Kindergarten Teachers.

QUESTIONS FOR THE EXAMINATION OF APPLICANTS FOR STATE DIPLOMAS.

August 21, 22, 23, 1895.

CIRCULAR OF INFORMATION ISSUED BY THE STATE BOARD OF EXAMINERS.

Denver, Colorado, May 11, 1895.

For the information of those interested, as much of the school law of Colorado as relates to the granting of state diplomas to teachers is herewith given:

Section 3. The state board of education is hereby authorized to grant state diplomas to such teachers as may be found to possess the requisite scholarship and culture, and who may also exhibit satisfactory evidence of an unexceptional moral character, and whose eminent professional ability has been established by not less than two years' successful teaching in the public schools of this state. Such diplomas shall supersede the necessity of any and all other examinations of persons holding the same, by county, city or local examiners, and shall be valid in any county, city, town or district in the state, unless revoked by the state board of education.

Section 4. But state diplomas shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms, and by such examiners as the state superintendent of public instruction, the president of the State University, the president of the State Agricultural College and the president of the State School of Mines may prescribe; *Provided*, That the state board of education may, upon the recommendation of the state board of examiners, grant state diplomas, without examination, to persons who, in addition to

good moral character and scholarly attainments, have rendered eminent services in the educational work of the state for a period of not less than five years.

The state board of examiners, under the authority above quoted, makes the following announcements:

The board will meet in the office of the state superintendent of public instruction, Denver, Colorado, on the second Saturday of June and the second Saturday of December, of each year. Other meetings will be held when, in the judgment of the board, they are necessary.

The next annual examination of candidates for the state diplomas will be held in Denver, August 21, 22 and 23, 1895.

All applications and accompanying papers must be filed in the office of the state superintendent of public instruction not later than August 1, 1895.

Candidates for the state diploma are subject to the following named conditions:

1. They shall possess a first class, unexpired county certificate, issued in Colorado.

2. They shall pass a satisfactory written examination in each of the following named branches of study: Algebra, geometry, physiology, botany, physics, general history, civil government, including the constitution of Colorado, English literature and rhetoric, psychology and pedagogy, and Latin *or* French *or* German.

3. They shall pass a satisfactory written examination in any three subjects to be selected by them from those herewith named: Trigonometry, astronomy, physical geography, geology and mineralogy, zoology, chemistry, logic, and political economy.

Such applicants as have passed a satisfactory examination before the state board of examiners, in any of the subjects before named, within two years, will receive full credit therein without further examination.

No one will be recommended to receive the state diploma without examination, who has not given satisfactory evidence of educational and other qualifications at least equivalent to the highest of those hereinbefore named.

In considering an applicant's claim to a state diploma, either honorary or based upon the examination tests, the board will give due weight to evidence showing high attainments in special lines of educational work.

Eminent success in filling the positions of principal of high school, superintendent of schools or professor in some higher

institution of learning, will receive due recognition in considering any one's fitness to receive a complimentary state diploma.

All inquiries should be addressed to Mrs. A. J. Peavey, state superintendent of public instruction, Denver, Colorado.

State Board of Examiners—A. J. Peavey, state superintendent of public instruction; James H. Baker, president of the State University; Alston Ellis, president of the State Agricultural College; Regis Chauvenet, president of the State School of Mines.

FIRST DAY, A. M.

STRUCTURAL BOTANY (60 Minutes).

1. What characters of flowers and leaves serve to distinguish between monocotyledonous and dicotyledonous plants?

2. Where do buds appear on the stem? When are they formed? What do they contain?

3. What are the parts of a leaf? Describe a linear leaf; an ovate leaf; a hastate leaf.

4. Define the terms serrate, cuneate, mucronate, as applied to leaves. Give the distinctions indicated by the terms lobed, cleft, parted, divided.

5. What is the distinction between the determinate and the indeterminate inflorescence? Describe the raceme, the head, the cyme, and indicate the kind of inflorescence to which each belongs.

6. What is a perfect flower? a complete flower? a regular flower? a symmetrical flower?

7. Name the organs of a flower in order from outside to center and give the office of each.

8. Explain the terms union and consolidation as applied to the organs of flowers.

9. What is a fruit? Explain the structure of the strawberry; the apple, the fruit of the rose.

10. What is a capsule? an akene? a legume.

ALGEBRA (60 Minutes).

1. Discuss the method of finding H. C. F. between expressions not readily decomposed into factors. Find H. C. F. of

$$3a^5 - 13a^4c + 37a^3c^2 - 34a^2c^3 + 9ac^4 + 66c^5 \text{ and } 2a^5 - 3a^4c + 2a^3c^2 + 17a^2c^3 + 6ac^4 - 24c^5.$$

2. Discuss the various common methods of elimination and illustrate by using each in eliminating y from the two equations,

$ax+by+c=0$, and $a^2x+b^2y+c=0^2$. Discuss the relation between the number of independent simultaneous equations and the number of unknowns that may be found by solving them.

3. Discuss the method of solving the quadratic equation $ax^2+bx+c=0$, by completing the square. Discuss the discriminant b^2-4ac , showing the relation between its sign and the character of the roots. What relation between the sum of the roots and the coefficients a and b ; between the products of the roots and the coefficients a and c . Discuss the solution of a quadratic by factoring.

4. Define logarithm, base, mantissa, characteristic. Prove the fundamental rules in the theory of logarithms, including the rule for determining the characteristic of a common logarithm. Discuss the advantage gained by the use of cologarithms. Find $\sqrt[3]{.0346}$. Find x if $12x=1832$.

PHYSIOLOGY (45 Minutes).

1. Name three kinds of glands and state their uses.
2. Define epiglottis, peritoneum, osseous, lymphatic, cornea.
3. Describe the eustachian tubes.
4. Describe the action of alcohol on the stomach. Why does it affect the brain?
5. What are the cardiac muscles?
6. What makes the blood warm? What is normal temperature? How high or low may it rise or fall without immediate danger?
7. What are anaesthetics, their use?
8. Why should children's food be varied?
9. What gives the color to blood, why is it not always the same color?
10. Explain how a broken bone is joined again.

FIRST DAY, P. M.

GEOLOGY AND MINERALOGY (45 Minutes.)

1. Describe the origin of soils.
2. Define "strike," "dip," "synclinal," "fault."
3. State what are the indications that life existed on the earth during the Archaean age.
4. Define and name the minerals composing granite, gneiss, serpentine, mica, schist, marble.

5. Discuss at length the subject of glaciers.

No omissions from the above questions, scale of hundred being placed on the basis of all five.

ZOOLOGY (60 Minutes).

1. What are the properties of organized and unorganized bodies? Give examples.

2. Are there constant characters separating plants and animals? What are the most constant characters of each?

3. What methods of reproduction are found in the animal kingdom? Describe each, and tell in what branch of the animal kingdom it is most common.

4. Where, in the animal kingdom, do we first find the following: A nervous system, an alimentary canal separated from the general body cavity, a four-chambered heart, and reproduction by means of ova?

5. Make a drawing of an *amoeba*, an infusorian or a hydra; label all the organs and tell their functions.

6. Describe the early development of the ova up to and including the gastrula stage and illustrate by drawings.

7. What is a cell? Make a drawing of a cell and label all the parts. What is a protoplasm?

8. What tissues are found in the higher animals and what is the function of each?

9. Name in their order all the stages in the development of a butterfly. What organs are found on the head of a grasshopper? How do insects respire?

10. What is the Darwinian theory and what are the main facts in support of it?

11. What structural characters separate the mammalia from all other animals? What separates man from all other primates?

12. To what kingdom, branch, class, order, family, genus and species do you belong?

(Answer ten questions.)

CHEMISTRY (60 Minutes).

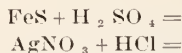
1. Define specific heat. Explain its relationship to atomic heat, numerically, and by means of a physical theory.

2. Define the physical condition of matter; solid, liquid, gas. In what respects are the laws governing the behavior of gases the simplest of the three?

3. State what usually happens when two or more gases unite to form a definite chemical compound. Write one example, giving actual and theoretical explanation of the phenomenon—i. e., both as to volumes and molecules.

4. Explain the use of symbols and chemical equations, coefficients, subscripts, parentheses, equality sign. What fundamental fact of physical science does every chemical equation express?

5. Complete the following chemical equation; also write accounts of what happens in each case, giving correct nomenclature for each compound.



6. Write some account of the element phosphorus and of its most important compound. Also its important functions in animal and vegetable economy.

7. State some facts of importance in the chemistry of carbon. (This question is purposely left somewhat indefinite—applicant to select some facts or class of facts for himself. Answer should not be under ten lines.)

8. If the formula of a metallic oxide is MO , and its percentage of oxygen is 40, what is the atomic weight of "M," that of oxygen being taken at 16?

9. The formula of common salt is NaCl . Taking the atomic weights of sodium and chlorine at 23 and 35.5 respectively, what are the percentages of sodium and of chlorine in the compound?

10. Discuss the formula of water fully.

N. B. Five of these questions constitute the examination. The applicant will select the questions, and in his paper number the answers according to the figures above. But in the selection, it will not be allowable to omit any three consecutive questions, as arranged above. (For example: If questions 1 and 2 are omitted, question 3 must be answered.)

TRIGONOMETRY (60 Minutes).

1. Deduce the fundamental relations between the functions of a single angle—i. e., between sine and cosine of the same angle; sine, cosine and tangent; tangent and cotangent; cosine and secant; sine and cosecant; tangent and secant. Use acute positive angle when figure is needed.

2. Give formulæ for $\sin(x+y)$, $\cos(x+y)$, $\tan(x+y)$, $\sin\frac{1}{2}x$, $\cos\frac{1}{2}x$, $\sin x + \sin y$, $\cos x - \cos y$. Prove formulæ for $\sin x + \sin y$ and for $\frac{\sin x + \sin y}{\sin x - \sin y}$.

3. Sides of triangle are respectively 20, 23, and 25. Solve completely for area and for angles, carrying angles to the tenths of second and checking result.

4. Discuss the solutions of triangles in all cases other than that given in 3, giving all formulæ necessary in each case, and also discussing the mode of checking results.

SECOND DAY, A. M.

GEOMETRY (60 Minutes.)

1. Give definitions of (a) solid, (b) surface, (c) line, (d) point. What is necessary to determine a right line? A circle? What is a locus?

2. If from a variable point in the base of an isosceles triangle, parallels be drawn to the other two sides, a parallelogram is formed whose perimeter is constant.

3. Show how to draw a tangent to a circle from a point without it.

4. Parallelograms having equal bases and equal altitudes are equivalent.

5. In how many ways can a plane be determined? When is a line perpendicular to a plane? Define diedral angle. How is it measured? Define polyedral angle.

6. If two straight lines in space intersect three parallel planes, their corresponding segments are proportional.

7. Show that any triangle prism may be divided into three equivalent triangular pyramids.

8. What is a spherical triangle? What is a polar triangle? What fraction of the surface of a sphere is occupied by a tri-rectangular triangle? What is the polar triangle of a tri-rectangular triangle?

Six of these questions constitute the examination. But the two omissions must not both be from the questions in solid geometry—i. e., of the questions 5, 6, 7, 8, three must be answered. Any two of the first four questions may be omitted, provided all of the last four are taken.

PSYCHOLOGY (60 Minutes.)

1. What is psychology? Of what practical use is it?

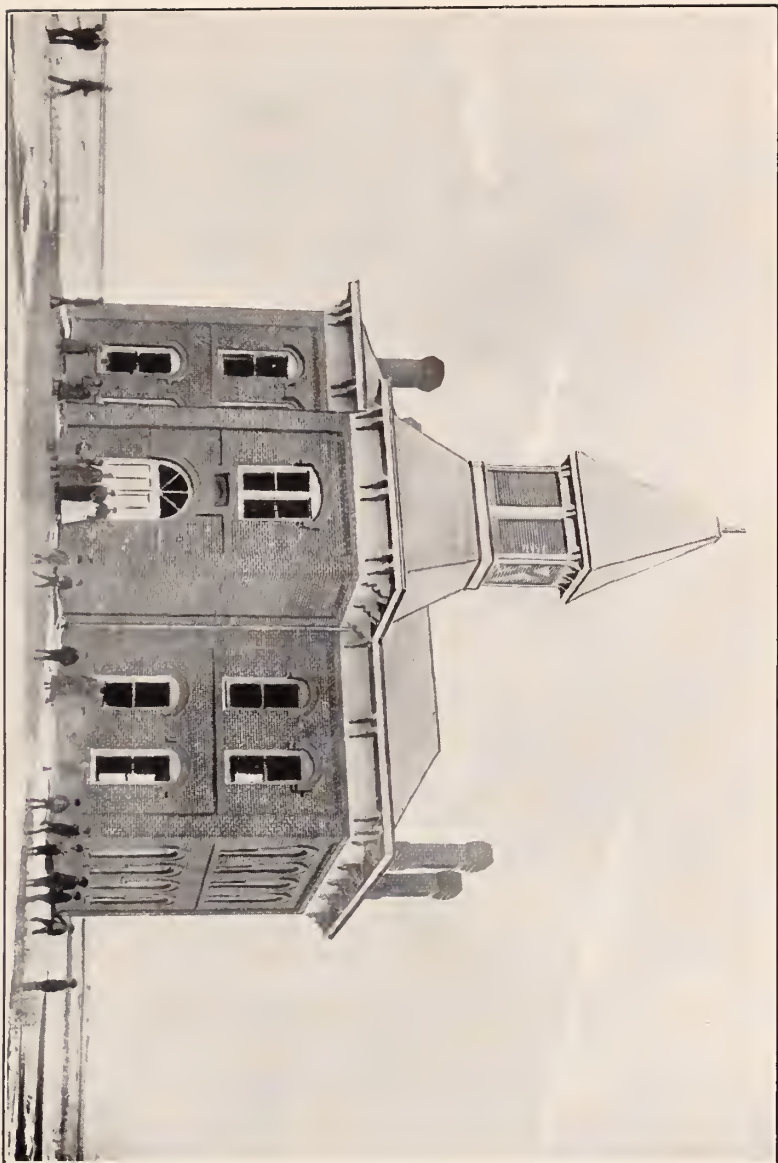
2. What is a reflex movement? Illustrate by diagram and name the organs necessarily concerned.

3. What is the special work of the cerebrum? How would a frog act after the removal of the cerebrum?

4. What is mental activity? Name three kinds.
5. What is the relation of stimulus to sensation? Illustrate by musical notes the difference between intensity and quality of sensation.
6. How do we arrive at the concept, *table*, from sense-perceptions of individual tables?
7. In the reproduction of former conscious experiences what differences exist in the association of ideas in memory, phantasy, and imagination?
8. Define *feeling*; *emotion*. What emotions may be ascribed to a teacher who is under the necessity of punishing a beloved pupil?
9. Explain the relations between *knowledge*, *emotion*, and *volition*. How are habits formed?
10. Illustrate the proper use of the terms *stimulus*, *sensation*, *perception*, *apperception*, in your recognition of an object placed before you, as an orange. Analyze the mental process and specify the emotions involved in your determination to give that orange to a poor child.

RHETORIC AND LITERATURE (60 Minutes.)

1. From what languages was the English originally formed?
2. Who is the earliest writer of English? Give an account of his principal work.
3. Name the authors, with a work of each, of the Elizabethan period.
4. Name five English and five American poets, with a poem of each.
5. Who are ten of the most noted writers of to-day? Character of their writings?
6. What is meant by paraphrase? Give example.
7. Define alliteration, metaphor, simile.
8. Convert into good prose:
 But soon he knew himself the most unfit
 Of men to herd with man; with whom he held
 Little in common; untaught to submit
9. His thoughts to others, though his soul was quell'd
 In youth by his own thoughts; still uncompell'd
 He would not yield dominion of his mind
 To spirits against whom his own rebell'd;
 Proud though in desolation, what could find
 A life within itself, to breathe without mankind.
10. Name and define a lyric, an ode, an epic, a drama.



DISTRICT NO. 18, KIT CARSON COUNTY.

SECOND DAY, P. M.

ASTRONOMY (60 Minutes.)

1. Explain what is meant by the terms solar day, mean solar day, equation of time, right ascension and declination of the sun or a star.

2. Define the terms ecliptic, equinoxes, precession of the equinoxes. What effect does the precession of the equinoxes have on the right ascension of a star? Explain why the sun moves through twenty-four hours of right ascension in one tropical year.

3. Define pole star. Prove that the elevation of the pole above the horizon at any place, is equal to the latitude of that place. Show how celestial distances are measured.

4. Explain in full the phenomena of spring tide and neap tide. Why do tides occur twice in twenty-four hours? How are the tides affected by the moon when in different positions in its orbit? Why are tides more observable at Boston and the Bay of Fundy than at New York?

5. Describe in full the form of the earth's orbit. Name four general forms of planetary or cometary orbits.

No omissions of questions on this paper—i. e., the 100 scale can be made only by answering all of them.

PHYSICAL GEOGRAPHY (60 Minutes.)

1. Describe the course and formation of the Gulf Stream.
2. How are springs produced?
3. Describe a remarkable instance of erosion.
4. What determines the length and velocity of rivers?
5. How would you find the mean temperature of any place?
6. Describe two kinds of clouds.
7. What is the cause of the alkaline soil of Colorado?
8. What causes the blue color of the sky?
9. Name and locate five of the principal mineral resources of the United States.
10. What are the peculiarities of plant and animal life in Australia?

CIVIL GOVERNMENT AND CONSTITUTION (60 Minutes.)

1. Which three public documents are the most important in the past history of the United States?
2. What especial service did Alexander Hamilton render to the United States?

3. Give a brief history of the Articles of Confederation. What was its chief defect?

4. Who said "To the victor belong the spoils?" What changes did this sentiment effect?

5. What political services did Benjamin Franklin render the United States?

6. Under the constitution what was the first basis for representation and taxation?

7. When, why, and by what was this changed?

8. How were the first three presidents and vice-presidents chosen? Who were they?

9. Describe and give the reasons for the change and how the change was made.

10. How many times has congress elected the president? Give short history of the proceedings each time.

THIRD DAY, A. M.

GENERAL PEDAGOGY (60 Minutes).

1. On what sciences is pedagogy based? What does each supply.

2. What is implied in the expression "Germ theory of education"? "Architectural theory"?

3. What are the natural results of fatigue in school work? How obviate there difficulties?

4. What motives may be employed to secure attention? What is the value of interest?

5. State and defend your method of teaching—(1) reading. (2) the proper use of language.

6. Distinguish the inductive from the deductive method in nature study. Give reasons for preferring one method to the other.

7. Illustrate the five formal steps of instruction, viz: Preparation, presentation, association, generalization, application.

8. In what ways may a pupil memorize a proposition of geometry? What method is most valuable?

9. On what ground does the state assume the right to certificate teachers?

10. What is the educational value of play? Of displaying the American flag on school houses? Give reasons for and against compulsory military drill in the public school.

PHYSICS (60 Minutes).

Answer any two of the three parts into which each question is divided. In each paper handed in, each main question must be indicated, and each sub-question, the one omitted being indicated by number and "blanked."

1. (a) Give Newton's laws of motion.
 (b) What is meant by the specific gravity of a substance?
 (c) Give Boyle's law.
2. (a) How is sound propagated?
 (b) How does the number of vibrations of a string vary with the length? With the diameter? With the tension?
 (c) What is the diatonic scale?
3. (a) How is light propagated?
 (b) What is the speed of propagation and how may it be measured?
 (c) Give the laws of the reflection of light.
4. (a) What is the specific heat of a body?
 (b) What effect has heat on most bodies?
 (c) What causes affect the boiling point of water?
5. (a) What is the law of attraction (or repulsion) between two electrified bodies?
 (b) What effect is produced upon a magnetic needle, free to move, if a wire carrying an electric current be placed near it?
 (c) Describe a tangent galvanometer and explain why it received its name.

EXAMINATION IN LATIN (60 Minutes).

1. Caesar—Translate book 1, chapter 34, and answer the following:

- (a) Give the inflection of *ci*, *aliquem*, *utriusque*, *re publica*, *opus*.
- (b) Principal parts of *deligeret*, *velle*, *audere*, *posse*, *videri*.
- (c) Explain construction of *mitteret*, *postulare*, *detigeret*, *opus*, *esset*, *reliit*, giving reasons for mood and tense.
- (d) Translate into Latin: *While the army was encamped near this town, he called a conference of the centuries and upbraided them severely because they attempted to dictate to him.*

2. Virgil—Translate the following fragments and explain their context.

1. Tantane vos generis tenuit fiducia vestri?
Jam cœlum terramque meo sine numine, Venti;
Miscere, et tantas audetis tollere moles?
2. Constitit, et lacrimans, Quis iam locus, inquit, Achate,
Quæ regio in terris nostra non plena laboris?
3. Et, si fata deum, si mens non leve fuisset,
Impulerat ferro Argolicas fœdare latebras,
Troiaque nunc stares, Priamique arx alta, maneres.
4. Scan any one of these selections, marking the quantity.

FRENCH (60 Minutes).

1. Translate: Mais, hélas! cet enfant n'a jamais *compris* le mystère du beau, cet homme ne le comprendra jamais! Dieu me *préserv*e de *croire* qu'ils ne *soient* pas supérieurs aux animaux qu'ils dominent—Je *vois* sur leurs nobles fronts le sceau du Seigneur, car ils sont nos rois de la terre bien mieux que ceux qui la possèdent après l'avoir *payée*.

2. Give principal parts of the verbs underlined.

3. Give rules for the agreement of the part participle with *avoir*, with example.

4. Translate:

(a) Je ne crois pas qu'elle vienne
Je crois qu'elle viendra.

(b) Why is the subjunctive used in one case and why not in the other?

5. Translate: What do you think of what I told you? I believe you are right.

6. Give me that book. It is mine. I will not give it to you. Give it to her. Do not give it to her.

7. I went to England last year, but not to London.
This city is larger than Paris.
It is the largest in the world.

8. My brothers and sisters rejoiced to see you. They thought they would never see you again.

9. Write future, conditional and imperfect tenses of the verbs meaning to finish, to sell, to love.

10. Translate: He might have been here a week or two, long ago.

GERMAN (60 Minutes).

1. Decline all the personal pronouns, singular and plural.
2. Compare five German adjectives.

3. Give principal parts of verbs meaning to *remain*, to *eat*, to *call*, to *fly*, to *grow*.

4. Write the present, the perfect and the future tenses of a verb in the passive voice.

5. Uses of the subjunctive.

6. Translate into German: I laid the book on the table. When will you see your brother again?

7. We have received and read the letter. The sick man has slept an hour.

8. The poor boy became a famous man. I beg pardon. I forgot to bring my German book with me.

9. May I ask who said it? The sun rises early.

10. We are glad to meet our friends here. Please come in. Where have you been?

THIRD DAY, P. M.

LOGIC (60 Minutes).

1. Give an illustration of scientific classification. Value of classification.

2. Give examples of the different kinds of propositions; of the different kinds of categorical propositions.

3. Give the law of "contradictory opposition."

4. Illustrate the "Fallacy of Composition."

5. Show that the enthymeme is used in ordinary reasoning.

6. Give and illustrate the law of the hypothetical syllogism.

7. Name and illustrate three of the most common fallacies of deduction.

8. Illustrate the steps of complete logical induction.

9. What is reasoning by analogy? Its importance?

10. The "Method of Agreement" in induction.

POLITICAL ECONOMY (60 Minutes).

1. What was Adam Smith's chief contribution to the science of political economy? Who was ruler of England when that work was published? Who was Richard Cobden?

2. State the mercantile theory; the malthusian theory of population; and Ricardo's theory of rent.

3. Define *wealth*, *capital*, *value* and *price*.

4. Explain "the law of diminishing returns." Name the requisites of production.

5. What are the requisites of a *perfect money*? What are the recognized functions of money?

6. What is meant by the free and unlimited coinage of silver at 16 to 1? How many grains of pure gold in a dollar of 1792, and how determined?

7. What is meant by the "demonetization" of silver? Bar silver being quoted at 67 cents an ounce, find the bullion value of a silver dollar.

8. Free coinage of silver at 16 to 1 is equivalent to what price per ounce for silver bullion? How computed?

9. Distinguish between direct and indirect taxes. Upon what grounds was the late income tax law declared unconstitutional?

10. State a good reason for a high tariff; one for free trade; and one in favor of the right of bequest. Name some of the true and some of the false remedies for low wages.

GENERAL HISTORY (60 Minutes).

1. Give the history of the expression "Crossing the Rubicon."

2. Who were Michael Angelo, Sappho, Hannibal, Charlemagne, Alexander De Foe?

3. Write a short history of Louis XVI.

4. Through what circumstances did the British crown descend to Victoria?

5. Who was the ruler of Great Britain in 1776? What were the events which led to the Declaration of Independence by the colonies?

6. Write a short history of Maximilian and Carlotta.

7. Who was Gustavus Adolphus, and for what is he renowned in history?

8. Between what nations and commanders was the battle of Waterloo? What were the results?

9. Describe the blockade of Island No. 10 in the late civil war.

10. Name the territories purchased by the United States from other parties than North American Indians.

QUESTIONS FOR THE EXAMINATION OF APPLICANTS FOR STATE DIPLOMAS.

August 26, 27, 28, 1896.

FIRST DAY, A. M.

PSYCHOLOGY.

1. Explain and illustrate by diagram the neural processes involved in writing from dictation.
2. What is meant by reaction-time? By discrimination-time?
3. What is voluntary attention?
4. How is space-perception explicable?
5. What are the forms of association of ideas? How related to memory?
6. How does the connection of ideas in reasoning differ from other forms of association?
7. What is impulsive action?—instinctive action?
8. How does voluntary action differ from both?
9. Distinguish between *stimulus*, *sensation* and *feeling*.
10. How does language promote mental development?

GENERAL PEDAGOGY.

1. What is the aim of education?
2. What is the significance of habit in education? How are habits formed? How broken?
3. What are the advantages of the "vertical" script over the common slope writing?
4. What is the educational value of mathematics?
5. What should determine the selection of material for the curriculum?

6. What is meant by "correlation" of studies?—by "concentration?"

7. What is the value of "child study?" Mention five important works on the subject.

8. What is the significance of the Herbartian doctrine of apperception as applied to the method of the recitation?

9. On what ground has the state a right to require compulsory school attendance?

10. Sketch the services of Horace Mann in relation to our American public school system.

ALGEBRA.

(By Prof. Wm. J. Meyers, State Agricultural College, Fort Collins, Colorado.)

1. Discuss the method of finding H. C. F. between expressions which cannot be factored by inspection, illustrating by finding H. C. F. of $6x^4 - 25x^3 + 5x^2 - 2x + 88$ and $36x^5 - 177x^4 + 129x^3 + 96x^2 + 132x$.

2. Discuss the three common methods of elimination, illustrating each by eliminating x from the two equations, $ax + by + c = 0$, and $jx + ky + l = 0$.

3. Discuss the method of solving equations of a single unknown by factoring, illustrating by the solution of $(x-a)(x-b)(x-c)(x-d) = 0$.

Discuss the methods of solving quadratics of a single unknown by the method of completing the square, illustrating by solving $ax^2 + bx + c = 0$.

4. Define logarithm, base, characteristic, and mantissa. Prove the fundamental rules in the theory of logarithms. Write the logarithm of x in terms of the logarithms of a , b , c , and d .

if $x = \frac{a^2 b^3}{c^4 d}$; if $a^x = b^3$.

FIRST DAY, P. M.

CIVIL GOVERNMENT AND CONSTITUTION.

1. Of how many articles did the original United States constitution consist? How many amendments have been accepted?

2. What is the method of procedure in order to amend?

3 and 4. What was the first basis of representation in congress? How are the changes made? What is the basis now?

5. What are the steps to be taken by an alien to become a naturalized citizen?

6. What is a copyright, letters of marque and reprisal, civil service reform?
7. What bureaus are included in the department of the interior?
8. Name the members of the cabinet of President Cleveland.
9. Of how many judges does the United States Supreme Court consist?
10. When does the legislature of Colorado convene and adjourn?

GEOLOGY AND MINERALOGY.

1. Name five common rock-forming minerals.
2. What is a fault, and how is it supposed to have been formed, usually?
3. What are the elements in quartz? In marble?
4. How do you distinguish between galena and blende or sphalerite? What elements are present in each?
5. Name a type of animal or plant life characteristic of each of the following periods: Silurian, Carboniferous and Cretaceous.
6. Where is salt found?
7. What are "sedimentary" rocks?
8. Of what minerals is granite composed? If you can, give a variety differing from ordinary granite.
9. What are the proofs that some of the present land area of the earth was once occupied by seas or oceans?
10. What is "erosion?" Describe some noted example.

GEOMETRY.

1. Straight lines joining middle points of sides of any quadrilateral form a parallelogram, whose perimeter equals a sum of the diagonals of the quadrilateral.
2. Two triangles with two sides of the one, respectively, equal to two sides of the other, but included angles unequal, will have third sides unequal, the greater being opposite to the greater angle.
3. An inscribed angle is measured by one-half of its included arc.
4. Drop a perpendicular from the right angle of a right angled triangle, to the hypotenuse, and demonstrate the resulting properties.
5. If two chords intersect in a circle, their segments are mutually proportional.
6. Inscribe a regular decagon in a circle.

7. If two circles are tangent, and two common secants are drawn through the point of tangency, the lines connecting their extremities in the two circles, are parallel.

8. Through any point in space, a plane can be passed parallel to any two straight lines.

9. The acute angle which a line makes with its own projection on a plane, is the least angle which it can form with any line of that plane.

10. The sum of the angles of a spherical triangle is greater than two and less than six right angles.

Omit four questions (selected at will from the first seven, which are all in plane geometry.

Omit one question (selected at will) from the last three (8, 9, 10) which are all in solid geometry.

This leaves three questions in plane, and two in solid geometry, *which five constitute the examination.* Do not attempt to answer more than five, selected as above, as it adds nothing to the credit of the paper, and confuses the examiner.

SECOND DAY, A. M.

CHEMISTRY.

1. What six elements are the most important in the human body? State the parts of the body characterized by three of these elements.

2. What is the full meaning of a chemical symbol?

3. If sulphuric acid be poured into a solution of barium chloride, a precipitate of barium sulphate is produced, while hydrochloric acid remains in solution. Express this reaction by a chemical equation.

4. If one volume of carbon monoxide (CO) be burned it becomes carbon dioxide (CO_2). State what has happened; also state what volume of CO_2 is produced.

5. Translate the following chemical equation into ordinary chemical phraseology: $\text{AgNO}_3 + \text{NaCl} = \text{AgCl} + \text{NaNO}_3$.

6. In the growth of a plant, what material is derived from the soil, what from the air, and what from the water?

7. The atmosphere contains carbon dioxide, which is constantly being added to and is also constantly being drawn upon. State the sources of the additional gas, also the agencies at work to absorb this increment.

8. When a natural water is spoken of as a "lime" water, what is the condition of the lime in solution?

9. What is meant by "atomic weight?"

10. Discuss the formula and composition of water.

The candidate will select *five* of these questions, numbering them to correspond with the originals. No credit will be gained by deviating from this direction—i. e., answering more than five, wholly or in part.

PHYSICS.

Answer any two of the three parts into which each question is divided.

1. (a) Give the laws of the pendulum.
(b) Give Mariotte's (Boyle's) law.
(c) Describe one method of finding the specific gravity of a liquid.
2. (a) What is necessary for the propagation of sound?
(b) Give the laws of the vibration of strings.
(c) On what does the intensity of sound depend?
3. (a) Give the laws of the reflection of light.
(b) Give the laws of the refraction of light.
(c) What is the undulatory theory of light?
4. (a) Describe one method of finding the specific heat of a solid.
(b) What is the mechanical equivalent of heat?
(c) What causes affect the boiling point of a liquid?
5. (a) Give laws of repulsion of similarly electrified bodies.
(b) Describe some form of galvanic cell.
(c) Upon what does the electro-motive force of a dynamo depend?

FRENCH.

1. Translate:

Pourquoi cet insatiable besoin d'enrichissement? Boit-on davantage parce qu'on boit dans un verre plus grand? D'où vient cette horreur de tous les hommes pour la médiocrité, cette féconde mère du repos et de la liberté? Ah! c'est la surtout le mal que devraient prévenir l'éducation publique et l'éducation privée.

2. Translate:

Je viens de refermer ma fenêtre; j'ai ranimé mon feu. Puisque c'est fête pour tout le monde, je veux que ce *le soit* aussi pour moi.

3. Explain the use of *le* and *soit*.

4. Give the principal parts of the verbs *avoir*, *être*, *aimer*, *finir*, *vendre*.

5. Translate:

I want to read the letter you have written.

6. Translate:
Give it to me. I have been waiting for it for an hour.
7. Translate:
We have paper, but no good pens.
8. Translate:
You have some, those I gave you are on the table.
9. Translate:
Give me mine, if you please.
10. Translate:
You may keep them, I have no need of them.

LOGIC.

1. What is a proposition? Give an example of a catagorical, a hypothetical, and a disjunctive proposition.
2. Define and illustrate connotation and detonation of terms.
3. State the rules of the syllogism. Give examples of violations of two of these rules.
4. What is a material fallacy? Give example.
5. How do we arrive at the belief that "all men are mortal?" What is meant by perfect induction?
6. What is analogy? Give an example of induction based on analogy.
7. What is the value of experiment in the inductive sciences?
8. Give a fallacy of non-observation.
9. When may a hypothesis be considered proved?
10. What is the fallacy in this argument: "Hard times have followed the introduction of a protective tariff; hence we must have free trade?"

SECOND DAY, P. M.

GERMAN—Translate.

1. Wir schritten vorwärts und betraten wieder den herrlichen Wald. Seine Schönheiten aber liessen mich jetzt kalt. Mich fesselte der rätselhafte Mann, der an meiner Seite, die Augen starr auf den moosigen Boden geheftet, dahinging. „Ihr wolltet mir ja eure Geschichte erzählen, Ameisler,“ knuepfte ich das Gespräch wieder an. „Ich wollte es, ja. Jetzt freilich reut es mich beinahe wieder. Aber ich hab' es euch versprochen, und euch möchte ich auch mein Wort halten. Ihr seid besser als

die andern." Er schlug Feuer und drueckte dann den Zuendschwamm in den Pfeifenstummel, den er mit meinem Tabak gefuellt hatte.

Willst du imer weiter schweifen?

Sieh', das Gute liegt so nah.

Lerne nur das Glueck ergreifen.

Denn das Glnueck ist immer da.

Questions.

1. Give the genitive singular and the nominative plural of Wald, Mann, Augen, Boden, Geschichte, Gespräch, Wort, Glueck.

2. Give the principal parts of schritten, vorwärts, betreten, liessen, dahinging, reut, hab', mœchte, halten, seid, schlug.

3. Inflect: Seine, mich, es; and in the present indicative, wollte, mœchte.

4. What is the order of adverbs in German?

5. Explain what is meant by the normal, inverted and transposed order of subject and verb.

6. How do separably compounded verbs differ in conjugation from the inseperables?

7. What is meant by the *conditional* in conjugation?

8. What is the difference in the use of sein and haben as auxiliaries?

9. Translate: Ich gebe mir viel Muehe, aber ich habe keine Lust zum Lernen. Heute ueber acht Tage. Was fuer ein Vogel ist das? Ich bin Ihnen sehr verbunden. Ich empfehle mich.

Render into German: What time is it? half past twelve. I am afraid he can't go. He suffers from headache. My nephew will answer the letter, the contents of which gave him so much pleasure.

RHETORIC AND LITERATURE.

1. Write and carefully punctuate a sentence containing words in apposition.

2. Define epigram, irony, metaphor, climax.

3-4. Write sentences illustrating each.

5. What are the qualifications of an orator.

6. What is the most powerful source of the sublime in literature? Where do you find many examples.

7. Define burlesque, repartee; give examples.

8. Name three American poets and three English poets and a poem of each.

9. Name three good American prose writers and three English, with a work of each.

10. Name five noted authors of other nations with a work of each.

GENERAL HISTORY.

1. How is history divided? What period does each division embrace?
 2. Give some reason for the difference between Eastern and Western civilization.
 3. Give an account of the battle of Marathon.
 4. What were the Punic wars?
 5. Write a short history of Charlemagne.
 6. Give an account of the Crusades.
 7. Relate the origin of the title of the Prince of Wales.
 8. Describe the events of the Massacre of St. Bartholomew.
 9. Write a biography of Thomas Wolsey.
 10. What were the conditions in France that caused the revolution?
-

THIRD DAY, A. M.

ASTRONOMY.

1. What is the distance of the sun? What is its apparent size? Its actual size? What is its density?
2. Define an eclipse, describing its various parts. What is the ecliptic?
3. What is a transit? Explain the retrograde motion of the inferior planets.
4. How is the rotundity of the earth proved?
5. What is parallax? What is the practical importance of it?
6. When can an eclipse of the sun occur? When is it total; when partial? when annular? In what period do solar eclipses of the sun recur?
7. What is the distance from the sun, length of the day and years, of the planet Jupiter? What is its diameter, density, mass, as compared with that of the earth?
8. What are shooting stars? What is their place in the solar system?
9. What proof have we that the stars are suns? That our own sun is a small star? How many stars are visible to the naked eye on a clear night?
10. What proofs have we of the existence of terrestrial elements in the sun and in the fixed stars?

Any eight of these questions will constitute the examination, the candidate making the selection, and numbering his answers to correspond with the numbers above. Do not attempt to answer all ten questions, as this merely confuses the examiner and adds nothing to the credit of the paper.

STRUCTURAL BOTANY.

1. What are the parts of the plant embryo? Give the office of each part.
2. What are buds? What do they contain? Name three kinds.
3. What is the relation between buds and leaves as to their arrangement on the stem?
4. What are the parts of a leaf? Why are leaves usually broad and flat?
5. Describe the leaf of the lily. Of the maple.
6. What is a raceme? an umbel? a cyme?
7. Name the organs of a complete flower and give the use of each.
8. What is a perfect flower? a regular flower? a symmetrical flower?
9. What is a fruit? Describe the drupe, the pome, the berry.
10. What is a pod? a capsule? a silique? a follicle?

POLITICAL ECONOMY.

1. Name the prime agents in the production of wealth. What is wealth?
2. Define capital and name its forms.
3. Name the chief divisions of political economy. To which does taxation belong?
4. Define value. Upon what does it depend?
5. State the "law of diminishing returns."
6. What are the functions of money? State Gresham's law.
7. What is the essential characteristic of bank money? If silver bullion is worth 80 cents an ounce, what is the bullion value of a silver dollar?
8. Define rent. Who was the expounder of the economic doctrine of rent?
9. Give an example of double taxation. Name Adam Smith's maxims of taxation.
10. What economic objects has a tariff? What is meant by the unearned increment of land?

TRIGONOMETRY.

(Questions used by Sheffield Scientific School, September, 1892. Approved by the State Agricultural College, Fort Collins, Colo.)

1. Express an angle of 60° in radians.
2. Represent geometrically the different trigonometric functions of an angle. State the signs of each function for each quadrant.
3. Express \tan° and \sec° in terms of \sin° .
4. Derive the formula:

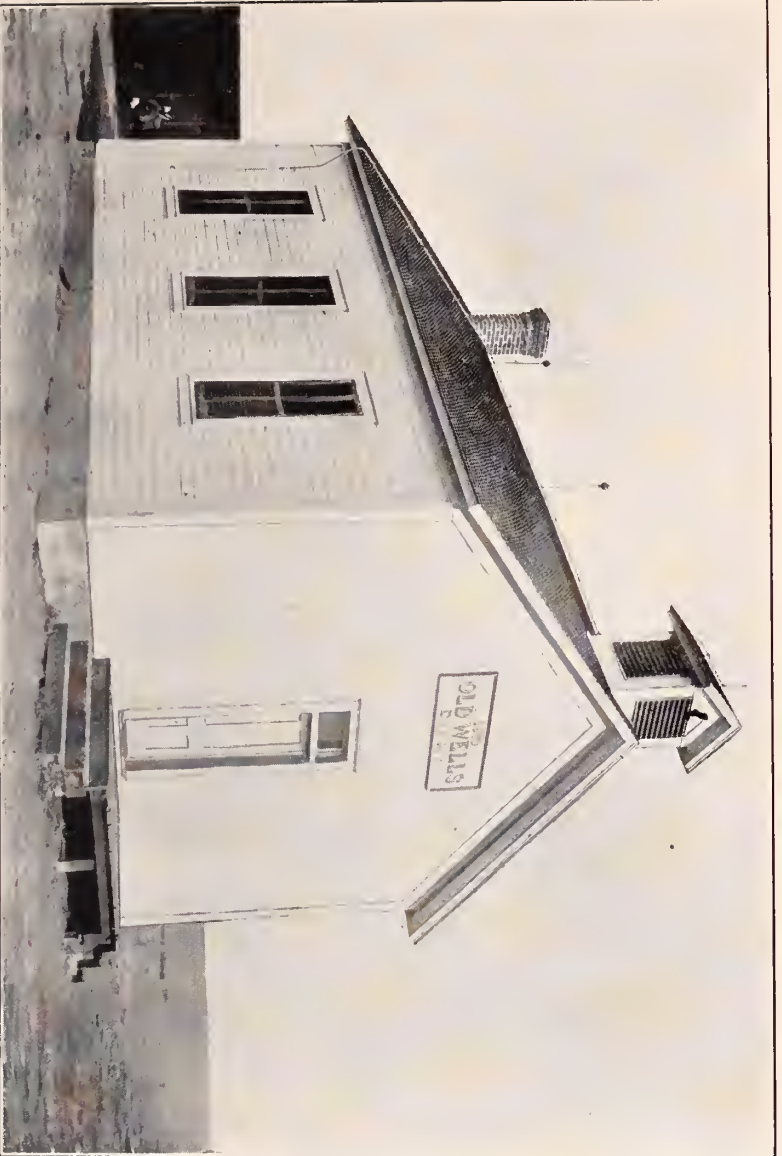
$$\sin A + \sin B = 2 \sin \frac{1}{2}(A+B) \cos \frac{1}{2}(A-B).$$
5. Show that if a , b and c are the sides of a triangle and A is the angle opposite the side a , then $a^2 = b^2 + c^2 - 2bc \cos A$.
6. Given $\cos 2x = 2 \sin x$, to find the value of $\sin x$.

THIRD DAY, P. M.

LATIN—Translate:

Quæ dum in Asia geruntur, accidit casu ut legati Prusiae Romæ apud T. Quintium Flaminium consularem cenarent, atque ibi de Hannibale mentione facta, ex is unus diceret eum in Prusiae regno esse. Id postero die Flaminius senatui detulit. Patres conscripti, qui Hannibale vivo nunquam se sine insidiis futuros existimarent, legatos in Bithiniam miserunt, in eis Flaminium, qui ab rege peterent ne inimicissimum suum secum haberet sibi que dederet. His Prusia negare ausus non est; illud recusavit, ne id a se fieri postularent quod adversus ius hospiti esset; ipsi si possent comprehenderent; locum ubi esset facile inventuros.

1. Inflect: *Casu, consularem, eis, unus, die, insidiis, his, illud, ius, locum.*
2. Give the principal parts of: *geruntur, accidit, detulit, futuros, miserunt, peterent, dederet, ausus, est, fieri, possent.*
3. What is the syntax of the following nouns: *casu, Romæ, mentione, senatui, his, illud.*
4. Give reason for mood and tense in *geruntur, cenarent, esse, existimarent, peterent, haberet, possent, comprehenderent, ubi esset, inventuros.*
5. Render into Latin: While the general's wound was being treated, they all had a few days' rest. Although a part of the citadel was taken there was still some slight hope of peace. The booty will all belong to the soldiers if they capture the town.



DISTRICT NO. 4, CHEYENNE COUNTY.

ZOOLOGY.

1. What is an organic being?
2. What are the essential properties of living things?
3. What are the objects of nutrition?
4. Make a drawing of some single-celled animal; name it; label all the parts; and tell to what sub-kingdom it belongs.
5. Describe the circulatory and digestive systems of the sea anemone, or some other coelentera.
6. Where in the animal kingdom do we first have a closed circulatory system; and where do we first find a four-chambered heart?
7. Give an example of alternation of generations in the animal kingdom.
8. Define instinct, heredity, homology.
9. Give briefly a few facts supporting the theory of evolution.
10. What characters distinguish the following groups: Vertebrata, mammalia, aves, protozoa, porifera?

PHYSICAL GEOGRAPHY.

1. Philadelphia is near the fortieth parallel of north latitude. Denver, Madrid and Constantinople are in nearly the same latitude; are the climate and products the same? Why?
2. What are hot springs? Locate some of the principal ones.
3. Describe an atoll; locate the best known.
4. Why are some lakes salt?
5. Define monsoon. Where are the most important?
6. Name and define the classes into which clouds are divided according to their form and appearance.
7. State the principal difference in the animals of the eastern and western continents.
8. State the difference in the plants. Name the principal indigenous ones in each continent.
9. What constitutes the essential difference between man and the lower animals?
10. Give the approximate area of Alaska; its products, climate and surface.

PHYSIOLOGY.

1. What is the structure and significance of hair as found over the entire body?
2. What class of blood vessels does arterial blood change to venous?

3. Describe the internal structure of the kidneys.
4. What is the function of the cuticle? The periosteum?
5. What is a psychic center? Where found?
6. Describe the membranes of the brain.
7. How does the use of tobacco interfere with the action of the saliva upon the starch of foods?
8. Describe the cochlea and indicate the functions of its parts.
9. Why should the external use of alcohol on the skin contract the small blood vessels and the internal use enlarge them?
10. Describe the red corpuscles and state their function.

PERSONS WHO HAVE RECEIVED STATE CERTIFICATES.

ISSUED PRIOR TO 1891:

H. M. Hale.
 Aaron Gove.
 Justin E. Dow.
 F. J. Annis.
 I. C. Dennett.
 J. H. Baker.
 H. L. Parker.
 H. F. Wagener.
 Mary Thomas.
 Adele M. Overton.
 Ira W. Daris.
 A. E. Chase.
 Robert Casey.
 F. E. Smith.
 P. H. Hanus.
 J. C. Shattuck.
 F. B. Gault.
 C. L. Ingersoll.
 W. W. Remington.
 J. S. McClung.
 E. C. Stevens.
 W. C. Thomas.
 Miss N. O. Smith
 Mrs. Cornelia Miles.
 S. A. Wilson.
 Robert H. Beggs.
 A. B. Copeland.
 Miss A. E. De Lan.
 E. L. Byington.
 Wm. Eiseman.

J. H. Freeman.
J. P. Jackson.
C. V. Parker.
Miss Atta L. Nutter.
E. C. Hill.
J. A. Guttery.
Mrs. E. K. La Barthe.
W. T. Eddingfield.
A. C. Courtney.
Grace Patton.
L. S. Cornell.

ISSUED IN 1891-1892:

Fanny Manly, Denver.
Benjamin R. Gass, Denver.
Emma E. Maxwell, North Denver.
Ellen Wallace Collins, Georgetown.
James W. Lawrence, Fort Collins.
Alice Biggs, Gunnison.
J. M. Daniels, La Junta.
G. W. Wyatt, Denver.
G. L. Harding, Longmont.
O. S. Moles, Canon City.
Fred Dick, Denver.

ISSUED IN 1893-1894:

Bell Minor, Canon City.
Bahr, Durango.
J. H. Allen, Canon City.
P. M. Condit, Colorado City.
J. S. Eagleton, Golden.
W. V. Corey, Boulder.
N. B. Coy, Denver.
P. H. Hammond, Castle Rock.
Frona Houghan, Denver.
V. H. Smiley, Denver.
L. C. Greenlee, Denver.
J. S. Young, Denver.
J. H. Van Sickle, Denver.
Chas. Bradley, Denver.
W. E. Knapp, Denver.
M. E. Eagleton, Littleton.
M. H. Lobdell, Georgetown.
P. K. Pattison, Colorado Springs.

Geo. E. Turnbull, Colorado Springs.

Wm. Triplett, Golden.

A. H. Dunn, Fort Collins.

P. W. Search, Pueblo.

A. L. Penhallow, Colorado City.

Tilman Jenkins, Mosca.

A. J. Floyd, Greeley.

W. H. Eagleton, Golden.

ISSUED IN 1895-1896:

W. A. Haggott, complimentary, Idaho Springs.

A. J. Fynn, complimentary, Alamosa.

J. H. Matthews, complimentary, Black Hawk.

Kate Murphy, examination, Denver.

Hannah M. Curnon, examination, Denver.

Edgar Kisner, examination, Boulder.

Cora M. Carson, examination, Ouray.

Ada G. McClave, examination, Denver.

O. C. Skinner, complimentary, Saguache.

G. E. Osborne, examination, Akron.

Flora E. Haffy, complimentary, Del Norte.

M. D. L. Buell, complimentary, Salida.

E. T. Fisher, complimentary, Grand Junction.

Isabel Halloway, complimentary, Denver.

Jas. W. Ellison, examination, Berkeley.

Forrest Dollinger, examination, Leadville.

D. R. Hatch, complimentary, Georgetown.

F. A. Spencer, complimentary, Monte Vista.

Lucy E. R. Scott, complimentary, Denver.

Mary A. Smith, complimentary, Aspen.

Edward F. Hermanns, complimentary, Denver.

QUESTIONS FOR THE QUARTERLY EXAMINATION OF TEACHERS.

REGULATIONS GOVERNING QUARTERLY EXAMINATION OF TEACHERS.

To County Superintendents:

The following regulations, in reference to quarterly examinations for teachers' certificates, are hereby prescribed for the guidance of county superintendents:

1. The questions to be used in these examinations will be forwarded to county superintendents and deputies appointed by them, in sealed envelopes. These must be FIRST opened in the presence of the applicants, at the time set for the examination. For the protection of the superintendents themselves, this rule should be strictly enforced, and the attention of the applicants directed to the envelopes.

2. County superintendents should give due notice of the place of examinations, and the hour at which they will begin.

3. Applicants should be instructed to supply themselves with pencil or pen and ink. Paper of uniform size will be furnished by the county superintendents.

4. It is optional with county superintendents whether applicants shall write on both sides of each sheet of paper, or on but one side.

5. No names of applicants should be taken; but at the beginning of the examination each applicant should be given an envelope with a number written thereon, by which he will be known during the examination.

6. All answer papers should be examined and graded by NUMBER before the envelopes which contain the names of the applicants are opened.

7. No applicant should be allowed to take any part of the examination EXCEPT AT THE TIME DESIGNATED.

8. Answer papers of applicants that have been examined in any other county should be accepted only when forwarded by the superintendent of that county.

9. No applicant should be allowed to leave the room until his work has been completed and handed to the examiner.

10. No portion of the time allotted to the examinations should be consumed by needless talk.

11. A written certificate (or statement with references) of good character should be required of each applicant; also one of past success in teaching. No applicant less than eighteen years of age will receive a certificate. No applicant who makes use of books or memoranda during examination should receive a certificate.

12. The answer papers, arranged and filed in good order, should be collected at the expiration of each session.

13. (a) In grading allow the same credits for each question unless a number is given in parenthesis at the left of the question. (b) Issue certificates upon the following conditions: *First Grade*—An average of 90 per cent.; no branch below 70 per cent. *Second Grade*—An average of 80 per cent.; no branch below 60 per cent. *Third Grade*—An average of 70 per cent.; no branch below 50 per cent. Only one third grade certificate can be granted.

14. All answer papers submitted by applicants should be INDORSED IN INK by the county superintendent, with the standing attained, and placed on file in his office FOR AT LEAST SIX MONTHS.

15. Besides the standing attained at the examination, practical experience in teaching should be considered in issuing a certificate of any grade.

16. Applicants for certificates of the first grade should have taught successfully for at least one year.

17. The county superintendents should render their reports to the superintendent of public instruction AS SOON AS POSSIBLE. Blanks will be furnished for the purpose, on which should be placed the names of all applicants.

18. In addition to the regular certificate blanks, FAILURE blanks will be forwarded to county superintendents, in order that all applicants who wish may receive their standing.

19. No private examinations shall be lawful.

20. A report of the quarterly examination should be rendered by each county superintendent, even if no certificate is issued nor candidate examined.

21. If five per cent, for attending state normal institute is added, it should be estimated on the average attained, and not on 100 per cent, as a basis.

22. These instructions should be preserved for future use.

A. J. PEAVEY,
State Superintendent.

DIRECTIONS TO APPLICANTS FOR TEACHERS' CERTIFICATES.

1. At the head of every sheet of paper used at this examination, write your number and the subject.

2. Use a separate sheet of paper for each subject; that is, do not write two subjects on the same sheet.

3. Do not fold the papers.

4. Number your answers to correspond with the questions, but do not repeat the questions.

5. Read each question carefully, that you may answer understandingly.

6. Give complete solutions of arithmetical problems; mere answers will not be accepted.

7. Ask no questions. Any doubt as to the meaning of a question may be submitted in writing, and will be considered when your papers are examined.

8. Collusion between applicants, or any other act of dishonesty, will make worthless the examination.

9. In estimating your standing, the general appearance of the papers, as well as the correctness of the work, will be considered.

10. Morning sessions, 9 o'clock to 12. Afternoon sessions, 1:15 to 4:15.

OFFICE OF COUNTY SUPERINTENDENT.

.....County, Colorado.

No.

You will be known during the examination, not by your name, but by the number on your envelope.

Answer the following questions, and seal them together with your written certificates of character and of success in teaching, in the envelope.

Name in full

P. O. address

Age Born in the state of

How long have you taught school? calendar months

In how many different districts of Colorado have you taught?

In what other states have you taught?

In what schools were you educated?

Give the date and grade of your last certificate.

By whom was it issued?

How many teachers' examinations have you taken?

What educational papers do you read regularly?

Do you read the daily papers?

What normal institutes or teachers' associations have you attended in this, or any other state, during the past year?

.....

FAILURE BLANK.

Office of County Superintendent of Schools.

.....County, Colorado.

..... Colo.....189..

II.....

The following statement shows the percentages attained by you in the subjects in which you were examined at the last regular examination:

Arithmetic

United History

Reading

Physiology

Orthography

School Law

Civil Government

Natural Sciences

Grammar

Theory and Practice

Geography

Penmanship

Average

CONDITIONS ON WHICH CERTIFICATES ARE ISSUED.

First Grade—Average 90 per cent.; no branch below 70 per cent.

Second Grade—Average 80 per cent.; no branch below 60 per cent.

Third Grade—Average 70 per cent.; no branch below 50 per cent.

By the above conditions you are not entitled to a certificate.

.....

County Superintendent.

FIRST QUARTER, 1895.

FIRST DAY, A. M.

ARITHMETIC (90 Minutes).

1. A man's expenses are 30 per cent. of his income, and 33 per cent. of his income equals 10 per cent. of his property, which is valued at \$27,000. What is his income? What are his expenses?

2. Make a correct bill for merchandise of five items and receipt for the same.

3. Write a promissory note—Maker, Jas. Jones; payee, Geo. Anderson; principal, \$100; time, 2 years; interest, 7 per cent. per annum.

4. Reduce $2\frac{1}{2}$ to a decimal. What is the value of $\frac{2}{5}$ of $\frac{5}{6}$?
 $3\frac{1}{5}$ $\frac{2}{9}$ of $4\frac{1}{2}$

5. A steamboat sailed down a river at the rate of 15 miles an hour, and up the river at ten miles an hour. How far down and back can it sail in 30 hours?

6. Find the cost of 36 boards, 12 feet long, 11 inches wide, at \$2.50 per C.

7. What is the interest on \$97.86 from May 17, 1880, to December 19, 1887, at 7 per cent?

8. A reservoir 10 feet square and 10 feet deep will hold how many gallons of water?

9. Bought a piece of broadcloth for \$2.75 per yard. At what price shall it be marked that I may sell it at 5 per cent. less than the marked price and still make 20 per cent. profit?

10. A and B can do a piece of work in $4\frac{4}{9}$ days, B and C in $5\frac{6}{11}$ days, and A and C in $4\frac{4}{5}$ days. In what time can each do the work alone?

U. S. HISTORY (90 Minutes).

1. Name five discoverers of North America and the parts of the continent settled by them.

2. Give an account of three valuable territories purchased by the United States government.
 3. How many different men have been presidents of the United States? Name those who have served more than one term, and give time they have held the office.
 4. Name the thirteen original states and their capitals.
 5. What was the Missouri compromise bill?
 6. Who was Benedict Arnold? Ethan Allen? Henry Clay? Patrick Henry? John C. Calhoun?
 7. Give an account of "Charter Oak," "Liberty Bell," Faneuil Hall, Manhattan, Libby Prison.
 8. Who were the Quakers? Where did they make a permanent settlement? What was their policy?
 9. Write ten lines about the life and career of Gen. Grant.
 10. Name five eminent American authors and a work of each.
-

FIRST DAY, P. M.

GRAMMAR (60 Minutes).

1. When does a proper noun become common? When does a common noun become proper? Illustrate each.
2. Form the possessive singular and plural of princess, sheep, brother-in-law, lady, monkey.
3. Define syntax, prosody.
4. Define a defective verb. Name two.
5. "I think that is what it appears to be." Parse that, what and it.
6. Define and illustrate passive voice.
7. Write a complex sentence; change to a compound.
8. Name five auxiliary verbs and define.
9. Use an adjective modifier as a word, as a phrase and a clause.
10. Give present perfect tense, indicative mode, of the verb *to lie*.

SCHOOL LAW (30 Minutes).

1. Name the school officials in Colorado. Define duties of each.
2. What school law is in effect regarding the effects of liquor and tobacco? Do you regard the law in your work?
3. What is meant by school director?
4. From what sources do we obtain the school fund?
5. How is it apportioned?

PENMANSHIP.

1. Analyze the word J-O-H-N.
2. What method of penmanship do you prefer? Give your reasons for preference.
3. Define penmanship.
4. Define and illustrate right curve; left curve.
5. Name two letters of one space, two of two spaces, two of three spaces.
- 50 for penmanship of this exercise.

ORTHOGRAPHY (30 Minutes).

1. Give two rules for spelling, with examples.
2. Compare the advantages of oral and written spelling.
3. Correct, if necessary, acced, sueede, differant, benificent, seperation, confectionary, substantial, asperate, illustration, compelling.
4. Indicate syllables and accent of each of the following: Abdomen, official, condolence, advertisement, visor.
5. Write in full Ph. D., pwt., M. C., viz., A. D.
6. Spell ten words given by examiner.

SECOND DAY, A. M.

GEOGRAPHY (60 Minutes).

1. Draw a diagram to illustrate the relative positions of the circles of the globe and the zones, naming each.
2. Name five imports of the United States and the country from which each comes. Name five great exports and the state producing each.
3. Name and locate five great river basins of North America.
4. Bound Colorado by states and by degrees of latitude and longitude.
5. What and where are Valparaiso, Christiania, Sydney, Transvaal, Smyrna, Teheran, Kioto, Comorin, Guernsey, Bahia?
6. Trace a continuous water route from Boston to Chicago, through United States possessions.
7. How and where do the following foods grow: Rice, oysters, peanuts, bananas, dates?
8. Give the title of five different rulers and mention their country and form of government.

9. Define and give example of a delta, tundra, glacier, llanos, plateau.

10. Define and locate approximately the international date line.

NATURAL SCIENCE (60 Minutes).

1. Explain the cause of the flow of water in artesian wells.
2. Give peculiarities of the three kingdoms—animal, vegetable and mineral.
3. Define and illustrate solid, liquid, gas.
4. State what you know of the coral islands.
5. Define perihelion, aphelion, equinox, solstice.
6. What are igneous rocks, fossiliferous rocks?
7. Name five circumstances which affect climate.
8. What causes lightning, earthquakes, rain?
9. Explain the common pump.
10. Name five important inventions and describe the construction and uses of one.

THEORY AND PRACTICE (30 Minutes).

1. Define school economy.
2. What branch of study is best adapted to develop in the pupil exact reasoning? For what other reason do you think this branch valuable?
3. What means should be used for the cultivation of the perceptive faculty?
4. In what way should the teacher anticipate the first day of school?
5. What educational maxims have you found useful?

SECOND DAY, P. M.

CIVIL GOVERNMENT (60 Minutes).

1. Into how many departments is the United States government divided by the constitution? Name them and give their functions.
2. Explain the difference between majority and plurality.
3. What is a purely democratic form of government?
4. What are the qualifications for United States senator? How selected? Name the senators from Colorado.
5. What are the cabinet officers?
6. How is the state legislature formed? Specify its duties.
7. What is meant by joint session?

8. What is the chief executive position in the state? Who is the commander-in-chief of the state militia?

9. How many congressional districts in this state? Name the representatives.

10. What steps must be taken to amend the constitution of Colorado?

PHYSIOLOGY (30 Minutes).

1. Describe the cuticle. What are its uses?

2. Define pleura, osseous, cerebrum, gland, pericardium.

3. Describe some physical effects of the use of alcoholic drinks.

4. What change is made in the blood by respiration?

5. Explain the uses of saliva, bile, gastric, pancreatic and intestinal juices.

READING (30 Minutes).

1. What is the object of reading?

2. Define five terms used in teaching reading.

3. Why teach the sounds and names of letters?

4. Define paragraph, apostrophy, stanza, caret, clause.

5. Name five American essayists, five orators. What have you read of their writings.

6. Read selection to be marked by examiner.

SECOND QUARTER, 1895.

FIRST DAY, A. M.

ARITHMETIC (90 Minutes).

1. What will be the cost of plastering a room 18 feet long, $16\frac{1}{2}$ feet wide and 9 feet high, at 22 cents per square yard?
2. When it was 1 o'clock a. m. on the first day of January, 1889, at Bangor, Maine, $68^{\circ} 47'$ west, what was the time at the City of Mexico, $99^{\circ} 5'$ west?
3. A square and a triangle contain an equal area, and the base of the triangle is 36.1 feet and its altitude is 5 feet, what in the side of the square?
4. How many rods of fence will enclose a farm $\frac{3}{4}$ of a mile square? How many acres in the farm?
5. A dog in pursuit of a hare which has 28 rods start, runs 9 rods while the hare runs 7 rods; how far will the dog run to catch the hare?
6. In what time will the interest of \$900 at 9 per cent. become \$60.75?
7. What per cent. is gained by buying oil at 80 cents a gallon and selling it at 12 cents a pint.
8. A note of \$90, dated April 12, 1879, and payable in 4 months, with interest at 5 per cent., was discounted June 1, 1870, at 7 per cent., what were the proceeds.
9. A company insured a block of buildings for \$150,000 at $\frac{3}{4}$ per cent., but the risk being too great, it reinsured \$40,000 in another company at $\frac{7}{8}$ per cent., and \$35,000 in another company at $\frac{1}{5}$ per cent., how much premium did it receive more than it paid?
10. A man steps 2 feet 8 inches, and a boy 1 foot ten inches, but the boy takes 8 steps while the man takes 5; how far will the boy walk while the man walks $3\frac{3}{4}$ miles?



SCHOOL, AT SALIDA.

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READING (60 Minutes).

1. Define emphasis, rhetorical pause, stanza, paragraph.
2. What errors are to be avoided in reading poetry?
3. Why teach the names (*a*) and sounds (*b*) of letters?
4. What benefit aside from school work arises from correct instruction in reading?
5. State one method of improving a faulty articulation.
6. What is meant by inflection? Write two examples illustrating its use.
7. Describe the use of the caesural pause.
8. Write from three to ten lines of some poetry you remember.
9. Give the titles of two lessons in the readers you use, and the names of the authors.
10. Apply diacritical marks to the following words: "where," "cage," "could," "emotions," "perceive."

PHYSIOLOGY (30 Minutes).

1. Draw an outline of the brain and spinal cord.
2. Wherein do the functions of the nerve ganglion located outside of the head differ from those of the brain?
3. Describe the vocal organs and explain how the quality of tones is affected by the way in which they are used.
4. Explain the process by which nutriment is absorbed from food.
5. Discuss the value of alcoholic drinks as aids for helping persons to bear heat and cold.

FIRST DAY, P. M.

UNITED STATES HISTORY (90 Minutes).

1. What were the political parties during the first presidential campaign? To which party did the elected candidate belong?
2. What was the Behring's Sea controversy and how did it terminate?
3. What led to the war of 1812? What were the principal battles, when and where fought, and give results?
4. What was the policy of President Jackson and what were the principal events of his administration?
5. Who were the Huguenots, Jesuits, Puritans?

6. What is the Monroe doctrine?
7. Who was Stephen A. Douglass, Aaron Burr, Robert Fulton, Alex. H. Stephens, Winfield Scott?
8. Give an account of the first battle of the late civil war.
9. Write a short account of the way people lived, traveled and dressed in the time of George Washington.
10. Write a short history of slavery in the United States.

ORTHOGRAPHY (30 Minutes).

1. (50) Define domicile, deleble, ostracise, basilisk, punctilious, breviary, surreptitious, intaglio, panacea, railleury.
2. (10) Write five words with a prefix. Write five words with a suffix.
3. (25) Give the synonyms of synopsis, silent, bravery, delicious, sedulous, sensation.
4. (15) Write in full, A. M., Ct., F. R. S., J. P., B. D.

SECOND DAY, A. M.

NATURAL SCIENCE (60 Minutes).

1. Why is some water hard?
2. How do you explain the fact that pounding a nail makes it grow warm?
3. What is the relation between altitude and climate?
4. Describe an experiment to illustrate the principle of the steam engine.
5. If a child should drink a solution of lye, what would you do? Why?
6. From a sanitary point, what are some of the defects in the construction and furnishing of school houses?
7. What are some of the injuries that may result to pupils from unsuitable seats and desks?
8. Why does a cork float in water?
9. What is the difference between a solid and a liquid?
10. How can the study of physiology be helpful to the cause of temperance?

GEOGRAPHY (60 Minutes).

1. Which has the longest day now, Denver or New Orleans?
2. Describe the river systems of Colorado
3. Compare the agricultural products of the Pacific coast with the Atlantic.

4. Name four mountain ranges on the eastern continent, each of which is a boundary between two countries.
5. Locate and tell something of interest in regard to Crimea, Elbe, Liberia, Tanganyika, Nipigon.
6. Upon what does the climate of a country depend?
7. Through what states must one travel in going directly from Denver to Washington, D. C.
8. What political divisions border on the Mediterranean sea?
9. Name the political divisions of Asia with capital of each and a principal article of commerce.
10. Give the width of the zones and tell why the boundaries were so fixed.

THEORY AND PRACTICE (30 Minutes).

1. Give the qualifications of the ideal teacher.
2. Give the principles to be observed in developing the morals of pupils.
3. Upon what basis should pupils be classified?
4. What is meant by the sequence of subjects?
5. What is meant by correlation of studies?

PENMANSHIP (45 Minutes).

1. (40) *a* Write—The home of the apple is supposed to be Persia and the northern regions of Asia Minor. *b* It is found without cultivation in northern India and middle China, and throughout middle Europe.
2. (10) What system of penmanship is your writing?
3. (10) Describe position of hand and paper.
4. (10) How many spaces are used in making the letters?
5. (10) What do you mean by muscular movement?
6. (10) What is the forearm movement?
7. (10) What do you have pupils do before writing in their copy books?

SECOND DAY, P. M.

GRAMMAR (60 Minutes).

1. Write five nouns that have no plural form; five that have no singular.
2. Write a sentence containing a verb in the subjunctive mode. Write one containing verb in imperative mode.
3. What do you understand by the properties of a part of speech?

4. Construct sentences with the following verbs in the past tense: sit, set, lie, lay, rise.
5. When can do, be, have and will be used as principal verbs? Give examples of each.
6. Give examples of "but" used as four different parts of speech.
7. What two purposes does a relative pronoun serve in a sentence? Give example to illustrate.
8. Envy is that dark shadow ever waiting upon a shining mark. Parse.
9. Decline the relative pronoun "who."
10. For how many parts of speech may "that" be used? Illustrate each.

COLORADO SCHOOL LAW (30 Minutes).

1. Name five of the powers and duties of school boards.
2. What is meant by school census?
3. How long must a district maintain a school in order to draw money from the general fund?
4. How are school districts classified?
5. What are legal holidays?

CIVIL GOVERNMENT (45 Minutes).

1. How does a judge of the supreme court get his office? For what length of time does he serve?
2. What is meant by the constitution of a country?
3. What is the first duty of every government?
4. Why was the power to regulate foreign commerce given to congress?
5. Why should the coinage of money be in the power of congress?
6. Define piracy, felony, treason.
7. Name some of the duties of the postmaster general.
8. Define patents, copyrights.
9. What are three conditions of eligibility for president and vice president?
10. What is meant by registration? naturalization?

THIRD QUARTER, 1895.

FIRST DAY, A. M.

ARITHMETIC (90 Minutes.)

1. I have a shed which is $18\frac{7}{12}$ feet long, $10\frac{5}{12}$ feet wide, $7\frac{11}{12}$ high, how many cords of wood will it hold?
2. A vessel and cargo is valued at \$10,000, and $\frac{1}{5}$ of the cargo was sold for \$5,780. What is the value of the vessel?
3. What is the cost of constructing a railroad 17 miles, 3 furlongs, 15 rods long at \$1,725.87 $\frac{1}{2}$ per mile?
4. Change 360£, at a premium of $8\frac{1}{2}$, into United States money.
5. If Four gallons of vinegar are worth 7 gallons of cider how much vinegar will it take to buy 47 gallons of cider?
6. A and B can perform a piece of work in $5\frac{5}{11}$ days, B and C in $6\frac{2}{3}$ days, A and C in 6 days, in what time would each do the work alone, and how long would it require them to do the work together?
7. A bankrupt merchant owes A \$600, B \$760, C \$840, D \$800. His effects sold for \$2,275, what will each creditor receive?
8. An army officer has 141,376 men. How many must he place in rank and file to form them into a square?
9. What are the contents of a log 90 feet long with a circumference of 120 inches?
10. Extract the cube root of 109,215,352.

READING (60 Minutes.)

1. Define articulation, inflection, modulation, pitch, cesural pause.
2. What is an elementary sound?
3. What is the following example called? "I never would lay down my arms—never, never, never!"
4. When is the rising inflection used?

5. Give rules for falling inflection.
 6. What is meant by rhythm?
 7. Write examples of the diphthongs.
 8. Make a phonic chart of the vowels.
 9. Give examples of words which contain the consonants whose sounds are indicated by diacritical marks.
 10. Give the equivalents of vowels in "could, kitty, police, girl, where."
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FIRST DAY, P. M.

THEORY AND PRACTICE (30 Minutes).

1. What do you understand by tact?
2. Name five hygienic necessities for which the teacher is responsible in order to secure the physical well being of the pupils.
3. State how five school duties may be the means of inculcating morality.
4. How do you try to counteract the narrowing tendencies of your profession?
5. What responsibility should a teacher feel in a community, and what estimate of the individual and profession create?

SCIENCE (60 Minutes).

1. Why can you not see through a bent tube?
2. Describe six articles which illustrate the lever.
3. Which moves faster, light or sound? Illustrate.
4. Name five principal parts of plants.
5. Explain the causes of the change of seasons.
6. What is the chemistry of bread making?
7. Describe the points of resemblance and differences between a fish and a bird.
8. Describe five uses of petroleum.
9. Name five poisons and their antidotes.
10. What principles in physics are illustrated by the bicycle?

GEOGRAPHY (60 Minutes).

1. How do you define the exact location of any place on the earth's surface?
2. Describe the motions of the earth and their effects.
3. Why are the nights longer than the days in winter in the United States?

4. Define estuary, peninsula, delta, inlet, isotherms.
5. What is meant by vertical distribution of plants?
6. Name five principal elevations of the Appalachian system.
7. Name the five largest cities in North America west of meridian 100.
8. Name all the European states with their capital cities, and locate cities.
9. Describe a large river in each of the grand divisions.
10. Name one state in each grand division and describe its form of government.

PENMANSHIP (45 Minutes).

1. What do you think of children learning to print letters before using copy books?
2. How early would you have them write with ink?
3. In writing with slate and pencil what rules do you enforce?
4. How many systems and what ones have you taught? With what success?
5. What is your opinion of having children trace before writing?
6. Write four lines as a specimen of your hand writing.

SECOND DAY, A. M.

GRAMMAR (60 Minutes).

1. Define intransitive, irregular, defective, and auxiliary verbs. Write sentences containing an example of each.
2. Give participles of throw, write, sit, lay, sing.
3. Conjugate the verb "to be" in the subjunctive mode.
4. Write a sentence containing a predicate nominative.
5. Compare the following: Much, bad, out, famous, ugly.
- 6-7. (20) Correct:
 None dare meet him in single combat.
 He don't improve much in writing.
 He meant to have written to her.
 They danced and sung all night.
 Can I speak to Mr. Jones?
8. (10) Write a simple, complex and compound sentence.
- 9-10. (20) Diagram and parse the adjectives and pronouns:
 "Precision requires the writer to select, from those

words which in a measure express the intended meaning, the one which best expresses that meaning."

PHYSIOLOGY (30 Minutes).

1. Define arteries, veins, capillaries, lacteals, chyle.
2. How do we breathe? Explain fully.
3. Define retina, cornea, esophagus, eustachian tube.
4. What is the difference between alcohol and vinegar?
5. What are the effects of alcohol on the nervous system?

CIVIL GOVERNMENT AND CONSTITUTION (45 Minutes).

1. Name the duties of the United States senate.
2. Name the duties of the United States house of representatives.
3. If the president vetoes a measure is that final?
4. What is the Twelfth Amendment?
5. What is the Thirteenth Amendment.
6. What is the meaning of treason, felony, emancipation, tariff, imports?
7. What are the duties of electors?
8. What are extradition laws?
9. Define impeachment.
10. What are the contents of the articles in the constitution relating to the militia?

SECOND DAY, P. M.

UNITED STATES HISTORY (90 Minutes).

(Give dates as accurately as possible.)

1. Write a short biography of Hernando do Soto.
2. Write a history of two of the earlier English settlements in America.
3. Give an account of King Phillip's war.
4. Give an account of the first mint in the United States and its work.
5. Who were the first three presidents? How did their election differ from the present method?
6. Give an account of the first railroad, first steamboat, first telegraph operated in United States.
7. Name three important events which occurred during Polk's administration.

8. Give the history of the origin of the following terms as used in history: Nullification, free soil, secession, confederate, emancipation.

9. State the origin and name of three important political parties in the United States since July, 1775.

10. Describe the historical event which took place at Appomattox.

SCHOOL LAW (30 Minutes).

1. Of what does the state public school fund consist?

2. Who are the legal voters at a school election?

3. In what manner are teachers paid?

4. When and how does the county superintendent apportion the general school fund.

5. Describe fully the mode of procedure in a school district where the people wish to issue bonds.

ORTHOGRAPHY (40 Minutes).

1. Define intuitive, orthocpy.

2. Define statistician, apotheosis.

3. Define altruism, biology.

4. Define libelous, continuity.

5. Define bibulous, decadence.

6. Write in full A. D., N. S., N. M., H. R. H., kilo.

7-8. Indicate the accent of the following words: advertisement, aerolite, lazuli, chaparral.

9. Spell a word of four syllables which means "to shorten."

10. Write a word with a prefix; one with suffix.

FOURTH QUARTER, 1895.

FIRST DAY, A. M.

ARITHMETIC.

1. Write nine hundred and eighty millions six thousand and ninety-seven; and one thousand six hundred and seven ten thousandths.
2. Give the rule for cancellation and illustrate by an example.
3. Reduce $\frac{5}{24}$ and $\frac{4}{21}$ to decimals, carrying them out until you have a repeating decimal. Divide the larger number by the smaller.
4. A milkman in a month of 30 days served his customers with 5,068 gallons 7 pints of milk. What was the average daily delivery?
5. Mr. Brown sold some lots at a profit of \$1,440. If his gain was equal to $33\frac{1}{3}$ per cent. of the cost, what did he pay for them?
6. By selling a property for \$87,100 a man gained 30 per cent. What did it cost him?
7. Find the interest of \$1,800 for one year, 2 months, 20 days at 6 per cent.
8. Write a note due in 90 days which, if discounted at a bank at $\frac{3}{4}$ per cent. a month, will yield \$2,750 proceeds.
9. If horses eat 9 tons of hay in 24 weeks, how long will 15 tons last them? Write process in words.
10. The rafters of a house are 20 feet long and their ends are 30 feet apart. What is the height of the gable?

READING.

1. What common faults in reading should be corrected?
2. What use should be made of the dictionary?
3. Define rhetorical pause.
4. Define paragraph, stanza, rhyme.

- 5-6. Skilled in all the craft of hunters,
 In all the youthful sports and pastimes,
 In all manly arts and labors.
 He could shoot an arrow from him
 And run forward with such fleetness
 That the arrow fell behind him.

State the name and what you know of the author of the above.

7. Write in your own words the thought of the above quotation.
 8. Write a sentence requiring the rising inflection.
 9. Write a sentence requiring the falling inflection.
 10. Write some stanza of poetry which you remember.

FIRST DAY, P. M.

THEORY AND PRACTICE.

1. What should be the character of the intercourse between teachers and parent?
2. What should be the relation of the teacher to the school director?
3. How far is the teacher responsible for the moral training of the pupil?
4. How would you teach punctuality to your pupils?
5. What is your theory in regard to public speaking or show days in school?

SCIENCE.

1. Describe the structure of the blood as learned by the microscope.
2. Name the parts of a leaf.
3. How is coal formed?
4. How is rock salt obtained? From what country?
5. What are cyclones?
6. Name the prismatic colors?
7. What is a phonograph?
8. Name five animals that are vertebrate.
9. Describe the barometer and tell its use.
10. How can you tell the elevation of any place by boiling water?

GEOGRAPHY.

1. Name ten of the United States, with their capitals, and locate the capital.

2. Through what states would you travel to reach Boston?
3. What state mines the most coal? What one the most lead, iron, gold, silver?
4. What one produces the best cattle, best tobacco, oranges, honey, corn?
5. Name four republics and locate.
6. Describe the Amazon.
7. Name one of the principal manufactures of Scotland, England, France, China, Massachusetts.
8. Draw a map of Africa.
9. Write a description of the Sandwich Islands.
10. Name a country in each zone.

PENMANSHIP.

1. (10) Taking the letter u as a unit, how would you proportion both small and capital letters of an alphabet?
2. (10) What is meant by elements?
3. (10) What is meant by principles?
4. (10) What are the movements in writing?
5. (10) Write o, O, g, G, w, W, a, A, c, C.
6. (50) Write two lines as specimens of writing.

SECOND DAY, A. M.

GRAMMAR.

1. Write sentences illustrating the possessive singular and plural of the following words: woman, girl, fairy, lass, scholar.
2. Give an example of four classes of nouns, naming the class.
3. Write a sentence containing a compound personal pronoun.
4. Name the relative pronouns. Tell to what each relates.
5. Name ten adjective pronouns.
6. Write three adjectives whose comparison is irregular, and compare.
7. What is the difference between an adjective and an adverb?
8. Conjugate walk in all tenses of the indicative mode.
9. How do you recognize a verb in the potential mode?
10. Illustrate by sentences the active and passive voice.

PHYSIOLOGY.

1. What is the osseous system? State its general use.
2. What are the functions of the skin? Does it ever perform the function of any other organ? What?
3. What produces heat in the body? How is the proper temperature maintained?
4. From what is alcohol obtained? How?
5. What do you teach your pupils in reference to alcohol and tobacco?

CIVIL GOVERNMENT.

1. How long must a person live in Colorado to be entitled to vote?
2. What is meant by a citizen?
3. Why are citizens said to be rulers?
4. Why is the state legislature composed of two houses?
5. Who are the executive officers of Colorado? Give names and titles.
6. When did this state cease to be a territory?
7. Define aliens.
8. What are the required qualifications of president of the United States?
9. What is meant by diplomatic service?
10. Tell what you know of the United States Naval Academy?

SECOND DAY, P. M.

UNITED STATES HISTORY.

1. What was the Charter Oak?
2. What was the Stamp Act?
3. Describe the battle of Lexington.
4. Who were the Hessians?
5. Give an account of the war with Algiers.
6. Give an account of the Black Hawk War.
7. Describe the Webster-Ashburton treaty.
8. Write short history of the Mormons.
9. What was the underground railroad?
10. What was the Baltimore riot, and date?

SCHOOL LAW.

1. In case of the death or resignation of a county commissioner, how is the vacancy filled?

2. In case of the same vacancy in any other county office, how is it filled?

3. Where do you find the authority for this action?

4. How does the county superintendent qualify for the office?

5. (1) In districts of second and third class, how are vacancies, occurring during the term of office of the board of directors, filled? (2) In first class districts?

ORTHOGRAPHY.

Enunciate words in small envelope if preferred.

1. (10) Define aspirate, diagraph, liquid.

2 and 3. (20) Define and use correctly in sentence—empirical, confirmed, distinguished.

4. (10) Indicate syllable and accent of construe, visor, abdomen, control, phonetic.

5. (10) Give abbreviations of Christmas, gentleman, physician, noon, namely.

6. (10) What is a synonym?

7. (10) Write sentences illustrating.

8. (10) Spell the plural of index, placard, cactus, prime, life.

9. (10) Give the rule for forming the plural of atlas.

10. (10) Give the rule for forming the plural of fly.

FIRST EXAMINATION, 1896.

FIRST DAY, A. M.

ARITHMETIC (90 Minutes).

1. Why are all even numbers except "two" composite?
2. What is a decimal fraction?
3. What is the smallest sum of money that I can use without a remainder to buy, cows at \$14 each, oxen at \$38 each and horses at \$57 each?
4. Define days of grace, maturity, proceeds, protest.
5. How much earlier does the sun rise in Albany, longitude $73^{\circ} 44' 50''$, than in St. Paul, Minn., longitude $93^{\circ} 4' 55''$?
6. If you buy hats at \$5.10 each, at what price must they be marked that 15 per cent. may be deducted and leave 20 per cent profit?
7. Smith & Jones graded a street for \$857.50. Smith furnished 5 men for 20 days and 6 men for 15 days; Jones furnished 10 men for 12 days and 9 men for 20 days; what was the share of each contractor?
8. Define radius, right angle, rectangle.
9. If 3 men working 8 hours per day do as much work as 5 boys working 10 hours per day, in how many days will 12 men working 12 hours per day do as much work as 18 boys will do in 25 days working $9\frac{1}{2}$ hours per day.
10. Find the avoirdupois weight of 1,000,000 silver dollars, the weight of a dollar being $412\frac{1}{2}$ grains.

READING (60 Minutes).

1. What is the relation of reading to knowledge-getting?
2. What other important result should we aim to arrive at by reading?
3. What defects are common in reading?
4. What suggestions can you give for teaching reading in second and third grades?

5. What do you understand by the word method?
6. Define articulation, volume, pitch.
7. What is necessary for correct expression?
8. What is poetic measure?

9-10. Change the following into verse with rhyme: Brave minds are secret friends how'er at war, their generous discord ends with the battle, they wonder whence dissensions rose in peace, and ask how souls so like could e'er be foes.

PENMANSHIP (30 Minutes).

- 1-2. Write a sentence of fifty words or more as a sample of your penmanship.
3. Write the capital letters, grouping them according to their similarity of form.
4. What is the use of copy books?
5. What use should be made of the blackboard in giving lessons in writing?
6. Space the letters in the words salt, bread, king.
7. How many spaces above the line should t extend?
8. How many spaces below should p extend?
9. Describe the difference between writing and drawing.
10. What is meant by tracing, movement, slant, form?

FIRST DAY, P. M.

CIVIL GOVERNMENT (60 Minutes).

1. What is meant by a democracy? Give concise definition.
2. What is the civil service law; to what branches of service is it applied?
3. What is meant by a naturalized person?
4. How often does the legislature of this state meet? What is the limit of its session?
5. When did this state cease to be a territory?
6. What is a copyright? A patent?
7. Why should a census be taken? How often is it taken; in what years?
8. Of what use is a passport?
9. Upon what does the excellence of a republican government depend?
10. Is it right for persons to hold aloof from public affairs because there is corruption in politics?



PUBLIC SCHOOL, GEORGETOWN.

Smith & Brinkley Photo Co. Port of Spain

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SCIENCE (45 Minutes).

1. What substances resemble air?
2. How is the atmosphere useful in connection with pumps?
3. Define dew.
4. Why does a boat float?
5. Describe a manner of generating electricity.
6. What is meant by specific gravity?
7. Explain momentum as illustrated in a railroad collision.
8. Name five alkaloids.
9. Give a common theory of ventilation.
10. What is a rodent? Give three examples.

GEOGRAPHY (45 Minutes).

1. What is standard time? How reckoned in the United States?
2. Where and how do the waters of Colorado reach the ocean?
3. Name the capitals of the states that border on Colorado.
4. What are tides; their cause; ordinary height? Name two places where they are at greatest elevation.
5. Name the three largest rivers in Europe and trace their course from the source to mouth.
6. Describe the inhabitants of European Turkey, their government, religion, occupation.
7. Name the principal productions of the United States and the sections where they are produced.
8. Name the counties which are on the northern and southern boundary of Colorado.
9. What effect has the Rocky Mountain chain on the climate of the region east of it?
10. By what railroad lines would you travel from Pueblo to New York?

SECOND DAY, A. M.

HISTORY (60 Minutes).

1. Give some account of Francisco de Coronado.
2. Give some account of Samuel de Champlain.
3. Give some account of John Cabot.
4. Why is the word "new" used as in New York, New Jersey?
5. Who was James Oglethorpe?

6. Write a short history of Benjamin Franklin, giving the principal historical events of his life.
7. What, where and when was the surrender of Burgoyne?
8. Describe the alien and sedition laws.
9. Write the history of the Louisiana purchase.
10. Give an account of the Battle of Gettysburg.

PHYSIOLOGY (60 Minutes).

1. Compare the body to a house.
2. Describe the skin fully.
3. Distinguish between arterial and venous blood.
4. Name five different glands and give their functions.
5. Describe the organs of digestion and the office of each and tell what harm they suffer from the use of alcoholic liquors or tobacco.
6. How is brain power developed?
7. What causes bread and cheese to mould?
8. What is the difference between fruit juice when first pressed out and after alcoholic fermentation has taken place?
9. What is a cell?
10. For what purpose are the fluids in the body?

ORTHOGRAPHY (45 Minutes).

1. Upon what principle are words divided into syllables?
2. Give five illustrations of doubling the final consonant.
3. Give five words in which letters equivalent to long e are used.
4. What is the rule for words ending in y when a syllable is added?
5. Give the names of five marks used to denote pronunciation of vowels.
6. Spell the plural of memorandum.
7. Spell the plural of index.
8. Spell the plural of son-in-law.
9. Spell the singular of radii and define.
10. Spell the singular of chalices and define.

SECOND DAY, P. M.

GRAMMAR (90 Minutes).

1. "Speak clearly if you speak at all." Parse "at all."
2. Parse each of the following words: You cruel men of Rome!

3. Write a sentence having an infinitive used as an object of a transitive verb.

4. Correct—

Virgil has often been compared to Homer.

Have you got a hammer?

She writes very well for a new beginner.

Thou hast protected us and shall we not honor you?

5. Distinguish between phrases, clauses and sentences. Illustrate each.

6. Use the following words correctly in sentences: Who, whom, that, me, shall.

7. Write a sentence containing all the parts of speech.

8. Write the principal parts of the verbs lie, walk, sow, drink, eat.

9. Compare bad, charming, little, heavy, few.

10. When are the forms mine, theirs, thine used? Illustrate.

THEORY AND PRACTICE (30 Minutes).

1. What means should be used for the cultivation of the perceptive faculty?

2. Describe your method of conducting some recitation.

3. What incentive should be used with children to induce them to study?

4. What authors on theory and practice have you read?

5. What means do you use to obtain good deportment and polite language from your pupils?

SCHOOL LAW (30 Minutes).

1. What is meant by the "Penal Fund?"

2. What is the law which provides for the study of the nature of alcohol and narcotics?

3. What is the compulsory school law?

4. Are there any laws concerning flags in Colorado, if so, give the substance of such laws?

5. Why are teachers required to keep registers and records of statistics?

SECOND EXAMINATION, 1896.

FIRST DAY, A. M.

PHYSIOLOGY (60 Minutes).

1. Name the organs of respiration.
2. State some bad results of rapid eating.
3. Describe the different effects produced by drinking a glass of milk or a glass of alcoholic drink.
4. Describe nerves; their uses.
5. What is meant by delirium tremens?
6. Name the five senses and the principal organs of each sense.
7. What are disease germs?
8. Describe the largest gland in the body.
9. Name the digestive fluids.
10. Describe lymph.

ORTHOGRAPHY (45 Minutes).

1. Write five words containing different combinations of vowels equivalent to i long.
2. Write four pairs of words pronounced alike but with different meaning and spelling.
- 3, 4 and 5. Form sentences containing the synonyms of outward, barren, mistakes, account, proclaimed.
- 6 and 7. Write the names of three of the United States beginning with C.
- 8, 9 and 10. Write the names of eight states beginning with M.

HISTORY (60 Minutes).

1. Give an account of the two earlier English settlements in the United States.
2. Write a short biography of Roger Williams.
3. Give an account of General Braddock's defeat.
4. When, where and by whom was the Declaration of Independence written?

5. What was the treason of Arnold?
6. Give the principal events and results of the Mexican war.
7. What were the principal issues between the two leading political parties when Lincoln was elected?
8. Name ten illustrious men associated with Lincoln during his administration.
9. What has been the effect of the abolition of negro slavery?
10. Write a short history of Utah.

FIRST DAY, P. M.

SCHOOL LAW (45 Minutes).

1. When are school elections held?
2. Give a good reason for the school election being held at that time.
3. What do you understand by a legal notice?
4. Who are entitled to vote at an annual school election for officers?
5. When does the census year expire and begin?
6. What is meant by a special tax levy?
7. For what may it be used?
8. What is a joint school district?
9. Who determines the branches of study to be taught in school?
10. What is a registered warrant?

GRAMMAR (60 Minutes).

1. Write sentences containing the possessive plurals of servant, child, women, thief, neighbor.
2. Write sentences in which "that" is used as a relative, an adjective, as a conjunction.
3. What are declinable words?
4. Write the words of the feminine gender corresponding to executor, Jesse, nephew, earl, host.
5. Parse: "If you would be happy, you must be active."
6. Write a sentence containing "to, too, two"—tell the part of speech of each.
7. Write a sentence containing an adjective phrase, also an adverbial, and indicate each.

8. Diagram:

"And our hearts, though stout and brave,
Still like muffled drums are beating
Funeral marches to the grave."

9. Write a complex sentence.

10. Illustrate by sentences the proper use of the verbs rise, raise, set, sit.

THEORY AND PRACTICE (30 Minutes).

1. What do you understand by instructing?
2. What should follow instructing?
3. Do you insist on verbatim recitations? Why?
4. How would you proceed to cultivate the imagination of your pupils?
5. How would you correct nervousness in a pupil?
6. What is your idea of furnishing and decoration of the school room?
7. How do you open school in the morning?
8. What care do you take of pupils during recess.
9. What is your opinion of school exhibitions?
10. What is your idea of a school library?

SECOND DAY, A. M.

ARITHMETIC (90 Minutes).

1. Write decimally 86 eagles, 3 dollars, 2 cents and 3 mills.
2. How many cords in a pile of wood 32 feet long, 4 feet wide, $3\frac{1}{2}$ feet high?
3. What must one buy 7 per cent. stock for to realize an income of 8 per cent. on his investment?
4. If the diameter of the earth is 7,926 miles, what is the circumference?
5. The premium for insuring a house at four-fifths of its value at $1\frac{1}{4}$ per cent. is \$120. What is the value of the house?
6. A, B and C formed a partnership to operate a dairy. A contributed \$500, B \$700 and C 24 cows. The first year they gained \$1,728, of which C received \$768. What was A's and B's gain and the average value of C's cows?
7. Define area, volume, cube, radius.
8. Write the table of avoirdupois weight.
9. Find the square root of 6,270,016.
10. What is the time of day if one-half of the time past midnight equals one-third of the time to noon?

PENMANSHIP (30 Minutes).

1. What is meant by "base line?"
2. Describe forearm movement.
3. Describe a proper position for writing.
4. How would you begin to teach writing to young pupils?
5. Write, Zylpha lives in Xenia, Ohio.
- 6 to 10. Write about fifty words as a specimen of your penmanship.

READING (60 Minutes).

1. What do you think of the Pollard method?
2. What is your aim in teaching reading?
3. Define vowel sound.
4. Define syllabication, utterance, inflection, expression.
5. State some advantage in having pupils stand to read.
6. What is your opinion of concert reading?
7. Name two essentials of good reading.
8. Define sentence, phrase, paragraph, chapter.
- 9 and 10. Write correctly, punctuate and inflect: Do you see that beautiful star yes isn't it splendid. I said an elder soldier not a better did I say better.

SECOND DAY, P. M.

CIVIL GOVERNMENT.

1. Define civil liberty.
2. What was secured by the first amendment to the constitution?
3. What has been the influence of immigration—benefits and injuries?
4. What body has the power of impeachment?
5. What is the duty of a grand jury?
6. Name the state executive officers of Colorado with their titles.
7. How are the territories governed?
8. Name the several courts in Colorado.
9. What is the content of article XII. of the constitution of the United States?
10. What was the occasion that prompted this amendment?

SCIENCE.

1. What is natural history?
2. What is soil? Of what composed?

3. Name five useful rocks, and tell how used.
4. What is a glacier? Where found?
5. What proofs have we of heat in the interior of the earth?
6. How do fishes breathe?
7. What is an insect?
8. How many seed cells in an apple?
9. Name three carnivorous animals. Define carnivorous.
10. What animals besides birds lay eggs? What are they called?

GEOGRAPHY.

1. Describe a volcano and name two active ones.
2. Draw a map of Colorado locating the principal mountains and water courses.
3. What has made New York the largest city in America?
4. Locate and describe Gibraltar. To whom does it belong?
5. Name the states bordering on the Gulf of Mexico.
6. Name and locate ten of the largest cities on the Great Lakes.
7. Locate and describe Hong Kong? By whom is it held?
8. Name the South American states on the Pacific coast.
9. What territory was last added to the United States? State the circumstances.
10. What led to the war between China and Japan?

EXAMINATION FOR KINDERGARTEN TEACHERS, AUGUST, 1895.

PERSONAL QUESTIONS.

1. Name and address.
2. Age.
3. What has been your general education? Where educated?
4. What has been your kindergarten training? How long, and where?
5. How long have you taught kindergarten outside your training course, and where?
6. Have you ever done any other teaching?

PHYSICAL CULTURE.

1. What training in physical culture does the kindergarten need, and why?
2. What training in physical culture would you give children in the kindergarten?
3. Name some of the instinctive physical exercises and movements common to all children in their plays, and show how these tend to their physical development.

OCCUPATIONS.

1. Name ten occupations in common use.
2. What occupations do you consider most valuable? Why?
3. Which ones do you consider the best preparation for a child to learn arithmetic?
- 4 and 5. Describe the materials and their use in one occupation as you would give lessons to a class.
6. What is the best means of teaching color?

SCIENCE WORK.

1. Give an outline of lessons in garden work as a basis for science work.
- 2, 3, 4 and 5. Make out a series of four lessons on some plant for children four years old.
- 6, 7, 8 and 9. Make out a series of four lessons on some animal for children five years old.
10. Write an original story of at least fifty words, such as you would use to assist in teaching science.

PSYCHOLOGY.

1. What is the main argument against psychology as a science? How is it refuted?
2. Name one American and one English novel in which great psychological power is exhibited. Show wherein this is done.
3. Show how the teaching of geography and history may be associated in the same recitation.
4. What are the conditions of successful teaching in large classes? Name three at least.
5. Define memory, and show how it may be increased in power.
6. What works on psychology have you read?

MANAGEMENTS.

1. Give a series of science lessons for the month of January, and show their expression through the gifts and occupations.
2. Estimate the cost of material for starting a kindergarten of twenty children. Give a list of materials needed.
3. Ought a kindergartner to have a knowledge of primary work and methods? Give reasons.

HISTORY OF PEDAGOGY.

1. Into how many periods would you divide the history of education? Give the characteristics of each period.
3. Where do you find the earliest suggestion as to the value of the plays of children?
4. Explain the terms, trivium and quadrivium.
5. Discuss briefly the educational influence of Comenius.
6. What do we owe to Rousseau?
7. Why is Pestolozzi called the father of object teaching?
8. Give the distinctive educational theories of Froebel.

9. Make a list of the most prominent leaders of educational thought, from the time of Plato to our own era.

10. Make a list of books which rank as educational classics—ten at least.

CHILDHOOD.

1. In the training of children's voices as regards speech not song, what points ought parents and kindergartners to observe?

2. In what ways are the recent investigations along the line of child study of practical value to the kindergartner?

FROEBEL'S MOTHER PLAY.

1. How does Froebel himself speak of this book?

2. What is its purpose?

3. Classify the plays of the book and the songs. Name the groups.

4. Show by reference to different plays, how Froebel has traced psychological development of the child.

5. Which of the songs typify the family relationship?

6. What does the Flower-Basket teach in reference to the observance of festivals?

7. Name the Light songs. What is their general purpose?

8. How does Froebel illustrate his method of moral training in the play of the Knight?

9. By reference to some appropriate song, explain Froebel's use of symbolism.

10. Describe the song of the Weather Vane and give its purpose.

GIFTS.

1. What is the meaning of kindergarten gifts?

2. Explain how the children use them.

3. Describe the third gift.

4. How may gifts and occupations be connected with science teaching? Illustrate.

5. Describe in detail the building gifts.

6. What faculties of the child are cultivated by the use of gifts?

7. What is their principal value?

8. What do you understand by child culture?

9 and 10. Give the result of your observation of kindergarten training upon some special pupil.

REPORTS OF STATE EDUCATIONAL INSTITUTIONS.

University of Colorado.

Normal School.

Agricultural College.

School of Mines.

School for the Deaf and the Blind.

Industrial School for Boys.

Industrial School for Girls.

Report of Kindergarten.

Colorado State Teachers' Reading Circle.

TENTH BIENNIAL REPORT
OF THE
REGENTS OF THE UNIVERSITY
OF COLORADO.

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UNIVERSITY OF COLORADO, BOULDER.

To the State Superintendent of Public Instruction, Colorado:

The Tenth Biennial Report, 1894-1896, of the State University is herewith presented by the regents:

DEPARTMENTS OF THE UNIVERSITY.

College of Liberal Arts—

- Classical Course, leading to the degree of B. A.
- Philosophical Course, leading to the degree of Ph. B.
- Scientific Course, leading to the degree of B. S.
- Literary Course, leading to the degree of B. L.

Graduate Courses—

- Leading to the degrees of M. A., M. S., and Ph. D.
- Colorado School of Applied Science—
- Civil Engineering, leading to the degree of B. S. (C. E.).
- Electrical Engineering, leading to the degree of B. S. (E. E.).

Colorado School of Medicine—

- Department of Medicine.
- Department of Dentistry.

Colorado School of Law—

- Colorado State Preparatory School—
- Conducted by the university.

ATTENDANCE.

The subjoined table shows the growth in attendance during the past few years:

The register of the graduates now shows the following figures:

In the graduating classes of the university departments about sixty students are enrolled; in the graduating class of the preparatory school about thirty; total, ninety.

STANDARDS.

Although the growth in number of students has been remarkably rapid, the standards and efficiency of the various departments at the same time have been constantly improved. That the character of the work done in the University of Colorado is widely recognized appears in many ways, but in none more notably than in an editorial recently published in *Minerva*, the German year-book of the educational world. This ranks the University of Colorado amongst the first eleven American universities and the first five state universities. This estimate is based upon faculties, facilities, standards, and character of graduate work. The temptation, especially in our western universities, is great to seek numbers at a sacrifice of just requirements; but we believe that substantial growth must be based upon superior advantages and work.

GRADUATE COURSES.

Since the last report, the graduate work has been further organized and the requirements have been strengthened. In 1895, for the first time, the degree of doctor of philosophy was granted by the university. The candidates were subjected to public examination and defense of thesis. The degree was conferred upon Frederick F. Kramer, M. A., B. D., and George Clarke, B. A. Dr. Kramer's thesis, "The Sources of Gnosticism," is a learned research in a department of philosophy and religion of interest to scholars and theologians. Dr. Clarke's thesis, "The Education of Children at Rome," is based upon an unusually thorough and extensive reading of Latin authors. The volume has been published by Macmillan & Company. Favorable comments upon these theses have been received from various quarters, and it is safe to say that they compare well with the average of those presented by older universities in America and Germany.

These proofs of the successful organization of our graduate work mark an epoch in the development of the university. Twenty graduate students were enrolled last year, and the number will increase as facilities are supplied by the state for proper expansion of the work. The graduate school is the proper criterion of a university, and it should be fostered in our state university by ample provisions for instruction, apparatus and departmental libraries.

COLLEGE OF LIBERAL ARTS.

In 1895, James E. Russell, Ph. D., Leipzig, was appointed to the chair of philosophy and pedagogy. The work of the de-

partment of pedagogy has developed until now it is an important feature of the college curriculum. The professor in the department regularly visits many of the high schools, normal institutes and educational meetings. Last year many correspondence students in the state pursued the history and philosophy of education under his guidance.

The department of English, as distinct from that of literature, has been thoroughly organized. Mr. L. J. Campbell, M. A., Dartmouth, has been appointed regular instructor in English. In addition, Mr. F. P. Cleaves, M. A., a graduate of Dartmouth, and of the Emerson College of Oratory, gives instruction in expression.

Each year the university expends in the college and the school of applied science about \$6,000 for books and apparatus. The library now contains, exclusive of pamphlets, more than 13,000 volumes. The selections have always been made with great care, and very little worthless material can be found on the shelves. The demand for suitable room increases every year; a library building is now one of the most important needs of the university.

All departments of the college are conducted by professors who have had special training in their subjects and are thoroughly acquainted with advanced thought and methods. The various scientific departments are known for their equipment and excellence.

The work of the professors is not limited to their formal duties at the university. They visit institutes, educational meetings and high schools, and by lectures and other means, contribute to these interests. Many are authors or translators of scientific and other works and contributors to leading periodicals.

The steady growth of the collegiate department is in every way gratifying. This year, in the college proper, sixty freshmen are enrolled, a significant fact in the history of higher education in Colorado.

SCHOOL OF APPLIED SCIENCE.

The school of applied science has already shown the wisdom of the act establishing it. Some thirty students are in attendance, and this year the first degrees will be conferred. The standard for admission remains the same as for admission to the scientific course in the college.

Many additions have been made to the equipment of the department of civil engineering. The list includes transits, levels, sextants, barometers, current meters, current testing machine and many minor instruments. In the department of elec-

trical engineering several new dynamos of different types, necessary for the complete study of dynamo-electric machinery and the instruments required for testing them have been added. The list of accurate electrical measuring instruments has been largely increased. Wood turning lathes, iron lathes and the necessary tools for wood and iron working have been provided.

The advantages of these engineering courses consist in the admission standard, the strength of the curricula, the element of culture introduced into them, the practical equipment of instruments and machinery, and in the contact of the students with university life. The school should be provided with needed improvements, and the engineering building should at once be completed on the plan originally presented.

MEDICAL SCHOOL.

Department of Medicine. Department of Dentistry.

In 1895 the medical school entered upon a four-year course. The standard of admission is that required by the Association of American Medical Colleges, although students are advised to complete at least a high school education before beginning the study of medicine. Several new professors, eminent in their calling, have been added to the faculty. In scientific laboratory work the school has always been one of the strongest. The foundation science is taken with the college classes, and in addition the medical school has its own laboratories for special subjects. This year much new apparatus has been provided, and special instructors are employed for laboratory work in physiology, pathology and bacteriology.

Considering the standard of admission, the length of course, the scientific foundation both general and special, the size and strength of the faculty, the clinical advantages and the thorough organization, the school is entitled to rank among the few progressive scientific medical schools. Since making use of the clinical advantages in Denver for the advanced classes, the growth of the school in numbers and excellence is sufficient proof of the necessity of conducting part of the medical work in a large town, and sufficient justification of the action of the regents in authorizing the plan.

A dental department of the Colorado school of medicine was opened September, 1896, with a strong faculty and good equipment. The requirements for admission, the length of the course and the standards are those prescribed by the National Association of Dental College Faculties. By this conformity with its rules the school will receive full recognition by the national as-

sociation. The school has all the advantages of the university and medical laboratories which are possessed by the medical students, and it offers on the practical side the best skill and most advanced methods. It may be added that the regular appropriation for the medical school is not increased because of this department.

LAW SCHOOL.

The law school has fully shared in the general prosperity of the university. Mr. William L. Murfree and Mr. Albert A. Reed have been employed as resident professors. Mr. Murfree's large experience in law practice and his well-earned reputation as author and editor in the field of jurisprudence fit him eminently for his position. The dean and the secretary devote more time than ever to actual instruction, and the large corps of professors and lecturers, at stated times during the year, respond to the claims of the school. The standard of instruction and examination has advanced, the requirements for admission have been raised, and soon a three-year course is likely to be established. The library is increased this year by the expenditure of \$500.00 for reference books. A most encouraging sign is the fact that many have this year entered the college of liberal arts to elect studies preparatory to the course in law. The final examination questions have been published each year, and distributed widely to members of the legal profession. As measured by this important test, many favorable opinions concerning the character of the work have been received.

PREPARATORY SCHOOL.

In 1895, Henry White Callahan, Ph. D., formerly principal of Kingston Academy, New York, was appointed principal of the state preparatory school. The present organization and efficiency of the school are worthy of much commendation. The number of instructors has been increased and the school has been placed upon the basis of the most successful preparatory schools.

One year ago the new building, erected by the city of Boulder, was occupied for the first time. Pending its completion the preparatory school was accommodated for two months in the Hale scientific building. The preparatory building is well planned, and it has been thoroughly equipped with physical, chemical and biological laboratories.

For the years 1895-1897 the university pays one-third of all expenses; the city of Boulder pays the remainder. The school is conducted strictly as a preparatory school, and the courses of study are organized as preparatory courses. The school remains

upon the same basis as when conducted in the university buildings, except that the school district, as stated above, shares the expense.

This year the number of students from every section of Colorado has largely increased, and the school has become of great importance to remote and small districts. It never before was so truly a preparatory school for the state at large.

In May, 1896, Niel D. McKenzie, a citizen of Boulder, presented \$1,000.00 to the preparatory school to be used for the library.

COLORADO SCHOOL OF MUSIC.

The Colorado school of music is not a department of the state university, although it was organized for the purpose of advancing musical culture in the university and in the state. The school is under the auspices of an organization called "The Society for the Advancement of Music," and is conducted by a board of trustees chosen from the society. The university instructor in music is the musical director of the school.

The school was opened September, 1895. The report of the director for the first year shows an enrollment of thirty-three pupils. Five Denver teachers, besides the local instructors, are connected with the school. The establishment of this school in Boulder is in many ways an advantage to the university. The university incurs no expense in connection with the school of music.

BUILDINGS AND GROUNDS. DEDICATION.

New improvements upon the campus include stone walks, additional shade trees, a four-inch water main, a heating system in the chemistry building, and a wing of the engineering building. The necessary repairs upon the various buildings have been somewhat extensive.

The new wing of the engineering building was constructed in 1895, at a contract price of \$2,100. This space is used temporarily for a gymnasium.

In April, 1894, the Hale scientific building was formally dedicated with appropriate exercises. Several state officers and a large representation from the general assembly were present and formed a prominent feature in the success of the occasion.

NEEDS.

With the rapid increase in students and the progressive spirit of the university, old needs become imperative and new and pressing ones appear. Every year the necessity of a library

building becomes more prominent. The space at present occupied by the library is neither ample nor convenient. In three of the buildings more room is needed to supply urgent demands: the chemical laboratory, the medical building and the engineering building. This last should be completed according to the original plan. A separate building for the gymnasium should be provided in order to relieve the wants of the engineering school. The question of providing a new main building demands serious consideration, both on account of the general condition of the present structure and on account of the need of an adequate auditorium. More facilities in the way of books, apparatus and instruction are indispensable. Some of the professors are now teaching double the time usually required of college instructors.

To sum up, there is need of:

Library building,

Completion of engineering building,

Addition to chemical building,

Addition to medical building,

Gymnasium,

New main building,

Additions to library,

Additions to apparatus,

Additions to instruction,

Improvement of grounds, including removal of stable and wood yard.

All of these matters should receive the careful investigation and generous consideration of the general assembly.

During the present biennial period, by careful use of funds, the university has barely kept within the limits of its appropriation. Two years ago the general assembly, in addition to the one-fifth mill tax, made a special appropriation of \$40,000—\$2,000 per year—for current expenses. A larger sum for the next period is absolutely necessary. The number of students is fifty per cent. greater, and there are corresponding demands for increased equipment and instruction. The above statement refers to running expenses only, and covers no part of the needed appropriation for buildings.

In the last report reference was made to the possibilities of private benefactions. In previous years the university has already received donations, as follows:

| | |
|--|--------------|
| M. G. Smith, 25.49 acres of land at \$20 00 per acre..... | \$ 509 80 |
| G. A. Andrews, 21.98 acres of land at \$20 00 per acre | 439 60 |
| A. Arnett, 3.83 acres of land at \$20 00 per acre. | 75 60 |
| Citizens of Boulder | 16,656 66 |
| City of Boulder | 600 00 |
| C. G. Buckingham, Buckingham Library. | 2,500 00 |
| Miscellaneous donations to library, including complete set of the celebrated Challenger Reports through Prof. Gardiner | 1,500 00 |
| Sarah J. Fearing, M. D., sixty volumes to Medical Library..... | 125 00 |
| Mr. and Mrs. Ivers Phillips, through Dr. Dennett, Phillips Art Collection | 1,500 00 |
| J. Alden Smith, Geological Collection | 1,000 00 |
| Citizens of Boulder and Denver, through Dr. Palmer, for minerological collection | 600 00 |
| Miscellaneous small collections of plants, rocks, minerals, etc. | 500 00 |
| Wilson A. Farnsworth, D. D., collection of Greek coins | 200 00 |
| Albert L. Bennett, rare Chinese coins | 150 00 |
| Electrical instruments | 100 00 |
| Clayton Parkhill, M. D., three wax models to Medical Department..... | 100 00 |
| Through Wm. Stoddard, two gas machines and placing same | 650 00 |
| Total..... | \$ 27,207 66 |

We may expect that in time the university will receive many and large benefactions from loyal and interested citizens of the state. As set forth in a previous report, endowments and gifts could well be made for any of the following purposes:

- Building for Christian associations,
- New university building,
- Library building,
- Building for law school,
- Building for medical school,
- Gymnasium,
- Astronomical observatory,
- Endowment of chairs,
- Art collections,
- Library,
- Apparatus,
- Improvement of grounds,

The state provides, as far as may be, for the endowment and support of the university. Were this income supplemented by private benefactions, the university would soon become one of the greatest centers of learning in America, a pride and a benefit

to Colorado, and of the highest service to the youth of the state. In no way could benevolent contributions for education be made to bring more ample and useful returns.

RELATION TO THE STATE.

It is safe to assume that the university is rapidly growing in usefulness and in the confidence of the people. The press of the state is practically unanimous in its support. Yearly new towns are sending students to its various departments. The high schools are increasing in numbers and efficiency and are forming more intimate relations with the university. From many quarters the information is received that the university is becoming widely and favorably known in the country at large.

Near the close of each year the graduating classes of the high schools are invited to spend a day at the university,—this is known as "High School Day." On the last occasion nearly 300 representatives were present.

Members of the college faculty are ready to respond to calls for lectures at the various educational meetings, and every high school in the state is visited annually. Knowledge of the opportunities presented at the university for higher and professional education is carried to the people in every section of Colorado.

In Michigan three or four religious denominations are centering their educational interests at the state university, and similar attempts are being made in at least seven other states. This plan of coöperation implies no expense to the university, and no organic relationship with the associated interests. The denominations, upon their own ground in the vicinity of the university, may maintain dormitories, halls, professorships or theological schools. Thus, while using the regular courses of the university, each denomination according to its own view supplements the work provided by the state, and secures for its people, at a minimum expense, all that could be gained by maintaining a separate college. This is to be done without giving any citizen occasion to make a charge of interference or unwelcome influence. The university is for all the people of the state, as the elementary and high schools are for all the people of a given town; all join in its support, and all should feel free to enjoy its advantages. Last spring the entire clergy of Boulder passed a resolution commending a broader interest in the problem of higher education by the state. At the same time the university published a pamphlet containing views from many sources regarding the functions of state universities and the advantages of denominational coöperation. Several thousand copies were distributed throughout Col-

orado. It is known that at least two religious denominations are already considering the subject of friendly association with the state university. This plan is in the highest degree economical; it combines unity of effort with variety of independent view; it makes the general good and the special interest mutually helpful. It is the plan of business common sense and of wise insight into the problems of our advancing civilization. In this connection the following statement from Professor Richard T. Ely will be of interest:

"The state alone can gather together in a common effort all citizens. The state university belongs to all, whether they are Baptists, Presbyterians, Methodists, or Roman Catholics. It says to all citizens, 'This is equally your affair. Let us all join together and build up a great institution of learning which will be the glory of the commonwealth.' It is something, truly a very great thing, to unite all the forces of the state, regardless of party and sect, in a common effort of this sort. No private foundation can have such a beneficent influence. Those commonwealths not enjoying the advantages of a state university do not appreciate what they are losing for the future.

REPORTS SUBMITTED.

We submit herewith the pay roll of the university, treasurer's report, report of the university secretary, report of treasurer of medical school, secretary's report, report of the librarian, and an inventory of property.

Respectfully submitted,

THE BOARD OF REGENTS OF THE
UNIVERSITY OF COLORADO,

JAMES H. BAKER, President.

S. A. GIFFIN, Secretary.

PAY ROLL OF THE STATE UNIVERSITY.

(Including Fixed Appropriations for the Law and Medical Schools.)

| | |
|---|-------------|
| James H. Baker, M. A . LL. D., President, Professor of Ethics | \$ 4,500 00 |
|---|-------------|

COLLEGE OF LIBERAL ARTS.

| | |
|---|-------------|
| J. Raymond Brackett, Ph. D., Dean, Professor of Comparative and English Literature..... | \$ 2,000 00 |
| Mary Rippou, Professor of the German Language and Literature.. | 1,600 00 |
| William J. Waggener, M. A., Professor of Natural Philosophy..... | 2,000 00 |
| Charles Skeeel Palmer, Ph. D., Professor of Chemistry..... | 2,000 00 |
| Ira M. DeLong, M. A , Professor of Mathematics | 2,000 00 |
| John Gardiner, B. Sc., Professor of Biology..... | 2,000 00 |
| Maurice E. Dunham, M. A., Professor of Greek | 2,000 00 |
| Carl W. Belser, Ph. D., Professor of Latin..... | 2,000 00 |
| James A. MacLean, Ph. D., Professor of History and Political Science.. | 1,800 00 |
| James E. Russell, Ph. D., Professor of Philosophy and Pedagogy.. | 2,000 00 |
| Charles H Farnsworth, Instructor in Music | 900 00 |
| Delphine Bell, Instructor in French | 810 00 |
| Frederick F. Kramer, Ph. D., Instructor in Semitic Languages..... | 90 00 |
| Frank Y. Moseley, B. S., Instructor in Biology | 500 00 |
| Louis J. Campbell, M. A., Instructor in English..... | 800 00 |
| F. P. Cleaves, M. A , Instructor in Oratory | 180 00 |
| Alwyn C. Smith, Assistant in Mathematics | 50 00 |
| Wm. H. Burger, Assistant in German..... | 135 00 |
| Carl H. Paddock, Assistant in Spanish..... | 200 00 |
| M. C. Whitaker, Assistant in Chemistry..... | 300 00 |
| Alfred E. Whitaker, M. A., Librarian..... | 1,200 00 |
| Bernice Lochhead, Secretary..... | 600 00 |

SCHOOL OF APPLIED SCIENCE.

| | |
|--|-------------|
| Henry Fulton, M. S., Dean, Professor of Civil Engineering..... | \$ 1,800 00 |
| Geo. H. Rowe, B. S., Professor of Electrical Engineering | 1,700 00 |
| David J. Holmes, Assistant in Drawing..... | 100 00 |
| George R. Moore, Assistant in Shops, (salary noted elsewhere). | |

The remaining work of the School of Applied Sciences is done by professors in the College of Liberal Arts.

SCHOOL OF MEDICINE.

DEPARTMENT OF MEDICINE—

| | |
|---|-------------|
| Appropriation for expenses of Medical School, including salaries..... | \$ 4,500 00 |
|---|-------------|

FACULTY.

| |
|---|
| Clayton Parkhill, M. D., Dean, Professor of Principles and Practice of Surgery and Clinical Surgery. |
| Herbert W. McLauthlin, M. D., Professor of Principles and Practice of Medicine and Clinical Medicine. |
| Luman M. Giffiu, M. D., Treasurer, Professor of Anatomy and Physiology. |
| Charles Skeele Palmer, Ph. D., Professor of Chemistry. |
| John Gardiner, B. Sc., Professor of Histology. |
| A. Stewart Lobingier, M. D. Professor of Surgery. |
| G. Melville Black, M. D., Professor of Laryngology and Rhinology. |
| John Chase, M. D., Professor of Ophthalmology and Otology. |
| John W. O'Connor, M. D., Professor of Railway and Clinical Surgery. |
| Herbert B. Whitney, M. D., Professor of Physical Diagnosis and the Diseases of Children. |
| Lewis E. Lemen, M. D., Professor of Clinical Surgery. |
| George B. Packard, M. D., Professor of Orthopedic Surgery. |
| Thomas E. Taylor, M. D. Professor of Obstetrics. |
| Josiah N. Hall, M. D., Professor of Materia Medica, Therapeutics and Clinical Medicine. |
| Walter A. Jayne, M. D., Professor of Gynecology and Abdominal Surgery. |
| Joseph B. Kinley, M. D., Professor of Comparative Materia Medica and Therapeutics. |
| Howell T. Pershing, M. D., Professor of Nervous and Mental Diseases and Medical Jurisprudence. |
| William B. Craig, M. D., Professor of Abdominal Surgery and Clinical Gynecology. |
| Sherman G. Bonney, M. D., Professor of Diseases of the Chest. |



DISTRICT NO. 2, CHEYENNE COUNTY.

Charles A. Powers, M. D., Professor of Surgery.

Henry C. Crouch, M. D., Professor of Bacteriology and Hygiene.

James M. Blaine, M. D., Professor of Dermatology and Pathology.

LECTURERS AND ASSISTANTS.

Samuel D. Hopkins, M. D., Medical Chemistry, Toxicology and Urinary Analysis; Instructor in Neurology.

Cass E. Herrington, LL. B. Medical Jurisprudence.

Emley B. Queal, M. D., Demonstrator of Anatomy.

Mark H. Sears, M. D., Lecturer on Anatomy.

Earl H. Fish, M. D. Bandaging and Minor Surgery; Assistant to Chair of Surgery.

Clinton G. Hickey, M. D., Assistant to the Chair of Medicine.

A. D. McArthur, M. D., Assistant to the Chair of Materia Medica and Therapeutics.

SPECIAL LECTURERS.

Hubert Work, M. D., Pueblo, Some Diseases of the Nervous System.

Pembroke R. Thombs, M. D. (Superintendent of State Insane Asylum), Mental Diseases.

Col. Alfred A. Woodhull, M. D. (U. S. A.), Preventive Medicine.

Richard W. Corwin, M. D., Pueblo, Surgery.

A. M. Holmes, M. D., Hæmatology.

Charles Gresswell, M. R. C. V. S., (State Veterinary Surgeon), Veterinary Sanitary Science.

DEPARTMENT OF DENTISTRY -

FACULTY.

William T. Chambers, D. D. S., Dean, Professor of Operative Dentistry, Orthodontia, Crown and Bridge Work.

Manfred S. Fraser, D. D. S., Secretary, Professor of Materia Medica, Therapeutics and Bacteriology.

Luman M. Giffin, M. D., Professor of Anatomy and Physiology.

Hiram A. Fynn, D. D. S., Professor of Regional Anatomy and Dental Histology.

Charles Skeeel Palmer, Ph. D., Professor of Chemistry.

John Gardiner, B. Sc., Professor of Histology.

J. Stewart Jackson, D. D. S., Professor of Prosthetic Dentistry, Metallurgy and Oral Surgery.

A. LeRoy Whitney, D. D. S., Professor of Pathology and Superintendent of Infirmary.

John H. Parsons, D. D. S., Professor of Operative and Prosthetic Technics.

SPECIAL LECTURERS.

Wm. Smedley, D. D. S., Denver.
 R. B. Weiser, D. D. S., Denver.
 M. A. Bartleson, D. D. S., Denver.
 E. Parmley Brown, D. D. S., New York.
 P. T. Smith, D. D. S., Denver.
 A. H. Sawins, M. D., D. D. S., Denver.
 S. Davis, D. D. S., Denver.
 Sarah May Townsend, D. D. S., Denver.
 Dr. M. H. Smith, Colorado Springs.

CLINICAL STAFF.

E. R. Warner, M. D., D. D. S., Denver.
 J. N. Chipley, D. D. S., Pueblo.
 W. R. Wilson, D. D. S., Aspen.
 Theodore Ashley, D. D. S., Greeley.
 W. K. Sinton, D. D. S., Colorado Springs.
 F. C. Chamberlain, D. D. S., Colorado Springs.

SCHOOL OF LAW.

Appropriation for expenses of Law School, including salaries \$ 3,000 00

FACULTY.

Moses Hallett, LL. D., Dean, Professor of American Constitutional Law
 and Federal Jurisprudence.
 Charles M. Campbell, P. B., B. C. L., Secretary, Professor of Law.
 Oscar F. A. Greene, M. A., Professor of Roman Law.
 William L. Murfree, LL. B., Professor of Law.
 Frank E. Gove, B. A., LL. B., Professor of Law.
 William M. Maguire, Assistant Professor of American Constitutional
 Law.
 Albert A. Reed, LL. B., Professor of Law.
 Calvin E. Reed, LL. B., Professor of Law.

LECTURERS.

John A. Riner, LL. B., Lecturer on the Law of Criminal Evidence.
 Ebenezer T. Wells, Lecturer on the Law of Real Property.
 Willard Teller, B. A., Lecturer on Equity Jurisprudence, Pleading and
 Practice.
 Hugh Butler, Lecturer on Common Law and Code Pleading, and Peculiarities
 of Colorado Law and Practice.
 Robert Given, B. A., Lecturer on the Irrigation Laws of the West.

Platt Rogers, LL. B., Lecturer on Criminal Procedure and History of the Criminal Law.

Luther M. Goddard, LL. B., Lecturer on the Laws of Patents, Copyrights and Trade Marks.

Robert S. Morrison, Lecturer on the Law of Mines and Mining.

John Campbell, M. A., LL. B., Lecturer on the Law of Private and Municipal Corporations.

Charles S. Thomas, LL. B., Lecturer on the Law of Evidence.

William C. Kingsley, Lecturer on the Law of Domestic Relations.

Henry T. Rogers, M. A., Lecturer on the Law of Wills, Executors and Administrators.

John D. Fleming, B. A., LL. B., Lecturer on the Law of Insurance.

Lucius M. Cuthbert, M. A., LL. B., Lecturer on the Conflict of Laws.

Horace G. Lunt, B. A., Assistant Lecturer on the Law of Private and Municipal Corporations.

William H. Bryant, B. S., LL. B., Assistant Lecturer on the Law of Evidence.

John H. Denison, B. A., Assistant Lecturer on Equity Jurisprudence, Pleading and Practice.

PREPARATORY SCHOOL.

| | |
|--|-----------|
| Henry White Callahan, Ph. D., Principal, Teacher of History and Latin.
(One-third paid by University, plus \$250) | \$ 916 66 |
| Heleu Beardsley, B. A., Teacher of Latin and German. (One-third paid
by University) | 266 66 |
| E. Waite Elder, B. L., Teacher of Physics and Chemistry. (One-third
paid by University) | 333 33 |
| Wesley W. Putnam, B. L., Teacher of Mathematics. (One-third paid
by University) | 233 33 |
| Charles H. Farnsworth, Teacher of Music. (One-third paid by Univer-
sity) | 64 98 |
| Frank Y. Moseley, B. S., Teacher of Biology. (One-third paid by Uni-
versity) | 100 00 |
| Hortense Whiteley, B. A., Teacher of Greek. (One-third paid by Uni-
versity) | 66 66 |
| Edwin L. Eustis, B. A., Teacher of English. (One-third paid by Uni-
versity) | 66 66 |
| Chester Earl Giblin, Teacher of Drawing. (One-third paid by Univer-
sity) | 96 00 |
| R. T. Marshall, Janitor. (One-third of four-fifths paid by University) .. | 132 00 |

OTHER EMPLOYEES.

| | |
|--|--------------|
| J. E. Bemus, Steward..... | \$ 600 00 |
| George R. Moore, Engineer and Carpenter..... | 720 00 |
| W. W. McCarter, Fireman and Workman | 480 00 |
| Eight student janitors..... | 837 00 |
| | <hr/> |
| | \$ 45,678 28 |

TREASURER'S REPORT.

From October 1st, 1894, to October 1st, 1896.

RECEIPTS.

| | |
|--|---------------|
| Balance cash on hand, October 1st, 1894..... | \$ 4,669 92 |
| Received from State Treasurer, General Fund, one-fifth mill tax..... | 67,877 52 |
| Received from State Treasurer, Special Fund, one-tenth mill tax..... | 10,102 91 |
| Received from State Treasurer, Land Income | 9,498 28 |
| Received from R. T. Mason, Secretary, and Bernice Loch-head, Secretary, tuitions, fees and sundry small receipts | 4,900 00 |
| Received from H. W. McLauthlin, Secretary, medical fees.. | 700 00 |
| Received from S. A. Giffu, balance returned by Farnsworth | 26 60 |
| Received from University Support, Special..... | 39,507 49 |
| | <hr/> |
| | \$ 137,282 72 |

DISBURSEMENTS.

| | |
|---------------------------------------|---------------|
| Disbursements as per Vouchers..... | \$ 132,500 48 |
| Cash on hand, October 1st, 1896 | 4,782 24 |
| | <hr/> |
| | \$ 137,282 72 |

REPORT OF UNIVERSITY SECRETARY.

From September 1st, 1894, to September 1st, 1896.

RECEIPTS.

| | |
|---|-------------|
| Balance on hand September 1st, 1894..... | \$ 135 78 |
| Tuitions, fees and sundry small receipts, 1894-5..... | 1,252 60 |
| Tuitions, fees and sundry small receipts, 1895-6..... | 3,223 09 |
| | <hr/> |
| | \$ 4,611 47 |

PAID C. G. BUCKINGHAM, TREASURER.

| | |
|--|-------------|
| Deposits, 1894-5 | \$ 1,255 50 |
| Deposits, 1895-6 | 3,000 00 |
| Balance on hand September 1st, 1896..... | 335 97 |
| | <hr/> |
| | \$ 4,611 47 |

Turned over to the Treasurer, \$4,255 50; deducting \$355 50, deposited in September, 1894, and adding \$1,000 00 deposited in September, 1896, we have \$4,900 00, the sum credited in the Treasurer's Report for the corresponding period.

REPORT OF TREASURER OF SCHOOL OF MEDICINE.

From October 1st, 1894, to October 1st, 1896.

RECEIPTS.

| | | |
|---|----|-----------------|
| Balance in hands of Treasurer, October 1st, 1894..... | \$ | 323 45 |
| Balance in hands of Secretary, October 1st, 1894..... | | 000 00 |
| Fees received by Treasurer..... | \$ | 1,114 50 |
| Fees received by Secretary | | 2,023 82 |
| | | <u>3,138,32</u> |
| | \$ | 3,461 77 |

DISBURSEMENTS.

| | | |
|--|----|--------------------|
| Paid out by Treasurer | \$ | 1,189 77 |
| Paid out by Secretary..... | | 997 54 |
| Fees returned | | 30 00 |
| Deposited with University Treasurer..... | | 200 00 |
| Deposited with University Treasurer..... | | 500 00 |
| Balance in hands of Treasurer, October 1st, 1896..... | | 248 18 |
| Balance in hands of Secretary, October 1st, 1896 | | 296 28 |
| | | <u>\$ 3,461 77</u> |

L. M. GIFFIN, Treasurer.

SECRETARY'S REPORT.

Statement of the secretary of the board of regents of the University of Colorado, as to the total amount of warrants drawn upon the treasurer of the university, between October 1, 1894, and October 1, 1896, and for what departments and purposes said warrants were drawn, to-wit:

| | |
|---|--------------|
| Salaries of Professors. Instructors and others regularly employed, including assistants of such employees (excluding Law and Medical Faculty and Instructors of Preparatory School for one year) .. | \$ 65,228 43 |
| Medical Department—salaries and expenses..... | 9,089 46 |
| Law Department—salaries and expenses | 6,883 71 |
| Preparatory School (one year) | 3,375 17 |
| Chemical Laboratory—supplies, library and apparatus..... | 2,446 82 |
| Physical Laboratory—library and apparatus..... | 346 67 |

| | |
|--|---------------|
| Civil Engineering—library and apparatus | 1,530 71 |
| Greek—library | 217 58 |
| Literature and Art—library and supplies | 603 58 |
| Biology—library and apparatus and specimens | 268 43 |
| French and German—library | 229 78 |
| Mathematics—library | 317 66 |
| Electrical Engineering—library and apparatus | 1,611 94 |
| Music—library | 147 73 |
| Psychology—library and apparatus | 135 99 |
| Ethics—library | 66 99 |
| Latin—library | 366 42 |
| Philosophy and Pedagogy—library and psy. apparatus | 440 83 |
| History and Political Economy—library | 290 00 |
| Library (including binding) | 1,884 83 |
| Periodicals, newspapers, etc. | 808 84 |
| Janitors and their supplies | 1,808 15 |
| Buildings and grounds | \$ 13,584 66 |
| Hale Scientific Building | 119 46 |
| | 13,704 12 |
| Regents | 2,563 00 |
| Printing, postage and stationery | 3,097 47 |
| Sundries, including small cash items and expenses of Professors visit-
ing high schools | 8,113 80 |
| Furniture and furnishings | 911 42 |
| Fuel, lights and oil | 4,848 24 |
| Advertising | 764 75 |
| Horses and wagon, used on grounds | 176 21 |
| Grand total | \$ 132,278 73 |

Respectfully yours,

S. A. GIFFIN, Secretary Board of Regents.

Boulder, Colo., October 1st, 1896.

LIBRARIAN'S REPORT.

October 20, 1896.

James H. Baker, President of Board of Regents, University of Colorado:

Dear Sir—I have the honor to submit, herewith, the report of the librarian, covering the period from October 1, 1894, to October 1, 1896:

INVENTORY OF BOOKS.

| Volumes Accessioned | October 1,
1894 | October 1,
1895 | October 1,
1896 | Increase |
|--|--------------------|--------------------|--------------------|----------|
| General Library..... | *7,058 | 8,560 | 10,400 | 3,342 |
| Public Documents..... | †2,515 | 2,830 | 3,032 | 517 |
| Totals for each year | 9,573 | 11,390 | 13,432 | |
| Total accessions, October 1st, 1894, to October 1st, 1896..... | | | | 3,859 |

*Last accession number—85 volumes deducted in last Report.

†Last accession number—134 volumes deducted in last Report.

SOURCES OF ADDITIONS.

GIFTS—

| | |
|--------------------------------|-------|
| British Government | 50 |
| United States Government | 517 |
| Miscellaneous..... | 493 |
| | 1,060 |

BINDING—

| | |
|------------------|-----|
| Periodicals..... | 461 |
| Newspapers | 12 |
| | 473 |

PURCHASES—

| | |
|---|-------|
| (Including old books not previously entered | 2,326 |
| | 3,859 |

SUMMARY.

Total number volumes as per Accession Register:

| | |
|-----------------------|--------|
| General Library | 10,400 |
| Public Documents..... | 3,032 |
| | 13,432 |

DEDUCT:

GENERAL LIBRARY—

| | |
|---------------------------------------|----|
| Cancellations in Report of 1892 | 72 |
| Cancellations in Report of 1894..... | 13 |
| | 85 |

Additional Cancellations—

| | |
|--------------------------|----|
| Law books withdrawn..... | 35 |
| Sold | 2 |
| Condemned | 1 |
| Lost and replaced | 4 |
| | 42 |

Total..... 127

Less:

| | |
|--|----|
| Volumes previously deducted, since returned..... | 16 |
| Error in previous deductions..... | 6 |
| | 22 |

PUBLIC DOCUMENTS—

| | |
|--|------------|
| Cancelled in Report, 1892..... | 134 |
| Additional cancellations..... | 37 |
| | <u>171</u> |
| Total deductions..... | 276 |
| Present number volumes in library..... | 13,156 |

BINDING—

Total number volumes bound since last report:

| | |
|--------------------|------------|
| Newspapers..... | 12 |
| Periodicals..... | 461 |
| Miscellaneous..... | 279 |
| | <u>752</u> |

The library's subscription list for current periodicals has remained substantially the same as shown in the last report. All completed volumes have been bound to date, and 330 bound volumes have been purchased towards the completion of imperfect sets.

Respectfully yours.

ALFRED E. WHITAKER, Librarian.

INVENTORY OF UNIVERSITY PROPERTY.

The following estimates, taken from inventories recently made, are presented as fair approximations:

GROUNDS.

| | |
|---|---------------------|
| Campus, 52 acres (estimated present value, unimproved).... | \$ 26,000 00 |
| Improvements, as fences, grading, roads, walks, pipes,
drains, trees, lake, bridges..... | 8,500 00 |
| | <u>\$ 34,500 00</u> |

BUILDINGS—APPROXIMATE COST.

| | |
|---|--------------|
| Main Building..... | \$ 36,500 00 |
| University Cottage..... | 6,500 00 |
| Chemistry Building..... | 6,300 00 |
| Cottage No. 1..... | 8,400 00 |
| Cottage No. 2..... | 3,800 00 |
| Medical Building..... | 2,500 00 |
| Stable and sheds..... | 1,000 00 |
| Hale Scientific Building..... | 47,000 00 |
| Building for engineering and heating plant..... | 7,900 00 |

| | | |
|--|-----------|--------------|
| Heating Plant—boilers, pipes in ground, fan house..... | 5,500 00 | |
| Woodbury Hall..... | 24,200 00 | |
| Observatory..... | 200 00 | |
| Ice House..... | 200 00 | |
| | | \$150,000 00 |

FURNITURE, ETC.

| | | |
|--|-------------|-------------|
| Team, implements, tools, engineer's and carpenter's supplies
(value)..... | \$ 1,280 00 | |
| Gymnasium apparatus (cost)..... | 430 00 | |
| Room furniture, as chairs, settees, desks, tables, movable
cases, pictures, office furniture, dormitory and dining
hall equipment (value)..... | 5,470 00 | |
| | | \$ 7,180 00 |

LIBRARY.

| | |
|----------------------|--------------|
| Library (value)..... | \$ 25,000 00 |
|----------------------|--------------|

APPARATUS.

| | | |
|-----------------------------|----------|--------------|
| Physics..... | 5,400 00 | |
| Chemistry..... | 3,520 00 | |
| Biology..... | 2,000 00 | |
| Psychology..... | 220 00 | |
| Medicine..... | 2,330 00 | |
| Dentistry..... | 870 00 | |
| Civil Engineering..... | 1,880 00 | |
| Electrical Engineering..... | 4,000 00 | |
| Literature..... | 470 00 | |
| Latin..... | 300 00 | |
| Greek..... | 300 00 | |
| Mathematics..... | 120 00 | |
| | | \$ 21,410 00 |

COLLECTIONS.

| | | |
|-------------------------------------|-------------|-------------|
| Geological and Mineral (value)..... | \$ 2,550 00 | |
| Art (cost)..... | 1,900 00 | |
| | | \$ 4,450 00 |

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BIENNIAL REPORT
OF THE
STATE NORMAL SCHOOL.

BOARD OF TRUSTEES.

HON. J. W. McCREERY, Term expires 1897,
Greeley.

HON. T. C. CLAYTON, Term expires 1897,
Grand Junction.

MRS. A. G. RHOADS, Term expires 1899,
Denver.

HON. H. H. GRAFTON, Term expires 1899,
Manitou.

DR. R. W. CORWIN, Term expires 1901,
Pueblo.

HON. N. B. COY, Term expires 1901,
Denver.

MRS. A. J. PEAVEY, State Superintendent of Public Instruction,
Term expires 1897,
Denver.

OFFICERS.

J. W. McCREERY, President.

A. J. PARK, Secretary.

C. H. WHEELER, Treasurer.

STANDING COMMITTEES.

FINANCE.

N. B. Coy. T. C. Clayton. Mrs. A. G. Rhoads.

INSTRUCTION AND COURSE OF STUDY.

H. H. Grafton. N. B. Coy. J. W. McCreery.

KINDERGARTEN AND MODEL SCHOOL.

Mrs. A. G. Rhoads. Mrs. A. J. Peavey.
Dr. R. W. Corwin.

LIBRARY.

Dr. R. W. Corwin. H. H. Grafton. Mrs. A. J. Peavey.

EXECUTIVE AND BUILDING.

T. C. Clayton. J. W. McCreery. H. H. Grafton.

FACULTY.

1896-1897.

Z. X. SNYDER, Ph. D., President,
History and Science of Education.

JAMES H. HAYES, A. M., Vice President,
Latin.

ELMA RUFF, M. E., Preceptress,
History, Literature and English.

ROLAND W. GUSS, M. E., A. M.,
Physical Sciences.

MARY D. REID,
Mathematics.

N. M. FENNEMAN, A. B.,
Geography and Economics.

A. E. BEARDSLEY, M. S.,
Biology.

SARAH B. BARBER,
Elocution and Delsarte.

C. T. WORK, M. E.,
Sloyd and Drawing.

J. S. YOUNG, A. M.,
United States History and Grammar.

E. G. DEXTER, A. M.,
Psychology and Model School Science.

J. R. WHITEMAN,
Vocal Music.

LIZZIE H. KENDEL,
Arithmetic and Grammar.

EDGAR L. HEWETT, Ped. B.,
Superintendent Model School.

HELEN DRESSER, Ped. B.,
Assistant in Model.

M. NORA BOYLAN,
Assistant in Model.

ANNA MILLIGAN, A. B.,
Assistant in Model.

LAURA E. TEFFT,
Superintendent Kindergarten.

JOSEPH DANIELS,
Librarian.

A. L. EVANS,
Landscape Gardener.

BENJAMIN STEPHENS,
Engineer.

ALFRED RAPP,
Janitor.

FACULTY COMMITTEES.

EXECUTIVE.

| | | |
|-----------------|---------------|-----------------|
| James H. Hayes. | Elma Ruff. | Laura E. Tefft. |
| | E. L. Hewett. | |

ATHLETIC.

| | | |
|------------------|---------------|--------------|
| Sarah B. Barber. | C. T. Work. | J. S. Young. |
| | E. G. Dexter. | |

SOCIAL.

| | | |
|------------|---------------|----------------|
| Elma Ruff. | Mary D. Reid. | James H. Hays. |
|------------|---------------|----------------|

MENTOR.

| | | |
|-----------------|------------|---------------|
| N. M. Fenneman. | Elma Ruff. | E. L. Hewett. |
|-----------------|------------|---------------|

SOCIETY.

| | | |
|-------------|-------------|------------|
| R. W. Guss. | C. T. Work. | Elma Ruff. |
|-------------|-------------|------------|

VISITORS.

| | | |
|---------------|------------------|-------------|
| Mary D. Reid. | A. E. Beardsley. | R. W. Guss. |
|---------------|------------------|-------------|

CORRESPONDENCE.

| | | |
|--------------|-------------------|-----------------|
| J. S. Young. | Anna A. Milligan. | M. Nora Boylan. |
|--------------|-------------------|-----------------|

ANNUAL STATEMENT.

To the Superintendent of Public Instruction, Denver, Colorado:

Below please find report of the board of trustees of the State Normal School for the year ending July 31, 1896:

I. NUMBER OF STUDENTS, NAMES, RESIDENCE, ETC.

The whole number of students enrolled during the year:

| | |
|-------------------------------|-----|
| Males | 97 |
| Females | 322 |
| Total in Normal Department .. | 419 |
| Model School | 165 |
| Kindergarten | 72 |
| Total enrollment | 656 |

II. THE ATTENDANCE.

| | |
|--|------|
| The average daily attendance first term (estimate) | 98 % |
| The average daily attendance second term | 95 % |
| The average daily attendance third term | 94 % |
| The average daily attendance for entire year | 96 |
| The number of days in session during the year | 190 |

III. CURRICULUM, CLASSIFICATION, AND DEPARTMENTS.

For branches taught and time devoted to each, text books, etc., we refer you to catalogue for 1895-1896 attached to and made a part of this report. (See pages 19 to 151, inclusive.)

APPARATUS.

The apparatus of the school consists of physiological models and apparatus, physical, chemical, geographical, biological and psychological apparatus, with new and complete laboratories for work and study.

LIBRARY.

The library numbers, including text books, books of reference, educational reports, etc., about 7,000 volumes.

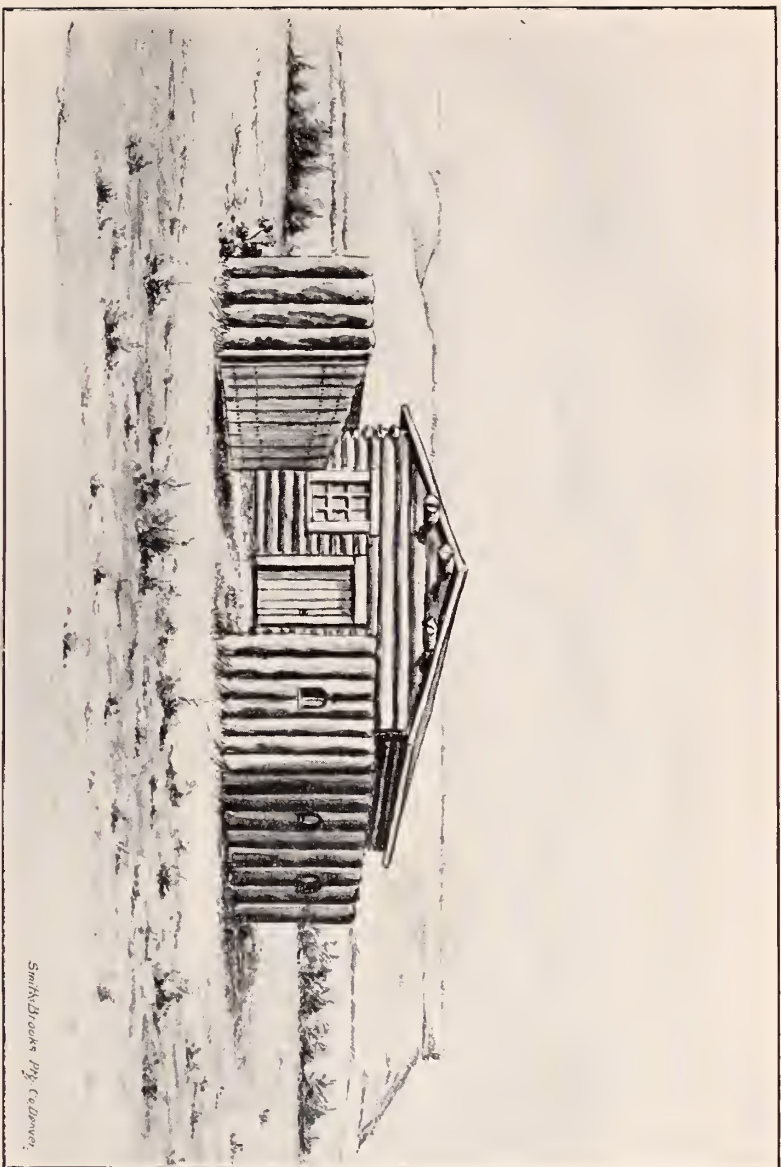
IV. NUMBER OF STUDENTS IN EACH DEPARTMENT CLASS.

| | |
|-------------------|-----|
| Senior..... | 31 |
| Junior..... | 118 |
| Sophomore..... | 123 |
| Freshman..... | 147 |
| Model School..... | 165 |
| Kindergarten..... | 72 |
| Total..... | 656 |

DIPLOMAS.

There were thirty-one (31) diplomas granted, as follows:

Agnew, Minerva, Cripple Creek, Colorado.
 Ault, C. B., Greeley, Colorado.
 Bell, J. R., Alma Colorado.
 Berger, Florence, Greeley, Colorado.
 Bliss, Lillian M., Greeley, Colorado.
 Boyd, Sela M., Greeley, Colorado.
 Briggs, Jennie M., Rocky Ford, Colorado.
 Cameron, Agnes, Canon City, Colorado.
 Cameron, Wm. F., Castle Rock, Colorado.
 Collom, Mattie, Golden, Colorado.
 Dittey, Mollie, Colorado Springs, Colorado.
 Donahue, J. Leo, Greeley, Colorado.
 Graham, Kate, Montrose, Colorado.
 Hamilton, Ida M., Greeley, Colorado.
 Hanks, Alberta, Salida, Colorado.
 Hollingshead, C. A., Castle Rock, Colorado.
 Howard, Florence, Greeley, Colorado.
 Howard, Wellington, Greeley, Colorado.
 James, Annie, Manitou, Colorado.
 Jameson, Grace, Golden, Colorado.
 Kendel, Elizabeth, Greeley, Colorado.
 Mathews, Minnie V., Montrose, Colorado.
 Newman, Winnifred, La Salle, Colorado.
 Norton, Nell, Greeley, Colorado.
 Paul, Isabel, Denver, Colorado.
 Patton, Mabel, Denver, Colorado.



Smith Brooks 1897, Colman.

FIRST SCHOOL HOUSE IN MONTEZUMA COUNTY, WITH STOCKADE FOR PROTECTION FROM INDIANS.

Pollock, Emma, Denver, Colorado.
 Probst, Emma, Denver, Colorado.
 Shull, Grace, Ft. Collins, Colorado.
 Smith, Luna, Greeley, Colorado.
 Stevenson, Audrey, Greeley, Colorado.
 Expulsions, none.
 School in session, 190 days.

V. THE NAMES AND NUMBER OF TEACHERS.

| Names. | Department | Time of Service | Annual Salary |
|----------------------------|---|-----------------------|---------------|
| Z. X. Snyder, President | History and Science of Education | 5 years | \$5,000 00 |
| J. H. Hays, Vice-President | Pedagogics and Latin | 5 years | 2,100 00 |
| Elma Ruff, Preceptress | History, Literature and English | 4 years | 1,500 00 |
| Rowland W. Guss | Physical Science | 4 $\frac{2}{3}$ years | 1,800 00 |
| Mary D. Reed | Mathematics | 6 years | 1,500 00 |
| N. M. Fenneman | Geography and Economics | 4 years | 1,500 00 |
| A. E. Beardsley | Biology | 4 years | 1,400 00 |
| Sarah B. Barber | Elocution and Delsarte | 4 $\frac{1}{3}$ years | 1,300 00 |
| C. T. Work | Sloyd and Drawing | 4 years | 1,300 00 |
| J. S. Young | U. S. History and Grammar | 2 $\frac{1}{2}$ years | 1,200 00 |
| E. G. Dexter | { Psychology and Model School Science } | { 1 year } | 1,100 00 |
| J. R. Whiteman | Vocal Music | 6 years | 400 00 |
| Edgar L. Hewett | Superintendent Model School | 4 years | 1,300 00 |
| Helen C. Dresser | Assistant in Model School | 4 years | 700 00 |
| M. Nora Boylan | Assistaut in Model School | 2 years | 700 00 |
| Anna A. Milligan | Assistant in Model School | 1 year | 800 00 |
| Laura E. Tefft | Superintendent Kindergarten | 4 years | 1,500 00 |

VI. OTHER EMPLOYEES.

| | | |
|-------------------|-----------------------------|-----------|
| A. J. Park | Secretary Board of Trustees | \$ 300 00 |
| Chas. H. Wheeler | Treasurer Board of Trustees | 100 00 |
| Joseph F. Daniels | Librarian | 900 00 |
| Benj. Stephens | Janitor | 720 00 |
| Alfred Rapp | Assistant Janitor | 600 00 |
| A. L. Evans | Gardener | 900 00 |

VII.

For statement of the financial affairs of the school, see attached statement, marked Exhibit "B."

VIII.

The amount required for the ensuing year for the maintenance of the school is \$35,000.

We should have for erection of the west wing of the building and for a heating plant, \$40,000.

[Seal.]

JAMES W. McCREERY,

President.

Attest:

A. J. PARK, Secretary.

STATE OF COLORADO, }
County of Weld, } ss.

I, James W. McCreery, president (of the board of trustees) of the State Normal School of Colorado, do solemnly swear that the foregoing statement is a true report of the affairs of said school for the past year, to the best of my knowledge and belief.

JAMES W. McCREERY.

Subscribed and sworn to before me this 20th day of October, 1896.

[Seal.]

CHARLES D. TODD,

Notary Public.

My commission expires October 1, 1898.

EXHIBIT "B."

FINANCIAL STATEMENT OF STATE NORMAL SCHOOL.

For year ending July 31st, 1896.

| RECEIPTS— | | MAINTENANCE. | |
|--|---------------------|--------------|---------------------|
| Balance on hand July 31st, 1895..... | \$ 293 73 | | |
| Received from Taxes | 32,044 70 | | |
| Received Public School Income Fund..... | 254 96 | | |
| Received Library Account Fees | 1,661 24 | | |
| Received Reading Room Fees..... | 415 30 | | |
| Received Laboratory Fees..... | 332 00 | | |
| Received Sloyd Fees..... | 105 00 | | |
| Received Model School and Kindergarten | 70 00 | | |
| Received Tuition | 31 50 | | |
| | <u>\$ 35,208 43</u> | | |
| To balance | 1,248 77 | | |
| | | | <u>\$ 36,457 20</u> |

DISBURSEMENTS—

| | |
|----------------------------|--------------|
| To Faculty | \$ 25,100 00 |
| To other Employees | 3,400 00 |
| Account Library | 2,214 04 |
| Account Furniture | 398 15 |
| Account Reading Room | 268 83 |
| Account Laboratory | 496 49 |
| Account Sloyd | 164 05 |
| Account Model School | 18 64 |
| Account Kindergarten | 77 01 |
| Account Grounds | 31 64 |
| Account Apparatus | 113 80 |
| | <hr/> |
| | \$ 32,282 65 |

EXPENSE.

| | |
|-------------------------------|-----------|
| Postage | \$ 173 76 |
| Fuel | 665 69 |
| Insurance | 468 75 |
| Water Tax | 217 50 |
| Rent | 240 00 |
| Janitor | 105 98 |
| Telephone | 41 02 |
| Trustees | 168 90 |
| Advertising | 211 75 |
| Printing and stationery | 191 60 |
| Commencement expenses | 87 95 |
| Institute expenses | 176 45 |
| Repairs | 130 39 |
| Labor | 33 15 |
| Catalog envelopes | 19 35 |
| Laundry | 18 25 |
| Lumber | 4 67 |
| Photographs | 17 00 |
| Legal services | 392 75 |
| Type writer | 45 00 |
| Painting signs | 3 45 |
| Paper | 9 53 |
| Manure | 33 45 |
| Street sprinkler | 4 50 |

| | | |
|------------------------------------|--------|--------------|
| Merchandise | 282 24 | |
| Freight, express and drayage | 297 08 | |
| Sundries | 134 39 | \$ 4,174 55 |
| | | <hr/> |
| | | \$ 36,457 20 |
| Balance overdrawn | | \$ 1,248 77 |

BUILDING ACCOUNT.

| | |
|---------------------------------------|--------------|
| Received—on appropriation | \$ 10,000 00 |
| Received—on appropriation, 1889 | 10,000 00 |
| | <hr/> |
| | \$ 20,000 00 |

DISBURSEMENTS.

| | |
|---------------------------------------|--------------|
| Balance overdrawn July 31, 1895 | \$ 9,493 13 |
| Acct. finish Main Building | 9,913 00 |
| Balance | 593 87 |
| | <hr/> |
| | \$ 20,000 00 |

REPORT

OF THE

PRESIDENT OF THE STATE NORMAL SCHOOL.

Greeley, Colorado, November 10, 1896.

TO HON. A. J. PEAHEY,

State Superintendent of Public Instruction:

I have the honor to submit the following biennial report of the State Normal School of Colorado:

No institution so closely touches the interests of *all* the people as the State Normal School. It interests alike the farmer, the miner, the mechanic, the professional man. All alike have children in the public schools. The little red school house is found on the mountain, on the plain, in the valley, in the village, and in the city. The work of the normal is to prepare our young men and women to take charge of the common schools and make them such as to enable all to gain the rudiments of an education.

The little child is the most valuable acquisition we have in our midst. God in his goodness has placed it here, and it is the highest duty of the state to take the very best care of it in the development of its entire nature—physical and mental. To this end the state normal was established and is maintained by the people of the state.

As an evidence of its necessity and the esteem in which it is held, we refer to the statistical report contained in this report.

COURSE OF STUDY AND TERM SCHEDULE.
FRESHMAN.*Fall Term—*

1. Latin, German or French.
2. Algebra.
3. Biology—Botany.
4. English Language.
5. Physical Culture and Reading.

Winter Term—

1. Latin, German or French.
2. Algebra.
3. Biology—Botany.
4. English Language.
5. Physical Culture and Reading.

Spring Term—

1. Latin, German or French.
2. Algebra.
3. Biology—Botany.
4. English Language.
5. Physiology.
6. Physical Culture and Reading.

SOPHOMORE.

Fall Term—

1. Latin, German or French.
2. Algebra.
3. English.
4. Biology—Zoölogy.
5. Psychology.
6. Physical Culture and Elocution.

Winter Term—

1. Latin, German or French.
2. Geometry.
3. English.
4. Biology—Zoölogy.
5. Psychology and Civics.
6. Physical Culture and Elocution.

Spring Term—

1. Latin, German or French.
2. Geometry.
3. English.
4. Physiology.
5. Civics.
6. Physical Culture and Elocution.

JUNIOR.

Fall Term—

1. Latin, German or French.
2. United States History.
3. Psychology.
4. English.
5. Sloyd and Drawing.
6. Physical Culture and Elocution.

Winter Term—

1. Latin, German or French.
2. United States History.
3. Psychology.
4. English.
5. Sloyd and Drawing.
6. Physical Culture and Elocution.

Spring Term—

1. Physics.
2. Geometry.
3. Psychology.
4. English.
5. Sloyd and Drawing.
6. Physical Culture and Elocution.

SENIOR.

Fall Term—

1. Philosophy of Education.
2. Physics.
3. Practice.
4. English and Music.
5. Arithmetic.
6. Physical Culture.

Winter Term—

1. Philosophy of Education—History of Education.
2. Physics.
3. Practice.
4. English and Music.
5. Geography.
6. Physical Culture.

Spring Term—

1. History of Education.
2. Physics.
3. Practice.
4. English and Music.
5. Geography.

Extending my thanks to the department of public instruction, to the educational people of the state, to the trustees, the faculty, the alumni, the students and the citizens of the state, for their sympathy, their interest and coöperation in my labors, I am,

Yours very sincerely,

Z. X. SNYDER,
President State Normal.



HORTICULTURAL BUILDING—STATE AGRICULTURAL COLLEGE, FORT COLLINS.

BIENNIAL REPORT

OF THE

STATE AGRICULTURAL COLLEGE

Extracts from an act of the general assembly of Colorado to establish a state board of agriculture and to define its duties:

"That a board is hereby constituted and established which shall be known by the name and style of The State Board of Agriculture. It shall consist of eight members, besides the governor of the state and the president of the State Agricultural College, who shall be ex-officio members of the board. The governor, by and with the consent of the senate, on or before the third Wednesday of January of each biennial session of the general assembly, shall appoint two members of the board to fill the vacancies that shall next occur, which vacancies shall be so filled that at least one-half of the appointed members of the board shall be practical farmers." (The term of a member of the board is eight years.)

"The state board of agriculture shall have the general control and supervision of the State Agricultural College, the farm pertaining thereto, and the lands which may be vested in the college by state or national legislation, and of all appropriations made by the state for the support of the same. The board shall have plenary power to adopt all such ordinances, by-laws, and regulations, not in conflict with the law, as they may deem necessary to secure the successful operation of the college and promote the designed objects."

"As soon as suitable buildings can be erected and furnished a school shall be established, and shall be known by the name and style of The State Agricultural College. The design of the institution is to afford thorough instruction in agriculture,

and the natural sciences connected therewith. To effect that object most completely, the institution shall combine physical with intellectual education, and shall be a high seminary of learning, in which the graduates of the common school, of both sexes, can commence, pursue, and finish a course of study, terminating in thorough theoretical and practical instruction in those sciences and arts which bear directly upon agriculture and kindred industrial pursuits."

Extracts from acts of congress relating to colleges giving instruction in agriculture and the mechanical arts:

PURPOSE OF GOVERNMENT AID.

"The leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." (Section 4, Morrill act, July 2, 1862.)

ADDITIONAL ENDOWMENT BY THE GENERAL GOVERNMENT.

"For the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts now established, or which may be hereafter established, in accordance with an act of congress approved July 2, 1862, the sum of \$15,000 for the year ending June 30, 1890, and an annual increase of the amount of such appropriation thereafter for ten years by an additional sum of \$1,000 over the preceding year, and the annual amount to be paid thereafter to each state and territory shall be \$25,000, to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life and to the facilities for such instruction." (Section 1, Morrill act, August 30, 1890.)

THE STATE BOARD OF AGRICULTURE.

HON. JOHN J. RYAN, Term expires 1897,
Fort Collins.

HON. E. H. SNYDER, Term expires 1897,
Highlands.

HON. JAMES E. DuBOIS, Term expires 1899,
Fort Collins.

HON. A. S. BENSON, Term expires 1899,
Loveland.

HON. JAMES L. CHATFIELD, Term expires 1901,
Gypsum.

HON. A. LINDSLEY KELLOGG, Term expires 1901,
Rocky Ford.

MRS. ELIZA F. ROUTT, Term expires 1903,
Denver.

HON. B. F. ROCKAFELLOW, Term expires 1903,
Canon City.

GOVERNOR ALBERT W. McINTIRE,
Ex-officio.

PRESIDENT ALSTON ELLIS,
Ex-officio.

OFFICERS.

JOHN J. RYAN, President.
DANIEL W. WORKING, Secretary.
HARRY E. MULNIX, Treasurer.
(State Treasurer, Denver, Colorado.)

BOARD OF INSTRUCTION.

ALSTON ELLIS, A. M., Ph. D., LL. D.,
President, and Professor of Political Economy and Logic.

JAMES W. LAWRENCE, B. S.,
Professor of Mechanical Engineering and Drawing.

MAUD BELL,
Professor of History, Literature, and German.

LOUIS G. CARPENTER, M. S.,
Professor of Civil and Irrigation Engineering.

CHARLES S. CRANDALL, M. S.,
Professor of Botany and Horticulture.

CLARENCE P. GILLETTE, M. S.,
Professor of Zoölogy and Entomology.

GRACE ESPY PATTON, B. S.,
Professor of English and Sociology.

WILLIAM J. MEYERS, B. S.,
Professor of Mathematics.

DANIEL W. WORKING, B. S.,
Secretary of the Faculty.

WELLS W. COOKE, B. S., A. M.,
Professor of Agriculture.

WILLIAM P. HEADDEN, A. M., Ph. D.,
Professor of Chemistry and Geology.

HARRY D. HUMPHREY, First Lieut. 20th Inft., U. S. Army,
Professor of Military Science and Tactics.

THEODOSIA G. AMMONS,
Professor of Domestic Economy.

JACOB A. CHRISTMAN,
Principal of the Commercial Department.

INSTRUCTORS AND ASSISTANTS.

L. D. CRAIN, B. M. E.,
Mechanical Engineering and Drawing.

J. D. STANNARD, B. S.,
Physics and Civil Engineering.

FRANK L. WATROUS,
Agriculture.

JACOB H. COWEN, B. S.,
Botany and Horticulture.

CHARLES J. RYAN,
Chemistry.

ROBERT E. TRIMBLE, B. S.,
Meteorology and Irrigation Engineering.

LATHROP M. TAYLOR, B. S.,
Stenography and Typewriting.

CORYDON A. WOODY, B. S.,
Principal Preparatory Department.

EDWARD M. TRABER,
Latin and Greek.

EDWARD B. HOUSE, B. S., E. E.,
Mathematics.

EMMA A. GILLETTE,
Zoölogy and Entomology.

ALLEN P. GREENACRE, B. S.,
Forge-Room Work.

WILLIAM GARBE,
Foundry Practice.

CHARLES F. MERGLEMAN,
Floriculture and Landscape Gardening.

LIBRARIAN.

MARGUERITE E. STRATTON, B. S.,

THE AGRICULTURAL EXPERIMENT STATION.

BOARD OF CONTROL.

Executive Committee in Charge:

STATION COUNCIL.

| | |
|---|-----------------------------|
| Alston Ellis, A. M., Ph. D., LL. D..... | President and Director |
| W. W. Cooke, B. S., A. M..... | Agriculturist |
| C. S. Crandall, M. S..... | Horticulturist and Botanist |
| W. P. Headden, A. M., Ph. D..... | Chemist |

| | |
|----------------------------|---------------------------------------|
| L. G. Carpenter, M. S..... | |
| ..... | Meteorologist and Irrigation Engineer |
| C. P. Gillette, M. S..... | Entomologist |
| D. W. Working, B. S..... | Secretary |
| L. M. Taylor, B. S..... | Stenographer |

ASSISTANTS.

| | |
|--------------------------|---------------------------------------|
| F. L. Watrous..... | Agriculturist |
| J. H. Cowan, B. S..... | Horticulturist |
| C. J. Ryan | Chemist |
| R. E. Trimble, B. S..... | |
| ..... | Meteorologist and Irrigation Engineer |
| Emma A. Gillette..... | Entomologist |

SUB-STATIONS.

| | |
|---|---|
| P. K. Blinn, B. S., Arkansas Valley Experiment Station, | |
| ..... | Rocky Ford, Colorado, Superintendent |
| C. A. Duncan, B. S., San Luis Valley Experiment Sta- | |
| ..... | tion, Monte Vista, Colorado, Superintendent |
| J. E. Payne, M. S., Rain-Belt Experiment Station, | |
| ..... | Cheyenne Wells, Colorado Superintendent |

WORK OF STATIONS AS SPECIFIED BY ACT OF
CONGRESS MARCH 2, 1887.

"That it shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies of the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and waters; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese; and such other researches or experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the varying conditions and needs of the respective states or territories." (Section 2.)

REVENUE FOR STATION SUPPORT—WHENCE DERIVED.

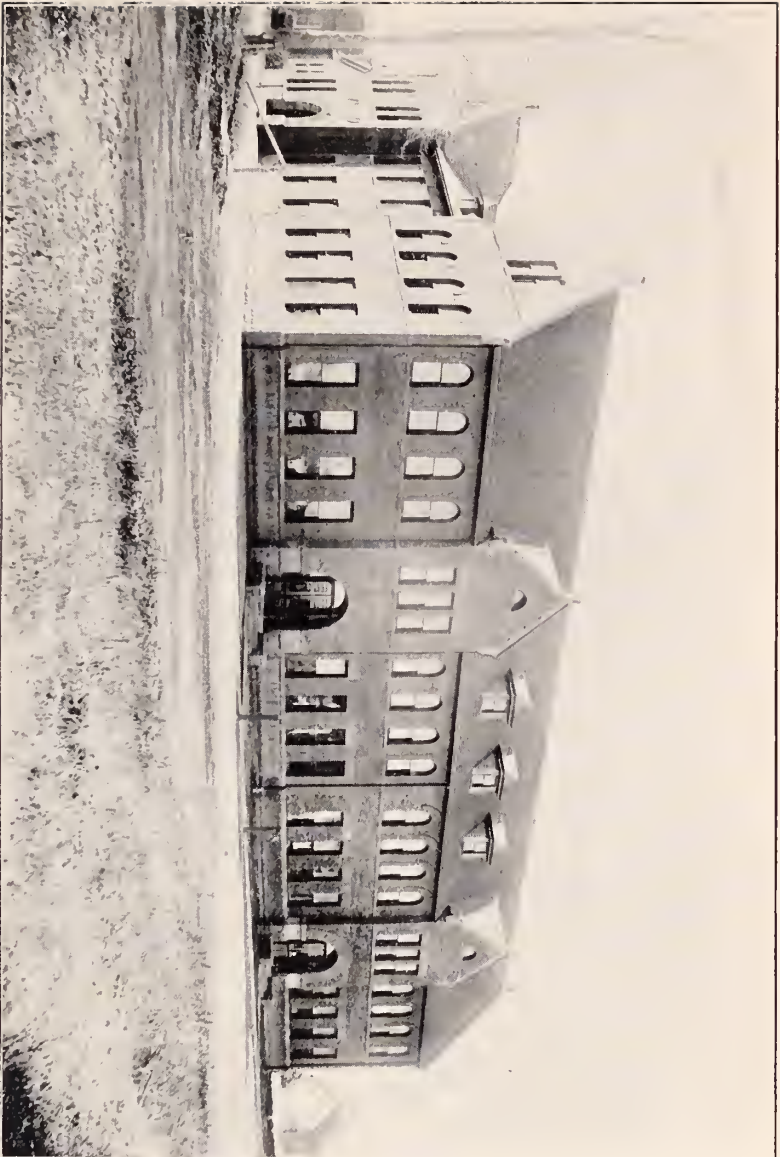
"That for the purpose of paying the necessary expenses of conducting investigations and experiments, and printing and distributing the results as hereinbefore described, the sum of \$15,000 per annum is hereby appropriated to each state, to be specifically provided for by congress in the appropriations from year to year." (Section 5.)

THE STATE AGRICULTURAL COLLEGE.

FORT COLLINS, COLORADO.

November 30, 1896.

| FACULTY. | College
Fund. | Station
Fund. |
|------------------------------------|------------------|------------------|
| Alston Ellis..... | \$ 5,000 00 | \$ 1,000 00 |
| James W. Lawrence | 2,000 00 | ..... |
| Maud Bell | 1,500 00 | ..... |
| Louis G. Carpenter | 1,500 00 | 500 00 |
| Charles S. Crandall..... | 1,500 00 | 500 00 |
| Clarence P. Gillette | 1,500 00 | 500 00 |
| Grace Espy Patton..... | 1,500 00 | ..... |
| William J. Meyers..... | 1,500 00 | ..... |
| Daniel W. Working..... | 800 00 | 400 00 |
| Wells W. Cooke..... | 1,500 00 | 500 00 |
| William P. Headden..... | 1,500 00 | 500 00 |
| Harry D. Humphrey (U. S. A.) ..... | ..... | ..... |
| Theodosia G. Ammons | 1,500 00 | ..... |
| Jacob A. Christman | 1,100 00 | ..... |
| STENOGRAPHER. | | |
| Lathrop M. Taylor..... | 900 00 | ..... |
| LIBRARIAN. | | |
| Marguerite E. Stratton..... | 600 00 | ..... |
| INSTRUCTORS. | | |
| Corydou A. Woody..... | 1,000 00 | ..... |
| Edward M. Traber | 900 00 | ..... |
| Edward B. House..... | 900 00 | ..... |



MECHANICAL ENGINEERING BUILDING, STATE AGRICULTURAL COLLEGE, FORT COLLINS.



SUPERINTENDENT OF PUBLIC INSTRUCTION. 369

ASSISTANTS.

| | | |
|----------------------------|----------------|----------|
| Jay D. Stannard | 1,000 00 | |
| L. D. Crain | 1,000 00 | |
| Frank L. Watrous | | 1,000 00 |
| Jacob H. Cowen | | 1,000 00 |
| Charles J. Ryan | | 900 00 |
| Robert E. Trimble | | 900 00 |
| Emma A. Gillette | | 300 00 |
| Allen P. Greenacre | 600 00 | |
| William Garbe | 540 00 | |
| Charles F. Mergleman | 780 00 | |

SUB-STATION SUPERINTENDENT.

| | | |
|-------------------------|--|--------|
| Philo K. Blinn | | 800 00 |
| Charles A. Duncan | | |
| J. E. Payne | | 600 00 |

ENGINEERS AND JANITORS.

| | | |
|---------------------------|--------------|--|
| William Kelly | 780 00 | |
| John H. Cameron, Sr. | 600 00 | |
| James L. Veazey | 540 00 | |
| A. M. Wilkin | 540 00 | |

LABORERS REGULARLY EMPLOYED.

| | | |
|---------------------------|--------------|-------------|
| N. G. Strayer | 540 00 | |
| Frank Mathews | 540 00 | |
| J. E. Kiteley | 540 00 | |
| Robert Cameron | 480 00 | |
| Alvin Fry | 540 00 | |
| John H. Cameron, Jr. | 540 00 | |
| Total | \$ 36,260 00 | \$ 9,400 00 |

GENERAL LABOR.

| | | |
|---------------------|-----------------|-------------|
| Station labor | | \$ 2,600 00 |
| College labor | \$ 660 00 | |
| Student labor | 700 00 | |
| Total | \$ 1,360 00 | \$ 2,600 00 |

SUMMARY.

| | | |
|-------------------|--------------|--------------|
| Salaries | \$ 36,260 00 | \$ 9,400 00 |
| Labor | 1,360 00 | 2,600 00 |
| Grand Total | \$ 37,620 00 | \$ 12,000 00 |

REPORT OF THE PRESIDENT.

Fort Collins, Colorado, November 30, 1896.

MRS. A. J. PEAVEY,

State Superintendent of Public Instruction:

The Session Laws of 1881 make it the duty of the president of the State Agricultural College to present a biennial report to the state superintendent of public instruction or or before the first day of December of each year preceding the meeting of the general assembly. In conformity with the statutory provision, just quoted, a report of the progress and condition of the work connected with the State Agricultural College is herewith presented.

The report is made brief from necessity; since the law clearly limits the extent of space it can occupy as a part of the biennial report issued from your office.

The report to the state department of public instruction is not the only source to which those interested in the college can go for printed matter relating to its work. The annual catalogues of the college, the reports of the state board of agriculture, the bulletins issued by the experiment station, and frequent circulars of information find their way into every part of Colorado. There is always a supply of such printed matter for distribution. All requests for written or printed information as to the workings of the college meet with prompt attention.

ENROLLMENT OF STUDENTS.

Since the last biennial report, there has been a gratifying increase in the number of students enrolled. This is but one of the many testimonials of the rapid growth of the college. It is doing a work that is gradually but surely becoming better understood and more highly valued by our people. The result of such knowledge is the increased attendance of students and the larger number of counties represented therein.

The college year of thirty-nine weeks is divided into three terms of equal length. The fall term that opens on the first Monday of September, closes at the time when the annual report is written. The enrollment statistics for this term—covering a period of five years—are herewith given:

| Year. | Males. | Females. | Total. |
|-------|--------|----------|--------|
| 1892 | 127 | 36 | 163 |
| 1893 | 93 | 37 | 130 |
| 1894 | 148 | 57 | 205 |
| 1895 | 144 | 62 | 206 |
| 1896 | 199 | 87 | 286 |

The 286 students, registered in the fall term of 1896, represent eleven states and one territory, as follows:

Colorado, 267; Wyoming, 4; Kansas, 2; Missouri, 2; Wisconsin, 2; California, 2; Iowa, 1; South Dakota, 1; Illinois, 1; Ohio, 1; North Carolina, 1; New Mexico, 2; total, 286.

The students from Colorado represent twenty-seven counties, as herewith shown:

Arapahoe, 10; Boulder, 13; Chaffee, 11; Clear Creek, 2; Conejos, 2; Delta, 8; Douglas, 1; Dolores, 1; Eagle, 5; Elbert, 1; El Paso, 1; Fremont, 8; Garfield, 2; Grand, 2; Gunnison, 3; Huerfano, 3; Larimer, 166; Las Animas, 2; Logan, 1; Mesa, 1; Montrose, 1; Otero, 3; Ouray, 1; Park, 2; Routt, 2; Saguache, 1; Weld, 14; total, 267.

The total enrollment for the term named is divided among the different college classes as follows:

| | |
|---|-----|
| Preparatory class..... | 17 |
| Sub-Freshman class | 40 |
| Students classified as irregulars | 26 |
| Students in Commercial College..... | 79 |
| Freshman class | 53 |
| Sophomore class..... | 31 |
| Junior class..... | 25 |
| Senior class..... | 15 |
| Total..... | 286 |

The college year closes with the exercises of "Commencement Day" in June. The enrollment of students and the number of graduates for each year since the opening of the college are shown in the table that follows:

| Year | Males | Females | Total | Graduates |
|-------|-----------------|---------|-------|-----------|
| 1880 | 14 | 11 | 25 | 0 |
| 1881 | 35 | 22 | 57 | 0 |
| 1882 | 49 | 32 | 81 | 0 |
| 1883 | 50 | 31 | 81 | 0 |
| 1884 | 40 | 37 | 77 | 3 |
| 1885 | 50 | 46 | 96 | 6 |
| 1886 | 45 | 42 | 87 | 1 |
| 1887 | 63 | 42 | 105 | 4 |
| 1888 | 71 ¹ | 38 | 109 | 4 |
| 1889 | 73 | 34 | 107 | 2 |
| 1890 | 56 | 18 | 74 | 9 |
| 1891 | 77 | 29 | 106 | 3 |
| 1892 | 101 | 45 | 146 | 7 |
| 1893 | 135 | 44 | 179 | 7 |
| 1894 | 142 | 56 | 198 | 7 |
| 1895 | 164 | 66 | 230 | 13 |
| 1896 | 161 | 71 | 232 | 12 |
| 1896* | 199 | 87 | 286 | ----- |

*Fall term ending November 30, 1896.

COURSES OF STUDY.

The college offers students a choice from five distinct courses of study, namely: Agricultural, mechanical engineering, civil and irrigation engineering, ladies' and commercial. These courses, with the exception of the one last named, require four years' uninterrupted work for their successful completion. Students who complete either of these courses to the satisfaction of the college authorities receive the degree of bachelor of science. Post-graduate work is required for the degrees of civil engineer and mechanical engineer. The course of study in the commercial department covers a period of two years. This course provides for systematic work in all branches usually taught in the best business colleges of the country; and, in addition thereto, makes provision for much instruction in branches which properly belong to a general educational course. It is not the aim of the commercial course to attempt to fit students for bookkeepers and stenographers in the shortest possible time. Experience has clearly

shown that persons of limited education, who take business courses, invariably fall into the lowest class of workers. The student who completes the two years' course is qualified to discharge the duties of a bookkeeper, private secretary, and short-hand amanuensis. Tuition in the classes of the commercial course, as in all other departments and classes of the college, is free. The needed text-books and materials are supplied to students at actual cost, which, owing to the manner of purchase, is below the usual wholesale rate.

The department of domestic economy began with the fall term of 1895. The work of the new department adjusts itself naturally and easily to the conditions under which all college work is prosecuted. There is no conflict of classes. Nearly all the lady students have taken up the work of the department. There is promise that this work will be an interesting, a profitable, and a popular part of the instruction of the students who take the "Ladies' Course" in the college. The character of the work in progress is, in part, herewith outlined:

1. Plain and fancy sewing; dressmaking, millinery; and all kinds of sewing machine work.
2. Cooking; foods as related to health and disease; all that pertains to the table; preparation of foods with regard to economy; marketing for the family table.
3. Dairying—all operations involved in butter and cheese making.
4. Canning and preserving fruits.
5. Chemistry of foods and the detection of adulterations.
6. Lectures on hygiene; manner of dress; all that pertains to the proper care of the body; sick-room appliances.
7. Household sanitation; chemistry of sewer gases; use of disinfectants; what to do in emergencies.
8. The laundry room—all that pertains to the proper handling of all kinds of washable goods.
9. Ethics and æsthetics; morals and refined taste; manners of hostess and guest; home entertainments; behavior, tone of voice, rapidity of speech, gesticulation, and gossip.
10. Floriculture; horticulture; landscape gardening, economic botany as shown in the growing of vegetables and small fruits.
11. Drawing; music; selection of furniture and ornaments; current literature; the home library.

The college now comprises the following named departments: Agriculture, horticulture and botany, chemistry and geology, zoölogy and entomology, mechanical engineering, civil and

irrigation engineering, mathematics, logic and political economy, history and literature, English and sociology, domestic economy, commercial course, military science, and the experiment station.

Provision is made for instruction in Latin, Greek, and German.

COLLEGE FINANCES.

The increased attendance of students has called for enlarged quarters, more instructors, and additional equipment. The more pressing wants have been met by drafts on the regular college revenue and by an economical handling of the special \$10,000 appropriation made by the general assembly for the erection of needful additional permanent buildings. It is a difficult matter to bring the cost of maintaining the college within the revenue received for its support. The last three years have brought a lower assessed valuation of state property. The total valuation in 1895 was more than \$37,000,000 below that of 1893. Again, our mill tax has been an uncertain quantity. In 1894, the *law* made it *one-sixth*; *practice under the law* made it *three-twentieths*. In 1895, the mill tax was reduced from *one-fifth* to *one-sixth*. It is hoped that the end of this juggling with the mill tax for college support has been reached. An uncertain revenue is a breeder of confusion in the financial management of the college. Owing to unexpected loss of income, all the college money, save the small special appropriation before mentioned, has been required to meet running expenses. The building fund is now exhausted, while the need of new buildings is more pressing than ever before. The college receives financial support from various sources. Herewith is presented an estimate of the income of the college—from all sources—for the fiscal year ending November 30, 1897:

1. Land income fund, derived from interest on money received from sales of land donated by the general government, and rents of leased lands not yet sold, about \$5,000.

2. "Hatch Act," support of the United States experiment stations, \$15,000.

3. United States fund, "Morrill Bill," \$23,000.

4. State tax fund, one-fifth of a mill on all the taxable property of the state, about \$40,000.

Yearly receipts from all sources, given approximately, \$83,000. In the total given, no account is taken of what is known as the "*special fund*," made up from sales of stock and farm products. Animals are purchased for feeding experiments. The outlay and income nearly balance each other.

The total of the present salary roll is nearly \$50,000—an increase of about \$3,000 a year since the last biennial report.

When it is considered that the college attendance, within the last year, has increased forty per cent., the increase in the payroll is nothing beyond reasonable expectation.

EXPERIMENT STATION WORK.

Some of the provisions of the "*Hatch Act*" of 1887 have already been quoted. It is under the terms of this act of congress that the "Experiment Station" in Colorado owes its existence. Prior to the present year, experimental work was carried on at the college, or main station, and at four sub-stations located as follows: Rocky Ford, Otero county; Cheyenne Wells, Cheyenne county; Monte Vista, Rio Grande county; and Monument, El Paso county. The sub-stations named were established by state legislative acts. In March last, experimental work was discontinued at the sub-stations located at Monument and Monte Vista. The farms at these points were temporarily placed under a management which, though competent, was without expense to the experiment station fund. This disposition of a part of the sub-station property was made because the interpretation put upon the terms of the "*Hatch Act*," by those in authority at Washington, made it a misappropriation of the money derived under said act to apply any portion of it to the support of sub-stations. The ruling of the department of agriculture is that the whole appropriation of \$15,000 must be used in support of the home station—i. e., the one connected directly with the college by reason of its location and work. The question of the future of all the sub-stations is now engaging the thought of the college authorities. If the ruling previously referred to is not reversed—and there is no good reason to think that it will be reversed—then the sub-stations must be discontinued or money for their support must come from the state treasury. The case is thus plainly stated, that those particularly interested in the continuance of the sub-stations may understand what is necessary to enable the governing board to bring about that result. The sub-station at Cheyenne Wells is the only one that has received any financial support from the state. The others, herein named, have been supported wholly by money received from the United States treasury.

The support of the sub-stations in this manner has led some to believe that the appropriation of money by the government for carrying on the experimental work was a kind benefaction in which every locality in the state was entitled to share. Those whose official duty it is to supervise the expenditure of the "*Hatch Act*" fund favor the establishment of sub-stations by local authority, but they insist that the money for their support

must come from the state and not the United States treasury. As matters have shaped themselves, the continuance of the sub-stations depends wholly upon the appropriations of money made for their maintenance by the general assembly.

A prominent feature of the work of the college station is the issue of bulletins of information showing results of investigations and experiments prosecuted in the interest of agriculture. Since the last biennial report, the following additions to our station literature have been made:

No. 29. Strawberries and Grapes—Notes on Varieties, Marion J. Huffington.

No. 30. I. Farm notes for 1894, W. W. Cooke, Frank L. Watrous. II. Notes on Tomatoes, Marion J. Huffington.

No. 31. Hemiptera of Colorado, C. P. Gillette, Carl F. Baker.

No. 32. Sheep Feeding in Colorado, W. W. Cooke.

No. 33. Seepage or Return Waters from Irrigation, Louis G. Carpenter.

No. 34. Cattle Feeding in Colorado, W. W. Cooke.

No. 35. Alfalfa: Its Composition and Digestibility, Wm. P. Headden.

Thousands of these bulletins have been distributed to those interested in agriculture, both in Colorado and in other states. A limited number of copies of each of the bulletins herein named is available for further distribution.

COLLEGE LIBRARY.

A valuable means of general culture is found in the library, whose large and well-selected stock of books is within reach of students at all seasonable times of the year. The sum spent in support of the library, exclusive of the librarian's salary, within the last year, is not less than \$3,500. Through the painstaking effort of the faculty committee on library, the book purchases have brought to the library shelves a large number of choice and standard works at a very reasonable cost. The number of periodicals has been judiciously increased. New shelving to furnish room for the large increase of books has been put in place, and a basement room fitted up for the same purpose. Available space for a further extension of library accommodations is not to be had in any of the present college buildings. These are already occupied from basement to garret by departmental classes and equipment. A library building is a need that all recognize who have occasion to use or inspect the cramped quarters in which the library is now housed. The growth of

the library in the number of bound volumes is shown in the following tabular statement. The year 1891 is made the starting point, at which time the library contained 3,246 bound volumes:

| | | |
|--|--------------------|-------|
| 1891 | Total volumes..... | 3,246 |
| 1892 | Accessions..... | 887 |
| 1893 | Accessions..... | 162 |
| 1894 | Accessions..... | 178 |
| 1895 | Accessions..... | 763 |
| 1896 | Accessions..... | 3,363 |
| Total bound volumes Nov. 30, 1896..... | | 8,599 |

There are probably 10,000 pamphlets, of more or less value, belonging to the library. It is hoped that some means will be found for binding the most valuable of these, and thus make the information they contain accessible and serviceable.

PERMANENT IMPROVEMENTS.

The permanent improvements, made within the last two years, can be summarized in brief space. The appropriation of \$10,000, made by the general assembly, in the spring of 1895, for permanently improving the college property was not available for use until the middle of 1896. The loss of regular college revenue resulting from a reduction, twice in succession, of the mill tax for college support, amounted to a sum greater than the appropriation herein referred to. It is thus seen that the money that could be drawn upon for building purposes was very limited in amount.

Permanent improvements made within the year ending November 30, 1895:

| | |
|---|-------------|
| Completion of the Horticultural Building \$ | 6,881 00 |
| Improvements made in building used by
the Department of Domestic Econ-
omy..... | 359 00 |
| Library Shelving..... | 130 00 |
| Total..... | \$ 7,370 00 |

Permanent improvements made within the year ending November 30, 1896:

| | |
|---|-------------|
| Greenhouses..... | \$ 2,788 00 |
| Additions to heating plant in the Me-
chanical Engineering Building..... | 419 00 |
| Stone floor in Forge Room..... | 141 00 |
| Stone floor in the basement of the Main
Building..... | 100 00 |

| | |
|---|--------------|
| Additional plumbing in the Domestic | |
| Economy Building..... | 225 00 |
| Additions to the Mechanical Engineering | |
| Building | 4,728 00 |
| Remodeling the College Barn | 450 00 |
| New Chemical Building (partly estimated) | 2,500 00 |
| Total..... | \$ 11,351 00 |
| Grand total of all sums expended in permanent improvements for the two years ending November 30, 1896.... | |
| | \$ 18,721 00 |

All of this total in excess of the special appropriation of \$10,000 has been met by drafts upon the regular income of the college.

THE MOST EVIDENT NEEDS.

A profitable use could be made of a largely increased revenue. Many thousands of dollars could be spent in the erection of new buildings, supplying the scientific departments with much-needed apparatus, adding to the treasures of the library and museum, and making experimental work more far-reaching in its results. State pride and a wise financial policy might well unite to sanction the appropriation of liberal sums for the better endowment and support of all our state institutions were the money requisite within legislative reach. Possibly those in control of these institutions realize as keenly as the law-makers themselves the futility of making any large demands upon the public treasury at this time. Some of the needs most pressing are stated:

1. Completion of the new chemical laboratory.
2. Providing better quarters for the commercial department.
3. Establishment of a central heating plant.
4. Establishment of an electric light plant.
5. A new library building.
6. An armory, drill room, and gymnasium combined.
7. A new building for the department of zoölogy and entomology, with proper quarters for the college museum.
8. A dairy house with all necessary appliances.
9. Enlargement of the present assembly room; or, better, the building of one suitable for chapel or general exercises.
10. Ample quarters for the accommodation of the college literary societies.

However desirable, and even necessary, all these improvements are, it is well understood that most of them cannot be secured now; perhaps, not in the immediate future. An appro-

priation of \$30,000 by the general assembly, at its next biennial session, will suffice to meet the needs recognized, by those in control of the college, as most urgent.

The support of the State Agricultural College has not entailed a heavy tax burden upon the people of Colorado. Since the organization of the college, more than eighteen years ago, the state has made special appropriations in its behalf of just \$49,500. These appropriations have been used solely for improving the real property belonging to the state of Colorado. At the time of the writing of this report, the state owns grounds and buildings, in the vicinity of Fort Collins, conservatively valued at \$150,000. The departmental equipments, with the library books, are worth not less than \$60,000. The experiment station property foots up a total valuation of over \$25,000. The state, then, has something to show for the regular and special appropriations it has made for the college.

The best result of the expenditure of state money for college support is seen in the better equipment for life given hundreds of young men and women.

CONCLUSION.

This has been but a skeleton of a report. The work of the college is many-sided, growing in importance, and becoming more favorably known by our people. The temptation to refer to it more at length is very strong, as I write; but the inclination to elaborate must be resisted. "College Work" was the subject of an important part of my last annual report to the state board of agriculture. Had I space, I would herein incorporate some of the statements made under that caption. Those statements are within reach of any one seeking information as to the organization and work of an agricultural and mechanical college.

Respectfully submitted,

ALSTON ELLIS, President.

BIENNIAL REPORT
OF THE
STATE SCHOOL OF MINES.
GOLDEN, COLORADO.

BOARD OF TRUSTEES.

JAMES T. SMITH, Denver, Arapahoe county.
F. STEINHAEUER, Denver, Arapahoe county.
JOHN P. KELLY, Golden, Jefferson county.
HENRY PAUL, Central City, Gilpin county.
FRANK BULKLEY, Aspen, Pitkin county.

OFFICERS OF THE BOARD.

F. STEINHAEUER, President.
JAMES T. SMITH, Secretary.
J. W. RUBEY, Treasurer.

CALENDAR FOR 1897.

Second term begins February 8, 1897, ends June 9, 1897.
First term begins September 13, 1897, ends February 2, 1898.

FACULTY OF THE SCHOOL.

REGIS CHAUVENET, A. M., B. S., President.
Professor of Chemistry.
PAUL MEYER, Ph. D.,
Professor of Mathematics.

LOUIS CLARENCE HILL, C. E., E. E.,
Professor of Physics and Electrical Engineering.

HOWARD VAN F. FURMAN, E. M.,
Professor of Metallurgy and Mining.

HORACE BUSHNELL PATTON, Ph. D.,
Professor of Geology and Mineralogy.

CLINTON BROWN STEWART, C. E.,
Professor of Civil Engineering.

ARTHUR RANSLEY CURTIS, B. S.,
Professor of Descriptive Geometry and Draughting.

LLEWELLYN J. W. JONES, B. S.,
Professor of Analytical Chemistry.

ROBERT SUMMERS STOCKTON, E. M.,
Assistant Professor in Mathematics and Surveying.

LATIMER D. GRAY, E. E.,
Assistant in Physical Laboratory.

JOHN S. MOSBY, JR.,
Lecturer on Mining Law.

ELBRIDGE GRAVES MOODY,
Registrar and Librarian.

L. M. WHITEHOUSE,
Instructor in Gymnastics.

MRS. A. J. PEAVEY,

Superintendent Public Instruction:

Madame—In compliance with the laws of the commonwealth, the board of trustees of the State School of Mines submit herewith their report for the past two years, covering the finances, growth, and special needs of the institution, which was recognized by the territorial legislature as early as 1874, and is classed in the state's fundamental law as one of the permanent schools for higher and special education, with its location fixed at Golden, in the county of Jefferson.

FINANCIAL SUPPORT.

The decision of the Supreme Court of Colorado, handed down March 11, 1895, and published in XXI., Colorado, page 46, declared null and void the act of March 17, 1891, under which a levy of one-sixth mill on the taxable property of the state was

collected and set aside for the State School of Mines. This decision revived the act of 1881 (see General Statutes of Colorado, page 912), which reads as follows:

"That to provide a fund for the support and maintenance of the State School of Mines, located at Golden, there shall be assessed and levied annually upon all taxable property in this state the following tax, to-wit: One-fifth of one mill on each dollar of the yearly assessed value of such property, which shall be known as the school of mines tax, and shall be levied and collected at the same time and in the same manner provided by law for the assessment and collection of state taxes."

The above is the sole and only resource upon which the school depends for its support, as the money collected from students by the secretary is presumed to represent the cost price of the chemicals, books and materials used in the course of studies prescribed. There is no charge for tuition, the law prescribing that the school "shall be open and free for instruction to all bona fide residents of the state, without regard to sex or color; and with the consent of the board of trustees, students from other states or territories may receive education thereat upon such terms and at such rates of tuition as the board may prescribe."

The levy of the one-fifth mill was waived by the board of trustees in 1895 in common with like action taken by the board in charge of the Agricultural College, in order that fair provision might be made in the taxation of that year for the State Normal School at Greeley. By dropping back to the sixth of one mill, and taking that levy in place of the fifth, the institution lost \$7,077 of its legal revenue in 1896, when the 1895 levy was in part collected. That it could not afford this loss, keeping in mind the steady increase in attendance, is shown by the growth of the school's cash debt.

The state assessment at this time is close to \$203,000,000, compared with \$238,722,417 in 1893. On the present assessment, one-fifth of one mill equals \$40,600. Experience in dull business years goes to show that five per cent. of this sum fails of collection. Hence the actual revenue of the institution each year, while the present assessment remains, does not exceed \$38,570, and much of this is so delayed in collection that borrowing from the bank is necessary, as the management of the school has found it to be in the interest of economy to pay obligations in cash as fast as the vouchers are audited and allowed. The revenue of the school in 1893—under the 1893 assessment, \$236,884,449—equaled \$39,480, and allowing three per cent. for loss in collection, it reached \$38,296, or within \$274 of the present net income. The

attendance in 1893 was 109 students, compared with 161 at this date. It is seen from this that an increase of 47.7 per cent. in attendance is met with no gain in the matter of revenue. With this fact in mind, and keeping in view the moderate increase in debt, the management can well lay claim to a practice of economy befitting the industrial conditions and the ability of the tax payers to carry old burdens or assume new ones. That this economy has been established and enforced without injury to the institution, which now ranks first in its class in the United States, both in attendance and in the standing of its graduates, is a matter for general congratulation.

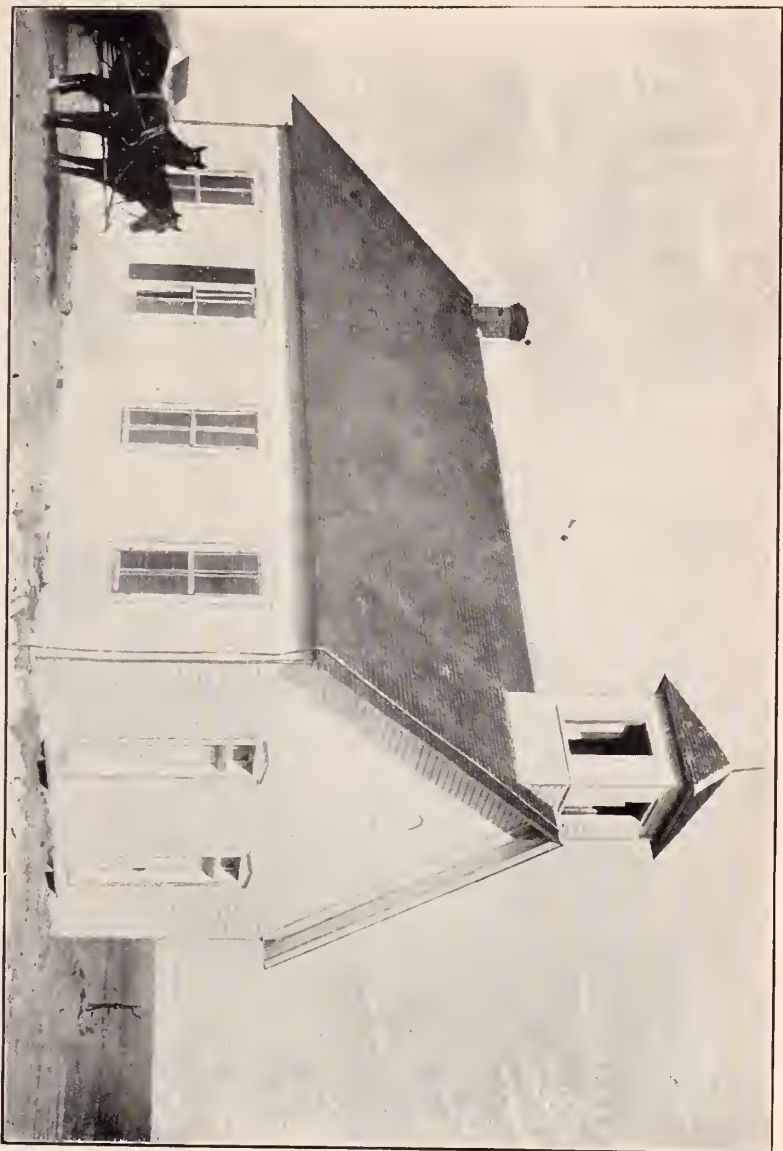
It may be said, in passing, that any suggestion of a decreased revenue, or any change in the law which would render the revenue less certain and fixed, is not justified by the facts. The management is already economical up to the danger point, and beyond this neither the general assembly nor the tax payers would desire to urge it.

THE TELLER BILL.

Eight years ago, Senator Teller, at the request of the board of trustees, introduced a bill setting apart 50 per cent. of the proceeds from sales of mineral lands within the state for the partial support of the State School of Mines. In modified form this bill has been passed by the United States senate several times, and has failed four times in the house of representatives. Its failure at the last session of congress, when it was favorably reported from the proper committees, is accounted for by the difference between the receipts and expenditures of the federal treasury—the balance being on the wrong side by some millions of dollars. This bill will be revived at the next session, but as its passage is not hoped for until the revenue laws are revised and made more than equal to the ordinary requirements of the government, it may be dismissed from present consideration so far as it relates to the finances of the school.

DEBT AGAINST THE SCHOOL.

At the date of last report, December 1, 1894, the net debt of the school, due at the City National Bank of Denver, was \$710.46. It is now \$16,403.26, due at the bank of Woods, Wilson & Ruby, Golden, and payable as rapidly as the revenue is collected. This debt is accounted for as follows:



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|--|-------------|
| Board of equalization cut in revenue of 1895, one-sixtieth of one mill..... | \$ 5,048 00 |
| Voluntary reduction in tax levy, revenue of 1896, one-thirtieth of one mill..... | 7,077 00 |
| Loss in 1896 collections beyond 5 per cent. estimate... | 3,827 00 |
| Extra expenditure on grounds..... | 2,202 60 |
| Total..... | \$18,154 60 |

The losses in collection of revenue will be gradually made up as the industrial situation improves. This money will be applied to the extinguishment of the debt, and as much more as can be spared from the current expenses of the institution, until the debt is entirely wiped out.

IMPROVEMENT OF GROUNDS.

An act of the tenth general assembly, approved April 10, 1895, appropriated out of the internal revenue improvement income fund, the sum of \$5,000 for the purpose of grading and improving the grounds belonging to and used by the State School of Mines. The government of the city of Golden donated to the school the perpetual use of the street between the older buildings and the new hall of engineers. This street ground was incorporated in the general plan of improvement, which was finished this year at a total cost of \$7,202.60. The stone work, iron fencing and terracing was all accomplished in the most substantial manner, adding much to the beauty and convenience of the grounds and to the general appearance of the buildings and premises.

MUSEUM OF MINERALS.

The museum of minerals is being constantly built up by donations from graduates and friends of the institution. Since last report the board has received from Mr. John W. Nesmith, president of the Colorado Iron Works, valuable metallurgical models of home manufacture. Also from Mr. Irving Hale, general agent of the General Electric Company, a large electro-motor and smaller appliances; from Captain E. L. Berthoud, Golden, valuable additions to the library, and from Professor Horace B. Patton numerous contributions to the mineral and geological cabinets, collected during the summer vacations at his own expense.

As at present arranged the museum presents the following departments:

1. An exhibition collection, designed for the instruction of visitors. This is made of large and rare specimens, and is placed under glass. This will be added to from time to time.

2. A type collection, consisting of well characterized specimens to be used by the students in study and comparison.

3. A supplementary collection, made up of the rarer or more expensive minerals which are not shown in the room for visitors.

4. A descriptive collection, illustrative of the terms used in describing the various structural, physical, optical and other properties of minerals.

5. A students' working collection, containing several thousand unlabeled specimens similar to those in the type collection, for study and determination by students.

6. A crystal collection, consisting of natural crystals, to be used in determining crystal forms.

7. A crystal model collection, containing a large number of glass and wooden models, used in the study of crystallography.

8. A blow-pipe collection, containing minerals used in blow-piping.

9. A collection of rocks, comprising typical exhibits of eruptive, crystalline schists and sedimentary rocks. A collection of rocks peculiar to Colorado has also been added.

10. A rock working collection, containing miscellaneous, unlabeled rocks, to be used by students in connection with the study of lithology.

11. A collection of fossils, to be used in connection with the course in historical geology.

12. Duplicates of rocks, minerals and fossils, to be used for exchange with other institutions.

13. A collection of rocks (the private property of Professor Patton), used in connection with the course in lithology.

The present value of the museum is estimated at \$8,800—a gain of \$1,300 since last report.

ATTENDANCE AND FACULTY.

When the last report was filed, December 1, 1894, the attendance of students was 131. It is now 161—about equal to the total capacity of the present buildings, which are somewhat crowded in the larger classes. The gain in two years is thirty students, or close to twenty-three per cent. The number at pres-

ent in actual attendance in the regular four-year course—no specials being permitted—is 161, divided among the states and foreign countries as follows:

| | |
|---------------------|-----|
| Colorado | 113 |
| Illinois | 9 |
| Kansas..... | 3 |
| Montana | 3 |
| Ohio | 3 |
| Nebraska | 2 |
| New Mexico | 2 |
| New York | 2 |
| Pennsylvania | 2 |
| Texas..... | 2 |
| Wisconsin..... | 2 |
| California | 1 |
| Connecticut | 1 |
| Idaho | 1 |
| Iowa | 1 |
| Maine..... | 1 |
| Maryland | 1 |
| Massachusetts | 1 |
| Missouri | 1 |
| New Jersey..... | 1 |
| Oregon..... | 1 |
| South Dakota..... | 1 |
| Virginia..... | 1 |
| West Virginia..... | 1 |
| Wyoming | 1 |
| Mexico..... | 2 |
| Austria..... | 1 |
| Cuba | 1 |

It is seen that Colorado furnishes seventy per cent. of the total.

The average age of students is between twenty and twenty-two years, the minimum age of admission being fixed at seventeen. Of ninety-two applicants for admission, at the examinations in June and September, seventy were admitted. In the crowded condition of the larger classes poorly prepared students are not desired. Hence the examinations are necessarily rigid. The following shows the present size of the classes:

| | |
|---------------------|-----|
| Post graduates..... | 3 |
| Seniors..... | 25 |
| Juniors..... | 33 |
| Sophomores..... | 33 |
| Freshmen..... | 67 |
| Total..... | 161 |

The graduating class of 1895 numbered twenty-three—the largest in the history of the institution—while the class which graduated last June numbered fourteen. The total number of graduates up to date equals seventy-two, over one-half of whom were sent out with diplomas in the last three years. These graduates hold important positions in the mining camps and smelters of this state, in other mining states, Old Mexico, South Africa and Australia.

RECEIPTS AND EXPENDITURES.

As checked up by the auditing committee, the records of the institution show the following receipts since last report to the governor and general assembly, November 30, 1894:

RECEIPTS.

| | |
|---------------------------------------|--------------|
| Warrants drawn on state auditor | \$ 83,628 87 |
| Special grounds fund..... | 5,000 00 |
| From students for chemicals, etc..... | 10,261 68 |
| Total receipts..... | \$ 98,890 55 |

DISBURSEMENTS.

Following were the disbursements as shown by the books and vouchers during the two years, beginning December 1, 1894, and ending November 30, 1896:

| | |
|---|--------------|
| Buildings and grounds..... | \$ 13,438 32 |
| Furniture and fittings..... | 5,936 78 |
| Permanent apparatus..... | 5,967 22 |
| Library..... | 951 76 |
| Museum..... | 779 06 |
| Salaries..... | 45,104 96 |
| Repairs..... | 1,918 53 |
| Supplies..... | 11,547 72 |
| Fuel, lighting, etc..... | 2,107 26 |
| Printing, advertising and stationery..... | 1,824 04 |
| Sundries, including insurance..... | 8,329 26 |
| Total of warrants issued..... | \$ 97,904 91 |

The report of the school's treasurer for the past two years shows that the sum total of warrants redeemed was \$97,977.76, which includes all the warrants drawn, as reported herein, a warrant for \$1.75, issued in 1892, and \$71.10 reported as warrants outstanding in last report. There are at this time no outstanding warrants.

In the table of expenditures the five divisions first named foot up \$27,073.14, and represent additions made, in the past two years, to the permanent property of the institution. This is twenty-seven per cent. of the total expenditures. The other items, which constitute the running expenses of the school, figure up \$70,831.77, or an average of \$2,950 per month, compared with \$2,515 per month in the two years ending with last report. Hence, the increase in running expenses was seventeen per cent., while the increase in attendance was twenty-three per cent.

JAMES T. SMITH,
Secretary.

REPORT OF THE TREASURER.

Statement of the treasurer of the State School of Mines for the two years beginning December 1, 1894, and ending November 30, 1896:

RECEIPTS.

| | |
|-------------------------------------|--------------|
| Received from former treasurer..... | \$ 8,489 89 |
| Warrants on state auditor..... | 83,628 87 |
| Warrants on grounds fund..... | 5,000 00 |
| From James T. Smith, Secretary..... | 10,261 68 |
| Total to account for | \$107,380 44 |

PAYMENTS.

| | |
|---|--------------|
| Warrants paid | \$ 97,977 76 |
| Warrants drawn on state auditor, but not cashed | 8,919 69 |
| Cash on hand Nov. 30, 1896..... | 482 99 |
| Total credits..... | \$107,380 44 |

J. W. RUBEX,
Treasurer.

AUDITING THE ACCOUNTS.

At the monthly meeting of the board of trustees, held November 12, 1896, Messrs. John P. Kelly and James T. Smith, members of the board, and Professor Regis Chauvenet, president of the institution, were named as a special committee to audit the accounts for the past two years. The committee held its sessions at the school, November 16 and 17, when it checked up and cancelled warrants to the extent of \$97,977.76, giving the treasurer credit therefor.

INVENTORY AND INSURANCE.

Property owned by the State School of Mines, real and otherwise, is valued as follows at this date:

| | |
|--|--------------|
| Buildings and grounds | \$118,000 00 |
| Fixtures, furniture, etc..... | \$23,498 00 |
| Tools and appliances | 1,300 00 |
| | <hr/> |
| | \$ 24,798 00 |
| Library, including gifts..... | 8,419 00 |
| Mining and surveying instruments..... | 3,150 00 |
| Mechanical instruments..... | 3,600 00 |
| Physical and electrical apparatus..... | 9,850 00 |
| Balances..... | 1,500 00 |
| Chemical apparatus..... | 5,100 00 |
| Mineral and geological collection..... | 8,800 00 |
| Metallurgical models..... | 1,240 00 |
| | <hr/> |
| | \$ 33,240 00 |
| Total..... | <hr/> |
| | \$184,457 00 |

Two years ago the total of the inventory footed up \$154,586. The increase during 1895 and 1896 equals \$29,871, after due allowance for ordinary wear and tear. The difference between the addition to the inventory, \$29,871, and the sum expended for permanent property in the two years, \$27,073.14, equals \$2,797.86, and represents gifts to the institution.

INSURANCE IN FORCE.

| | |
|--|-------------|
| Niagara Insurance Company, New York..... | \$ 2,700 00 |
| Phenix Insurance Company, Brooklyn..... | 4,800 00 |
| Ætna Insurance Company, Hartford..... | 2,000 00 |
| Home Insurance Company, New York..... | 3,000 00 |
| Phoenix Insurance Company, Hartford..... | 3,000 00 |
| Springfield Insurance Company, Springfield, Mass.... | 5,000 00 |
| Hartford Insurance Company, Hartford..... | 3,000 00 |
| Liverpool, London and Globe..... | 5,000 00 |
| Fireman's Fund of California..... | 5,000 00 |
| Western Assurance Company, Toronto, Canada..... | 23,000 00 |
| Fire Association of Philadelphia..... | 5,000 00 |
| Insurance Company of North America, Philadelphia.. | 3,000 00 |
| German-American Insurance Company of New York.. | 3,000 00 |
| Continental Insurance Company, New York..... | 3,000 00 |
| Total insurance..... | \$70,500 00 |

The insurance permitted by the association of underwriters is \$100,000, each of the above policies covering all items to the extent of as many hundredths of the total as there are thousands in the policy.

With this report the secretary closes a term of twenty years of consecutive service, having been named a member of the board of trustees by the territorial governor, Hon. John L. Routt, in March, 1876.

Respectfully submitted.

FREDERICK STEINHAEUER,

President Board of Trustees.

JAMES T. SMITH,

Secretary Board of Trustees.

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BLIND AND MUTE INSTITUTE, COLORADO SPRINGS.



BIENNIAL REPORT

OF THE

COLORADO SCHOOL FOR THE DEAF AND THE BLIND.

To Mrs. A. J. Peavey, Superintendent of Public Instruction:

The State School for the Deaf and the Blind, located at Colorado Springs, is free as to board and tuition to all deaf or blind residents of the state of school age.

As its name implies, it is a dual institution. Practically it consists of two schools under one roof, controlled by the same board and superintendent, but as distinct otherwise as if miles apart.

The object of the school is to educate the deaf and blind children of the state who cannot be reached by the ordinary methods of the public schools. Partly blind and partly deaf children are therefore eligible, if their deafness or blindness is such as to prohibit education in the common schools.

At the last session of the legislature, the name was changed from "institute" to "school," as the authorities desired to impress it upon the public that the school was for purposes of education, and not as an asylum for adult blind people or a home for feeble minded.

Institutions for these two classes are sadly needed in Colorado, but they cannot be admitted into this school without hindering its legitimate work.

There are at present 123 pupils in the school, 72 deaf and 51 blind. The deaf are organized into six classes, four of which are taught by the manual method (signs and spelling) and two by the oral method (speech and lip reading). Besides these classes there is a special class in which seventeen of the manually taught pupils have daily training in lip reading and speech.

The blind are organized into four classes—primary, intermediate, grammar and high school grades. They are supposed to remain three years in each of these grades, making a course of twelve years. The deaf, in twelve years, accomplish what is usually done by normal children in eight years. The blind, who have language to start with, and whose education is more parallel with that of normal children, approximate very closely what is done by the latter in the same number of years. They do not go over so much ground, but are usually more thorough. For instance, in mathematics, including algebra and geometry, all problems are solved mentally.

The high school grade completes the following studies: General history, physical geography, zoölogy, physiology, botany, geology, chemistry, physics, civil government, mental and moral philosophy, political economy, rhetoric and logic, algebra and geometry. Arrangements are about perfected to transfer some of these studies to the grammar grade and leave room in the high school grade for at least two years of Latin.

In the deaf department, the studies of the higher class include history of England, natural history, physical geography, physics, civil government, physiology, compositions and arithmetic. To such of the deaf as display talent in that direction, mechanical and free hand drawing are taught during the whole course.

Music is given a prominent place in the instruction of the blind, both because of the pleasure it affords them and because it presents the only field in which they are entirely on a par with seeing people. Blind organists, vocalists, music teachers and piano tuners command the very same remuneration for their services, if equally valuable, as the sighted.

There is one point in which the School for the Deaf and the Blind takes the lead of other public schools, viz., in teaching trades to the pupils. Two and a half hours daily are spent in the shops and five hours in the school rooms. The trades taught are printing and carpentry for the deaf boys; broom making, mattress making and piano tuning for the blind boys. The girls in both departments are taught plain and fancy sewing, crocheting and knitting, and plain dressmaking. They are also required to participate in the ordinary household duties.

The school is well furnished as to buildings for some years to come. There are, however, some necessities which should be supplied at an early date.

They are as follows:

| | |
|--------------------------------------|--------------|
| An electric lighting plant | \$ 2,500 00 |
| A gymnasium | 1,000 00 |
| A pipe organ | 3,500 00 |
| Five new pianos | 1,500 00 |
| School appliances | 750 00 |
| Machinery for industrial building .. | 420 00 |
| Laundry machinery | 400 00 |
| Grading, painting, etc | 1,500 00 |
| Insurance | 720 00 |
| Total | \$ 12,290 00 |

In conclusion it may be said that the school, standing alone upon its merits, has always challenged the respect of the state officials and the public generally. It has usually secured what appropriations it has needed for the proper prosecution of its work, and it is to be hoped that this year may prove no exception to the rule.

It might be interesting in this connection to note that the cost of supporting this school, to the individual taxpayer, is so insignificant as to hardly be appreciable. The levy for it is one-fifth mill on the dollar's worth of property. If, then, a taxpayer be assessed \$1,000, his tax for this school is *twenty cents a year*. But according to present rating, a man would have to own \$3,000 worth of property to be assessed \$1,000. His tax, therefore, upon the actual value, is $6\frac{2}{3}$ cents per thousand.

The law requires that county superintendents shall report the names of all deaf and blind children of proper age to the superintendent, and it is only by a strict compliance with the same that the whereabouts of the children may be found and their attention called to the provision made by a generous state for their education.

The present board of trustees are:

Joseph A. Dana, president, Westcliffe.

Jos. F. Humphrey, secretary, Colorado Springs.

Dr. M. K. Sinton, Colorado Springs.

Mrs. E. L. C. Durinell, Colorado Springs.

Mrs. M. S. McDonald, Pueblo.

J. H. Hedinga, treasurer, Colorado Springs.

D. C. Dudley, superintendent, Colorado Springs.

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BIENNIAL REPORT
OF THE
BOARD OF CONTROL
OF THE
COLORADO INDUSTRIAL SCHOOL
FOR BOYS.

GOLDEN, COLORADO.

BOARD OF CONTROL.

HON. C. P. HOYT, Golden, Colo., President.
MRS. EMMA G. CURTIS, Canon City, Colo., Secretary.
HON. C. W. LAKE, Golden, Colo.

OFFICERS.

ROBT G. SMITHER,
Superintendent.

JOHN H. SIMPSON,
Assistant Superintendent.

MRS. LIZZIE V. SMITHER,
Matron.

J. P. KELLY,
Physician.

L. B. WEST,
Captain Commanding Company "A," and Printer

ALEXANDER BARRON,
Captain Commanding Company "B." and Shoemaker.

D. H. McCOLL,
Captain Commanding Company "C," and Carpenter.

J. R. WARD,
Chief Engineer.

J. M. RUNDLETT,
Assistant Engineer.

JACOB SHARPS,
Farmer and General Police,

R. C. CULLINGS,
Principal of Schools.

L. WESTA,
Tailor.

CHAS. H. BATES,
In Charge Stock, Corral and General Police Officer.

CHARLES HUSCHER,
Night Watch.

MRS. ALMA SIMPSON,
Culinary and Bakery Departments.

MRS. MARGARET McCOLL,
Teacher and Matron Company "C."

MISS MARGARET McCARTHY,
Laundry.

MISS SADIE RYAN,
Boys' Dining Room.

MRS. A. M. WARD,
Hospital.

MRS. HELEN CULLINGS,
Matron Company "B."

EXTRACTS FROM REPORT OF SUPERINTENDENT R. G. SMITHER TO THE BOARD OF CONTROL.

To the Hon. Angenette J. Peavey, State Superintendent of Public Instruction:

The board of control of the State Industrial School for Boys respectfully submit this, their eighth biennial report, for the two years ending November 30, 1896.

The tenth general assembly appropriated for the general support and maintenance of this institution the sum of sixty thousand dollars (\$60,000), together with the cash receipts of the institution for the two years.

They also appropriated three thousand five hundred dollars (\$3,500) for purchasing material for and completing the sewer system, one thousand dollars (\$1,000) for insurance, and five hundred dollars (\$500) for the building of a barn. These funds were expended as is shown in the appended report of the superintendent. We especially call attention to the sewage system we have adopted, which, though still incomplete, we believe to possess many excellent features.

We desire to call the attention of the various courts that sentence boys to this institution to certain lax methods that have at different times caused us serious inconvenience:

1. The mittimus upon which a boy is sent here is often defective, failing to give data required by law. This is very confusing and interferes seriously with the compiling of the records we are required to keep.

2. Boys over 16 years of age are sometimes represented by their parents as of proper age in order that the offenders may escape incarceration at the reformatory or penitentiary. Some of these frauds are so apparent that the management of this institution cannot understand how they can be successfully carried

out under official eyes. We protest against having old and obdurate offenders thrust among the young and impressionable boys in our charge.

3. Unfit characters are often sent us. This institution is not an asylum for idiots, nor a hospital for victims of epileptic fits, yet such persons have at different times been sent here, and when we have returned these boys to the authorities of the counties sending them, said authorities have, in some instances, refused to pay the expense of the return, thus throwing the expense upon the state.

We feel that a few words in regard to our staff of officers are admissible in this report. The superintendent, Captain R. G. Smither, has proven himself a good disciplinarian, a careful and economical manager and a pleasant and courteous gentleman. He has wrought a wonderful amount of improvement in buildings, grounds, furnishings and repairs with a very small outlay of money. He has taken a kindly and humane interest in the inmates and has labored patiently for their well being and reform. Mrs. Lizzie V. Smither has filled the difficult position of matron with tact, courtesy and judgment, and is well liked by both officers and boys. Of the remainder of our official staff we take delight in speaking well. We have found them patient, faithful, efficient and willing to work.

We respectfully call the attention of the legislature to our needs for the coming biennial period. Our last appropriation was small and we were thereby subjected to great inconvenience.

We ask for \$80,000 and our cash receipts for the general maintenance of the institution for the next two years.

Our hospital is too small for our present needs, and we can readily convert the building to a much needed convenience. We ask for \$3,000 with which to erect a new one.

With an electric light plant of our own we would save a large outlay of money which we now pay for indifferent lighting. We ask for \$2,500 with which to provide said plant.

Our laundry is sadly in need of modern and improved furnishings. We ask for \$900 with which to provide the same.

For insurance we need the sum of \$1,200.

To complete our sewerage system we need \$3,000.

For constructing much needed wells we ask \$3,000.

For repairs and cement floors in the congregate building we need \$2,000.

For a cottage for the assistant superintendent, \$2,000.

Our school furniture is sadly deficient; to provide improved furniture we need \$600.

For building new cellars and store houses, \$1,600.

For improvement of grounds, \$1,500.

For dormitory supplies, bedding, etc., \$2,000.

For introducing steam heat into the congregate building and thus lessening danger of fire we ask \$2,000.

For improved bathing conveniences, \$1,000.

One of our greatest needs is a new cottage for the reception of a family of boys. We ask the sum of \$15,000 for building said cottage.

Our former appropriations have been insufficient for the carrying out of the best reform methods; we therefore ask as much consideration and generosity as the circumstances will admit.

Reports of the superintendent and physician are appended.

Respectfully submitted,

C. P. HOYT, President.

EMMA G. CURTIS, Secretary.

C. W. LAKE, Member.

Schools were not reopened for the present year until September 28, 1896, as a large amount of important work remained unfinished. In this connection I wish to say that too much credit cannot be given to the inmates of this school, they have shown a willingness and manifested a desire to better their condition in the way of improvements and comforts, and it is no exaggeration when I reiterate that nearly all of the work enumerated in the foregoing report has been accomplished by them, except that of skilled labor, and in much of the latter they have been of great assistance. These boys who have done the most of this work average from 10 to 16 years of age, the larger and older inmates being required as teamsters, cooks, shoemakers and employed in the laundry. We have but few large boys now, and it is a serious matter to accomplish the work required for a proper management of all departments.

As to the discipline and general bearing of the inmates of this school, I would prefer to have the board express their own minds on the subject. I believe, however, the boys are well contented and are inclined to be more manly in some respects.

The inmates of this school make and mend their clothing and shoes, do all the house work of every kind, take care of the hogs, chickens, horses and cows, drive the teams and do all hauling for the school, cultivate the gardens, cut and put up hay, assist in making permanent improvements and repairs; besides this they devote one-half of their time at school. As a

general rule they are diligent and ready to do any work required of them. All duty performed is under the supervision of officers for the purpose.

I have endeavored to eliminate from the minds of the inmates of this school, as far as possible, the idea of this being a prison, at the same time cultivate the importance that good behavior hastens an honorable release; that bad conduct postpones it and deprives them of privileges. Corporal punishment is made the last resort, each and every boy is given to understand what is exacted of him and he knows that he must obey or take the consequences. It is my wish and desire to cultivate politeness and manliness and elevate character in all things, and induce them to think of their future welfare, as well as to develop self-reliance. Kind treatment with firmness is the first step in this direction. A boy should always receive attention for any grievance he may have, his faults corrected in a kind way, and his confidence should be cultivated and not spurned by contemptuous treatment. They should feel that their interests will be looked after, and when I consider that children are sent here who have never known kindness, that they have been punished as often for trying to do right as for doing wrong, and when you listen to their statements of home life, it develops a feeling of sympathy and pity. There are other boys sent here who are equal in crime to the most hardened criminals; this latter class come from idleness and street life, the constant association with vice on the part of the parents, the lack of home restraints, step-parents, neglected orphanage or home surroundings. Many parents and relatives are guilty of trumping up charges with a view to relieving themselves of taking care of their offspring or nearest relative.

BIENNIAL REPORT

OF THE

STATE HOME AND INDUSTRIAL SCHOOL FOR GIRLS.

The State Home and Industrial School for Girls was first opened for the reception of inmates October 1, 1895, and formally turned over to the governor of the state and accepted by him, a few days prior to that time.

The law establishing said home was enacted by the general assembly of the state of Colorado in the year of 1887, but no appropriation was ever made for its maintenance; therefore, it has no financial support outside of the money derived from the counties, that pay the institution for the board of the girls sent from said counties.

The home has proven a greater success than was ever anticipated by its most sanguine friends. Ninety-one girls have been committed to the care of the home by the different counties of the state since it was opened. While we have been greatly hampered for lack of funds, we have been enabled to meet all bills the first of each month.

Has cost something over two thousand dollars to place it in its present condition. The experience has taught us the great importance and necessity of continuing this grand institution. The friends of the home are greatly encouraged by the wonderful improvement the inmates have made in every way; and our motto still is, "*Save our girls*, and we shall never need to reform our women."

A great many persons have visited the home and its school, and all express themselves as being pleased with the management, and satisfied with the great improvement, both morally and intellectually.

The school is in charge of two teachers of extended experience, one of whom was employed for many years as a principal by district number one, Arapahoe county. The improvement in the conduct of the girls, and their interest in their school work is so noticeable that the girls themselves remark the change, and fully realize the good that is being done them.

We feel that no institution in the state is more worthy of being sustained; and we do pray that the eleventh general assembly will make the much needed appropriation, so that the required and proper grounds and buildings may be obtained, where these girls may be taught to be self-supporting; that when they go from the home they may be honorable and respectable citizens—a credit to our grand state.

While the present location and building is not all that might have been desired, it was the very best that could be obtained at the time. It is not as secure as it might be made had we the necessary means. It is well lighted and ventilated, and in many ways very well adapted to the use.

No case of serious illness has ever occurred in the home; in fact, we have a hospital only in name.

Proficient officers and medical staff have much to do with the perfect condition and health of the inmates. All has been done for the comfort and improvement of every girl who has come under our care, and we now appeal to the good people of the state to help us obtain the required appropriation. And we do most cordially invite all the friends to visit the institution, and therefore be able to judge for themselves of the great importance of the work and its needs.

FRANCES S. KLOCK.

REPORT OF KINDERGARTEN.

November, 1896.

HON. A. J. PEAVEY:

The growth of the kindergarten movement in Denver is shown by the increase of the number of kindergartens since the enactment of the law, in 1893, for the establishment and maintenance of kindergartens in connection with the public schools; and also by the constantly extending interest taken in kindergartens by the people in general. Previous to this year the only kindergartens in the city were supported by private patronage—to-day there are twenty-eight, four of these holding double sessions, maintained by the boards of the school districts numbers one, two and seven, besides two public kindergartens in Montclair and Harman. Prof. Fred. Dick conducts one in connection with the Denver Preparatory and Normal School; the kindergarten department is one of the most important features in the Wolfe Hall School, and there are four other, if not more, private kindergartens. In school district number one the teaching force for each kindergarten consists of two persons, a director and an assistant, who must be trained kindergarten teachers, holding a kindergarten diploma recognized by the state superintendent of instruction, and also a diploma obtained by an examination before the board of education. School districts numbers seven and two require that kindergarten teachers shall hold the certificate for scholarship and the kindergarten diploma recognized by the state superintendent of instruction. Besides the appointed director and assistant, pupils attending Prof. Dick's school teach in the kindergartens of these districts. The committee on kindergartens estimates, in school district number one, the expenses per year of each of its twenty kindergartens as about \$1,000.

Most of the kindergartens are located in school buildings in rooms especially fitted for the purpose.

The educational value of the work is no longer questioned except by those who have not studied the principles which under-

lie Froebel's system. Encouraging and appreciative support comes from primary teachers who have received pupils from well taught kindergartens.

Many kindergartners, wishing to have the coöperation of the parents in their work, and hoping to make the connection between home and the kindergarten closer, hold meetings to which the mothers of their pupils are asked. The attendance at these gatherings has been gratifying. Different lines of work have been considered. The principles of Froebel's methods, the educational value of the manual work, are some of the topics which have been presented and discussed on these occasions.

Opportunities for philanthropy in connection with the kindergarten are boundless, but "slumming" has no place in the work. No matter how sordid and poor is the district in which the kindergarten is placed, the kindergartner remembers that the privacy and rights of the meanest home are as sacred to her as are those of any mansion on Capitol hill. The same courtesy and consideration that she shows to her friends due to the poorest patrons of the kindergartens.

The committee of ten in its report states that the aims of nature study below the high school are, first, to interest the children in nature; second, to train and develop the faculties; third, and last, to acquire facts. Froebel insisted that gardening is one of the most valuable occupations for children. Finding that in some of the poor districts of the city the only green things seen by the children are cottonwood trees and the weeds in the back yard, gardens were made at the kindergartens, and to each child a small plot of ground was given. If the garden was not possible, a window box was provided, and in this way the children have observed the germination and growth of seeds. After the first spading, all the work of sowing and tending has been done by the children. One kindergartner reports that from the time when the seeds were planted until the end of the school year she had no cases of tardiness. In a district where it has been difficult to reach the families on account of the inability of the majority of the parents to understand or speak English, the children's gardens have been a link between home and the kindergarten. A director gives the following account of a mothers' meeting:

"The mothers went into the yard, where they were interested in the children's gardens. After being told how to plant them, a package of seeds was given to each woman. On my way home that evening I saw a woman, who told me she had already planted her seeds. Another mother said that there was no

fence in front of her house, and she had no place in which to plant her seeds; but, passing the house a day or two after, I saw that the little garden plot had been enclosed by a fence. This house had been one of the most neglected in the neighborhood, but a change has now come over it for the better. The attendance of this woman's child had been irregular, but since he has had a garden to care for, he is rarely absent from kindergarten."

Ex-President Harrison, when traveling through Denver, reminded its citizens that the common schools are not simply nurseries of intellectual training, but nurseries of citizenship. In the kindergarten, rich and poor meet on the same social plane, and many a lesson in civics has been learned in the small kindergarten republic. "Land where my fathers died," may sound strangely, sung in broken English by the little Italians, Germans, Swedes and Mexicans in the Delgany kindergarten; but the history of Greece has demonstrated how the love of country can be instilled by the singing of patriotic songs. Starting right here, in the period of plastic infancy, we may begin to mould the children of many nationalities into citizens of one great republic.

WILHELMINA CALDWELL,

Director of Kindergartens,

District No. 1, Arapahoe County.

THE COLORADO STATE TEACHERS' READING CIRCLE.

The Colorado State teachers' Reading Circle was organized in 1892, and is now in its fifth year.

It is under the control of an advisory board, consisting of three members and a secretary and manager. These officers are elected by the State Teachers' Association.

Superintendent W. T. Eddingfield, of Aspen, was the first secretary and manager. On his resignation, on account of removing from the state, Superintendent J. P. Jackson, of Leadville, was elected to the position and has held it by reelection since.

Mrs. A. J. Peavey, state superintendent; J. H. Hays, assistant principal State Normal School, and G. L. Harding, superintendent of Boulder county, compose the present advisory board.

The various county superintendents are the managers for their respective counties. There is no enrollment fee. Teachers simply sign an enrollment card requiring them to procure the books and read them systematically. They may read individually or in groups. Much depends upon the county superintendent as to the success of the work. Some counties have had all the teachers enrolled each year; in other counties little interest is taken. During the present year nearly all the county superintendents are pushing the work and it bids fair to be the banner year of the circle.

In some counties the teachers meet monthly at the county superintendent's office to read and discuss the books. Sometimes the program is interspersed with music and literary exercises. In some counties, groups are formed in different sections, where a number of teachers meet monthly or oftener.

The city teachers have not so generally allied themselves with the reading circle. Aspen, Leadville and Greeley, among

the cities, have taken the course at different times, and have recited and discussed the books at their regular teachers' meetings.

It is believed that the circle has been an aid in stirring up professional skill and enthusiasm in the state.

Two lines of reading have been pursued, and two books have been adopted each year; one in a professional line and the other for general culture.

The following books were adopted for the various years:

First Year—Page's Theory and Practice of Teaching and Hale's Lights of Two Centuries.

Second Year—White's Elements of Pedagogy and The School-master in Literature.

Third Year—White's School Management and Skinner's Readings in Folk Lore.

Fourth Year—King's School Interests and Duties and Patrick's Pedagogics.

Fifth Year—Roark's Psychology in Education and Matthew's Introduction to American Literature.

J. P. JACKSON.

THE NATIONAL EDUCATIONAL ASSOCIATION.

SESSION OF 1895.

Official Programs of the Several Departments.

Sessions of the Herbart Club.

Paper by Mrs. Peavy.

[illegible]

THE NATIONAL EDUCATIONAL ASSOCIATION

DENVER, JULY 5-12, 1895.

It was the privilege of the educational force of our state to entertain the National Educational Association in July, 1895. No effort was made to secure an educational exhibit, as is the usual custom, but every effort was expended by the local committees in securing the comfort and pleasure of the visitors while in Colorado. The executive committee, committee on places of meeting, music, press, hotels, badges, etc., were exceedingly efficient, as the testimony of the visitors attests. The good work of the committee on railroads and excursions, of which A. D. Shepard was chairman, was fully appreciated. The ladies' committee on entertainment helped to make all teachers feel at home in Colorado, and many of them desired to remain here. The committee on finance did all that was expected of them, and we feel confident that the association will in the future be ready to accept another invitation to Colorado, if tendered to them. The several high schools in Denver threw open their rooms for exhibits of school and library work and for social functions, some of which were planned by the women's clubs of Denver, the members of these clubs assisting the teachers in the entertainment of their guests. The German teachers furnished a room in the East Denver high school, where all who could speak German were daily found chattering in that language over an ice or a cup of tea or coffee.

OFFICIAL PROGRAM.

GENERAL ASSOCIATION.

Nicholas Murray Butler, Paterson, N. J., President.
Irwin Shepard, Winona, Minn., secretary.
I. C. McNeill, Kansas City, Mo., acting treasurer.

VICE PRESIDENTS.

A. G. Lane, Illinois.
G. M. Phillips, Pennsylvania.
L. E. Wolfe, Missouri.
W. H. Bartholomew, Kentucky.
W. F. Slaton, Georgia.
D. B. Johnson, South Carolina.
H. A. Wise, Maryland.
W. E. Sheldon, Massachusetts.
S. S. Packard, New York.
W. R. Malone, Utah.
D. L. Kiehle, Minnesota.
F. A. Fitzpatrick, Nebraska.

TRUSTEES.

N. A. Calkins, chairman, 124 East Eightieth street, New York City.
Zalmon Richards, secretary, 1301 Corcoran street, Washington, D. C.

N. A. Calkins, New York City, term expires July, 1898.
H. S. Tarbell, Providence, R. I., term expires July, 1897.
Zalmon Richards, Washington, D. C., term expires July, 1896.
E. C. Hewett, Normal, Ill., term expires July, 1895.
Nicholas Murray Butler, Paterson, N. J., ex officio.

The board of trustees shall be the executive financial officers of this association as a body corporate.—Article IV., sections 9, 10, of the constitution.

NATIONAL EXECUTIVE COMMITTEE.

Nicholas Murray Butler, president, Columbia College, New York City.

Irwin Shepard, secretary, Winona, Minn.
J. M. Greenwood, treasurer, Kansas City, Mo.
A. G. Lane, first vice president, Chicago, Ill.
N. A. Calkins, chairman board of trustees, New York City.

LOCAL EXECUTIVE COMMITTEE.

(Appointed by and acting for the Denver Chamber of Commerce.)

Aaron Gove, chairman.
N. P. Hill.
R. W. Woodbury.
C. E. Dickinson.
Caldwell Yeaman.
Frank W. Gove, secretary.

SUB-COMMITTEES.

A. D. Shepard, chairman committee on excursions.
L. C. Ellsworth, chairman committee on finance.
Woman's Club of Denver, committee on entertainment.
J. H. Van Sickle, chairman committee on halls.
Herbert E. Griggs, chairman committee on music.
H. M. Barrett, chairman committee on press.
Fred Dick, chairman committee on hotels.
S. M. Allen, chairman committee on badges.
L. C. Greenlee, chairman committee on reception.
L. S. Cornell, chairman committee on carriages and baggage.

ANNOUNCEMENTS.

An exhibit of library tools and appliances will be found at public school library headquarters, room 10, high school building, district No. 1.

The Woman's Club, composed of 250 of the women of Denver, as the local committee on entertainment, has opened and furnished reception parlors on the first floor of the Denver high school. Committees from the club will be at the parlors for the purpose of receiving callers and guests, from Tuesday morning, July 9, to the evening of July 12.

Arrangements have been made for the accommodation of such as may wish to make appointments at these reception rooms for meetings and interviews with their friends.

The club extends a cordial invitation to all visiting teachers to use its parlors freely, and trusts that the arrangements made will give to the women of Denver the pleasure of meeting socially a large number of the city's guests.

GENERAL SESSIONS.

Central Presbyterian church, corner Seventeenth avenue and Sherman avenue.

PROGRAM.

Tuesday, July 9, 2:30 p. m.

Music—Organ recital, by Dr. John Gower, of Denver.

2:45 p. m. Addresses of welcome—Aaron Gove, superintendent of schools, Denver, Colorado, chairman of the local executive committee; Hon. A. W. McIntire, governor of Colorado; Mrs. A. J. Peavey, state superintendent of public instruction, Colorado; Hon. Thos. S. McMurray, mayor of Denver.

Responses on behalf of the National Educational Association by the president, secretary and chairman of the board of trustees.

3:15 p. m. Music—Male chorus, by the Appollo club, of Denver.

3:25 p. m. Address—"The Education of Public Opinion" (15 minutes). Charles R. Skinner, state superintendent of public instruction, Albany, N. Y.

3:40 p. m. Address—"Our Need of Physical Training and the Kind of Physical Training We Need" (30 minutes). Dr. Edward M. Hartwell, supervisor of physical training, Boston, Mass.

4:10 p. m. Demonstration of physical exercises suited to the school room (with a class of children) (20 minutes). Jacob Schmitt, director of physical training, Denver, Colo.

4:30 p. m. Music—Euterpe Quartet, of Denver.

Tuesday, 8 p. m.

Music—Chorus, by the choir of the Central Presbyterian church, Denver.

8:15 p. m. President's address—"What Knowledge is of Most Worth?" (40 minutes). Professor Nicholas Murray Butler, Columbia College, New York, N. Y.

8:55 p. m. Music—Alto solo, Mrs. Jay Robinson.

9:10 p. m. Address—"The Next Step in the Education of the Indian" (30 minutes). Dr. W. N. Hailman, superintendent of Indian schools, Washington, D. C.

Wednesday, July 10, 9:45 a. m.

Music—Principals' Male Quartet, of Chicago.

10 a. m. Business—Appointment of committees.



LONGFELLOW KINDERGARTEN, DENVER.

CO-ORDINATION OF STUDIES IN ELEMENTARY
EDUCATION.

10:15 a. m. 1. "The Principles Upon Which Coördination Should Proceed" (30 minutes). President Charles De Garmo, Swarthmore college, Swarthmore, Pa.

10:45 a. m. 2. "What Has Been Accomplished in Coördination in the Field of Natural Science" (20 minutes). Professor Willbur S. Jackman, Cook County Normal School, Englewood, Ill.

11:05 a. m. 3. "What Has Been Accomplished in Coördination in the Field of History and Literature" (20 minutes). Professor Charles A. McMurry, normal university, Normal, Ill.

11:25. Discussion—To be opened in ten-minute speeches by Professor B. A. Hinsdale, University of Michigan, Ann Arbor, Mich.; Edward D. Farrell, assistant superintendent of schools, New York, N. Y.; James L. Hughes, inspector of schools, Toronto, Can.

11:55 a. m. General discussion. Under the five-minute rule, such opportunity as time will permit will be afforded for general discussion. Persons desiring to speak must send their names in writing to the chair.

Music—Principals' Male Quartet, of Chicago.

8:15 p. m. Address—"Education According to Nature" (45 minutes). Chancellor W. H. Payne, University of Nashville, Nashville, Tenn.

9 p. m. Music—Violin solo, by Miss Geneva D. Waters, of Denver.

9:15 p. m. Address—"The Teacher as a Student" (20 minutes). Dr. James M. Milne, state normal school, Oneonta, N. Y.

9:35 p. m. Music—Enterpe Quartet, of Denver.

Thursday, July 11, 9:45 a. m.

Music—Organ recital, by Mr. Henry Houseley.

10 a. m. Report of committee on nominations and election of officers.

THE DUTY AND OPPORTUNITY OF THE SCHOOLS IN
PROMOTING PATRIOTISM AND GOOD CITIZENSHIP.

10:15 a. m. 1. "New Standards of Patriotic Citizenship" (20 minutes). George H. Martin, supervisor of schools, Boston, Mass.

10:35 a. m. 2. "The Study of American History as a Training for Good Citizenship" (20 minutes). C. B. Denson, president of the North Carolina Teachers' Assembly, Raleigh, N. C.

10:55 a. m. 3. "The Ethical Element in Patriotism" (20 minutes). A. P. Marble, superintendent of schools, Omaha, Neb.

11:15 a. m. Discussion—To be opened in ten-minute speeches by W. H. Bartholomew, principal female high school, Louisville, Ky.; C. B. Gilbert, superintendent of schools, St. Paul, Minn.; William Richardson, superintendent of schools, Wichita, Kan.

11:45 a. m. General discussion. Under the five-minute rule, such opportunity as time will permit will be afforded for a brief general discussion. Persons desiring to speak must send their names in writing to the chair.

Thursday, 8 p. m.

Music—Chorus, by the choir of the Broadway Christian church, Denver.

8:15 p. m. Report of the committee on necrology, by C. W. Bardeen, of New York, chairman.

8:30 p. m. Address—"Effect of the Doctrine of Evolution upon Educational Theory and Practice" (45 minutes). Professor Joseph Le Conte, University of California, Berkeley, Cal.

9:15 p. m. Address—"Science and Education" (20 minutes). Professor W. L. Bryan, University of Indiana, Bloomington, Ind.

9:35 p. m. Music—Alto solo, by Mrs. W. J. Whiteman, of Denver.

Friday, July 12, 9:45 a. m.

Music—Soprano solo, by Miss Addie Beardsley, of Denver.

10 a. m. Miscellaneous business.

THE INSTRUCTION AND IMPROVEMENT OF TEACHERS NOW AT WORK IN THE SCHOOLS.

10:15 a. m. 1. By teachers' institutes (20 minutes). Professor Arvin S. Olin, state university, Lawrence Kan.

10:35 a. m. 2. By teachers' classes (20 minutes). Professor Earl Barnes, Stanford University, Palo Alto, Cal.

10:55 a. m. 3. By teachers' reading circle (20 minutes). L. H. Jones, superintendent of schools, Cleveland, Ohio.

11:15 a. m. Discussion—To be opened in ten-minute speeches by Mrs. A. J. Peavey, state superintendent of public instruction, Denver, Colo.; Principal James M. Green, state normal school, Trenton, N. J.; N. C. Schaeffer, state superintendent of public instruction, Harrisburg, Pa.; John R. Kirk, state superintendent of public instruction, Jefferson City, Mo.

11:55 a. m. General discussion. Under the five-minute rule, such opportunity as time will permit will be afforded for general discussion. Persons desiring to speak must send their names in writing to the chair.

Friday, 8 p. m.

Music—Male chorus, by the Apollo club, of Denver.

8:15 p. m. Report of the committee on resolutions, by Orville T. Bright, of Illinois, chairman.

8:30 p. m: Address—"The Relation of Geography to History" (30 minutes). Professor Edward Channing, Harvard University, Cambridge, Mass.

9 p. m. Address—"Educational Values" (20 minutes). President James H. Baker, University of Colorado, Boulder, Colo.

9:20 p. m. Induction of the president-elect.

9:30 p. m. Music. America.

Adjournment.

NATIONAL COUNCIL OF EDUCATION.

Sessions in the Supreme Court room, state capitol.

C. C. Rounds, president, Plymouth, N. H.

E. Oram Lyte, vice president, Millersville, Pa.

N. C. Dougherty, secretary and treasurer, Peoria, Ill.

PROGRAM.

Friday, July 5, 10:00 a. m.

Report of committee on moral education. Emerson E. White, chairman, Columbus, Ohio. Subject—"Moral Instruction in the Elementary Schools."

Friday, 2:30 p. m.

Report of committee on elementary education. Miss Bettie A. Dutton, chairman, Cleveland, Ohio. Subject—"Economy in Elementary Education."

Saturday, July 6, 10:00 a. m.

Report of committee on state school systems. Henry Sabin, chairman, Des Moines, Iowa. Subject—"The Ungraded School."

Saturday, 2:30 p. m.

Round table.

Committee on city school systems. N. C. Dougherty, chairman, Peoria, Ill. Subject—"Graded Course of Study on Herbartian Principles." Discussion led by Charles A. McMurry, Normal, Ill.

Committee on technological education. C. M. Woodward, chairman, St. Louis, Mo. Subject—"Is the Effect of Differentiating Courses of Study Narrowing to the Individual?"

Committee on secondary education. H. S. Tarbell, chairman, Providence, R. I. Subject: The Training of Teachers."

Monday, July 8, 10:00 a. m.

Report of committee on pedagogies. B. A. Hinsdale, chairman, Ann Arbor, Mich. Subject—"The Laws of Mental Congruity and Mental Energy Applied to Some Pedagogical Problems."

Monday, 2:30 p. m.

Report of committee on normal education. John W. Cook, chairman, Normal, Ill. Subject—"The Kind and Amount of Practical Work and Its Place in the Normal School Course."

Tuesday, July 9, 10:00 a. m.

Reports of committees.

Executive session of the council.

Local committee of the National Council of Education—Mrs. A. J. Peavey, Rev. Kerr B. Tupper, Chancellor Wm. F. McDowell.

The local committee have arranged for a reception to the council by the Ladies' Fortnightly club, at the residence of Mrs. H. W. Warren, University Park, on the evening of Saturday, July 6.

DEPARTMENT OF KINDERGARTEN EDUCATION.

Sessions in Trinity church, corner Eighteenth avenue and Broadway.

Miss Lucy Wheelock, president, Boston, Mass.

Miss Mary C. McCulloch, vice president, St. Louis, Mo.

Miss Agnes MacKenzie, secretary, London, Ont.

PROGRAM.

Wednesday, July 10, 3:00 p. m.

1. "The Kindergarten Settlement"—Miss Amalie Hofer, Chicago, Ill.

2. "The Work of the Pestalozzi-Froebel Haus"—Mrs. S. H. Harriman, Providence, R. I.

3. "The Kindergarten and the Home"—Mrs. James L. Hughes, Toronto, Can. Discussion by Mr. Henry B. Blake, Springfield, Mass.

4. "Mothers' Meetings: How to Conduct Them"—Ten-minute papers by Miss Mary C. McCulloch, St. Louis, Mo.; Miss Wilhelmina T. Caldwell, Denver, Colo.; Miss Laura E. Teft, Greeley, Colo.

5. Business—Appointment of committees.

Thursday, July 11, 3:00 p. m.

1. "Comparison of the Educational Theories of Froebel and Herbart"—James L. Hughes, Toronto, Can. Discussion by Mrs. Endora L. Hailman, Washington, D. C., and Mr. Frank M. McMurry, Buffalo, N. Y.

2. "The Faculty and Ministry of Song"—Professor W. L. Tomlins, Chicago, Ill.

3. "A Knowledge of the Kindergarten Indispensable to Primary Instruction"—Superintendent B. C. Gregory, Trenton, N. J. Discussion by Miss Sarah L. Arnold, supervisor of schools, Boston, Mass.

4. Business—Reports of committees and election of officers. Local committee of department of kindergarten education—Mrs. Ione T. Hanna, Mrs. N. P. Hill, Miss Wilhelmina T. Caldwell, Hon. Horace M. Hale.

DEPARTMENT OF ELEMENTARY EDUCATION.

Sessions in Unity church.

F. Treudley, president, Youngstown, Ohio.

Miss N. Cropsey, vice president, Indianapolis, Ind.

W. C. Warfield, secretary, Covington, Ky.

PROGRAM.

Thursday, July 11, 3:00 p. m.

Music.

1. "The Next Step in Our Elementary Schools"—Dr. J. M. Rice, New York. Discussion opened by James McGinniss, superintendent of schools, Owensboro, Ky.

Music.

2. "Higher Education and the Elementary Teacher"—Wm. M. Davidson, superintendent of public schools, Topeka, Kan.

3. Business—Appointment of committees.

Friday, July 12, 3:00 p. m.

Music.

1. "Nature Study and Literature"—Miss Sarah L. Arnold, supervisor of schools, Boston, Mass. Discussion opened by S. T. Dutton, superintendent of public schools, Brookline, Mass.

Music.

2. "Departmental Teaching in Grammar Grades"—J. M. Fendley, principal Avenue "L" school, Galveston, Texas. Discussion opened by J. J. Burns, superintendent of public schools, Canton, Ohio.

3. Business—Reports of committees and election of officers.

Local committee of department of elementary education—
Miss Kate S. Hinman, Mrs. Frona R. Houghan, Miss Julia M.
Mitchell.

DEPARTMENT OF SECONDARY EDUCATION.

Sessions in assembly room high school, district No. 1, corner
Nineteenth and Stout streets.

W. H. Smiley, president, Denver, Colo.

Miss Harriet L. Keeler, vice president, Cleveland, Ohio.

C. H. Thurber, secretary, Hamilton, N. Y.

PROGRAM.

Wednesday, July 10, 3:00 p. m.

1. President's address—William H. Smiley, principal high
school, district No. 1, Denver, Colo.

2. "Should Electives in High Schools be in Courses or Sub-
jects?"—O. D. Robinson, principal of high school, Albany, N. Y.
Discussion led by Isaac T. Johnson, principal of Friends school,
Wilmington, Del.

3. What Action Ought to be Taken by Universities and Sec-
ondary Schools to Promote the Introduction of the Programs Rec-
ommended by the Committee of Ten?—Professor William Carey
Jones, University of California, Berkeley, Cal. Discussion led by
Dr. B. A. Hinsdale, University of Michigan, Ann Arbor, Mich.

4. Appointment of committees and miscellaneous business.

Thursday, July 11, 3:00 p. m.

1. "First Year Science in High Schools—Its Possibilities
and Difficulties."

(a) On biology—O. S. Wescott, principal of the North Divis-
ion high school, Chicago, Ill. (b) On physical geography—Edward
L. Harris, principal of the Central high school, Cleveland, Ohio.

General discussion.

2. "Do Not the Recommendations Made by the Head Mas-
ters' Association Concerning Certain Admission Requirements in
Latin and Greek Deserve Prompt and General Adoption by the
Colleges?"—James C. Mackenzie, Ph. D., head master of Law-
renceville school, New Jersey. General discussion.

3. "Ethical Instruction Through Sociology"—B. C. Mathews,
high school, Newark, N. J.

4. Reports of committees and election of officers.

Local committee of department of secondary education—
Principal Ed. F. Hermanns, Denver high school, district No. 2;
Principal Edgar R. Downs, Denver high school, district No. 17;
Mr. Fred T. Clark, Denver high school, district No. 1.

DEPARTMENT OF HIGHER EDUCATION.

Sessions in high school, district No. 1, corner Nineteenth
and Stout streets.

James H. Baker, president, Boulder, Colo.

John F. Crowell, vice president, New York City.

Horace Goodhue, secretary, Northfield, Minn.

Executive Committee—John F. Bradley, Jacksonville, Ill.;
Wm. F. King, Mount Vernon, Iowa; John B. Kieffer, Lancaster,
Pa.

PROGRAM.

Thursday, July 11, 3 p. m.

1. Organization of the University of Toronto. Professor
W. H. Fraser, University of Toronto.

2. The future organization of higher education in America.
Professor Richard T. Ely, University of Wisconsin.

3. Business—Appointment of committees.

Friday, July 12, 3 p. m.

1. Conservative view of college electives. Professor Ber-
nadotte Perrin, Yale University.

2. The relation of a college course to the professional
schools. President Martin Kellogg, University of California.

3. Standard of admission to professional schools. J. N.
Hall, M. D., secretary Colorado state board of medical examiners.

4. Business—Reports of committees and election of officers.
Local committee of department of higher education—Dr. W.
F. Slocum, Dr. J. R. Brackett, Rev. John N. Freeman.

DEPARTMENT OF NORMAL EDUCATION.

Sessions in high school, district No. 2, West Fifth avenue
and South Twelfth street.

Take South Tremont electric car at Fifteenth and Arapahoe
streets, or take Lawrence street electric car west at Fifteenth
and Lawrence streets.

James M. Green, president, Trenton, N. J.
 Z. X. Snyder, vice-president, Greeley, Colo.
 C. C. Van Liew, secretary, Normal, Ill.

PROGRAM.

Wednesday, July 10, 3 p. m.

1. Opening exercises. Announcements.
2. Discussion—"Psychology for Normal Schools." President Z. X. Snyder, State Normal School, Greeley, Colo.; Professor M. V. O'Shea, state normal school, Mankato, Minn.
3. Discussion—"The Real Province of Method." President James M. Milne, state normal school, Oneonta, N. Y.; Professor Howard Sandison, state normal school, Terre Haute, Ind.
4. Business. Appointment of committees.

Friday, July 12, 3 p. m.

1. Discussion—"Organization of Training Schools and Practice Teaching." Miss Kate D. Stout, state normal school, Trenton, N. J.; Professor J. N. Wilkinson, state normal school, Emporia, Kan.
 2. Discussion—"Concentration or Coördination of Studies in the Normal School." State Superintendent N. C. Schaeffer, Harrisburg, Pa.; President John W. Cook, state normal university, Normal, Ill.
 3. Business. Reports of committees and election of officers.
- Local committee of department of normal education—Professor James H. Hays, Hon. J. W. McCreery, Hon. J. C. Shattuck.

DEPARTMENT OF ART EDUCATION.

Sessions in north side high school, district No. 17, corner Ashland avenue and Fifth street.

Take Ashland avenue, or Elitch gardens, or Rocky Mountain lake electric cars north at Fifteenth and Arapahoe streets; or take Sixteenth street cable north to Fay street.

Charles M. Carter, president, Denver, Colo.

Miss Sara Fawcett, vice president, Newark, N. J.

Miss Wilhelmina Seegmiller, secretary, Allegheny City, Pa.

PROGRAM.

Wednesday, July 10, 3 p. m.

1. President's address.
2. "How to Make Use of Museum Collections." Halsey C. Ives, director St. Louis Museum of Fine Arts, late chief of the art department of the World' Columbian exposition.



MARKET STREET KINDERGARTEN. PHOTOGRAPHED BY THE DIRECTOR.

3. "Art of the Illustrated Press—Its Use Educationally." Montague Marks, editor of the *Art Amateur*, New York City.

4. Discussion of the preceding papers.

5. Round table.

Subject—"Light and Shade Drawing in Primary and Grammar Schools."

Discussion led by Miss Wilhelmina Seegmiller, Allegheny City, and Wm. Woodward, director of art department, Tulane University, New Orleans.

6. Appointment of committees.

Friday, July 12, 3 p. m.

1. "The Aims of Art Education in General Education." John S. Clark, director of Prang's normal art classes, Boston. Discussion led by James L. Hughes, inspector, Toronto, Can.; Col. Francis W. Parker, Cook County Normal School, Chicago; Miss Katherine Ball, director of drawing, San Francisco; Walter S. Goodnough, director of drawing, Brooklyn, N. Y.

2. Round table. Subject—"Methods of Teaching." Discussion led by Mrs. Matilda E. Riley, supervisor of drawing, St. Louis.

3. Election of officers and other business.

Local committee of department of art education—Dr. R. W. Strong, Mr. F. E. Phillips, Miss Emily H. Miles, Miss Grace S. Tisdale, Mr. J. W. Robertson.

DEPARTMENT OF MUSIC EDUCATION.

Sessions in the First Baptist church, Stout and Eighteenth streets.

N. Coe Stewart, president, Cleveland, Ohio.

Geo. Carothers Young, vice president, Salt Lake City, Utah.

Miss Mary A. Grandy, secretary, Sioux City, Iowa.

Committee on children's songs—N. L. Glover, chairman, Akron, Ohio; Herbert Griggs, Denver, Colo.; H. H. Johnson, Mansfield, Ohio; Miss Linn M. Hawn, Saginaw, Mich.; P. C. Hayden, Quincy, Ill.; Miss Nannie C. Love, Muncie, Ind.; Miss Eleanor Smith, Chicago, Ill.; John H. Brookhoven, Cincinnati, Ohio; J. H. Elwood, San Jose, Cal.; P. M. Bach, Colorado Springs, Colo.; F. H. Pease, Ypsilanti, Mich.; R. C. Bill, Worcester, Mass.

The music rendered in the general and other sessions under the auspices of the department of music education, is under the special direction of the Denver local music committee.

PROGRAM.

Wednesday, July 10, 2:30 p. m.

Organ voluntary. Vocal quartet.

Prayer.

1. President's address. N. Coe Stewart, Cleveland, Ohio.

2. "The Relation of Music to Other Branches of Study."

Miss Sarah L. Arnold, supervisor of schools, Boston, Mass.

Music.

3. "A Course in Music for the Public Schools." A. J. Gantboort, college of music, Cincinnati, Ohio.

4. "Children's Voices." Miss Lina M. Hawn, supervisor of music, Saginaw, Mich.

5. "Children's Songs." Miss Fannie Arnold, supervisor of music, Omaha, Neb.

6. A class in song singing. Under direction of Mr. W. J. Whiteman, supervisor of music, district No. 2, Denver.

7. "The Purpose of Music Study in the Public Schools." Superintendent F. Trendley, Youngstown, Ohio. New topics discussed and questions answered.

8. Business. Appointment of committees.

Thursday, July 11, 2:30 p. m.

Opening exercises. Music.

1. "How do Pupils Learn to Know and Learn to do, in Music Study?" C. H. Congdon, supervisor of music, St. Paul, Minn.

2. "The Mechanics of Music and the Brain of Music." Theodore H. Johnston, west high school, Cleveland, Ohio.

3. "Vocal harmony; a Plea for an Oral Language with which to Express our Thoughts in Music." H. E. Holt, supervisor of music in public schools, Boston, Mass.

4. Class showing methods in music. In charge of Herbert Griggs, supervisor of music, district No. 1, Denver, Colo.

5. "Obligation of Boards of Education and of the State, to Provide for the Best Development of the Children in the Public Schools." Wood F. Townsend, Esq., Pueblo, Colo.

6. "A Lesson in Time, Tone Lengths, Showing Method of Teaching and Drill." N. L. Glover, supervisor of music, Akron, Ohio. Discussion of the afternoon papers and exercises. Superintendent J. C. Hartzler, Newark, Ohio.

7. Report of committee of twelve on children's songs.

8. Election of officers.

Local committee of department of music education—Rev. W. S. Priest, Mrs. Henry Hanington, Mrs. John H. Dennison.

DEPARTMENT OF MANUAL AND INDUSTRIAL EDUCATION.

Sessions in manual training high school, corner Franklin and Twenty-seventh streets.

Take Welton street cable, or Nineteenth or Twenty-fifth avenue electric cars.

E. R. Booth, president, Cincinnati, Ohio.

A. N. Ebaugh, vice president, Baltimore, Md.

Chas. D. Larkins, secretary, Brooklyn, N. Y.

PROGRAM.

Wednesday, July 10, 3 p. m.

1. President's address. "The Philosophy of Manual Training."

2. "The Modifications of Secondary School Courses Most Demanded by the Conditions of To-day and Most Ignored by the Committee of Ten." President Charles H. Keyes, of the Throop Polytechnic Institute, Pasadena, Cal.

3. "Industrial Education a Necessity of the Times." Principal Albert R. Robinson, English high and manual training school, Chicago, Ill. Discussion by Principal C. A. Bradley, manual training and high school, Denver, Colo.

4. Business. Appointment of committees.

Thursday, July 11, 3 p. m.

1. "Individualism in Manual Training Schools." Superintendent P. W. Search, Los Angeles, Cal. Discussion by Professor H. S. Herring, Johns Hopkins University, Baltimore, Md.

2. "A Plea for the Systematic Extension of Industrial Work from Kindergarten to Grammar Schools." Miss M. A. Pinney, New Haven, Conn.

3. "Industrial Training as Applied to Indian Schools." Superintendent R. H. Pratt, United States Indian school service, Carlisle, Pa.

4. Report of committees, election of officers.

Local committee of department of manual and industrial education—Mr. Chas. A. Bradley, Mr. Louis Sayer, Professor James W. Lawrence.

DEPARTMENT OF SUPERINTENDENCE.

L. H. Jones, president, Cleveland, Ohio.

J. H. Phillips, first vice president, Birmingham, Ala.

C. W. Cole, second vice president, Albany, N. Y.

R. E. Denfeld, secretary, Duluth, Minn.

The meetings of the department of superintendence occur in February. The next meeting will be held in Jacksonville, Fla., during the month of February, 1896.

DEPARTMENT OF BUSINESS EDUCATION.

Sessions in Y. M. C. A. hall, Kittredge building, corner Sixteenth and Glenarm streets.

J. M. Mehan, president, Des Moines, Iowa.

A. S. Osborn, first vice president, Rochester N. Y.

Mrs. E. E. Childs, second vice president, Springfield, Mass.

Howard Champlin, third vice president, Cincinnati, Ohio.

W. E. McCord, secretary and treasurer, New York city.

Executive committee—Frank Goodman, chairman, Nashville, Tenn.; G. W. Brown, Jacksonville, Ill.; Charles M. Miller, New York city.

PROGRAM.

Wednesday, July 10, 2:30 p. m.

1. President's address—J. M. Mehan, Des Moines, Iowa.
2. "Educational Value of the Alliance, Business Educators' Association with the National Educational Association"—Mrs. Sara A. Spencer, Washington, D. C.
3. "Educational Status of the Business College"—G. W. Brown, Jacksonville, Ill.
4. "Business Colleges and their Relation to Business Men, (a) As Learners. (b) As Teachers"—S. S. Packard, New York city.
5. "Guaranteeing Positions, or Fraudulent Advertising"—J. W. Warr, Moline, Ill.
6. "Ethical Principles and Higher Work Involved in Closing Books and Auditing Accounts"—Geo. Soule, New Orleans, La.
7. "Business Writing"—A. N. Palmer, Editor *Western Penman*, Cedar Rapids, Iowa.
8. "Bookkeepers and Business Practice: Doing Business from the Start"—W. H. Sadler, Baltimore, Md.
9. Business—Appointment of committees.

Friday, July 12, 2:30 p. m.

1. "Merits and Demerits of Vertical Writing"—Daniel T. Ames, editor of *Penman's Art Journal*, New York city, and G. W.

2. "Intercommunication—Its Benefits"—G. W. Elliott, Burlington, Iowa.

3. "Shorthand and Typewriting"—W. A. Woodworth, Denver, Colo.

4. "Practical Writing in Public Schools. (a) Duties of Special Penmen. (b) Duties of Regular Teacher"—A. C. Webb, Nashville, Tenn.

5. "Arithmetic in Business Colleges. (a) As a Mental Discipline. (b) As a Practical Training"—R. E. Gallagher, Hamilton, Ont.

6. "The Business College of the Future"—D. I. Rowe, Johnstown, Pa.

7. "The Ethical Side of Business Training"—A. S. Osborn, Rochester, N. Y.

8. Business—Reports of committees and election of officers.
Local committee of department of business education—Professor W. A. Woodworth, Professor R. J. Wallace, Professor H. C. Warden.

DEPARTMENT OF CHILD STUDY.

Sessions in Central Presbyterian church, corner Seventeenth and Sherman streets.

William L. Bryan, president, Bloomington, Ind.

Thomas P. Bailey, Jr., vice president, Berkeley, Cal.

Miss Sara E. Wiltse, secretary, Boston, Mass.

PROGRAM.

Thursday, July 11, 3:00 p. m.

1. Opening address by the president.

2. Reports of progress in child study work in the United States and Canada, by committees from different sections.

3. Addresses—Professor E. R. Shaw, School of Pedagogy, New York City; Professor G. T. W. Patrick, State University of Iowa; Professor M. V. O'Shea, State Normal School, Mankato, Minn.; Professor Earl Barnes, Leland Stanford Junior University.

4. Business—Appointment of committees.

Friday, July 12, 3:00 p. m.

1. Report of the national committee on school hygiene, presented by Dr. Edward M. Hartwell, director of physical culture, public schools, Boston, Mass.

2. Discussion—Addresses by Dr. Thomas P. Bailey, University of California; Prof. William O. Krohn, State University of Illinois; Miss Milicent W. Shinn, Niles, Cal.; Colonel Francis W. Parker, Cook County Normal School, Chicago, Ill.; Dr. Wm. H. Burnham, Clark University, Worcester, Mass.

3. Miscellaneous business. Election of officers.

Local committee of department of child study—Mrs. Chas. E. Dickinson, Miss Ada E. Cole, Miss Laura E. Teft.

OPEN SESSIONS OF THE HERBART CLUB.

Sessions in Central Christian church, Broadway, between Sixteenth and Seventeenth streets.

Charles De Garmo, president, president Swarthmore College, Swarthmore, Pa.

Charles A. McMurry, secretary, training teacher, State Normal University, Normal, Ill.

These sessions will be devoted exclusively to the discussion of papers printed and distributed in advance. The papers will not be read before the club, nor will others be presented in the discussion.

PROGRAM.

Wednesday, July 10, 2:30 p. m.

1. Paper—"Most Pressing Problems Concerning the Course of Study in Public Schools"—Charles De Garmo, Swarthmore, Pa. Discussion opened by George P. Brown, Bloomington, Ill.; C. B. Gilbert, St. Paul, Minn.; R. H. Beggs, Denver, Colo.; Sarah C. Brooks, St. Paul, Minn.; O. T. Bright, Chicago, Ill.

2. Paper—"The Culture Epochs Historically and Critically Considered"—C. C. Van Liew, Normal, Ill. Discussion opened by John W. Cook, Normal, Ill.; W. P. Burris, Bluffton, Ind.; John S. Clark, Boston, Mass.; Samuel T. Dutton, Brookline, Mass.

Thursday, July 11, 2:30 p. m.

1. Paper—"The Problem of Concentration"—Frank M. McMurry, Buffalo, N. Y. Discussion opened by B. A. Hinsdale, Ann Arbor, Mich.; Louis H. Galbreath, Winona, Minn.; D. L. Kiehle, Minneapolis, Minn.; F. W. Parker, Chicago, Ill.

2. Paper—"A Proposed Coördinated Course of Study for the First Two Primary Grades, With Explanatory Exposition"—Mrs. Lida B. McMurry, Normal, Ill. Discussion opened by L. H. Jones, Cleveland, Ohio; W. S. Jackman, Chicago, Ill.; James L. Hughes, Toronto, Can.

Local committee of the Herbart club—Miss Dora M. Moore, Miss Celia F. Osgood, Mr. John Parsons.

TABULAR VIEW OF DEPARTMENT MEETINGS.

3:00 P. M.

NATIONAL COUNCIL OF EDUCATION MEETS JULY 5, 6, 8 AND 9, IN THE STATE CAPITOL.

| Wednesday, July 10 | Thursday, July 11 | Friday, July 12 | Place of Meeting |
|-----------------------|-----------------------|-----------------|----------------------------------|
| Kindergarten | Kindergarten | Elementary | Trinity Church |
| Secondary | Elementary | Elementary | Unity Church |
| Secondary | Secondary | Higher | High School, District Number One |
| Normal | Higher | Higher | High School, District Number One |
| Art | Normal | Normal | High School, District Number Two |
| Art | Art | Art | North Side High School |
| Music | Music | | First Baptist Church |
| Manual and Industrial | Manual and Industrial | | Manual Training High School |
| Business | Business | Business | Y. M. C. A. Hall |
| Business | Child Study | Child Study | Central Presbyterian Church |

The Herbart Club will meet in open session in Central Christian Church, July 10 and 11, 3:00 P. M.

The headquarters of the National Executive Officers are at the Brown Palace Hotel, Seventeenth Street and Broadway

SPECIAL NOTICES.

The regular annual meeting of the board of directors will be held Tuesday, July 9, at 11 o'clock a. m., in room 1, high school building, district No. 1.

The board of directors for 1895-1896 will meet on Friday, July 12, at 4:30 p. m., in room 1, high school building, district No. 1.

The committee on nominations will meet on Wednesday, July 10, at 4:30 p. m., in room 1, high school building, district No. 1.

On Friday, the last day, the following topic was presented:

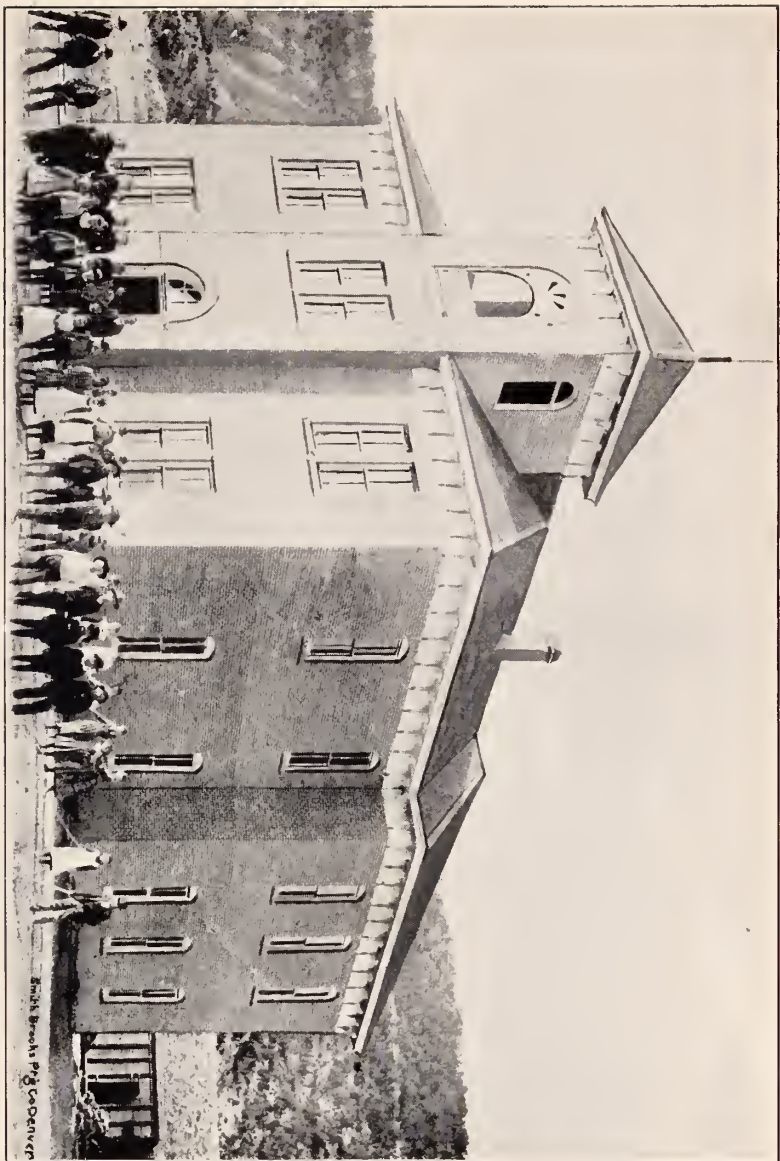
"The Instruction and Improvement of Teachers Now at Work in the Schools."

By institutes. A. S. Olin, Lawrence, Kan.

By teachers' classes. Earl Barnes, Stanford University.

By reading circles. L. H. Jones, Cleveland, Ohio.

Mrs. Peavey, Colorado state superintendent, leader of discussion. Dr. Jas. M. Green, Trenton, N. J.; N. C. Schaeffer, state superintendent Pennsylvania; John R. Kirk, state superintendent Missouri; Col. Parker, of Illinois, also discussed the question from different points.



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Read
PAPER SENT BY MRS. PEAVEY.

In Lucian's "Dialogues of the Dead," there is a representation of a teacher of rhetoric, who comes to the banks of the Styx and demands passage. Charon replies to him: "You must strip off all that boundless length of sentences that is wrapped round you, and these antitheses of yours, and balancing of clauses, and strange expressions, and all other heavy weights of speech or you will make my boat too heavy."

I sometimes think, as I listen to the voluminous discussions concerning the work and wages of the teacher, that we are apt to overload ourselves with classification, analyses and syntheses, until we have well nigh covered up the purpose and aim of the teacher's work in the methods of its performance. This may be the reason why so many teachers are wandering up and down the land, vainly seeking the wherewithal to enable them to purchase a passage to the Elysian fields, where work and rest are happily combined. We are certainly living in a time when "training" is the order of the day. Physical exercise is carried to the point where the man becomes simply a highly developed muscular organism. The aim of the athlete is to make himself a steam engine for speed, a trip hammer for pounding and a hydraulic ram for lifting. The intellectual man has an analogous ambition. It is his aim to master all the knowledge, or at least all the knowledge pertaining to his specialty. The aspirant in the mental conflict offers the prayer and resolve of Paracelsus:

"Make no more giants, God!
 But elevate the race at once. We ask
 To put forth our strength, just our human strength,
 All starting fairly, all equipped alike,
 Gifted alike, all eagle-eyed, true hearted;
 See if we cannot beat the angels yet.
 Such is my task."

Even in the spiritual realm this ambition is seen. There are men who seem to despise the needs of the body and the

achievements of the mind, in order that they may reach some attitude of perpetual adoration and lose themselves in God. I do not mean to overdraw the picture, but I think we have only to look about us to see these inordinate endeavors to attain the largest possible development, and as a result, an overweighting, which finally destroys the only purpose for which the development is valuable. We are placed here in this world to contribute to the welfare of others. All self-development which loses sight of this divine end can result only in a final depreciation of value. It is our business to make the most of all the faculties with which God has endowed us, and while doing this we must necessarily make a choice of some particular work; we shall surely fail if we pursue that choice to the extinction of those things that constitute a well rounded life.

The bearing of these remarks on the subject before us is evident. There is such a thing as too much training for the teacher's profession. I readily admit the value of all the agencies which are provided for the instruction and the improvement of the men and women who are engaged in this work. I hold it as fundamental to success that every teacher should take advantage of the opportunities offered for improvement, and that the motto of each one should be, "This one thing I do," but I also deem it essential to success that the teacher should realize his limitations, and that he should regulate his ambition to become great by a firm determination to become good. If anyone needs a full-rounded life, physically, spiritually and intellectually, coördinately developed, it is the man or woman who comes to the work of training and educating the young.

The institute, the class and the reading circle ought each of them to keep in view the necessity of a symmetrical development, but it is out of the question for any teacher to take in at one time all that these three sources of improvement offer.

My first suggestion, then, is, that a teacher should select one of these sources as a principal means of improvement and make the other two entirely subsidiary. This may be done for one year. The next year the same plan may be pursued, choosing one of the other sources. In three years the course would be completed, and much more would be realized than from the attempt to use all three to their full extent at the same time.

To be a little more specific. Suppose a teacher chooses institute work as a specialty. In that case, all the institutes within a given locality should be faithfully attended and faithfully prepared for. A young teacher would not expect to take a prominent part in such a gathering, but the directors of it, knowing

the purpose and determination of such a teacher, would provide special opportunities of exercise for such talents as might be developed. Before the year was out it might be reasonably expected that such a teacher would be something of an adept in the work of the institute, and consequently there would be a definite advancement in professional life. If a teacher having determined on this course should find time to attend a teachers' class or a reading circle, there would be no objection, but it is evident that no burdens or responsibilities could be assumed.

In order to make this suggestion practical and efficient, it should be the self-imposed duty of the superintendent of education in a given city or county, to summon the teachers to make an election at the beginning of the year as to which of these three means of improvement should be taken, provided, of course, that they are all in existence.

Under such an order of things, it would not be long before special merit would display itself, and if properly rewarded, the standard of professional life would be raised, both to the advantage of the teachers and the community they serve.

My second suggestion is in reference to the reading classes. These classes should consist of circles of not more than half a dozen members in each. If the session were to occupy two hours, on a given evening, this small number would give time for suggestion, discussion and questions, and without these the reading would be of little value. A theme should be chosen, and each one of the six should bring something to be read, or an analysis or abstract of something previously read on the subject. It might be well sometimes to devote several sessions to the reading of one theme, in which case a subsequent meeting should be held for conversation on the theme without the books. This would incidentally improve the power of conversation, a great desideratum in a teacher's life.

On stated occasions, say once in three months, several of these circles might gather for a general meeting in which representatives from each circle might set forth the attainments of their respective circles, and at the end of the year all the circles of the town or county might meet to make a report of their work and discuss the value of it.

Concerning the books to be read in such circles I need scarcely speak. It is evident that only works on education should have a place there. To a limited extent, biography of great teachers, such as John Amos Comenius Froebel, and Pestalozzi might be profitably perused. The history of Greek education in the second and third centuries of our era, is especially interest-

ing and profitable, as showing its general diffusion, the emolument and honors obtained by teachers, and the position which they held in the social life of the day.

The main course of the reading, however, should be devoted to those works which are strictly pedagogical in character. As an example of easy reading in this line, I might suggest Landon's *School Management*, Day's *Dreams of a Schoolmaster*, by Thompson, and Klemm's *Chips from a Teacher's Workshop*. These are especially valuable for young teachers. Of a little higher order, and demanding more study and thought, are works on psychology with special adaptation to the work of teaching.

One advantage of the reading circle will be the gradual accumulation of a library of a professional character. I look for the time when a teacher will as much expect to have a library devoted to his work, as a minister, or lawyer, or physician expect to have their theological, legal and medical libraries.

I have one other suggestion to make: Attendance upon teachers' institutes, classes and reading circles should be entirely voluntary. The only way to raise a profession to dignity and honor is to give it a free course. If there be not an inward compulsion to improvement, no external force will avail. If you put it into a contract that a teacher must attend so many institutes, or classes, or circles, it will seem like a reflection upon the professional enthusiasm, and it will reduce the work to drudgery. Non-attendance upon these sources of improvement will soon bring its own penalty. The teacher that fails to advance will retrograde, and must soon drop out. Competition ought to settle this question as it does in other branches of professional labor. The people want the best, and there are so many who are determined to be the best, that there will be little difficulty in rejecting what is manifestly inefficient, however much difficulty there may be in choosing between what is good.

As I said in the outset, this does not mean that one must undertake more than he can do. The daily work in the school room is the chief thing; next to this comes a careful, systematic and well chosen order of auxiliary work. This is fully within the compass of the teacher's ability, and if persistently pursued will bring power, influence and corresponding reward.

The present tendency to limit the teacher's work to one branch of instruction is greatly in favor of this method of improvement. The time has gone by when a teacher is expected to teach everything, from the alphabet to ancient and modern languages, and from notation to the calculus.

In all well regulated schools the teacher is now the occupant of a single chair. This is a common sense order, and one that is

in line with a true scientific method. Having one thing to do, it can be done well. The subject, whether it be mathematics, or language, or history, or natural science, becomes the center from which there may be infinite radiations to an infinite circumference. Under such a plan one may become master of a subject, knowing it as it is, and as it appears in all its relations.

Such a mastership gives confidence to the teacher, and certainty to the teaching, makes it effective, arouses enthusiasm in the pupil, and communicates aspirations which make his work a delight, more than a task. The main object of the training of teachers will, I think, be attained if those who have supervision over them will keep steadily in view the fact that all methods must be flexible and adapted to immediate practice. Beyond all else they must be influential in the moulding of the character. They must give the teacher a sense of his power, his responsibility and his need of humility. They must keep before him the fact that his work, in its possibilities of good or evil, is well nigh unlimited.

In closing these few remarks, I would like to quote you a saying of Dion Chrysostom, a noted teacher and rhetorician of the first century—a man greatly honored by his emperor, Vespasian, and afterwards by Trajan: "There are two kinds of education," he says, "the one divine and the other human! the divine is great and powerful and easy; the human is mean and weak, and has many dangers and no small deceitfulness. The mass of people call it education, as being, I suppose, an amusement, and think that a man who knows the most literature is the wisest and best educated man. And then, on the other hand, when they find a man of this sort to be vicious and cowardly, and fond of money, they think the education to be as worthless as the man himself. The other kind they sometimes call education, and sometimes manliness, and sometimes high mindedness. It was thus that the men of old used to call those who had this good kind of education—men with manly souls, and educated as Herakles was—sons of God." And this from the last words of Comenius: "I thank God that I have been a man of aspirations."

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REPORTS
OF
PRIVATE EDUCATIONAL INSTI-
TUTIONS.

Jarvis Hall Military Academy.
The University of Denver.
Colorado College.

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PRIVATE EDUCATIONAL INSTITUTIONS.

In compliance with a request sent to all known private schools, the following reports have been received:

JARVIS HALL MILITARY ACADEMY

Montclair, Colorado.

During the school year, 1894-1895, thirty-nine students were enrolled, of whom seven were in the preparatory, and thirty-two in the academic department. Of these thirty-two, nine took the classical course, preparatory to entering a university; ten the scientific course, which is designed for students preparing to enter a scientific school; and thirteen the business course. Five students graduated, of whom three went to scientific schools, one to the Colorado State University, and one to business. There were five resident masters, with the Rev. F. S. Spalding as principal, and one visiting master.

In 1895-1896 there were thirty-six students enrolled, eight of them being in the preparatory department. Of the remaining twenty-eight, eight took the classical, ten the scientific, and ten the business course. Four students graduated. At the close of this school year George Clarke, Ph. D., succeeded Mr. Spalding in the principalship. The year 1896-1897 has opened favorably with a somewhat larger attendance than in the two preceding years.

The library has been recently enlarged by the addition of works of fiction, and now contains, besides a well-selected assortment of books of biography, history and poetry, a considerable collection of the best novels and of boys' story books. The list of reference books has also been made more complete.

GEORGE CLARKE,
Principal.

THE UNIVERSITY OF DENVER.

Mrs. A. J. Peavey, Superintendent of Public Instruction:

Improvements upon the campus, amounting in value to \$2,500, have been made during the past year. The University Commons and Dyer Coöperative Boarding club have both been opened. Improvements have been made in the Wycliffe cottage for girls amounting in value to about \$300. The university has received in the way of special donations a valuable set of historical atlases and charts from Mr. J. A. Thatcher, of Denver, and a very choice collection of minerals presented by Mr. D. K. Lee, of Denver; an elaborate collection of mounted flowers representing especially the flora of Idaho, presented by Mr. Charles S. Lyles; the establishment of the Tupper alcove in the library, by the Rev. Kerr B. Tupper, and of the scientific alcove, established by Mr. James McConnell, and a large donation of books from the private library of ex-Governor Hoyt, of Wyoming, presented through his son, Mr. Kepler Hoyt; the donation of \$11,000 in money through Bishop Warren, from various friends in the East.

Dean Howe, of the college of liberal arts, has written and published a book for the Chautauqua Literary and Scientific Circle, entitled "A Study of the Sky," and has another book on astronomy to be issued before the beginning of the year 1897.

The University of Denver was successful in the oratorical contest, Mr. Eugene Antrim securing the first honors. Out of thirteen state contests, the University of Denver has been successful eight times.

Among improvements in the course of study, the university reports the following: The list of elective studies in the college of liberal arts has been greatly enlarged, the entire senior course being now elective. The number of courses has also been multiplied. Senior students are also allowed to elect a senior study for one year in either the school of theology, school of medicine or the school of law, as a part of the college course.

The work of cataloguing the library in the college of liberal arts has been begun, and in the school of theology has been completed.

The discontinuance of the practice of charging tuition in the college of liberal arts, leaving the only charges a small incidental fee, has proved exceedingly satisfactory.

The school of law has enlarged and increased its course of study, adding a post graduate course leading to the degree of Master of Laws. Several hundred volumes have been added to the law school library, and the list of instructors has been increased by 20 per cent.

In the school of medicine, the quarters occupied have been enlarged until the school now occupies three times as much room as ever before, and this year has the largest enrollment in its history. The improvements have been principally in the way of added laboratories in all branches and of increased clinical facilities.

The dental school has moved into rooms four times as large as those occupied heretofore, the number of chairs in the infirmary being increased to ten, and complete laboratories being fitted for the use of the students.

The school of theology has added a thousand volumes to its library by way of purchase, including a complete set of the Bampton Lectures, and a foreign theological library. The library has also been enriched by the addition of the very large private library of the late Rev. Freeborn G. Hibbard, D. D., Clifton Springs, N. Y. This library numbers about three thousand volumes. In the college of liberal arts extensive additions have been made to the libraries, especially in the department of biology.

Nothing has been done in the way of university extension, though during the months of November and December, 1896, the chancellor of the university gave six public lectures, entitled "Studies in the French Revolution," which are partly of the nature of university extension work.

The total number of professors and instructors now engaged in the various departments of the University of Denver is ninety-three. The total enrollment for the year 1895-1896 was 542 different students, after deducting the names of all those counted twice. The number of graduates at the commencement of 1896 was as follows:

From the college of liberal arts, 7.

The school of medicine, 7.

The Iliff school of theology, 5.

The school of law. 12.

The school of dentistry. 8.

The school of pharmacy. 4.

The school of music. 1.

Total. 44.

The degree of master of arts was conferred upon one graduate, the degree of doctor of philosophy upon one. The total number of degrees conferred by the university in cursu up to date is 276. The enrollment for the year 1896-1897 is already larger than the total enrollment for the year 1895-1896.

The enclosed syllabi were published during the year by the department of English literature.

W. F. McDOWELL.

COLORADO COLLEGE.

COLORADO SPRINGS.

This, the oldest institution in the state, is a college—not a university. It has no post-graduate schools. It gives a collegiate education of the first rank, and confers the degrees of A. B., Ph. B., and Sc. B.

The faculty numbers thirty-two; the students connected with the institution numbered, in 1895-1896, 250, and came from thirty-two states. The property—buildings, apparatus and endowment—is valued at \$800,000.

Buildings—The buildings, eight of which are heated by steam and lighted by electricity, number eleven. The residence halls contain all modern conveniences. The library was erected in 1894, at a cost of \$50,000. It contains at present over 18,000 bound volumes and 10,000 pamphlets, and is daily receiving valuable additions. On January 1, 1896, it was made a circulating library for residents of Colorado Springs and vicinity. The museum cases contain 30,000 specimens, many of them of rare value. The college possesses many others as yet unmounted. There are three valuable loan collections. Aside from the general growth in apparatus, the gymnasium has been equipped with apparatus, dressing rooms and shower baths.

The year 1895-1896 has been one of large growth.

The size of the student body has nearly doubled within two years.

The following important additions have been made to the faculty:

Professor Louis A. E. Ahlers, Modern Languages.

Dr. Francis Walker, Economics and Social Science.

Mr. Rubin Goldmark, Director of Conservatory of Music.

Professor H. E. Gordon, Oratory, English and Spanish.

Mrs. Louise Reinhardt, Spanish.

Dr. H. L. Muir, Medical Adviser.

Mrs. S. B. de Peralta, Drawing and Painting.

Mr. Clarence W. Bowers, Piano and Organ.

Mr. Frederick Howard, Voice.

Mr. Charles Dopf, Violin.

Dr. Leonard Freeman, Brain and Nerves.

Dr. Delphine Hanna, Physical Training.

Dr. S. Alice Lake, Medical Adviser.

Many new and advanced electives were offered in all the departments, notably in that of modern languages and of economics and social science. A seminar in Goethe's "Faust" ran through the year. By a change made in the requirements for sophomore year, the scope of elective work was largely increased. The lectures delivered annually to the class in psychology, by Dr. J. T. Eskridge, were supplemented by a course given by Dr. Freeman.

University Extension—The university extension lectures given by the faculty were remarkably successful, warranting an enlargement of plan for the ensuing year.

Conservatory of Music—Rubin Goldmark, director. The courses of instruction have been re-organized and the conservatory modeled after the best conservatories in Europe and in the East. A choral society, and a series of Wagner lecture-recitals by the director were among the free advantages opened within the year to students of music.

Department of Fine Arts—Great progress has been made in the work. Classes in out-door sketching, in portrait, and in drawing from the antique were added to the former classes in charcoal and water-color.

Tillotson Academy—Tillotson Academy, formerly at Trinidad, has been consolidated with Cutler Academy, thereby bringing new students and necessitating the opening of Tillotson hall.

The Religious Life—The religious life of the college has broadened and deepened. The Christian associations do regular outside work along religious and sociological lines, and take charge of Sunday services in outlying districts. Two delegates went to Northfield and three to Lake Geneva, in the summer. The "Volunteer Band" is characterized by an earnest spirit.

Athletics—Great interest is felt by both faculty and students in all athletic sports. The college teams secured high standing in the match games, and won the championship in base ball.

Board, Clubs, Etc.—By means of students' clubs (of which there are three), the price of good board has been brought below \$2.50 a week.

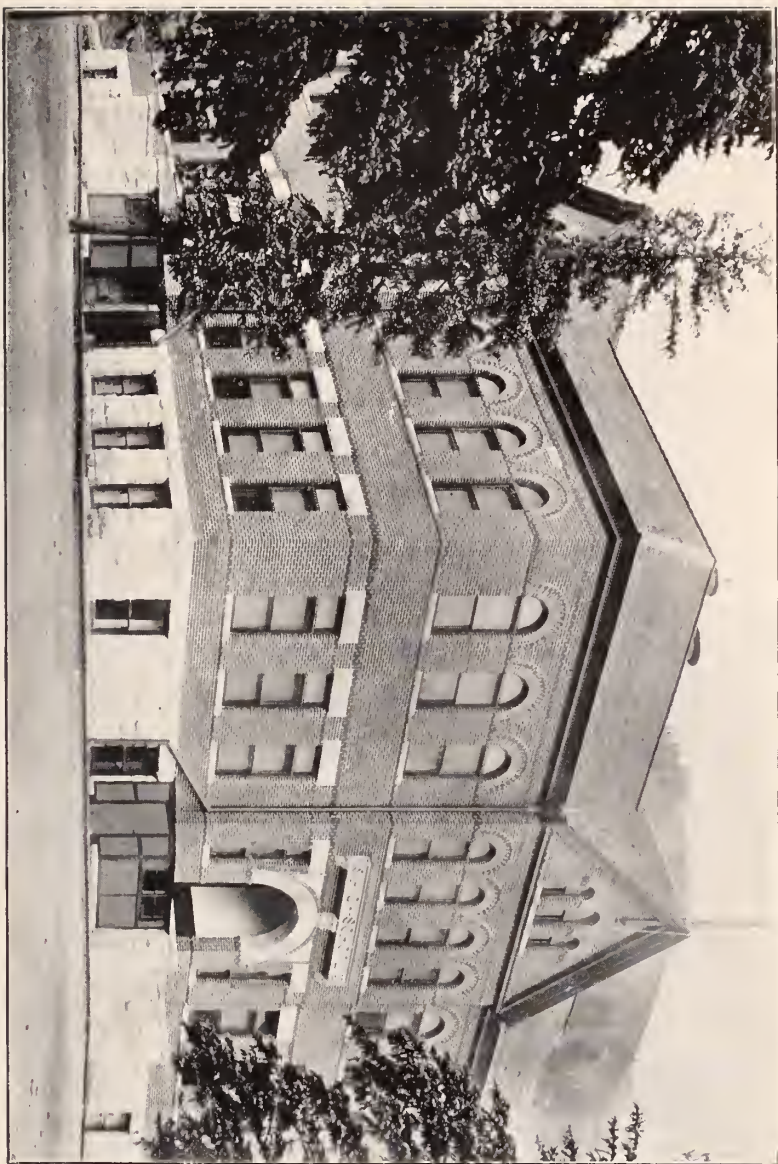
Colorado College Scientific Society—The sixth volume of the "Colorado College Studies" was issued in the spring of 1896.

New Buildings—The rapid and healthy growth of the college is shown by the fact that new buildings are an imperative and actually existing present need.

Cutler Academy—No changes were made in the courses in the preparatory school. The academy fits students for any college in the country, and its graduates are to be found in many Eastern institutions.

WM. F. SLOCUM, President.

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ARBOR DAY.

Arbor Day Bulletin, 1895.

Arbor Day Bulletin, 1896.

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ARBOR DAY, 1895.

APRIL 19.

PROCLAMATION—ARBOR DAY.

April 8, 1895.

Under an act of the general assembly of the state of Colorado, approved March 22, 1889, provision is made for the setting apart of one day in each year to be observed by the people of this state in the planting of forest trees for the benefit and adornment of public and private grounds, places and ways, and in such other efforts and undertakings as shall be in harmony with the general character of the day so established.

Therefore, I, Albert W. McIntire, governor of the state of Colorado, do hereby proclaim Arbor Day, Friday, the 19th day of April, A. D. 1895.

And I hereby call the attention of the people to the provisions of the above quoted act, and recommend and enjoin its due observance by all the people and particularly by the officers and scholars of the public schools, and enjoin upon the superintendent of public instruction and the county superintendents of schools throughout the state to promote by all proper means the observance of this day. The custom is one which is not only commanded to be observed by law, but is one of such a beautiful and beneficent nature that it should be so followed and celebrated as to make it dear to the hearts of the people.

In testimony whereof, I have herewith set my hand and caused the great seal of the state to be affixed, this 8th day of April, A. D. 1895.

(Seal)

ALBERT W. MCINTIRE,

Governor of Colorado.

By the Governor:

A. B. MCGAFFEY,

Secretary of State.

TO SUPERINTENDENTS AND TEACHERS.

Department of Public Instruction,

Denver, Colorado, April, 1895.

The seventh annual celebration of Arbor Day is near at hand, and let us consider its purpose and its lessons. "In our own country the yearly contribution of trees to the nation's wealth exceeds a billion dollars—equal in value to the combined worth of the crops of wheat, rye, oats, barley, potatoes, cotton and tobacco; greater than all our exports, and more than ten times greater than the produce of all our gold and silver mines." To you, children of Colorado, is committed a sacred trust, not only in the planting of trees by your own hands, but the day is near at hand when you will be the protectors of our forests. A wanton destruction of the trees upon our mountains means the lessening of our water supply, the lack of enriching of our soil—the utter failure of many of our springs and rivulets. Look at those countries once rich in abundant harvest, "with lands flowing with milk and honey"—now barren and sterile, unfit for cultivation, because the timber of those countries has fallen before the woodman's ax, while other countries have been rendered productive by the planting of trees. The planting of trees is not for your benefit alone—it brings you in touch with the future and enables you to help make the world better and more desirable. In the past many teachers have led their pupils and their patrons to ornament and improve the school and its premises, and all the year round the growing trees and flowers have told of the good work done. Weary not in well-doing, but let the good work go on. "In the morning sow thy seed, and in the evening withhold not thy hand; for thou knowest not whether shall prosper, either this or that, or whether they both shall be alike good."

A. J. PEAVEY.

As "Nature Study" is the engrossing topic among teachers, the approach of Arbor Day offers to parents and teachers an excellent opportunity of uniting with the children in appropriate exercises for its celebration, which will interest all in the works of nature. Try to cultivate a love for all the forms of life which surround us; try to appreciate all the beautiful gifts of nature—the flowers, the trees, the birds, bees or butterflies; in the study of each some charm will be found, something to instruct and amuse. Make this day the occasion of pleasure and profit to all who take part in its celebration. Strive to impress upon the

children the æsthetic, as well as the economic value of the trees; that the injury and destruction of trees displays a mean, ignoble spirit; that no person who appreciates the majesty of the pines, the strength and sturdiness of the oak, the grace and beauty of the elm and maple, would needlessly mar or destroy one of them. One of the pleasant thoughts connected with the planting of trees is the furnishing of homes for the birds who love the trees and show their delight in merry songs while swinging in their branches. This is the time of their nest-building. Would any child be so cruel as to disturb or rob these happy songsters? Parents and teachers sometimes do not give this subject the attention it merits, and would be astonished at the extent of bird destruction which takes place every year. If the children are taught to love the birds and trees, to appreciate the service and pleasure they render to us; to watch the bee storing his honey, the ant carrying his heavy burden, the lively little squirrel providing for his rainy day; to admire the beauty of the butterfly, to observe the habits of frogs, beetles, grasshoppers and every living thing with which we are surrounded, they will become more generous and humane.

Nature gave to the plains of Colorado but few trees; these closely bordered the streams of water flowing from the mountains. They are mostly cottonwood and box elder, which thrive with but little water, and are trees of rapid growth. For these reasons they are good trees to plant about school houses and in parks, but as we plant trees not alone for our benefit, but for those who come after us, we should plant among these rapidly growing trees others which grow more slowly, but are cleaner and more ornamental. If maples, elms and oaks are planted between the cottonwoods and box elders, in a few years, when the latter become troublesome on account of the cotton and the worms which infest the box elder, they may be cut down and our school houses and parks still be attractive. In the mountainous parts of Colorado the evergreens are always reliable. No tree is more ornamental on the school ground than our "state tree," the blue spruce. What a resource the evergreens are in relieving the monotony of the snow-covered mountains, and how beautifully in summer time their dark shades of green contrast with the lighter foliage of the poplars. Arbor Day affords an opportunity for the teaching of patriotism, for the inspiration of noble efforts for the future welfare of our nation, for the encouragement of the children to become good men and women, to recognize the benefits received from free schools, free libraries and all the free institutions of our country.

L. E. R. SCOTT.

EXTRACT FROM BRYANT'S "FOREST HYMN."

Father, Thy hand
Hath reared these venerable columns; Thou didst look down
Upon the naked earth, and forthwith rose
All these fair ranks of trees. They, in Thy sun,
Budded and shook their green leaves in Thy breeze,
And shot toward heaven. The century-living crow,
Whose birth was in their tops, grew old and died
Among their branches, till, at last, they stood,
As they now stand, massy, and tall, and dark,
Fit shrine for humble worshiper to hold
Communion with his Maker. These dim vaults,
These winding aisles, of human pomp or pride
Report not. No fantastic carvings show
The boast of our vain race to change the form
Of Thy fair works. But Thou art here—Thou fill'st,
The solitude. Thou art in the soft winds
That run along the summit of these trees
In music; Thou art in the cooler breath
That from the inmost darkness of the place
Comes, scarcely felt; the barky trunks, the ground,
The fresh, moist ground, are all instinct with Thee.

WHAT ROBIN TOLD.

How do robins build their nests?

Robin Redbreast told me,

First a whisp of amber hay

In a pretty round they lay;

Then some shreds of downy floss,

Feathers, too, and bits of moss

Woven with a sweet, sweet song,

This way, that way, and across—

That's what Robin told me.

Where do the robins hide their nests?

Robin Redbreast told me,

Up among the leaves so deep,

Where the sunbeams rarely creep,

Long before the winds are cold,

Long before the leaves are gold,

Bright-eyed stars will peep and see

Baby robins, one, two, three—

That's what Robin told me.

—George Cooper.

THE PLANTING OF THE TREE.

We bring here from the forest,
 A tree to plant to-day,
 To be a thing of beauty
 When we have passed away.
 ' Perchance a "joy forever,"
 We're planting in this tree,
 And thro' all future ages
 Its ministry will be.

We cannot know what lessons
 This tree may teach to men—
 Deep truths of God and Nature
 Eluding book and pen.
 We plant it here, believing
 That in its own wise way,
 It will live out the mission
 God dow'rs it with to-day.

Bring to this tree, O Springtime,
 Your sunshine and your rain;
 Coax from the branch, each season,
 The fair green leaves again.
 Be kind to it, O Summer,
 And in the years to be,
 May children say, "God bless them,
 Who gave this dear old tree!"

—Eben E. Rexford.

WHAT DO WE PLANT?

What do we plant when we plant the tree?
 We plant the ship which will cross the sea;
 We plant the mast to carry the sails;
 We plant the plank to withstand the gales;
 The keel, the keelson, and beam and knee;
 We plant the ship when we plant the tree.

What do we plant when we plant the tree?
 We plant the house for you and me.
 We plant the rafter, the shingles, the floors;
 We plant the studding, the lath, the doors,
 The beams and siding, all parts that be;
 We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag,
We plant the staff for our country's flag;
We plant the shade from the hot sun free:
We plant all these when we plant the tree.

—Henry Abbey.

THE TREE PARTY.

We had a fine party last night on the lawn;
All the trees and the flowers were invited.
It never broke up till the first peep of dawn,
And the guests went away quite delighted.

The Maple and Pine gave this banquet so fine.
Spread out in the moonlight before us;
The music was planned by the Whippoorwill band,
With a cricket and katydid chorus.

The jolliest set in the garden had met—
Not a scoffer was there, nor a mourner,
Except a rude thorn, whom they treated with scorn,
As he grumbled away in his corner.

The loveliest creatures were emerald green.
With dewdrops for jewels, resplendent;
But the stately Rose Queen, all in scarlet was seen,
And in purple her Lilac attendant.

Now, the Oak is a hundred years old, as they tell,
And very exalted his station;
And so, on this midsummer night, it befell
That they gave him a royal ovation.

With a dignified grace he arose in his place
And thanked all his neighbors politely—
Described the rough ways of his pioneer days.
And the hardships recalled now so lightly.

Then all the night long there was laughter and song,
In a language the trees comprehended,
Until daylight fell strong on the mirth-making throng,
And the famous tree party was ended.

THE SECRET.

We have a secret, just we three,
The robin, and I, and the sweet cherry tree;
The bird told the tree, and the tree told me—
And nobody knows but just we three.

But of course, the robin knows it best,
Because he built the—I shan't tell the rest;
And laid the four little—somethings in it—
I am afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about,
Then the whole secret will be out.

ARBOR DAY, 1896.

APRIL 17.

PROCLAMATION—ARBOR DAY.

Whereas, By an act of the general assembly of the state of Colorado, approved March 22, 1889, provision is made for the setting apart of one day in each year, viz., the third Friday in April, to be observed by the people of this state in planting of forest trees for the benefit and adornment of public and private grounds, places and ways, and in such other efforts and undertakings as shall be in harmony with the general character of the day so established,

Now, therefore, I Albert W. McIntire, governor of the state of Colorado, do hereby proclaim and set apart as Arbor Day, Friday, the 17th day of April, 1896.

And I hereby call the attention of the people to the provisions of the above quoted act, and recommend its due observance by all the people and particularly by the officers and scholars of the public schools, and enjoin upon the state superintendent of public instruction and the county superintendents of schools throughout the state, that they promote by all proper means the observance of this day.

Arbor Day should be observed with appropriate ceremony and by the actual planting of many trees. Not only is the custom one that is beautiful in thought and purpose, but of lasting benefit, particularly to the rising generation, and it is peculiarly appropriate that it should be observed and perpetuated by the school children themselves. It teaches the wisdom of forethought, and tends to cultivate a love of nature so often dwarfed in the hurry and rush of the artificial modern life. Let this be a day of enjoyment for the young in the open air amid the beauties of nature.

In testimony whereof, I have hereunto set my hand and caused the great seal of the state to be affixed, this 20th day of March, A. D. 1896.

(Signed.) ALBERT W. MCINTIRE,
Governor.

By the Governor:
A. B. MCGAFFEY, Secretary of State.

Department of Public Instruction,
Denver, Colo., March 20, 1896.

Every pupil should be made to feel a sympathetic interest in all that belongs to the good name or the beauty of his school, his town, his county, or his state. As our eighth annual celebration of Arbor Day approaches, it is especially appropriate for the pupil to realize that *all* this country in its physical aspects is, in a certain sense, his *own possession*. The mountains will seem to have a nobler grandeur, the rivers and lakes will appear more glorious, the plains and prairies more extensive, the valleys more lovely, the trees more majestic, and the flowers more beautiful, if he is taught to feel that in the planting of trees, shrubs and flowers he is instrumental in helping to beautify and develop his own environments. Let him feel that in nature's school the door stands open day and night. Instruction is free, and the invitation is universal; lessons are suited to every capacity. Teach the pupil that the tree that bears the leaves will not die; its roots are in the earth. They take hold of a life beyond; they go deeper than winter, and in their out-reaching and down-going will touch next summer. Hidden away in the branches above are also *budding* promises, full of the sure hope of succeeding life. Let him feel that these decorations in their beauty tell of a day only a little distant, when the earth shall become a scene of unfolding beauty. They are almost human in their utterances; they tell a story all love to hear, and as their grateful shade shelters from a burning sun, or their sweet perfume fills the air, the pupil may be inspired to "Go forth under the open sky and list to nature's teaching."

A. J. PEAVEY,
Superintendent Public Instruction.

WE THANK THEE.

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of bird, and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank Thee.
For blue of stream, and blue of sky;
For pleasant shade of branches high;
For fragrant air, and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank Thee.

Merry little sunbeams,
Flitting here and there;
Joyous little sunbeams,
Dancing everywhere,
Come they with the morning light,
And chase away the gloomy night.
Kind words are like sunbeams
That sparkle as they fall;
And loving smiles are sunbeams,
A light of joy to all.
In sorrow's eye they dry the tear.
And bring the fainting heart good cheer.

HISTORIC TREES IN AMERICA.

The groves of sequoia trees in Calaveras and Mariposa counties, California, are probably the most noted in the world. The largest which has been measured is 450 feet high, and forty feet in diameter. One of the stage routes to the Yosemite leads through the Mariposa group, and a passage has been cut through one of the largest trees, and the coach, filled with passengers and drawn by six horses, always stops within the tree, to give the travelers an opportunity to judge of its size. There are also some very large redwood trees near Santa Cruz.

Several individual trees occupy a noted place in our history. The Charter Oak, at Hartford, Connecticut, held in its hollow trunk the charter, concealed there by the people's party to prevent the king's party from getting possession and revoking it. This tree was blown down in 1856. The vice president's chair at Washington is made from its wood, and the place where the tree stood is marked by a stone monument.

The Washington Elm, at Cambridge, Massachusetts, is celebrated because of Washington having taken command of the colonial army under its branches, July 3, 1775. It is now protected by an iron fence. The poet, Lowell, for the celebration of the 100th anniversary, composed the poem, from which the quotation, "Beneath our consecrated elm," has become familiar.

The Liberty Elm, on Boston Common, was planted long before the revolution by a schoolmaster. Around this tree the people often gathered to listen to speeches in favor of freedom. During the war they met here to return thanks for the victories of the patriotic army, and after its close the people were accustomed to assemble there to celebrate the independence of our country. During a fearful storm it fell, and all the bells in the city of Boston were tolled, and a feeling of sadness pervaded the whole state. A stone monument has been erected on the place where the tree stood.

The Treaty Elm, in Philadelphia, where William Penn made his treaty with the Indians, was carefully guarded till 1810, when it was blown down. Its wood was used to make boxes and chairs, and much of it was presented to the descendants of Penn. The spot is marked by a monument, with an inscription.

In Chicago, on Eighteenth street, between Prairie avenue and the lake, is a large cottonwood tree, which marked the spot where the Indian massacre of 1812 took place. Seventy-five whites fought for their lives against 600 Indians. Fifty men, women and children were killed. Although the tree still stands, the place is marked by a fine bronze monument.

A few miles from the city of Mexico is an old cypress tree, called the tree of Triste Noche (sad night). Under this tree Cortez sat and wept on the night he was driven from the city of Mexico by the Indians.

Another cypress of enormous size stands a few feet from the entrance gate to Chapultepec, which is called Montezuma's Tree, under which the Aztec often sat when Chapultepec was his residence.

Arbor Day originated with J. Sterling Morton, our United States commissioner of agriculture. In 1872 he was governor of Nebraska, which was then a vast treeless prairie. At a meeting of the state board of agriculture, he proposed that the 10th day of April should be set apart for the planting of trees, and offered a premium for the proper planting of the greatest number. More than one million trees were planted that day in Nebraska, and now more than 700,000 acres are planted with trees. The

first intention of Arbor Day tree planting was a purely economic one, but in itself an unselfish act—planting that others may enjoy—developed the esthetic sentiment: "He who plants trees loves others besides himself." It cultivated broader views of things; aroused a sentiment of patriotism, a love of the beautiful in nature, which leads "through nature up to nature's God."

In 1876, B. G. Northrop, of Connecticut, the originator of the village improvement societies, offered a dollar prize to every boy and girl who planted or helped to plant five centennial trees. This led to the development of the idea of encouraging the boys and girls of the nation to unite in the work of adding to the beauty and attractiveness of the landscape, as well as its economic value. In 1883, when the American Forestry Association held its annual meeting in St. Paul, Prof. Northrop introduced a resolution, which was adopted, favoring the observance of Arbor Day in the schools of the United States and Canada. Mr. Northrop was appointed chairman of a committee to push the work. He presented his claims to the governors and state superintendents of schools of all the states and territories, and though the proposition was not favorably received by some states at that time, now, with but few exceptions, it has been adopted, and the days dedicated to this purpose range from early in February to late in May, according to location. In some of the United States it is necessary to have two different days for different parts of the state. Canada, Australia, New Zealand, South Africa and some parts of Europe are now celebrating Arbor Day.

The frequent allusions to trees in our literature become familiar to the pupils, and induces a desire for a knowledge of the structure, character, growth and uses, so that through the trees children are taught the love of books. No one can estimate the value of these lessons. The habits of observation acquired by their examination cultivates attention, perception, memory, imagination and expression, and arousing the best instincts in the heart, helps to establish right principles and form good character.

L. E. R. SCOTT.

If the Oak leaf comes out before the Ash,
'Twill be a summer of wet and splash;
But if the Ash leaves out before the Oak,
'Twill be a summer of fire and smoke.

MY PINES.

Acres of mighty pines I bought,
 As lord and master, went to see
 My goodly trees, and fondly thought,
 I own their very minstrelsy.

I stepped within their solemn shade,
 And cried aloud, "Mine! mine! all mine!
 The deed is drawn, the price is paid;
 This day I claim you, every pine!"

Alas! my vain and vulgar words
 Broke rudely on the sacred air,
 Accustomed to the leaves and birds,
 As street cries in a house of prayer.

The chaste, sweet silence hushed the sound;
 Then through the aisles and arches ran
 Afar, anear, above, around,
 The Forest's answer to the man.

O Sound ineffable! you hear
 The pulses of the Ocean's rhyme;
 The breath of peace and death and fear,
 The rustle of the wings of time.

"Our roots take hold on vanished lives;
 Our veins with blood of ages run;
 Aloft each spire and needle strives
 To take the vintage of the sun.

"When living airs draw softly near,
 Or trail our whispers on the wind,
 We shape the vacant atmosphere
 To accents of the Eternal Mind.

"We read the secrets of the stars,
 By vigils under open skies
 We fight in elemental wars;
 We look into the morning's eyes.

"We hold our green. No change we know
 The branding heat, the frost that delves,
 The singing rain, or cowles of snow,
 Our life is hid within ourselves.

"We warm the winter's aged heart;
We stand unscathed in autumn's fires;
And to the pale young spring impart
Our mighty faith when her's expires.

"Above your insect joys and fears,
Your hopes and dreams forever fleeing,
Hear the deep tones of endless years;
Behold the sign of changeless being."

Beneath the forest's ancient spell,
My soul awoke, and heard the call
Of boyhood. Voices dimly fell
Around me—voices magical—

Whose subtle intonations clear,
Like echoes tangled in the wind,
Had failed for many a weary year
To gain my manhood's grosser mind.

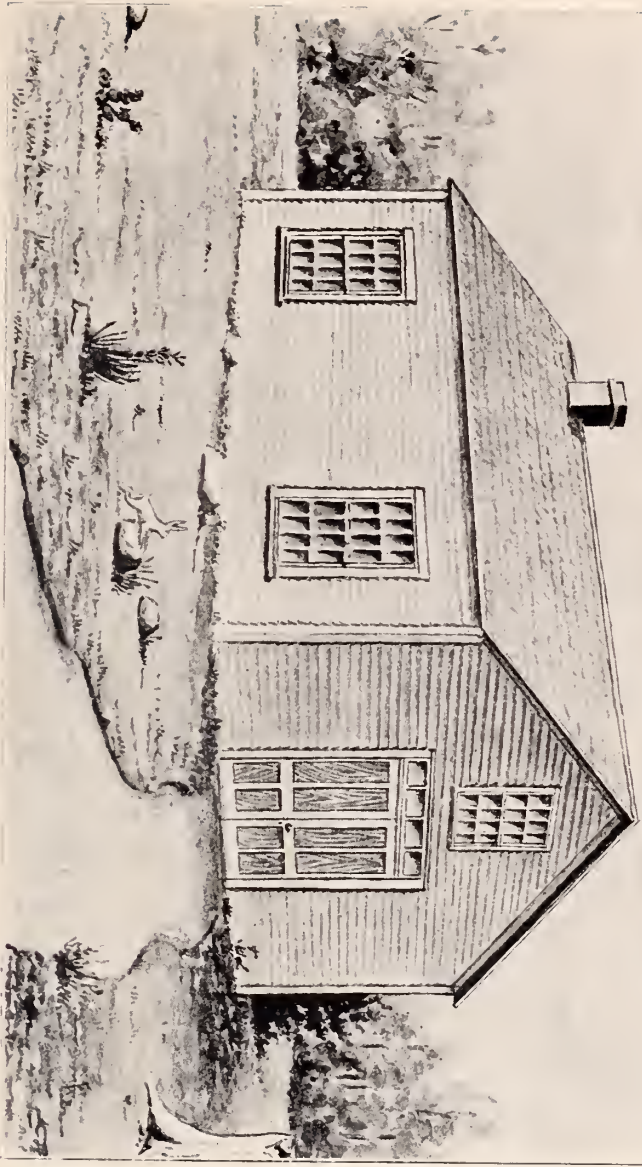
Ashamed, abased, as from the shrine
Of an offended god I stole,
And felt the accusing light with fine,
Deep scorn look through and through my guilty soul.

Not mine! O Holy Pines, not mine!
Your birthright lies in earth and sky;
The round world claims your fadeless sign,
The Soul, your ancient minstrelsy.

—J. H. Ecob.

WHAT THE ROBINS TOLD.

How do the robins build their nests?
Robin Readbreast told me.
First a wisp of amber hay
In a pretty round they lay.
Then some shreds of downy floss,
Feathers, too, and bits of moss,
Woven, with a sweet, sweet song,
This way, that way, and across—
That's what robin told me.
Where do the robins hide their nests?
Robin Redbreast told me.



FIRST SCHOOL, BUILDING IN COLORADO, ROUTEDER.

Up among the leaves so deep,
 Where the sunbeams rarely creep.
 Long before the winds are cold,
 Long before the leaves are gold,
 Bright-eyed stars will peep, and see
 Baby robins, one, two, three—
 That's what robin told me.

—Geo. Cooper.

Good morrow, litle rose bush;
 Now prithee tell me true,
 To be as sweet as a red rose,
 What must a body do?
 To be as sweet as a red rose,
 A little girl like yon
 Just grows, and grows, and grows,
 And that's what she must do.

—Joel Stacy.

COMMON CAUSES OF FAILURE IN PLANTING.

1. *Inattention to the relationship between top and root.*

The planting of a tree implies removal from the forest, the nursery, or other place where it has developed from the seed, to the spot selected as its permanent home. This process of removal or transplanting is successful or unsuccessful according to the attention given to the details of the process. By successful I here mean, not merely that the tree live—for it may live for some years, and still score a failure—but that it recover at once from the shock of removal, and go on in its development in full health and vigor. The details of the process fall under and are governed by principles of plant growth which, though they may be understood, are often lost sight of or forgotten in practice.

The first division in the gross anatomy of a tree commonly brings all parts under three heads—roots, stem, and leaves; or, suppose we simplify this, and make a division at the ground line into two parts or systems—the root system lying below the surface; the other, consisting of trunk, branches and all they bear, above. Nature adjusts a perfect balance between these two systems; they are interdependent; the growth of one means the growth of the other; the injury of one injures the other. Vigorous root growth induces strong growth of branches, with an ample accompaniment of leaves, and vigorous root action is only possible through the agency of abundant leaf surface and healthy

leaf action. It follows that in the process of transplanting the aim should be to maintain the balance between these two systems. Bear in mind that the spread of the root system is in proportion to the top, and that even under the most careful handling severe root-pruning goes with transplanting. Then prune the branches to adjust them to the shortened roots. Of course, the amount of pruning necessary will depend largely upon the age of the tree, and in a measure upon the species. These are matters beyond the scope of definite rules; they require the use of good judgment, and some knowledge of the characteristics of the various trees.

2. *Absence of protection for the roots during removal.*

When a tree is taken from the ground the root system is out of its element, and as unable to perform its office as the leaves would if buried in soil. Exposure to sun and wind quickly dries the small feeding roots, and the vitality of the tree is destroyed, or at least seriously injured. More failures result from careless management of the roots while out of the ground than from any other one cause. As soon as a tree is lifted, surround it with conditions that approximate as closely as possible to the natural—protect the roots from sun and wind, and keep them moist. This is easily done, and there is no excuse for neglecting it.

3. *Errors in setting the tree.*

In placing trees in position, two inexcusable mistakes are common, namely, the crowding of roots into holes entirely too small, and covering with earth too coarse and lumpy to settle into close contact with the roots. Common sense should teach correct practice in this, but I have observed that often it does not. To crowd the roots into contorted and unnatural masses retards growth, and is a menace to the life of the tree. Each root, with its laterals, should be given a natural position, and the soil used in covering should be fine, so that it may completely and closely envelop each small root. Only under these conditions can we expect that abundant production of feeding rootlets necessary to vigorous growth.

To be successful in planting it is necessary to consider the tree as a living organism, possessed of intrinsic value. Caution is unnecessary to those who thus view it, because the idea implies a love of trees, and carries with the desire to rightly value their needs. On this view trees are certain to receive that treatment which insures success.

Tree planting is not a temporary expedient; there is an element of permanency that ought to influence the act and command

for it careful attention. We should look beyond the recompense that comes as personal pleasure, and view the tree as planted, not only for a lifetime, but for generations to come. The existing trees that have reached the majestic beauty of full maturity were planted by those who preceded us; they are now ours to enjoy. Is it not well that we do as much for those who are to follow? Should we not do the act well, with a full appreciation of the fact that in trees we have the highest types of natural beauty.

C. S. CRANDALL.

The State Agricultural College.

ARBOR DAY POETRY.

Dear friends we greet you this happy day,
 With cheerful songs from hearts blithe and gay;
 And patiently listen, if you please,
 To our stories in rhyme of beautiful trees.
 Which is your favorite of them all?
 Is it the pine so straight and tall,
 Who lifts his head in stately pride,
 Winter and summer on mountain side?
 Is it box elder or cottonwood,
 That swaying winds and drouth withstood?
 Is it the aspen, with trembling leaves,
 That ever its sad, weird story breathes?
 Is it the maple, underneath whose shade
 Your childhood's feet full oft have strayed?

* * * * *

No pine nor maple, no beech nor elm,
 Nor all the trees from every realm,
 It matters not how wide their fame,
 E'en crowned with an immortal fame,
 Can lessen the pride, with which we seek
 To proclaim our choice, and to bespeak
 The kindly interest and gentle care,
 (Which we hope our friends with us will share),
 For the lovely spruce so fair to see;
 The dear blue spruce—our own State Tree.

—Lucy E. R. Scott.

* * * * *

In Concert—

Which is the best of all the trees.
 Answer me, children, all, if you please—
 Is it the oak, the king of the wood,
 That for a hundred years has stood,
 The graceful elm or the stately ash,
 Or the aspen, whose leaflets shimmer and flash?

—Youth's Companion.

* * * * *

First Speaker—

Four centuries grows the oak tree, nor does its verdure fail;
 Its heart is like the ironwood, its bark like plaited mail;
 Now cut us down the oak tree, the monarch of the wood,
 And of its timbers stout and strong, we'll build a vessel good.
 The oak tree of the forest both east and west shall fly,
 And the blessings of a thousand lands upon our ships shall lie.
 She shall not be a man of war, nor a pirate shall she be,
 But a noble Christian merchant ship, to sail upon the sea.

—Mary Howitt.

* * * * *

Second Speaker—

The elms have robed their slender spray,
 With full-blown flower and embryo leaf,
 Wide o'er the clasping arch of day
 Soars like a cloud in their hoary chief.

—Holmes.

* * * * *

Or—

The elm, in all the landscape green
 Is fairest of God's stately trees;
 She is a gracious mannered queen,
 Full of soft bends and courtesies;
 And though the robins go as guests,
 To swing among the elm's soft leaves,
 When they would build their snug round nests
 They choose the rough old apple trees.

—May Riley Smith.

* * * * *

Third Speaker—

"Help one another," the maple spray
Said to its fellow leaves one day.
"The sun would wither me here alone
Long enough ere the day is gone,
But I'll help you, and you help me,
And then what a splendid shade there'll be."

Or—

* * * * *

In the spring so blithe and merry,
How our maple queen
Dons a robe so bright and cherry,
Daintiest of green.
Children love this joyous season,
Give it sweetest praise;
Maple fair can tell the reason—
Maple sugar days.

* * * * *

Fourth Speaker—

Mrs. Horse Chestnut Tree said: "Oh, dear me!
I must have a new gown, and what shall it be—
On catkin trimmings the willows dote,
The staid old oak wears a gay pink coat,
Miss Birch is dressed in the prettiest taste,
With a sash of green, 'round a white satin waist?
But I think I've guessed what fashion is best,
Besides it will be quite unlike all the rest."
So a Japanese costume this morning she plans,
All made of the softest of little green fans.

* * * * *

Fifth Speaker—

Under the yellow pines I house,
When sunshine makes them all sweet scented,
And here among their furry boughs
The basking west wind purrs contented.

—Lowell.

Or—

* * * * *

Tell me thy secret true, Whispering Pine;
Tell me a story new, Whispering Pine.
Hast thou a secret foe?
What tale of joy or woe?
Dost thou still murmur so, Whispering Pine?

—Selected.

* * * * *

Or—

Regal and stately behold it stand
 Above its brethren, towering grand—
 A sentinel guarding the sleeping land,
 Beauty and grace in its form combine;
 A monarch, born of a noble line;
 Long may it be ere its race decline,
 Frost shall not wither a leaf of thine,
 Fearless and fadeless pine.

* * * * *

Sixth Speaker—

I am the hemlock;
 I shake the snow on the ground
 Where the flowers safely sleep,
 And all the night long,
 Though the winds blow strong,
 A careful watch I keep.

* * * * *

Seventh Speaker—

When the autumn comes its round,
 Rich sweet walnuts will be found
 Covering thickly all the ground
 Where my boughs are spread,
 Ask the boys that visit me,
 Full of happiness and glee,
 If they'd mourn the hickory tree,
 Were it felled and dead.

* * * * *

Eighth Speaker—

Let one who sips life's tears with strange delight,
 And finds in sobs and sighs life's harmony,
 Go out beneath the cottonwood trees at night,
 And there repent the laughter of the day;
 Then listen to the rustling of the leaves,
 Like steady rainfall from the homestead eaves,
 And listening, weep and pray;
 But on the morrow, hie away;
 It is not well to dwell there all the dreary while,
 To-night we weep and pray, to-morrow toil and smile,
 While the cottonwoods weep and sway,
 All the night and all the day,
 All the night and all the day.

—Mrs. B. C. Rude.

* * * * *

Ninth Speaker—

You are welcome, Pussy Willows,
 In your silvery gowns,
 For your smiling, cheerful glances
 Banish Winter's frowns.

* * * * *

O Willow, why forever weep,
 As one who mourns an endless wrong?
 What hidden woe can lie so deep?
 What utter grief can last so long?
 Mourn on forever, unconsolated,
 And keep your secret, faithful tree.
 No heart in all the world can hold
 A sweeter grace than constancy.

—Elizabeth Allen.

* * * * *

Tenth Speaker—

Hark! hark! what does the Fir tree say,
 Standing still all night, all day—
 Never a moan from over his way.
 Green through all the winters gray—
 What does the steadfast Fir tree say?
 The winter's frost and the summer's dew,
 Are all in God's time, and all for you;
 Only live your life, and your duty do,
 And be brave, and strong, steadfast and true.

—Luella Clark.

* * * * *

Eleventh Speaker—

When the great wind sets things whirling
 And rattles the window panes,
 And blows the dust in giants
 And dragons tossing their manes;
 When the willows have waves like water,
 And children are shouting with glee;
 When the pines are alive, and the larches
 Then hurrah for you and me,
 In the tip o' the top o' the top o' the tip of
 The popular poplar tree.

* * * * *

Twelfth Speaker—

Who planted this old apple tree?
 The children of that distant day
 Thus to some aged man shall say.
 And gazing on its mossy stem,
 The gray-haired man shall answer them,
 A poet of the land was he,
 Born in the rude but good old times;
 'Tis said he made some quaint old rhymes
 On planting the apple tree.

—Bryant.

* * * * *

Thirteenth Speaker—

Why tremble so, broad Aspen tree;
 Why shake thy leaves never ceasing?
 At rest thou never seem'st to be,
 For when the air is still and clear,
 Or when the nipping gale, increasing,
 Shakes from thy boughs soft twilight's tear,
 Thou tremblest still, broad Aspen tree,
 And never tranquil seem'st to be.

WORDS OF THE ARBOR DAY SONG.

Welcome sweet Spring time!
 We greet thee in song,
 Murmurs of gladness fall on the ear;
 Voices long hushed now their full notes prolong,
 Echoing far and near.
 Sunshine now wakes all the flow'rets from sleep,
 Joy giving incense floats on the air,
 Snowdrop and primrose both timidly peep,
 Hailing the glad new year.
 Balmy and life breathing breezes are blowing,
 Swiftly to nature new vigor bestowing.

Chorus—

Ah! how my heart beats with rapture anew,
 As earth's fairest beauties again meet my view.
 Sing, then, ye birds! raise your voices on high;
 Flow'rets awake ye!
 Burst into bloom!
 Spring time is come! and sweet summer is nigh;
 Sing, then, ye birds, O sing!

II.

Welcome bright Spring time, what joy now is ours;

Winter has fled to far distant climes;

Flora thy presence awaits in the bow're,

Longing for thy commands.

Brooklets are whispering as onward they flow,

Songs of delight at thy glad return;

Boundless the wealth, thou, in love dost bestow,

Ever with lavish hands.

How nature loves thee, each glad voice discloses;

Herald thou art of the time of the roses.

Chorus—

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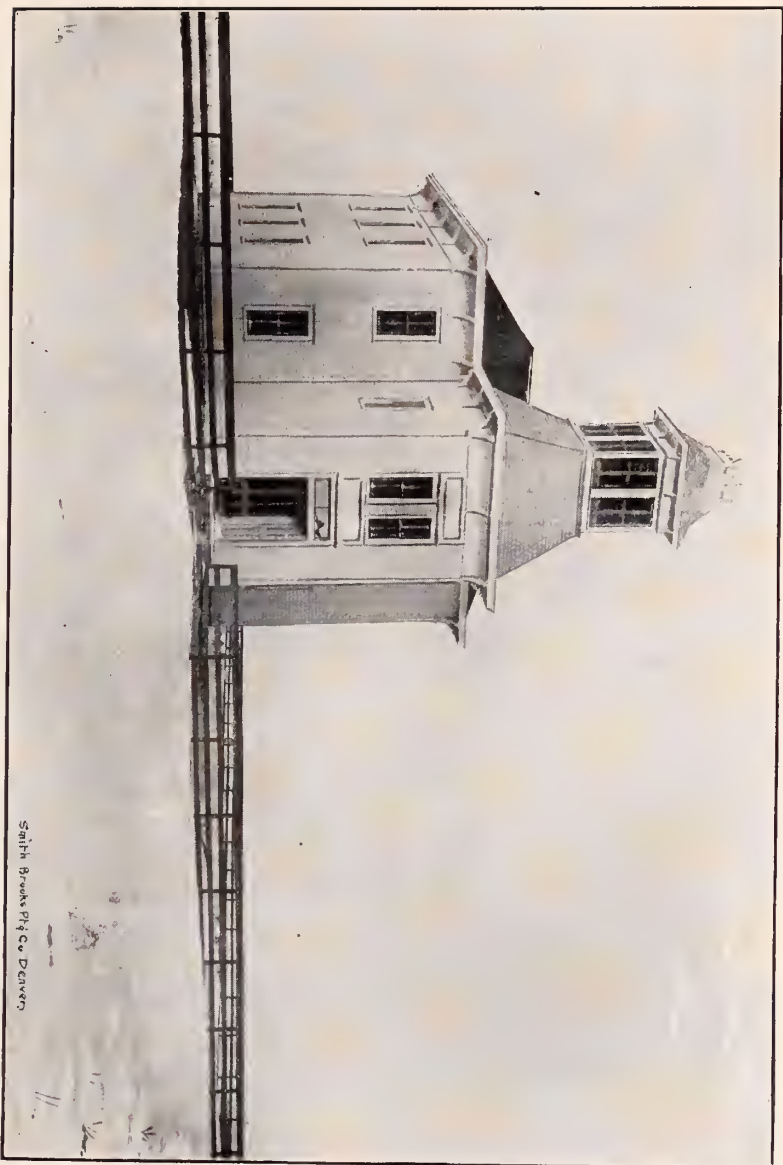
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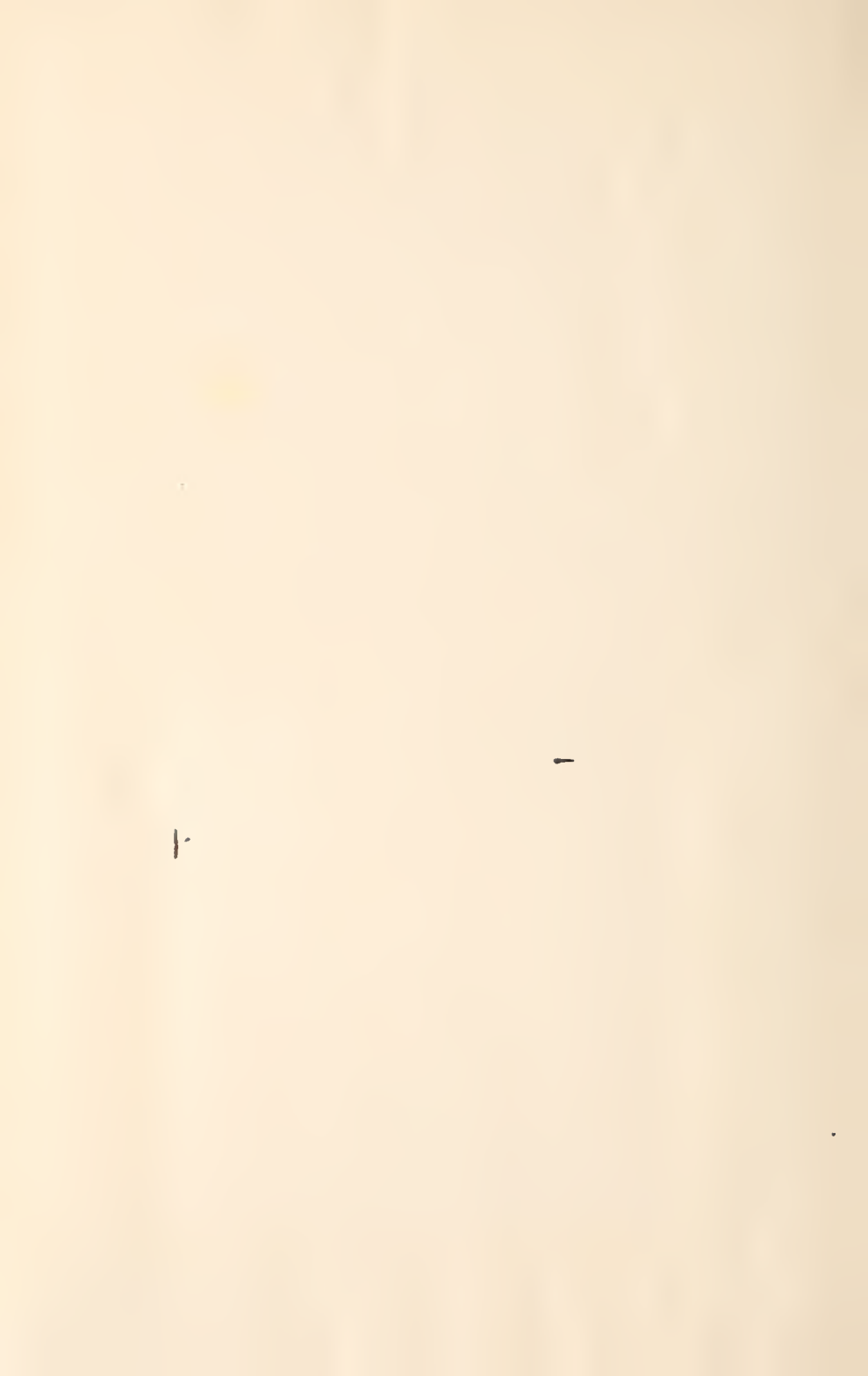
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