

ED 2 / 1.1 / 1901-02

2

COLORADO STATE PUBLICATIONS LIBRARY



3 1799 00107 2958

1914

NOV 1 1914

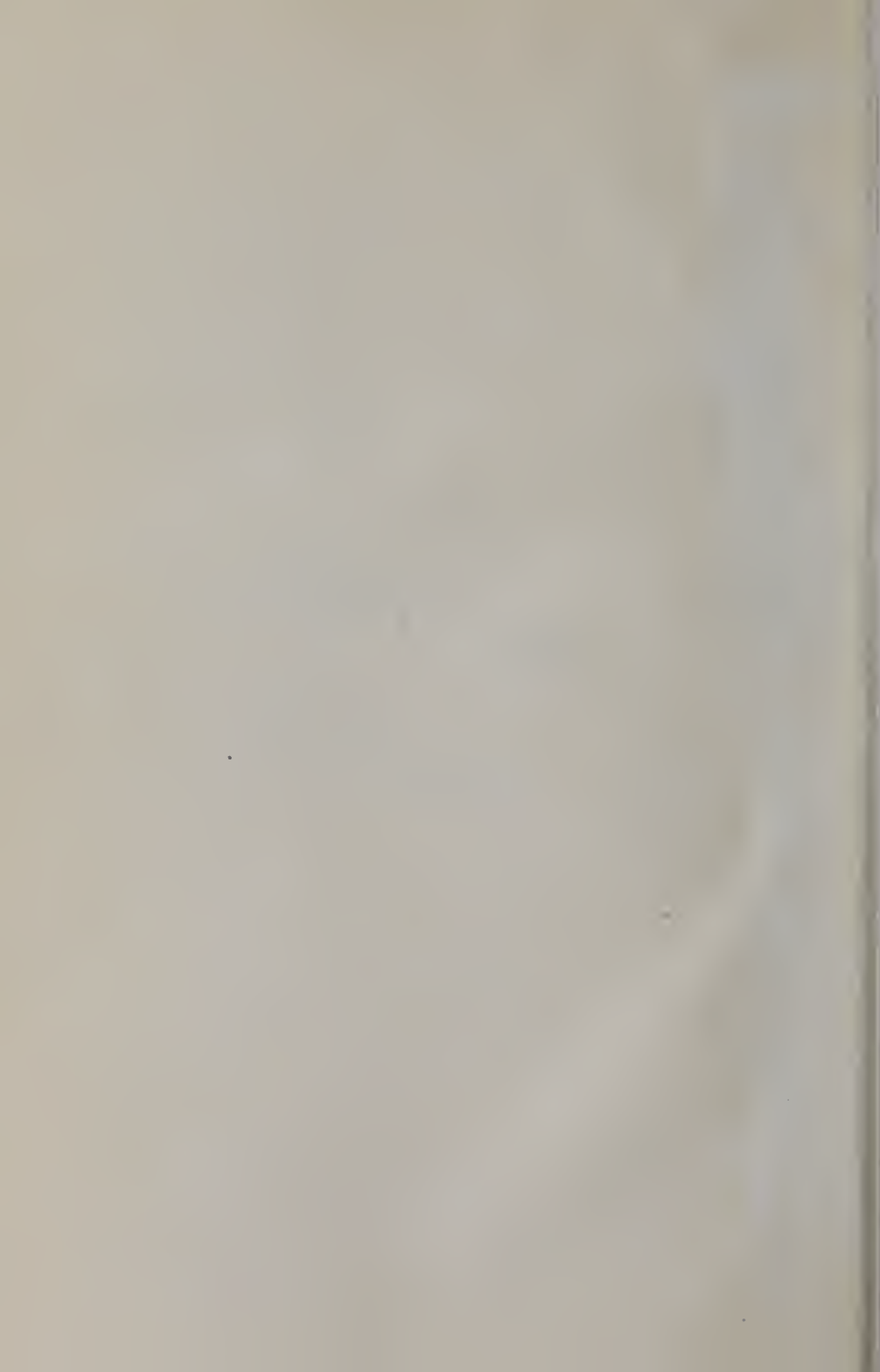
RECEIVED  
STATE DEPARTMENT  
WASHINGTON, D.C.

ED 2/1.2/1901-1902  
ca

**RECEIVED**

DEC 10 1993

**COLORADO STATE LIBRARY**  
State Publications Library





Digitized by the Internet Archive  
in 2016

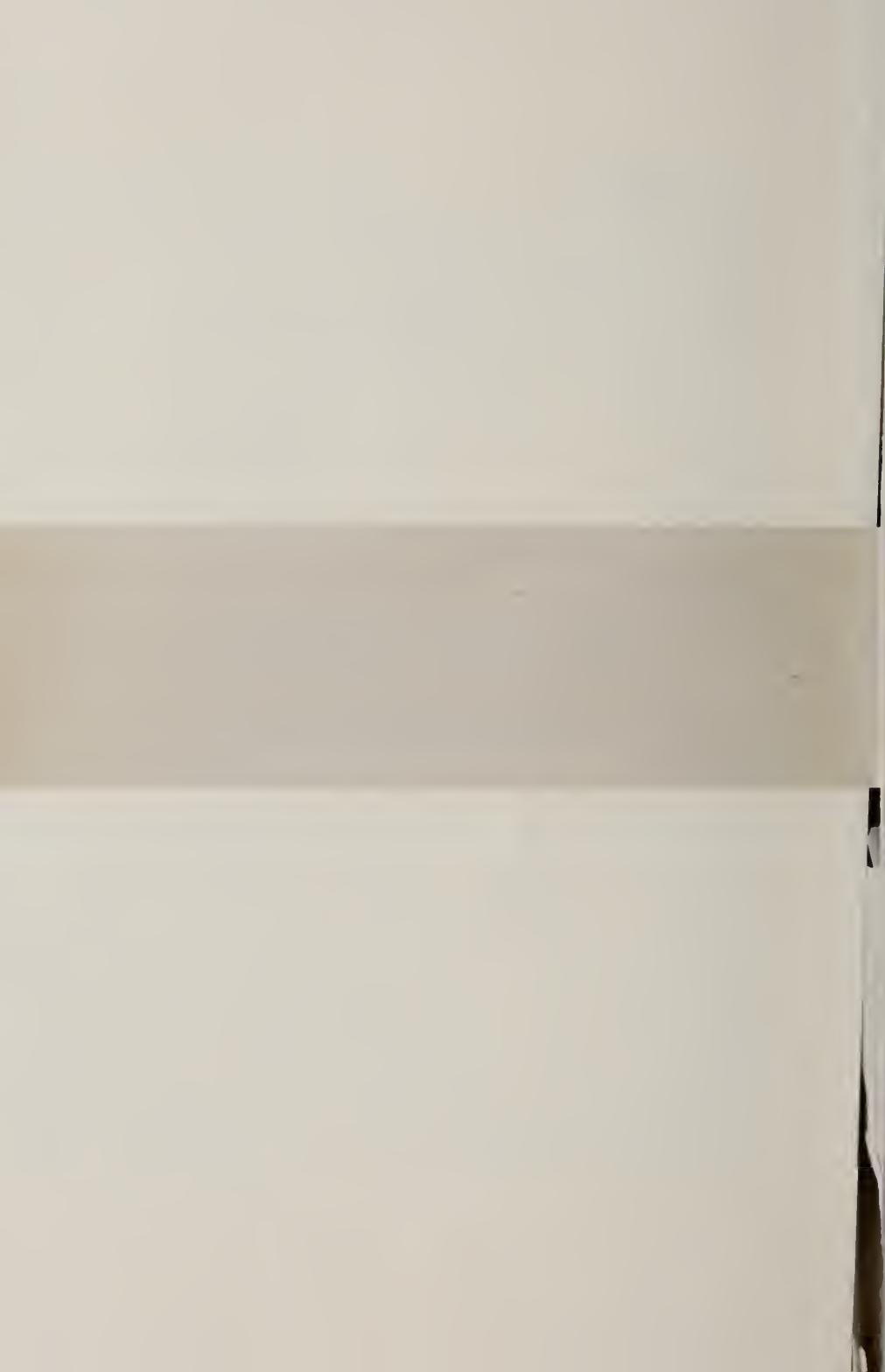


CANON CITY HIGH SCHOOL, DISTRICT 1, FREMONT COUNTY, COLO.

*Compliments of*

MRS. HELEN L. GRENFELL,

*Superintendent Public Instruction.*





6.2

THIRTEENTH BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF COLORADO

DECEMBER, 1902

---

TO THE GOVERNOR



DENVER, COLORADO:  
THE SMITH-BROOKS PRINTING CO., STATE PRINTERS.  
1902



## TABLE OF CONTENTS.

---

INTRODUCTION—	Page
State institutions for higher education.....	14
Compulsory attendance at school.....	15
Normal Institute fee fund.....	16
Humane education .....	16
Scarcity of teachers.....	17
Higher standard for teachers.....	17
Decisions of state superintendents.....	18
Special days .....	18
The state school lands.....	18
Improvements suggested.....	19
Recommendations to the Fourteenth General Assembly.....	21
REPORT OF STATE LIBRARY.....	25
STATE BOARD OF EXAMINERS—	
Dates of meetings.....	39
Circular of information.....	39
Circular concerning state diplomas.....	41
SUPERINTENDENTS OF PUBLIC INSTRUCTION OF COLORADO..	44
STATE BOARD OF EDUCATION--	
Dates of meetings.....	47
Cases of appeal.....	47
Names of persons holding state certificates.....	51
SUMMARY OF SCHOOL LEGISLATION OF THE THIRTEENTH GENERAL ASSEMBLY .....	57
CIRCULAR CONCERNING INSTRUCTION UPON HUMANE TREAT- MENT OF ANIMALS.....	57
COLORADO TEACHERS' READING CIRCLE.....	60
LOUISIANA PURCHASE EXPOSITION.....	63

	Page.
McKINLEY MEMORIAL FUND.....	64
NEW EDUCATIONAL MOVEMENTS.....	65
GENERAL NOTES—	
New school buildings.....	69
School libraries .....	69
Number of school districts.....	70
County teachers' associations.....	70
Number of high schools.....	70
Manual training .....	70
Domestic science .....	70
Kindergartens .....	70
COLORADO STATE AND PRIVATE EDUCATIONAL INSTITUTIONS..	71
STATISTICAL REPORTS, 1901-1902—	
Census .....	74-79
Enrollment and attendance.....	80-85
Teachers and salaries.....	86-93
Per capita expenses and school houses.....	94-99
Receipts .....	100-105
Disbursements .....	106-117
School bond account.....	118-121
Examination of teachers.....	122-125
Apportionment .....	126-131
NORMAL INSTITUTE FEE FUND.....	132
APPROPRIATION AND EXPENSES.....	132
APPROPRIATION AND DISBURSEMENTS, CLERICAL FUND.....	132
QUARTO-CENTENNIAL COMPARATIVE STATISTICS.....	133
OFFICIAL VISITS—	
By superintendent .....	137
By deputy .....	141
REPORTS OF COUNTY SUPERINTENDENTS .....	142
DECISIONS OF STATE SUPERINTENDENTS.....	177
OPINIONS OF ATTORNEY GENERAL.....	259
EXAMINATION QUESTIONS—	
County—Regulations governing county examinations of teachers .....	271
Directions to applicants for teachers' certificates.....	272
Questions for the county examination of teachers, 1901-1902.....	274

EXAMINATION QUESTIONS—Continued.	Page.
State—Statement of candidate for state examination....	309
Questions for the examination of applicants for state diplomas, 1901-1902 .....	309
Kindergarten Work—	
Kindergarten law .....	332
State kindergarten examination questions, 1901-1902.....	329
Colorado Bar Examination—	
Rule of the Supreme Court..	335
Directions to applicants.....	325
Questions for examination, 1901-1902..	336
Dental College Examination—	
Directions to applicants.....	353
Questions for examination, 1901-1902.....	353
COUNTY SUPERINTENDENTS OF SCHOOLS, 1900-1901, 1902-1903.	368
NORMAL DISTRICT INSTITUTES—	
Normal Institute certificates issued.....	375
Normal District Institute reports, 1901-1902.....	378
REPORTS OF STATE EDUCATIONAL INSTITUTIONS—	
Agricultural College .....	425
Normal School .....	433
School of Mines.....	453
University of Colorado.....	460
Requirements for admission to State University, including list of accredited high schools.....	489
School for the Deaf and Blind.....	491
Industrial School for Boys.....	505
ANNUAL MEETINGS—	
State Teachers' Association, 1900 and 1901.....	547
Association of County Superintendents, 1901 and 1902.....	565
MISCELLANEOUS—	
Birthdays of Washington and Lincoln, 1901 and 1902.....	571
Arbor and Bird Day notes, 1901 and 1902.....	598
Flag Day, 1901.....	608
Memorial and Flag Days, 1902.....	610
The School Lands of Colorado.....	614



## LETTER OF TRANSMITTAL.

---

STATE OF COLORADO ·  
OFFICE OF  
THE SUPERINTENDENT OF PUBLIC INSTRUCTION

TO HIS EXCELLENCY,

HON. JAMES B. ORMAN,

GOVERNOR OF THE STATE OF COLORADO

DEAR SIR:

IN COMPLIANCE WITH THE PROVISIONS OF THE LAW, I HAVE THE HONOR TO SUBMIT TO YOU THE THIRTEENTH BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE TWO YEARS ENDING NOVEMBER 30, 1902.

VERY RESPECTFULLY,

YOUR OBEDIENT SERVANT,

HELEN L. GRENFELL,

SUPERINTENDENT OF PUBLIC INSTRUCTION





OFFICE OF THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

1900-1902.

---

HELEN LORING GRENFELL,  
SUPERINTENDENT OF PUBLIC INSTRUCTION AND EX OFFICIO  
STATE LIBRARIAN.

CELIA OSGOOD PETERSON,  
ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION

MARY FENTON MILLER,  
ASSISTANT STATE LIBRARIAN

MARGARET E. FALLON,  
CLERK AND STENOGRAPHER IN THE OFFICE OF THE SUPERIN-  
TENDENT OF PUBLIC INSTRUCTION. 1901

MINNIE B. W. BAKER,  
CLERK AND STENOGRAPHER IN THE OFFICE OF THE SUPERIN-  
TENDENT OF PUBLIC INSTRUCTION. 1902



STATE BOARD OF EDUCATION.

1900-1902.

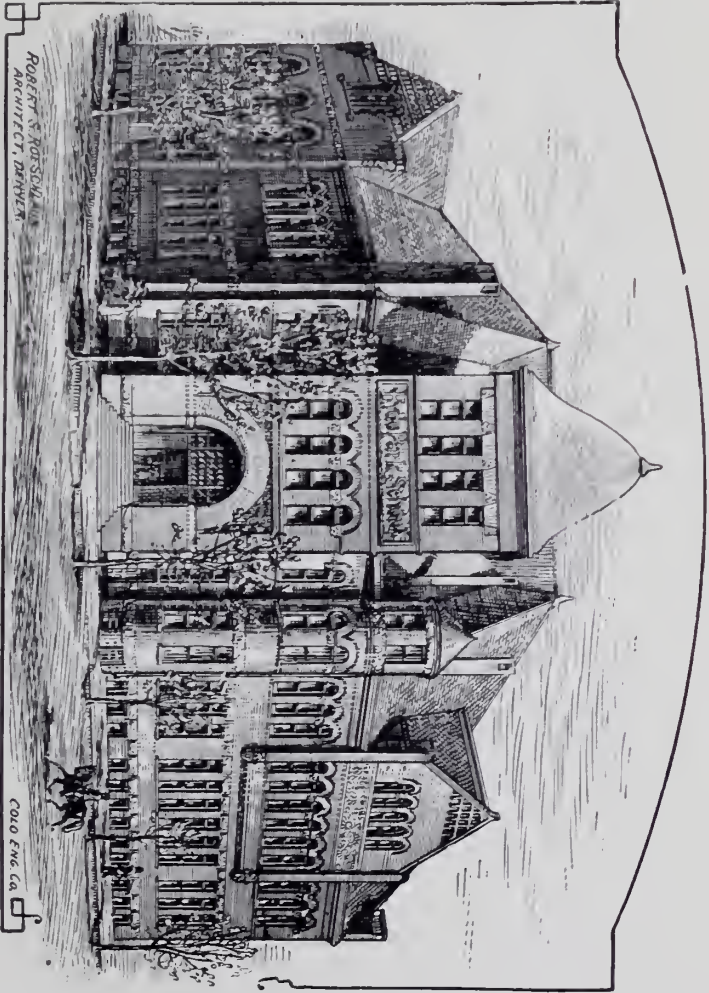
---

HELEN LORING GRENFELL,  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

DAVID A. MILLS,  
SECRETARY OF STATE

CHARLES C. POST,  
ATTORNEY GENERAL.





HYDE PARK SCHOOL, DISTRICT I, DENVER.



THIRTEENTH BIENNIAL REPORT  
OF THE  
SUPERINTENDENT  
OF  
PUBLIC INSTRUCTION.

---

INTRODUCTION.

This volume marks the completion of twenty-five years of educational work in the Department of the State Superintendent of Public Instruction, which was established in January, 1877, and the statistics presented on the following pages show the marked progress that has been made during the quarto-centennial period.

While our school system is not yet perfect, and probably will never be, since standards are constantly changing, the comparatively new state of Colorado had the opportunity to profit by the experience of the older localities in formulating her educational system, and, therefore, could learn from their mistakes, and in a measure could join in the march of progress, side by side with her older sister states. Colorado started out free from many of the old traditions, which other communities have found it necessary to shake off gradually, but Colorado had—and yet has—peculiar problems of her own to meet, such, for example, as are caused by large arid regions, and sparsely settled areas, and also by the constantly changing and rapidly increasing population of many localities.

Amongst the earliest legislation of the territory of Colorado, which was established in 1861, was a comprehensive School Law adapted from those of other states. In the same

year Governor Gilpin appointed W. J. Curtice the first Superintendent of Public Instruction, who received a salary of \$500 per year, but whose work along educational lines appears to have been hampered by the fact that the essential elements for success in school work, namely, children, were wanting. This was due to the fact that the early settlers of Colorado were largely men who, being attracted here by the discovery of gold, left their families in those Eastern states whence they had come. An educational historian states that some of the school districts were larger than a New England state, while the pupils numbered less than twenty.

The legislature, in 1862, provided for the extension of the ordinary school revenue by enacting "That, hereafter, when any mineral lode of either gold-bearing quartz, silver or other valuable metal, shall be discovered in this territory, one claim of 100 feet in length shall be set apart and held in perpetuity for the use and benefit of the schools of this territory." Unfortunately, the results of this law were a failure through lack of enforcement, and not 1 per cent. of the thousands of claims so located ever contributed a dollar to the school fund.

In 1865 the law was amended and the Territorial Treasurer was made Superintendent. The first report on educational affairs was made in 1867, by Columbus Nuckolls, Territorial Superintendent, when only two counties, Pueblo and Clear Creek, made the required reports to the Territorial Superintendent.

The first State Superintendent of Public Instruction was J. C. Shattuck, elected in 1876, and it is interesting to note that those who have filled the office of State Superintendent of Public Instruction are all living, with the exception of H. M. Hale, who, after many years of faithful service in different educational capacities, passed away in 1901.

#### STATE INSTITUTIONS FOR HIGHER EDUCATION.

Our various state educational institutions show notable growth and progress. In 1874 the State School of Mines was established at Golden, with two teachers and about twelve pupils; in 1902 fourteen instructors were employed and 244 students enrolled. The School for the Deaf and Blind was established also in 1874, at Colorado Springs, opening with one teacher and six pupils; in 1902 it had forty teachers and



190 pupils. The State University was established at Boulder in 1877 with two teachers and forty students, attaining in 1902 thirty-nine teachers and 862 students. The State Agricultural College was established at Fort Collins in 1879 with three teachers and forty-four students, and had in 1902 eighteen teachers and 448 students. The State Normal School, established at Greeley in 1889 with five teachers and seventy-six students, had in 1902 twenty-three teachers and 289 students.

While our citizens have always upheld with pride and loyalty our state educational institutions, in 1901 there seemed to be a great awakening on the part of the people of the state in regard to the value of the establishments for higher education. This was possibly due to the fact that these institutions suffered, in common with the rest of the state, from inadequate revenue provisions, and from this cause there was even danger of the schools being closed. But the danger was happily averted. The state's revenues are now on a satisfactory basis, and the great growth of the schools since has been a matter of much congratulation. Their well-known excellence, and the enthusiasm with which their work has been carried on, seem to have acted as a great stimulus to the school work throughout the state, and even to the remote rural districts. Under the inspiration of thoroughly equipped, able leaders, and wide-awake trained instructors, the State University, the State Agricultural College, the State School of Mines, and the State Normal School have entered upon larger spheres of usefulness which can not fail to be for the uplifting of the entire school work.

#### COMPULSORY ATTENDANCE AT SCHOOL.

Colorado has kept up with advanced thought upon the subject of furnishing educational opportunities to its children and of establishing the requisite conditions for enabling every child within its borders, so far as possible, to profit by these opportunities. Our legislative bodies have recognized the fact that the right to tax the people for the maintenance of the public school involves also the right to compel parents and guardians to send children to school.

The compulsory education law enacted in 1889, like many first attempts, was not a success. No proper provision for its enforcement was made, and the exemption of parents of

children living more than two miles from a school house from sending their children to school made its utility very slight. However, the law of 1899 was a great improvement, making the attendance of all children between the ages of 8 and 14 in first and second-class districts compulsory, and this being followed in 1901 by the passage of a law for the establishment of truancy schools in districts of the first-class, existing conditions have been greatly improved.

The reports of results following the practice of the law of 1899 have been satisfactory, notably so in the case of the juvenile division of the County Court, in the most populous county of the state, where the thorough and conscientious efforts of the authorities to arouse the sense of honor and responsibility in the young delinquents have met with remarkable and gratifying success.

#### NORMAL INSTITUTE FEE FUND.

Excellent results have followed the action of the law providing for the payment of a one-dollar fee by each applicant at the county teachers' examination, the fund so created to be applied to the use of the thirteen Normal Institute districts.

The law became operative at the county teachers' examinations of August, 1901, giving to the institutes held in the summer of 1902, the funds collected from three examinations—August and December, 1901, and March, 1902.

These funds amounted to the sum of \$2,307.65, or \$177.51 for each district. This means that the heretofore poor and struggling districts, being provided with the necessary financial support, can be rendered capable of doing as good work as the more fortunate have accomplished, while the latter are in a position to still further extend their efficiency and the professional character of the aid given by the institute to the teachers.

Detailed reports of the Institute work, and also a report of the fee fund, are found elsewhere in this report.

#### HUMANE EDUCATION.

The statutory provision concerning humane education in our schools, passed by the Thirteenth General Assembly, and requiring every teacher to give two lessons a week upon the subject, is very generally observed throughout the schools of

the state, and is reported as being productive of excellent results.

#### SCARCITY OF TEACHERS.

An unusual condition has prevailed during the year 1902, in that a number of school boards have found themselves embarrassed to provide teachers to fill vacancies suddenly arising, or to supply a newly organized school with the desired number of teachers. Heretofore, the information that "Colorado already has many more excellent teachers than positions to be filled," has been stereotyped in official letters sent to inquiring teachers located elsewhere. One cause of the unprecedented demand for teachers of late seems to be found in the fact that there are ten thousand more school children in Colorado this year than last. The expansion of our industries, notably in the beet sugar, coal and oil regions, and practically in all lines of business, evidently accounts for the increasing population. Our schools must necessarily expand to answer the demands made upon them.

#### HIGHER STANDARD FOR TEACHERS.

Doubtless, the higher standard required of those seeking positions is another potent factor in bringing about the unusual condition, and having succeeded in raising our requirements as regards both scholarship and professional attainments, it behooves us not to allow a temporary embarrassment to force us back from the height we have won. It must be remembered that not only the interests of the children to be educated, but the protection of the teaching profession is served by the maintenance of a high standard.

It is noticeable that throughout the state the desire for professional improvement is manifested on the part of our teachers by the marked interest shown in all means for advancement, such as teachers' associations, institutes, and courses of professional reading, as well as by the fact that never before have so many of our educators been engaged in special lines of professional study, in connection with the pedagogical work of the State Normal School, the State University, and other institutions of higher learning, both in Colorado and elsewhere.

## DECISIONS OF STATE SUPERINTENDENTS.

It has been the custom of Superintendents of Public Instruction to issue the school law decisions of their respective periods, but owing to the fact of the many changes in the school law since its definite establishment, in 1877, which rendered invalid or obsolete many of the decisions, and the necessity being apparent for the greater availability of all the decisions in force at the present time, a compilation has been made covering all such decisions up to June 30, 1902.

This work is offered to the school people of the state, with the hope of thereby facilitating their labors.

## SPECIAL DAYS.

The celebration of patriotic days, and of Arbor and Bird Day, has become a marked and interesting feature of our school work.

The Superintendent's office has endeavored to assist in stimulating this work by means of various publications containing helpful material for the teachers' work with the pupils. Since Colorado is classed among the treeless states, the importance of the work of Arbor Day can hardly be estimated, and it is gratifying to note that on the Arbor Days of this biennial period more trees and shrubs were planted than on similar days occurring in the entire previous history of the state.

Much interest has also been taken in the protection of bird life, and our children have enthusiastically responded to the appeals made to them along these two lines which mean so much to the future welfare of our state.

## THE STATE SCHOOL LANDS.

The growing needs of our school system emphasize the importance of the gift of public lands made by the United States government to our schools, originally amounting to 3,650,000 acres, and still amounting to over 3,200,000 acres.

Through the improvement and extension of the leasing system of these lands, the general school fund has been substantially benefited, the amount distributed to the school districts has been materially increased during the past two

years, and, through a continuance of the policy now prevailing, such an increase may be made to the income of our schools that in a few years, no matter how poor the district, a comfortable maintenance will be assured.

The Land Department is, through the interests involved, by far the most important part of the state government, being responsible for the management of over 3,000,000 acres of agricultural, grazing and mining lands, and its administration, to do justice to the citizens and the schools, requires the most systematic management. Its affairs should be placed in the hands of a board as nearly non-partisan in character as it is possible to arrange for, created expressly for the purpose, with salaries sufficient to insure obtaining thoroughly competent people, whose whole time should be devoted to the work of the board, and whose term of office should be long enough that they might be independent in action and so that they might remain in office long enough to understand thoroughly the interests involved. Every appointment under the board so formed should be controlled by some form of civil service.

It is, therefore, most desirable that the legislature of the state place before the people, to be voted upon at the next general election, a constitutional amendment, providing for the creation of a State Land Board of four members, three of whom to be elected by the people with a term of office of six years, one member to be elected every two years, the additional member to be a representative of the Department of Public Instruction, it being deemed necessary that that Department be always included in the membership of the board, since it represents the public schools of the state, and should, therefore, have a voice in the management of the school lands.

#### IMPROVEMENTS SUGGESTED.

Among existing conditions which call for improvement is the matter of the County Superintendents' salaries which were fixed by the Twelfth General Assembly, in connection with legislation concerning county offices. In a number of counties the salary paid is entirely inadequate for the amount of work and responsibility involved, and the law is unjust also in that no provision is made for the employment of assistants even when it is impossible for the Superintendent to

do alone the work required by law. In justice to these officials, as well as to the school interests, which demand the work of efficient people who should be properly remunerated, the existing provisions should be changed, or the former law providing for a per diem should be reinstated.

Certain changes seem desirable in connection with the administration of the affairs of our school districts. The improvement of our school election laws is generally desired, not only in the rural districts, but also in those of the first and second classes, where provision for registration of voters should be made and the election itself be placed under some form of the Australian ballot system. In the rural districts, many irregularities exist in the conduct of the school elections, and through the establishment of more definite regulations many complications might be avoided.

The necessity is again presented for the conferring of greater power upon the County Superintendent, in connection with the management of the financial affairs of third class districts, and also for providing that official with the necessary authority to enforce the legal conduct of affairs on the part of school directors. The fact that at the present time the only manner in which nonconformity to the law on the part of a school director can be reached is through legal process, at times seriously interferes with the proper administration of the school affairs of a district.

A matter of vital importance to the school interests of the state, and one that has been before earnestly advocated, is the necessity for action to be taken leading to the refunding of that portion of the school fund tied up in the so-called excess warrants of 1887, 1888 and 1889. The original amount of \$488,633.44 was derived from school lands, and, with the 6 per cent. interest now due, amounts to over \$900,000, and our schools have been deprived of this money in violation of the declarations of the Constitution of our state, which says that the public school fund of the state shall forever remain inviolate and intact, and that the state shall supply all losses thereof that may, in any manner, occur. It is a matter of record that the warrants involved in this fund were properly issued, and for the payment of the lawful indebtedness of the commonwealth. The present generation of children has the absolute right to the benefit derived from the proper use of the accruing interest as applied to the schools, and patriotism, as well as honesty, demands that

without further postponement the necessary steps be taken so that our citizens may be given the opportunity to make the restitution which is inevitable and which has been so unjustly delayed.

Other needed changes are mentioned in the recommendations.

#### RECOMMENDATIONS TO THE FOURTEENTH GENERAL ASSEMBLY.

The following needed subjects of legislation are submitted to the consideration of the Fourteenth General Assembly:

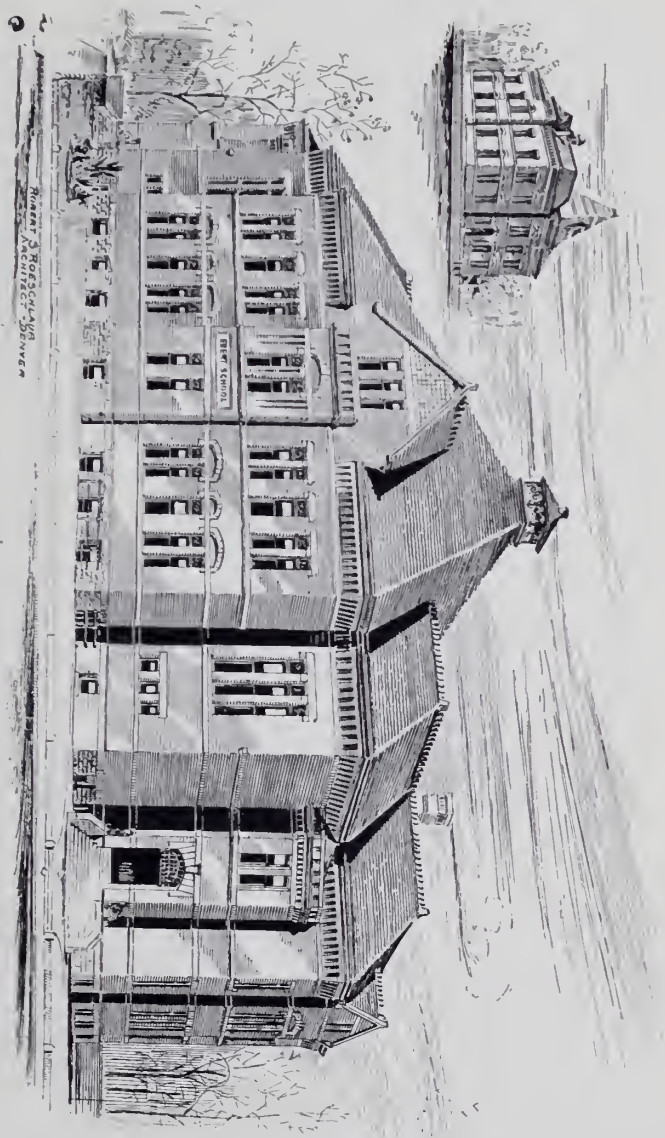
1. The improvement of the school election laws of the state.
2. The extension of the powers of the County Superintendent, so that he may act as auditor of school warrants.
3. Conferring upon the County Superintendent of Schools the power to remove a school director for failure or refusal to perform the duties of his office.
4. The establishing of provisions for the better enforcement of the compulsory education law of 1889.
5. The revision of the law prescribing the amount of County Superintendents' salaries.
6. The establishment of a provision for the granting of leases of agricultural lands and city lots for a period of fifty years.
7. Making provision for the reimbursement of that portion of the state school fund invested in the so-called excess warrants of 1887, 1888 and 1889.

Respectfully submitted,

HELEN L. GRENFELL,  
*Superintendent of Public Instruction.*







EBERT SCHOOL, DISTRICT 1, DENVER.



# REPORT OF STATE LIBRARY.

---

ASSISTANT LIBRARIAN'S REPORT.

LIST OF DONATIONS.

LIST OF MAGAZINES AND NEWSPAPERS.

LIST OF PURCHASES.



## REPORT OF STATE LIBRARY.

---

MRS. HELEN L. GRENFELL,  
*State Superintendent of Public Instruction and  
Ex-Officio State Librarian, Denver.*

Dear Madam: I present for your consideration the biennial report of the work done by the State Library for the years 1901 and 1902.

There are 13,899 bound books and 6,352 pamphlets in the library; 2,111 duplicates (books and pamphlets) have been taken from the shelves and placed in the storeroom; 224 books and 32 pamphlets have been turned over to the Law Library.

In the duplicate department there are the following:

### LIST OF SUPREME COURT REPORTS.

	No. of Duplicates.
Volume 16 .....	77
Volume 17 .....	86
Volume 18 .....	42
Volume 19 .....	35
Volume 20 .....	47
Volume 21 .....	41
Volume 22 .....	28
Volume 23 .....	30
Volume 24 .....	13
Volume 25 .....	1
Volume 26 .....	6

### LIST OF REPORTS OF THE COURT OF APPEALS.

	No. of Duplicates.
Volume 1 .....	74
Volume 2 .....	42
Volume 3 .....	45
Volume 4 .....	85
Volume 5 .....	45

## THIRTEENTH BIENNIAL REPORT

	No. of Duplicates.
Volume 6 .....	48
Volume 7 .....	30
Volume 8 .....	31
Volume 9 .....	1
Volume 11 .....	7
Volume 12 .....	2
Volume 13 .....	1
Volume 14 .....	3

There are also several thousand copies of the state publications of Colorado and 2,000 documents of the United States government.

The accessions during the two years are as follows:

	Books.	Pamphlets.
By purchase .....	259	4
By exchange—		
With the United States.....	580	380
With the states and territories.....	855	442
With foreign countries.....	16	12
By gifts .....	105	35
	<hr/>	<hr/>
Total number.....	1,815	873
Maps .....		12

## FINANCIAL STATEMENT.

The state of Colorado, in account with the State Librarian:

	1901.	
	Cr.	Dr.
Appropriation .....		\$500 00
Paid for books .....	\$406 50	
Paid for work in library.....	93 50	
	<hr/>	<hr/>
	\$500 00	\$500 00
	1902.	
	Cr.	Dr.
Appropriation .....		\$500 00
Paid for books .....	\$398 00	
Paid for work in library.....	72 00	
Paid for binding .....	30 00	
	<hr/>	<hr/>
	\$500 00	\$500 00

The State Library has an annual appropriation of only \$500 for the purchase of miscellaneous books and periodicals, for binding and contingent expenses. With this small amount of money, which must be used for so many purposes, it is impossible to add many of the books that an up-to-date reference library should have. If it were not for the system of exchange, which enables this library to receive the many departmental reports from the various states and territories, and also from the United States government, the yearly accessions would scarcely be worth mentioning.

The usefulness and the value of several sets of miscellaneous books and of United States documents of the early Congresses are destroyed, in a large measure, on account of missing volumes. These sets should be completed, as many of the books composing them are out of print and are becoming more rare and costly with each passing year. Opportunities sometimes present themselves for filling in gaps by exchanging duplicates with the departments of the United States government and with the various state and other libraries. Gratifying results have been obtained in this way.

Some organizations do not furnish their reports or proceedings gratis, but such reports are often so valuable that they should be found in every well-appointed library. Many historical and other societies reserve a certain number of copies of their publications for gratuitous distribution. In many instances, however, this library unfortunately neglected, in its early years, to take advantage of opportunities so rich, and now it is either impossible to get a complete set of such publications, or else it requires the expenditure of so large a sum of money that it is out of the question, with the pittance at command, to make the purchase. For illustration, important calls came to the library for the Transactions of a certain Mining Institute, which publications were not on the shelves. A letter to the secretary of the Institute brought the information that a set of the coveted Transactions would cost \$170. Ten years ago this set might have been secured for little or nothing, ten years hence it probably can not be obtained at any price.

Thus it may be seen that the usefulness of the State Library has been crippled because of the lack of money. From an economical viewpoint, if from no other, it would be the part of wisdom to increase the appropriation to at least \$1,000 a year.

The growth of the library, from the beginning of its history, has been brought about almost entirely by means of the system of exchange already referred to. In the past, the state libraries of nearly all the older states have been more than generous in sending their public documents and paying the express charges, in face of the fact that this library has sent nothing but acknowledgments in return. But this generosity will not always continue, for already the name of the Colorado State Library has been stricken from the complimentary mailing list of some of these libraries, while others have sent letters calling attention to our shortcomings and suggesting that a donation would be

greatly appreciated. A letter was received from a librarian in one of the Eastern states, stating that he had an urgent call for publications relating to Colorado, which were needed in the preparation of an article for an encyclopædia. It was no more humiliating to that librarian to find that he lacked the desired material than it was to this librarian to notify him that she had no duplicates in her charge for distribution. Thrice, letters have come from the Library of Congress, asking for reports of other years to complete its sets. Commenting upon our failure in this respect, several correspondents remark that it hardly seems fair, in view of the fact that similar publications have been sent promptly from their libraries.

In view of all this, it was felt that something must be done, and, as there were no duplicates in the storeroom for distribution, the various heads of Departments in the State House were called upon for extra copies of reports, both new and old, that might be in their vaults. The legislative halls were also visited, after the session of two years ago, and such of the state reports as had been left behind, by the Senators and Representatives, were carefully collected. From these and other sources, about 4,000 state documents were brought to the library. These were arranged in order, a few of the librarians who had been so long-suffering were asked to send their lists of "wants," and, finally, fifteen boxes and packages, containing about 2,000 publications, were sent to as many libraries.

While this act showed the desire to be just, and somewhat relieved a situation which was becoming embarrassing, it fell short of paying the debts, as it was impossible to complete all sets, and many libraries received nothing.

Provision should be made for depositing in the State Library, as soon as published, a sufficient number of copies of all the reports of the various departments of the state government for the purpose of supplying the demands made by state libraries and the educational institutions of the United States. Indeed, it is a matter of much importance to Colorado to have a complete set of its official publications, as well as other literature pertaining to the state, in all state libraries.

Much valuable material has been brought to light, and the usefulness of the library increased, by the classification and the arrangement in pamphlet boxes of the great mass of pamphlets which has accumulated on the shelves. Hitherto, the proverbial needle in the haystack would have been more quickly found than a bulletin or circular buried in this great stack of miscellaneous but valuable matter.

Sixty-one volumes of newspapers have been bound during the term. These were, for the most part, old papers which were stored in the basement, and which were found to be far on the road towards destruction. Some of the issues are missing, but, in order to preserve what remained, it was thought best to bind them. Where the gaps occurred, stubs were inserted, to which the missing numbers might be pasted, if this library should ever be fortunate enough to complete the files. The value of



having complete files of the state newspapers has been brought to the attention of the assistant librarian more than once. For example, a few months ago, one working on an important mining case found it necessary to consult the old files of a newspaper published in one of our mountain towns. A fire had destroyed the editor's office file. A trip to Denver revealed the fact that the newspaper had never been in this library.

Newspapers are a valuable part of the history of the state, and as the years go by they become almost priceless. Therefore, no time should be lost in procuring the current issues, and also the files of other years wherever possible. Several editors in different parts of Colorado, realizing the importance of this fact, have responded cheerfully and promptly by sending their papers regularly.

Some state libraries have as large an appropriation as \$500 for the one purpose of obtaining newspapers—the entire amount that Colorado has at its command for all its acquisitions.

There is being compiled a bibliography of the official publications of this state, which will be useful, not only to this library, but to others. Mr. F. D. Tandy, of Denver, commenced this compilation several years ago, and it is now being completed by the assistant state librarian as time permits.

A matter of great annoyance to all patrons of the library is the fact that, under the present arrangement, there is no one whose duty it is to clean the books, and consequently it is impossible for any one to use them without soiling hands and clothes. The appointment of a janitor is recommended. Respectfully submitted,

MARY F. MILLER,  
*Assistant State Librarian.*

---

#### LIST OF DONATIONS.

W. A. PECK, Denver: Denver Times Year Book and Almanac, 1900.  
WOMAN'S CLUB, Denver: Fifth, sixth, seventh and eighth Annual Annoucement.

—————: History Fifteenth Regiment, New Hampshire Volunteers, 1862-1863. Charles McGregor.

W. M. CLARK, Denver: Codigo Civil, Colo., 1877. Kodex über die prozedur in civil klagen im staatte Colo.

THOMAS W. BALCH, Philadelphia: Emeric Cruce, Philadelphia, 1900.  
Alaska-Canadian Frontier, T. W. Balch, Philadelphia, 1902.

MISS HELEN M. GOULD, New York City: Report of Woman's National War Relief Association, New York, 1899. Report of Irvington Auxiliary of W. N. W. R. Association, New York, 1899.

AMERICAN BAR ASSOCIATION: Twenty-third Annual Report, 1900.  
Twenty-fourth Annual Report, 1901.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY, Boston: Inauguration of H. S. Pritchett, 1901. Catalogues, 1900-1901, 1901-1902. Announcement, 1901.

T. H. FLOOD & Co., Chicago: Orations of Chief Justice Waite and W. H. Marshall, 1884.

W. P. ROBINSON, Denver: Blue Book of City Hall, Denver, 1901.

W. C. CONANT, New York City: Salvation, n. d.

WARNER & SWASEY, New York City: Few Astronomical Instruments, New York, n. d.

TRANSMISSISSIPPI COMMERCIAL CONGRESS: Proceedings of Eleventh and Twelfth Conventions of the Transmississippi Commercial Congress, 1900-1901.

F. J. BANCROFT, Denver: Reports of the State Board of Health, 1876-1880.

UNIVERSITY OF CHICAGO: Annual Register, 1900-1901. Catalogue of Publications.

CLIO CLUB, Denver: Announcement, 1901-1902.

CALIFORNIA STATE MINING BUREAU, San Francisco: Mother Lode Region of California, Bulletin 17. Mineral Production of California, Bulletin 18.

UNIVERSITY OF MISSOURI, Columbia: Register, 1901.

LAKE SUPERIOR MINING INSTITUTE, Houghton, Mich.: Proceedings, seven volumes.

HENRY MICHELSEN, Denver: Preliminary Announcement and Program of A. A. A. S., Denver, 1901.

DEERING HARVESTER Co., Chicago: Exhibit of the Development of Harvesting Machinery, Paris, 1900.

H. E. HESS, New York City: Catalogue of Library of Insurance Library Association of Boston, 1899.

JOHN CRERAR LIBRARY, Chicago: Sixth Report, 1900.

LAFAYETTE POST, New York City: Lafayette Post and Porto Rico, 1899. Lafayette Post and the Flag, 1899.

A. LIFFINGWELL, Providence, R. I.: Vivisection Question, A. Liffingwell, N. Haven, 1901.

F. A. MILLER, Laramie, Wyo.: Brains and Money vs. Resources.

AMERICAN PHARMACEUTICAL ASSOCIATION, Baltimore, Md.: Proceedings, 1901.

VOLTA BUREAU, Washington, D. C.: International Reports of Schools for the Deaf; Circular of Information No. 6.

G. H. SMYTH, New York: Life of Henry Bradley Plant. G. H. Smyth, New York, 1898.

NONOTUCK SILK COMPANY, Florence, Mass.: Silk, Its Origin, Culture and Manufacture.

CHICAGO & NORTHWESTERN RAILROAD, Chicago: Indian, the Northwest, 1600-1900.

D. H. OLMSTEAD, New York: Reforms in Land Transfer; D. H. Olmstead, New York, 1902.

FIRST NATIONAL BANK, Chicago: History of First National Bank; H. C. Morris, Chicago, 1902.

PRATT INSTITUTE, Brooklyn: Catalogue, 1897-1898.

INDIANA BAR ASSOCIATION: Proceedings, 1902.

CARLISLE, Pa., INDUSTRIAL SCHOOL: Catalogue.

MRS. J. FLETCHER WILLIAMS, Denver: History of American Odd Fellowship; J. L. Ridgeley, Baltimore, 1878. Catalogue of a Valuable Collection of Books and Pamphlets Relating to America, Cincinnati, 1883. Proceedings of the Trans-Continental Association, St. Louis, 1890. History of Kanawha County (West Virginia); G. W. Atkinson, Charleston, 1876. First Century of the United States; B. J. Lossing, Hartford, 1876. England and Napoleon in 1803; Oscar Browning, Ed. London, 1887. Fifty Years in the Northwest; W. H. C. Folsom, Pioneer Press Company, 1888. Headwaters of the Mississippi, Willard Glazier, Chicago, 1893. Great Rebellion, J. T. Headley, volume 1, Hartford, 1865. Mémoires Rémoiniscences, A. Ravoux, St. Paul, 1892. History of the Cromwellian Survey of Ireland, T. A. Larcom, Ed. Dublin, 1851. History of the Scandinavians in the United States, O. N. Nelson, Ed. Minneapolis, 1893. Dictionary of Congress; Chas Lanman; Ed. Washington, D. C., 1866. American Eloquence, Frank Moore, New York City, 1859, two volumes. Historical Collections of Minnesota, three volumes. Iron Ores of Minnesota, 1891. Annual Report of Geological Survey, 1873-1877; Minneapolis, 1873. Catalogue of the Historical Society, St. Paul, 1888, A. L. Pen Pictures and Biographical Sketches of Old Settlers of St. Paul, T. M. Newson, 1886, St. Paul, n. d. History of St. Paul, C. C. Andrews, Ed. Syracuse, 1890. Early History of St. Paul, J. F. Williams, St. Paul, 1867. History of Ramsey County and the City of St. Paul; Minneapolis, 1881. Œuvres, Rabelais, volume II; Paris, 1862. Portrait Gallery of Eminent Men and Women, E. A. Duyckinck, New York, n. d. Minnesota Legislative Manuals, 1873, 1875, 1877, 1878, 1883, 1887. Adjutant General's Report, Minnesota, 1866. Ohio Valley Historical Series, Misc. No. 2; Cincinnati, 1870. Historical Collections of Ohio; Cincinnati, 1869. Historical Society Chambersburg, Pa., n. d. Publications of Kansas Historical Society; Topeka, 1886. Legislative Manual, Wisconsin; Madison, 1873. Historical Collections, Wisconsin, 1869-1872; Madison, 1872. History of Wisconsin, W. R. Smith, 1854, volume III. Journal of Proceedings of United States Centennial Commission at Philadelphia, 1872. United States International Exhibition, 1876; Washington, D. C., 1880; twelve volumes. Third and Fourth Annual Reports of United States Geological Survey, 1881-1883. Alphabetical Index to American Genealogies; Durrie, D. S., Albany, 1868. Ancestry, Life and Times of Hon. Henry H. Sibley; N. West, St. Paul, 1889. Butleriana, Genealogica et Biographica; J. D. Butler, Albany, 1888. United States Biographical Dictionary and Portrait Gallery, New York, 1879.

YALE COLLEGE LIBRARY: Report of Librarian, 1901. Education of the American Citizen, Arthur T. Hadley; New York, 1902. Confederate States of America, J. C. Schwab; New York, 1901. Essays in Historical

Criticism, Edward G. Bourne; New York, 1901. Two Centuries' Growth of American Law, by members of the Faculty of the Yale Law School; New York, 1902. John Trumbull and His Works, John F. Weir; New York, 1901.

MRS. CELIA O. PETERSON, Denver: Handwriting of God, D. A. Randall; Philadelphia, n. d. Illustrated Botany, J. B. Newman; New York, 1850. Soul and Body, W. F. Evans; Boston, 1876. Primitive Mind Cure, W. F. Evans; Boston, 1885. Divine Law of Cure, W. F. Evans; Boston, 1885. Mental Medicine, W. F. Evans; Boston, 1885. Great Discourse, New York, n. d. Things New and Old, Portland, 1845. Latin Reader, P. Bullions; New York, 1848. Latin Grammar, A. Harkness; New York, 1869. Latin Reader, A. Harkness; New York, 1870. Latin Reader, E. A. Andrews; Boston, 1845. Latin Grammar, E. A. Andrews; Boston, 1846. Latin Grammar, P. Bullions; New York, 1852.

FIELD COLUMBIAN MUSEUM, Chicago, Ill.: Annual Report of the Director, 1899-1900, 1900-1901. Observations on Indiana Caves, O. C. Farrington. List of Mammals Obtained by Thaddeus Surber in the Provinces of New Brunswick and Quebec, Canada; D. G. Elliot. The Oraibi Soyal Ceremony, George A. Dorsey. Archæological Investigations on the Island of La Plata, Ecuador; George A. Dorsey. List of the Land and Sea Mammals of North America, D. G. Elliot. List of Mammals Obtained by Thaddeus Surber in North and South Carolina and Florida, D. G. Elliot. Caribou of the Kenai Peninsula, Alaska; D. G. Elliot. Dinosaur Beds of the Grand River Valley of Colorado, Elmer S. Riggs. Oraibi Powamu Ceremony, H. R. Voth. Fore Leg and Pectoral Girdle of Morosaurus, Elmer S. Riggs. Meteorite Studies, I. O. C. Farrington. Contribution to the Ichthyology of Mexico, Seth E. Meek. Aboriginal Quartzite Quarry in Eastern Wyoming, G. A. Dorsey. Synopsis of the Mammals of North America and the Adjacent Seas, D. G. Elliot.

T. W. LAWSON, Boston: Lawson History of the America's Cup, W. M. Thompson and T. W. Lawson, Boston, 1901.

MILLS PUBLISHING Co., Denver: Mills' Colorado Digest, J. Warner Mills, Denver, 1901; two volumes.

LAKE MOHONK ARBITRATION CONFERENCE, Lake Mohonk, N. Y.: Reports of the Seventh and Eighth Annual Meetings of the Lake Mohonk Conference on International Arbitration, 1901, 1902.

MISS S. E. HOWARD, Greeley, Colo.: Pen Pictures of the Plains, Sarah Elizabeth Howard, Denver, 1902.

JOHNS HOPKINS UNIVERSITY, Baltimore, Md.: Johns Hopkins University Studies—Eleventh Series, No. 2, The World's Representative Assemblies of To-day, Edmund K. Alden. Eleventh Series, Nos. 3, 4, The Negro in the District of Columbia, Edward Ingle. Eleventh Series, Nos. 7, 8, The Condition of the Western Farmer, Arthur F. Bentley. Twelfth Series, Nos. 1, 2, The Cincinnati Southern Railway, J. H. Hollander. Twelfth Series, No. 3, The Constitutional Beginnings of North Carolina, John Spencer Bassett. Twelfth Series, No. 4, The Struggle of Protestant

BYERS SCHOOL, DENVER, DISTRICT 2, ARAPAHOE COUNTY, COLO.



100  
BYERS S. E.



Dissenters for Religious Toleration in Virginia, Henry R. Ilwaine. Twelfth Series, Nos. 8, 9, Representation and Suffrage in Massachusetts, 1620-1691, George H. Haynes. Twelfth Series, No. 10, English Institutions and the American Indian, James A. James. Twelfth Series, Nos. 11, 12, The International Beginnings of the Congo Free State, Jesse S. Reeves. Thirteenth Series, Nos. 1, 2, Government of the Colony of South Carolina, Edson L. Whitney.

COLORADO SCIENTIFIC SOCIETY, Denver: The Proceedings of the Colorado Scientific Society, volume 6, 1897-1900, Denver, n. d.

---

LIST OF MAGAZINES AND NEWSPAPERS.

Alumni Report, Philadelphia.  
 Engineering and Mining Journal, New York.  
 Garden of the Gods Magazine, Colorado Springs.  
 Legal Adviser, Denver.  
 Library Journal, New York.  
 Literary News, New York.  
 Mines and Minerals, Scranton, Pa.  
 Mining Reporter, Denver.  
 Outdoor Life, Denver.  
 Protectionist, Boston.  
 Public Libraries, Chicago.  
 Ranch News, Denver.  
 Hartford Seminary Record, Hartford, Conn.  
 Boulder County Herald.  
 Canon City Times.  
 Central City Weekly Register-Call.  
 Colorado Springs Gazette.  
 Cripple Creek Times.  
 Denver Post.  
 Denver Republican.  
 Denver Times.  
 Durango Weekly Herald.  
 Greeley Sun.  
 Gunnison Republican.  
 Longmont Ledger.  
 North Park Union.  
 Rocky Mountain News.  
 Victor Daily Record.

## LIST OF PURCHASES.

Our Presidents' Mothers, Wives and Daughters, Thomas N. Haskell, Denver, 1900.

Christmas Voices, F. H. Davis, Erie, Colo., 1901.

Diary of Samuel Pepys, Henry B. Wheatley ed. New York, n. d., 18 volumes.

Genealogical Index, J. Munsell, ed. Albany, 1900.

Original Lists of Emigrants Who Went to America, 1600-1700, London, 1874.

Vital Record of Rhode Island, J. N. Arnold, Providence, 1891, volume 1.

American Heraldica, E. de V. Vermont, New York, n. d.

Harper's Pictorial History of War with Spain, New York, 1899.

Grandest Century in World's History, H. D. Northrop, n. d.

American Ancestry, T. P. Hughes, Albany, 1887-1899.

American Marine, W. W. Bates, Boston, 1897, two volumes.

History of Europe During French Revolution, A. Alison, Edinburgh, 1847, 21 volumes.

History of Landed Gentry of Great Britain and Ireland, A. P. Burk ed., London, 1900, three volumes.

Cram's Atlas, Chicago, 1901.

Atlas of Colorado, F. V. Hayden, 1881.

Legislative, Historical and Biographical Compendium of Colorado, Denver, 1887.

Cattle Raising on the Plains, W. B. Von Richthofen, New York, 1885.

Adjutant General's Reports, Wisconsin, 1860-1865, four volumes.

American Commoner—Life and Times of R. P. Bland, William V. Byars ed., Columbia, Mo., 1900.

Confederate Military History, C. A. Evans, ed., Atlanta, 1899, 13 volumes.

Harper's Encyclopædia of United States History, New York, 1902, 10 volumes.

A Little Book of Tribune Verse, by Eugene Field; J. G. Brown, ed., Denver, 1901.

Directory of Merchants, Manufacturers and Shippers of the World, London, 1902.

Orations of British Orators, New York, 1900, two volumes.

Orations of American Orators, New York, 1900, three volumes.

Orations of Foreign Orators, New York, 1900.

Orations of Cicero, New York, 1900.

Orations of Demosthenes, New York, 1900.

Encyclopædia of Colorado, William N. Byers, Chicago, 1901.

New Natural History, R. Lydekker, New York, n. d., 12 volumes.

Cosmopolitan Railway, William Gilpin, San Francisco, 1890.

American Immortals, G. C. Eggleston, New York, n. d.

Notes Upon Ethnography of Southern Mexico, F. Starr, 1900.



- Gold Mines of Gilpin County, Colorado, S. Cushman and J. P. Waterman, Central City, 1876.
- Colorado, Its Gold and Silver Mines, Frank Fassett, New York, 1880.
- With Rod and Line in Colorado Waters, Denver, 1887.
- King Sham and Other Atrocities in Verse, L. N. Greenleaf. New York, 1868.
- Colorado, Bayard Taylor, New York, 1868.
- Colorado—Its Parks and Mountains, Samuel Bowles, 1869.
- Snow Shoe Itinerant, J. L. Dyer, Cincinnati, 1890.
- Tales of Colorado Pioneers, Alice Polk Hill, Denver, 1884.
- Colorado as an Agricultural State, W. E. Pabor, New York, 1883.
- Crest of the Continent, Ernest Ingersoll, Chicago, 1885.
- Recollections of a New York Chief of Police and a Historic Supplement of the Denver Police, Walling and Kaufman, 1890.
- Pine Valley, L. B. France, Denver, n. d.
- Mountain Trails and Parks in Colorado, L. B. France, Denver, 1888.
- Our New West, Samuel Bowles, Hartford, 1869.
- Illustrated Denver; Denver, n. d.
- Colorado Mining Directory, Corregan and Lingane, 1883, Denver, n. d.
- Summer Etchings in Colorado, Eliza Greatorix, New York, n. d.
- Appendix to New Map of Colorado, A. Silversparre, Chicago, n. d.
- Knocking Around the Rockies, Ernest Ingersoll, New York, 1883.
- Gripsack Guide of Colorado, George A. Crofutt, Omaha, n. d.
- Rocky Mountain Directory and Colorado Gazetteer, 1871; Wallahan and Bigney, eds.; Denver, n. d.
- Exploration of the Colorado River of the West, J. W. Powell and others, Washington, D. C., 1875.
- San Luis Valley Illustrated, A. R. Pelton, Denver, n. d.
- Great West, F. V. Hayden and others; Bloomington, Ill., 1880.
- Marvels of the New West, W. M. Thayer; Norwich, Conn., 1887.
- Our Western Empire, L. P. Brockett, Philadelphia, 1881.
- Women of the Bible, T. N. Haskell, Denver, 1892.
- Pilgrim Republic, J. A. Goodwin, Boston, 1899.
- Mineral Industry, R. P. Rothwell; Ed. New York, 1901-1902; volumes 9 and 10.
- History of Colonization, H. C. Morris; New York, 1901; two volumes.
- New Negro for New Century, Booker T. Washington, Chicago, n. d.
- List of Officers of the Navy and Marine Corps of the United States, E. W. Callahan; Ed. New York, 1901.
- List of Officers of the Army, from 1799 to 1900, compiled by William H. Powell, New York, 1900.
- Universal Classics Library; Washington, D. C., n. d.; thirty-one volumes.
- Memoirs of Napoleon, Duchess D'Abrantes, Boston, n. d., 6 vols.
- Life of Napoleon, William Hazlitt, Boston, n. d., 6 vols.

- Memoirs of Napoleon, L. A. F. de Bourrienne, Boston, n. d., 4 vols.  
 Napoleon the First, J. R. Seeley, Boston, 1901.  
 Decline and Fall of Napoleon, Viscount Wolseley, Boston, 1895.  
 Life of Napoleon, J. S. C. Abbott, New York, 1899.  
 Napoleon—The Last Phase, Lord Rosebery, New York, 1901.  
 French Revolution and Religious Reform, New York, 1901.  
 Literary History of America, B. Wendell, New York, 1901.  
 Illustrated Dictionary of Gardening, George Nicholson; Hyde Park, Mass., n. d.; 6 vols.  
 American Race, D. G. Brinton, Philadelphia, 1901.  
 Races and People, D. G. Brinton, Philadelphia, 1901.  
 Prehistoric America, Cliff Dwellers and Pueblos; S. D. Peet; Chicago, 1898.  
 In the Land of Cave and Cliff Dwellers, F. Schwatka, Boston, n. d.  
 Land of the Cliff Dwellers, F. H. Chapin, Boston, 1892.  
 Cliff Dwellers of the Mesa Verde, G. Nordenskiöld, Chicago, n. d.  
 Prehistoric America, Marquis de Nadaillac, New York, 1899.  
 Strange Corners of Our Country, Charles F. Lummis, New York, 1900.  
 Life of Napoleon Bonaparte, With a Sketch of Josephine; Ida M. Tarbell; New York, 1901.  
 History of Denver, J. C. Smiley, Ed. Denver, 1901.  
 From Ohio to the Rocky Mountains, W. D. Bickham, Dayton, 1879.  
 Camping in Colorado, S. A. Gordon, New York, n. d.  
 Mountaineering in Colorado, F. H. Chapin, London, 1890.  
 Summer Savory, B. F. Taylor, Chicago, 1879.  
 View From Pike's Peak, B. L. Rice, Denver, 1898.  
 Pioneers, Preachers and People of the Mississippi Valley; W. H. Milburn; New York, 1860.  
 Colorado, A. B. Legard, London, 1872.  
 Handbook to Arizona, R. J. Hinton, San Francisco, 1878.  
 Colorado Mining Directory, Corbett, 1879.  
 Western Mining Directory, 1901-1902, Denver, 1901.  
 Colorado State Mining Directory, 1898, Denver, n. d.  
 Summering in Colorado, Denver, 1874.  
 Gems of Rocky Mountain Scenery, A. E. Mathews, New York, 1869.  
 Engineering and Mining Journal, New York, 1902, volume 74.  
 Library Journal, New York, 1902, volume 27.  
 Public Libraries, Chicago, 1902, volume 7.  
 American Navigation, W. W. Bates, Boston, 1902.  
 Making of An American, J. A. Riis.

## STATE BOARD OF EXAMINERS.

---

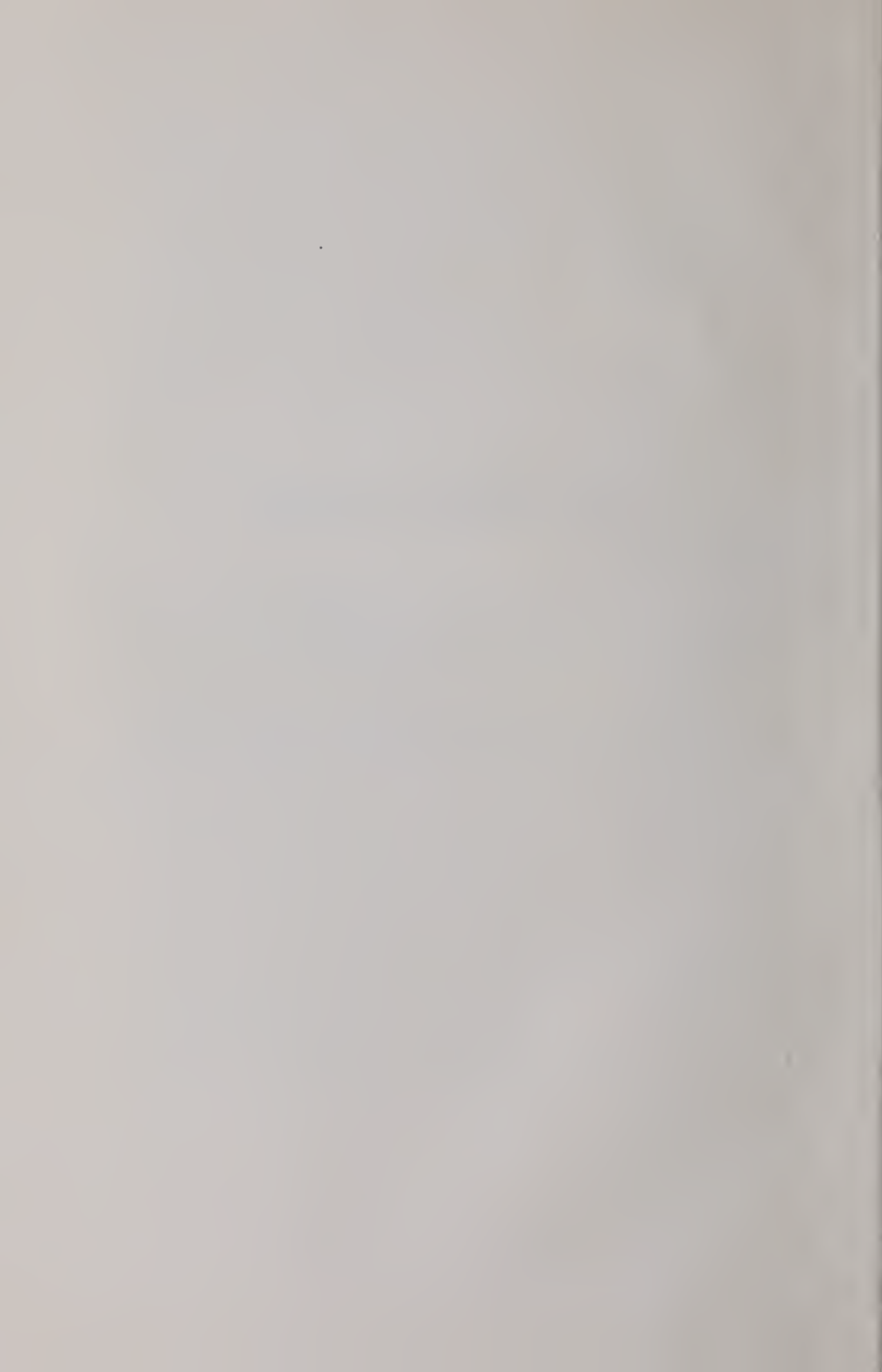
STATE BOARD OF EXAMINERS.

CIRCULARS OF INFORMATION.

LETTER TO HOLDERS NORMAL INSTITUTE CERTIFICATE.

---

LIST OF SUPERINTENDENTS OF PUBLIC INSTRUCTION OF  
COLORADO, 1861-1902.



## STATE BOARD OF EXAMINERS.

---

The State Board of Examiners, held meetings on the following dates: December 8, 1900. March 9, 1901. May 3, 1901. November 30, 1901. December 21, 1901. February 1, 1902. April 15, 1902. May 10, 1902. November 29, 1902.

The first eight meetings were held by State Superintendent Helen L. Grenfell, chairman; James H. Baker, president of State University; B. O. Aylesworth, president of State Agricultural College; Z. X. Snyder, president State Normal School; and Regis Chauvenet, president State School of Mines. At the last meeting, the newly elected president of the State School of Mines, Charles S. Palmer, took his place as a member of the board.

---

### CIRCULAR OF INFORMATION ISSUED BY THE STATE BOARD OF EXAMINERS AND APPOINTORS.

Denver, Colo., March 9, 1901.

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, for the grade of work indicated, unless revoked by the State Board of Education.

Sec. 4. State diplomas, which may be of different classes, not to exceed three in number, shall be granted upon public examination, of which due notice shall be given, in such branches and upon such terms and by such State Board of Examiners as the Superintendent of Public Instruction, the president of the State University, the president of the

State Agricultural College, the president of the State School of Mines and the president of the State Normal School may appoint; provided that the State Superintendent of Public Instruction shall be a member of said Board and the presiding officer thereof. The State Board of Education may also, 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 service in the educational work of the state for a period of not less than six years. Such diplomas may be of different classes, not to exceed three in number, as may be prescribed by the State Board of Examiners. [L. '99, p. 224, Sec. 2, amending G. L. '77, p. 808, Sec. 2450; G. S. '83, pp. 879, 880, Sec. 2999, as amended by L. '87, p. 379, Sec. 1; Mills' Ann. St., Sec. 3968.]

The State Board of Examiners and Appointors, under the authority above quoted, makes the following announcements:

The Board will meet in the office of the 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 meeting of candidates for the state diplomas will be held in Denver, August 21, 22 and 23, 1901.

All applications and accompanying papers must be filed in the office of the Superintendent of Public Instruction not later than August 7, 1901.

Candidates for 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 herein 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 and Appointors, 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 higher educational qualifications and who does not present such thesis as may be prescribed by the State Board of Examiners and Appointors.

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 responsible educational positions will receive due recognition in considering any one's fitness to receive a complimentary state diploma.

#### STATE BOARD OF EXAMINERS AND APPOINTORS.

HELEN L. GRENFELL,

*Superintendent of Public Instruction.*

JAMES H. BAKER,

*President of the State University.*

BARTON O. AYLESWORTH,

*President of the State Agricultural College.*

REGIS CHAUVENET,

*President of the State School of Mines.*

Z. X. SNYDER,

*President of the State Normal School.*

#### CIRCULAR OF RULES OF STATE BOARD OF EXAMINERS CONCERNING STATE DIPLOMAS.

##### STATE DIPLOMAS UPON EXAMINATION.

Papers to be presented:

Diplomas from educational institutions or certified statements showing course of study pursued, name and grade of institution definitely stated.

Statement concerning special studies pursued since graduation.

Statement concerning teaching experience—place, grade and time in Colorado, and in other states.

Certificates as to good moral character.

Certificates as to "eminent services in educational work."

Candidate must have taught not less than two years successfully in the public schools of this state.

Candidate must possess a first-class, unexpired county certificate issued in Colorado.

Candidate must pass a satisfactory written examination in each of the following 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.

Candidate must also pass a satisfactory written examination in any three subjects to be selected by him from those herewith named:

Trigonometry, astronomy, physical geography, geology and mineralogy, zoölogy, chemistry, logic and political economy.

Each candidate for the state diploma, upon examination, shall be entitled to two years' time for the completion of an examination partially taken, the credits received to hold good for two years from date of first trial.

No paper shall be passed upon an average of less than 50 per cent., nor shall an applicant be recommended for the certificate unless he has attained a general average of 70 per cent. or over.

Candidates are allowed a second trial, during the two extra years allowed for the completion of the whole work of the examination, to repeat the examination in any subject which they may select for the purpose of improving the record originally made in the subject.

Any candidate may present four instead of three papers in "optional" subjects, and the three best standings may constitute the record.

#### STATE DIPLOMAS, COMPLIMENTARY.

Papers to be presented.

Diplomas from educational institutions or certified statements showing course of study pursued, name and grade of institution definitely stated.

Statement concerning special studies pursued since graduation.

Statement concerning teaching experience—place, grade and time in Colorado and other states.

Certificates as to good moral character.

Certificates as to "eminent services in educational work."

Candidate must have rendered eminent services in the educational work of the state for a period of not less than six years.

Candidate must possess a first-class, unexpired county certificate issued in Colorado.

Candidates must submit three subjects for educational thesis not later than May 1, one subject to be selected from the three by the State Board of Examiners, upon which the candidate is to write a thesis of not less than 3,000 words, and submit the same to the State Board of Examiners by August 24—the same to be examined and passed upon by the board in connection with the papers required, and the diploma to be granted only if all requirements are satisfactorily met.

A thesis for the complimentary diploma, as understood by the State Board of Examiners, is an original dissertation upon some educational study, or subject, setting forth the applicant's insight into it, his method of research in elaborating it, and his form of putting it in such a way as to show his superior ability and attainment as a trained educator.

The board reserves to itself the right of issuing at any time a complimentary life diploma without an application having been made, to any



person who, in the estimation of the members, has rendered such eminent service to the schools of the state, in addition to possessing the qualifications demanded by the statutes, as should entitle him to such recognition on the part of the board.

## STATE BOARD OF EXAMINERS AND APPOINTORS:

HELEN L. GRENFELL,

*Superintendent of Public Instruction.*

JAMES H. BAKER,

*President of the State University.*

BARTON O. AYLESWORTH,

*President of the State Agricultural College.*

REGIS CHAUVENET,

*President of the State School of Mines.*

Z. X. SNYDER,

*President of the State Normal School.*

The following letter was addressed to each holder of a Normal Institute certificate, on December 10, 1901:

"Dear Sir—Your attention is called to the following rule, passed by the State Board of Examiners, on May 3, 1901:

"All Normal Institute certificates, either conductor or instructor's, issued by the present or past boards, will be null and void after September 1, 1901, and all persons holding such certificates shall be so notified. This action is for the purpose of establishing a more uniform standard of qualifications for such certificates."

"To obtain a Normal Institute instructor or conductor's certificate that will be valid for institute work in this state after January 1, 1902, it will therefore be necessary for you to make application to the State Board of Examiners, enclosing such credentials and giving such references as may give satisfactory evidence to the board that your academic and professional qualifications are such as will entitle you to a certificate.

"Application should be made at as early a date as possible.

"Yours truly,

"HELEN L. GRENFELL,

*State Superintendent Public Instruction.*

"By order of THE STATE BOARD OF EXAMINERS."

## SUPERINTENDENTS OF PUBLIC INSTRUCTION OF COLORADO.

## Territorial:

- 1861-1863—W. J. Curtice.
- 1863- —W. S. Walker.
- 1866- —F. W. Atkins.
- 1867-1869—Columbus Nuckolls.
- 1870-1872—Wilbur C. Lothrop.
- 1872-July, 1873—Wilbur C. Lothrop.
- July, 1873-January, 1874—Horace M. Hale.
- 1874-1876—Horace M. Hale.

## State:

- 1876-1878—Joseph C. Shattuck.
- 1878-1880—Joseph C. Shattuck.
- 1880-1882—Leonidas S. Cornell.
- 1882-1884—Joseph C. Shattuck.
- 1884-1886—Leonidas S. Cornell.
- 1886-1888—Leonidas S. Cornell.
- 1888-1890—Fred Dick.
- 1890-1892—Nathan B. Coy.
- 1892-1894—John F. Murray.
- 1894-1896—Mrs. Angenette J. Peavey.
- 1896-1898—Miss Grace Espy Patton.
- 1898-1900—Mrs. Helen L. Grenfell.
- 1900-1902—Mrs. Helen L. Grenfell.

STATE BOARD OF EDUCATION.

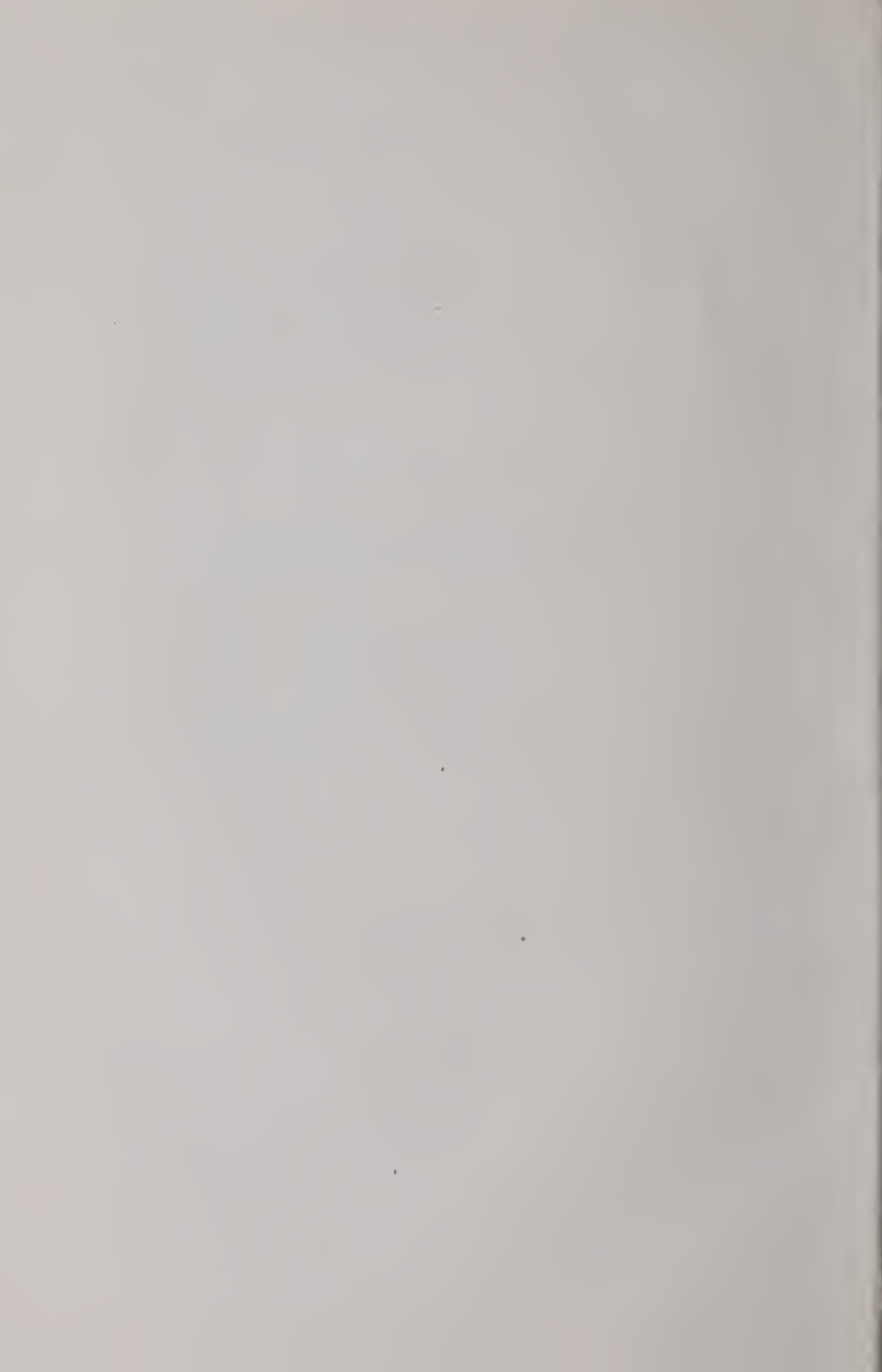
---

DATES OF MEETINGS.

CASES OF APPEAL.

---

NAMES OF HOLDERS OF STATE CERTIFICATES.



## STATE BOARD OF EDUCATION.

---

The State Board of Education, consisting of Mrs. Helen L. Grenfell, State Superintendent of Public Instruction; David A. Mills, Secretary of State, and Charles C. Post, Attorney General, held meetings upon the following dates:

January 4, 1901.	November 8, 1901.
January 31, 1901.	December 3, 1901.
February 1, 1901.	January 22, 1902.
March 6, 1901.	February 8, 1902.
March 14, 1901.	February 21, 1902.
April 15-19, 1901.	April 30, 1902.
June 5, 1901.	June 25, 1902.
June 10, 1901.	July 23, 1902.
June 17, 1901.	November 25, 1902.
October 22, 1901.	November 28, 1902.
October 24, 1901.	November 29, 1902.

The Board has considered twenty-two appeal cases and has acted upon the recommendations of the State Board of Examiners, and issued twenty complimentary state diplomas, twelve normal institute conductors' certificates, one hundred normal institute instructors' certificates, twenty-three normal institute conductors' and instructors' certificates.

The cases considered and acted upon by the State Board of Education during the present administration are as follows:

### *January 4, 1901.*

In the matter of the application of A. L. Moses, attorney for School District No. 5, Mineral county, for a rehearing of the appeal of said district, passed upon by the State Board of Education on July 25, 1900, upon the plea that the said case had not been previously properly presented to the Board, it was decided to grant the rehearing. On March 6, 1902, a petition filed by Charles H. Pierce, in behalf of School District No. 3, requesting a final adjudication of appeal from the action of the Superintendent of Mineral county, was granted. On March 14, 1902, the Board decided that the Wilcox appeal, as well as all matters relating thereto, be heard by trial de novo, as provided in section 4055, Mills' Annotated Statutes, and fixed the date of said hearing. On April 15, 1902, the hearing was commenced, and was continued from day to day, being concluded on

April 19. The Board found that School District No. 3, for a period of more than one year next succeeding the election of its officers in the years 1894 and 1895, and up to and including the year 1900, embracing a period of more than one year preceding the Pollock decision of May 25, 1900, had continued to exercise undisputed the prerogatives and enjoy the privileges of a legally formed school district, and as a matter of law, its legality within the boundaries set forth could not be questioned. Therefore, the Board sustained the action of the county superintendent, and the appeal and all matters relating thereto were dismissed.

*January 31, 1901.*

In the matter of the appeal of Mrs. Mildred Murray, from the action of Miss Emma Herey, superintendent of Arapahoe county, in revoking a first-grade certificate held by Mrs. Murray, upon statutory grounds, it appearing to the Board, upon careful examination of the evidence presented by both parties, that the said action was just and proper, the county superintendent was sustained and the appeal was dismissed.

*October 22, 1901.*

In the matter of the appeal of Alice E. Carson from the gradings of the superintendent of Garfield county, at the August examination, the county superintendent was sustained and the appeal ordered dismissed.

In the matter of the appeal of Joseph Cox, John Wiley and other citizens of School District No. 17, and A. H. Andreas and other citizens of School District No. 28, Las Animas county, from the action of the county superintendent in granting the petition to establish a new school district from territory formerly included in District No. 17, the Board decided that it had no power to interfere in the case and said case was remanded to the county superintendent for further action.

In the matter of the appeal of Marcena J. McMillan and Mary E. McMillan from the action of the county superintendent of Prowers county in refusing to grant their petition to make certain changes in boundary lines in School District No. 34, the action of the superintendent was sustained and the appeal dismissed.

In the matter of the appeal of T. J. Shippey from the action of the county superintendent of Larimer county in sustaining the school board of District No. 45 in expelling Valda, Alice and June Shippey from the Walden School, it was found that the school board had the authority to suspend or expel pupils who refused to obey the rules of the school, and that said children refusing to obey, said authority was not abused, but was properly exercised; that due notice of the hearing on appeal was given by the county superintendent to all parties concerned, but that none of the parties appeared, therefore, the action of the county superintendent was sustained and the appeal dismissed.

GRANT SCHOOL, SOUTH DENVER, DISTRICT 7, ARAPAHOE COUNTY, COLO.







*October 24, 1901.*

In the matter of the appeal C. E. Mattoon from the action of the county superintendent of Kiowa county in declaring null and void a special election held in District No. 6, on May 13, 1901, at which time said Mattoon claimed to have been duly elected treasurer of said school district, the board found that the appeal was not taken within the required thirty days, and said appeal was therefore dismissed.

In the matter of the appeal of John Jensen, George M. McQueary and other residents of School District No. 9, Mesa county, from the action of the county superintendent in refusing to grant a petition to establish a new school district from territory included in District No. 9, it appearing that there would be insufficient taxable property to properly maintain a school, and that it would not be materially more convenient for the children to attend school, and in view of the fact that there did not seem to have been any abuse of the discretionary power given by law to the county superintendent, the action of the said superintendent was sustained and the appeal dismissed.

In the matter of the appeal of M. McNair, president of School Board, District No. 7, Kit Carson county, from the action of the county superintendent, in annexing a certain portion of territory formerly included in District No. 27 to District No. 7, it appearing that by said action no hardship was worked to any person interested, but that the residents of both districts were benefited, and as no protest appeared from the residents of District No. 27, the county superintendent was sustained and the appeal dismissed.

*February 21, 1902.*

In the matter of the appeal of Edith Pearl Morris from the gradings of the superintendent of Elbert county, at the examination of December 21 and 22, the appeal was sustained and a second grade certificate ordered to be issued to Miss Morris.

*April 30, 1902.*

In the matter of the appeal of Henry Hawker, a resident of School District No. 9, Delta county, from the action of the county superintendent in allowing the division of said school district, upon written request from the appellants, the said appeal was dismissed.

In the matter of the appeal of Albert E. Hayes from the gradings of the superintendent of Chaffee county, at the examination of March 21 and 22, the county superintendent was sustained and the appeal dismissed.

In the matter of the appeal of James F. Sublett from the gradings of the superintendent of Kit Carson county, at the examination of March 21 and 22, the county superintendent was sustained and the appeal was dismissed.

*November 25 and 28, 1902.*

In the matter of the appeal of the board of directors of School District No. 18, Mesa county, from the decision of the county superintendent, sustaining the appeal made to him from decision of said board by F. G. Thornton, an elector of said district, from the action of the board in employing a teacher to conduct a school in penmanship in said district, said teacher to be paid from funds of the district, it appearing that said teacher did not hold a certificate, and that the school day was by the action of the board extended beyond the time specified by law, and that, therefore, the action of the board was illegal, the action of the county superintendent was sustained and the appeal dismissed.

In the matter of the appeal of Nellie Smith from the gradings of the superintendent of Eagle county at the examination of August 15 and 16, 1902, the county superintendent was sustained and the appeal dismissed.

In the matter of the appeal of S. W. Laughlin from the gradings of the superintendent of Lake county, at the examination of March 21 and 22, 1902, the county superintendent was sustained and the appeal dismissed.

In the matter of the appeal of Ethel White from the gradings of the county superintendent of Arapahoe county, at the examination of August 15 and 16, 1902, the county superintendent was sustained and the appeal dismissed.

In the matter of the appeal of A. J. Miller from the gradings of the superintendent of Arapahoe county, at the examination of August 15 and 16, 1902, the county superintendent was sustained and the appeal dismissed.

In the matter of the appeal of Flora Finn from the action of the superintendent of Arapahoe county in refusing to grade her papers presented at the examination of August 15 and 16, 1902, the appeal was sustained, and the State Superintendent of Public Instruction authorized to have examined said papers, after which the State Board of Education should issue such certificate, if any, as appellant is entitled to receive.

In the matter of the appeal of E. M. Skinner from the gradings of the superintendent of Arapahoe county, at the examination of August 15 and 16, 1902, the appeal was sustained and a second grade certificate ordered to be issued to Mr. Skinner.

In the matter of the appeal of Mrs. Lephe K. Morrison from the gradings of the superintendent of Arapahoe county, at the examination of August 15 and 16, 1902, the appeal was sustained and a first grade certificate ordered to be issued to Mrs. Morrison.

In the matter of the appeal of Eva Pellenz from the gradings of the superintendent of Kit Carson county, at the examination of August 15 and 16, 1902, the appeal was sustained and a third grade certificate ordered to be issued to Miss Pellenz.

## PERSONS WHO HAVE RECEIVED STATE CERTIFICATES.

Issued prior to 1891. Either upon examination or complimentary.

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. Davis.  
 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.  
 William Eisenman.  
 J. H. Freeman.  
 J. P. Jackson.  
 C. V. Parker.  
 Miss Atta L. Nutter.  
 E. C. Hill.  
 J. A. Guttery.  
 Mrs. E. K. LaBarthe.  
 W. T. Eddingfield.  
 A. C. Courtney.  
 Grace Espy Patton.  
 L. S. Cornell.

Issued in 1891-1892. Either upon examination or complimentary.

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. Either upon examination or complimentary.

Bell Minor, Canon City.  
 T. O. Baker, 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.  
 W. H. Smiley, Denver.  
 L. C. Greenlee, Denver.  
 J. S. Young, Denver.  
 J. H. Van Sickle, Denver.  
 Charles A. Bradley, Denver.  
 W. E. Knapp, Denver.  
 M. E. Eagleton, Littleton.  
 M. H. Lobdell, Georgetown.  
 P. K. Pattison, Colorado Springs.  
 George E. Turnbull, Colorado Springs.  
 William 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. Curnow, examination, Denver.  
 Edgar Kesner, 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 Holloway, complimentary, Denver.  
 James W. Ellison, examination, Berkeley.  
 Forrest Dollinger, examination, Leadville.  
 D. R. Hatch, complimentary, Georgetown.  
 F. C. Spencer, complimentary, Monte Vista.  
 Lucy E. R. Scott, complimentary, Denver.  
 Mary A. Smith, complimentary, Aspen.  
 Edward F. Hermanns, complimentary, Denver.

Issued in 1897-1898.

Kate Arundel, examination, Denver.  
 Helen W. Bailey, examination, Colorado Springs.  
 Margaret McKay, examination, Telluride.  
 James Westhaver, examination, Denver.  
 Alston Ellis, complimentary, Fort Collins.

Issued in 1899-1900.

Wellington B. Givens, examination, Denver.  
 Charles A. Burbank, examination, Starkville.

Issued 1901-1902.

Frank J. Baker, complimentary, Glenwood Springs.  
 Royal W. Bullock, complimentary, Greeley.  
 Joseph W. Hamer, complimentary, Walsenburg.  
 W. G. Harris, complimentary, Telluride.  
 Clara E. Lowell, complimentary, Montclair.  
 Mary McDonald, complimentary, Denver.  
 Ralph W. Strong, complimentary, Denver.  
 Daniel Ward, complimentary, Pueblo.  
 Cree T. Work, complimentary, Greeley.  
 Fred G. Person, examination, Berthoud.  
 E. G. Arnold, complimentary, Denver.  
 F. H. Clark, complimentary, Central City.  
 Mrs. Emma G. Leake, complimentary, Denver.  
 Kate Lyons, complimentary, Glenwood Springs.  
 H. V. Matthews, complimentary, Eads.  
 C. M. Osenbaugh, complimentary, Denver.  
 Charles E. Chadsey, complimentary, Denver.  
 John F. Keating, complimentary, Pueblo.  
 William H. Smiley, complimentary, Denver.  
 O. P. M. Butler, complimentary, Denver.  
 Ira DeLong, complimentary, Boulder.  
 Lida Minniss Brown, complimentary, Montrose.  
 H. H. Wilson, complimentary, Denver.  
 Harry McGinnis, complimentary, Salida.



SUMMARY OF SCHOOL LEGISLATION OF THE THIRTEENTH GENERAL  
ASSEMBLY.

HUMANE EDUCATION CIRCULAR.

COLORADO TEACHERS' READING CIRCLE.

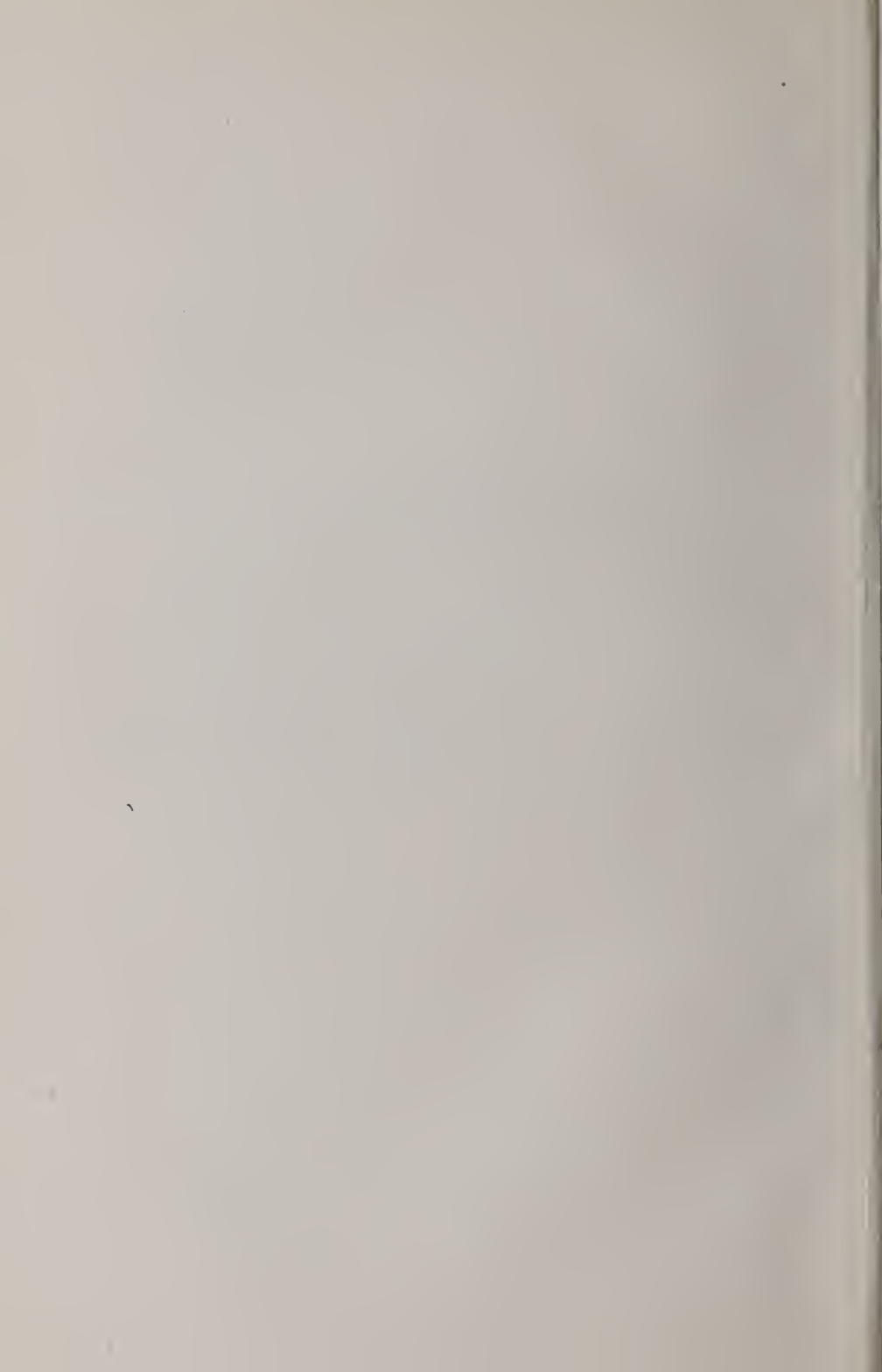
LOUISIANA PURCHASE EXPOSITION.

McKINLEY MEMORIAL FUND.

NEW EDUCATIONAL MOVEMENTS.

GENERAL NOTES.

LIST OF COLORADO STATE AND PRIVATE EDUCATIONAL  
INSTITUTIONS.







COLUMBIAN SCHOOL, DENVER, DISTRICT 17, ARAPAHOE COUNTY, COLO.

THE BAKER CO.



## SUMMARY OF SCHOOL LEGISLATION OF THE THIRTEENTH GENERAL ASSEMBLY.

Truancy Law—An act was passed to enable Boards of Education to establish and maintain parental or truant schools in cities of 100,000 inhabitants or more, and to provide for establishing and maintaining such schools in cities having a population of not less than 25,000 or more than 100,000, approved April 30, 1901.

Fees for Examinations—An amendment to the act regarding Normal Institutes was passed, providing that each applicant for a teacher's certificate at any regular county examination, and each successful applicant for a renewal or endorsement of a certificate, or for the issue of like grade certificate, shall pay a fee of one dollar, the fees to be collected by the county superintendents, forwarded by them to the State Superintendent, and by the latter turned over to the State Treasurer, to be by him equally apportioned amongst the thirteen Normal Institute districts.

Biennial Report—Provision was made for the increasing of the edition of the Biennial Report of the State Superintendent of Public Instruction from 500 to 2,000 copies.

Humane Education—An amendment to the act regarding subjects to be taught in the schools was passed, providing that in each school week two lessons be given of not less than ten minutes duration each on the subject of humane treatment of animals. For the assistance of teachers in this work there was issued the following

### CIRCULAR BY THE STATE SUPERINTENDENT OF PUBLIC IN- STRUCTION.

#### SUGGESTIONS FOR INSTRUCTION CONCERNING HUMANE TREATMENT OF ANIMALS.

Extract from law relating to instruction concerning the humane treatment of animals:

"The public schools of this state shall be taught in the English language, and the school board shall provide to have taught in such schools the branches specified in section 15 of said chapter, and such other branches of learning in other languages as they may deem expedient, including hygiene, with special reference to the effect of alcoholic stimulants and narcotics upon the human body; and shall cause to be given in each school week two lessons of not less than ten minutes' duration each on the subject of humane treatment to animals."

Section 78, page 63, School Law, as amended 1901.

To County Superintendents and Teachers:

It has been well said that the education of one's head, without the training of the heart, simply increases the power for evil, and it is with

pleasure that I call the attention of our teachers to the law passed by the Thirteenth General Assembly of Colorado, requiring that two lessons a week, of not less than ten minutes' duration each, concerning humane treatment of animals, shall be given in every school.

In order to make this line of instruction effective it is necessary that a teacher should seize every opportunity to inculcate humane lessons, and there is a never-ceasing opportunity through the every-day life of the child and the teacher. Abstract lessons are ineffective for the young in all ethical lines, and the teacher should, therefore, lead the child to observe and report his own experiences, and should, in return, through interesting stories of conditions actually existing, illustrative of cruelty through ignorance as well as maliciousness, train him to a thorough appreciation of his duty towards animals.

He should be shown that humanity means civilization, and cruelty barbarism, and it will be found that, if the lesson is well learned, the child who is kind to animals will never forget his obligations to other children. The underlying principle in connection with this work is not that we are trying to prevent, simply, the suffering of animals, but the moral degradation of the person who causes the suffering.

The work of humane education may be correlated with the usual school studies. It naturally is joined with work in literature, reading, nature study, language and ethics. While this entire line of work is one in which the originality of the teacher may especially be shown, so far as methods and accomplishments are concerned, the following suggestions are made:

Have pupils recite memory gems or read poems by standard authors touching upon the subject. Nearly every great author offers examples. For supplementary and other reading there are such stories as "Black Beauty," or some of the excellent publications especially designed for the purpose.

The teacher may read "Black Beauty," "Beautiful Joe" or similar stories to the school, or from especial publications in this line. In connection with language work, stories told or read may be reproduced, or original compositions be written on appropriate subjects given by the teacher or from incidents in the child's own experience.

Through nature study an excellent opportunity is given to teach habits of kindness to animals, and the teacher should lead the child to observe, write about and talk about common animals, to notice their habits and to learn to care for them properly. He should be fully shown the dependence of human kind upon animals for comfort and convenience, and the obligation of human kind, in return, to provide food, shelter and affection for them.

In connection with art, instructive pictures of animals by standard artists may be shown, and will invariably interest the child. Those of Rosa Bonheur and Landseer are among the many.

If mothers' meetings are held in the district the subject should be brought up for discussion, and the co-operation of those attending should

be secured, since the home sympathy and influence is most important in the work.

Some person of prominence may be invited to address the pupils on the humane treatment of animals, in connection with some special programme, or as a distinct lecture. Since Bird Day is now very generally observed in connection with Arbor Day throughout the state, such an address would be especially appropriate at that time.

Kindness to animals and details concerning proper methods of treating and caring for domestic animals, should be taught directly by talks from the teacher, who should thoroughly inform herself upon the subject. Leaflets and other suggestive matter may be obtained by writing to the Humane Education Committee, 61 Westminster street, Providence, R. I., and from George T. Angell, president of American Humane Education Society, 19 Milk street, Boston, Mass.

Some publications that touch upon the subject in general or special lines are:

"Heart Culture," Whitaker, Ray & Co., San Francisco.....	\$ .75
"Every Living Creature, or Heart Training Through the Animal World," by Ralph Waldo Trine, T. Y. Crowell & Co., New York. .	.35
"For Pity's Sake," Sarah Nelson Curtis, Humane Ed. Soc., 19 Milk St., Boston, Mass.; cloth, 70c; paper.....	.10
"Friends and Helpers," Ginn & Co., Chicago, Ill. ....	.70
"Voices for the Speechless," Houghton, Mifflin & Co., Boston.....	.40
"King Kindness and Other Stories," by Helen Wells, C. W. Bardeen, Publisher, Syracuse, N. Y.....	.50
"Black Beauty," by Anna Sewall, T. Y. Crowell & Co.; cloth, 30c; paper	.10
"Beautiful Joe," Am. Baptist Pub. Co., Philadelphia.....	.30
"The Dog of Flanders," by Ouida, A. C. McClurg & Co., Chicago.....	.35
"Rab and His Friends," by John Brown, Houghton, Mifflin & Co....	.25
"The First Book of Birds," Olive Thorne Miller, Houghton, M. & Co..	1.00
"The Second Book of Birds," Olive Thorne Miller, Houghton, M. & Co.	1.00
"Golden Rules for the Treatment of Horses and Other Animals," Penn. Society, P. E. A., 1530 Chestnut St., Philadelphia.....	.10
"Citizen Bird," McMillan & Co., New York.....	1.25
"Our Feathered Friends," D. C. Heath & Co., Boston.....	.50
"Ways of Wood Folk" (Long), Ginn & Co.....	.50
"Wilderness Ways" (Long), Ginn & Co.....	.45
"Secrets of the Wood," (Long), Ginn & Co.....	.50
"Our Animal Friends" (monthly magazine, \$1.00 per year); address John P. Haines, president, Madison Ave. and Twenty-sixth St., New York City.	
"Our Dumb Animals" (monthly paper, 50 cents per year); address Editor "Our Dumb Animals," 19 Milk St., Boston, Mass.	

The following quotations contain, in briefest space, a wealth of suggestion to our teachers:

"I have long been convinced that kindness to animals produces great results, and that it is not only a powerful cause of material prosperity, but also the beginning of moral prosperity. My manner of teaching it does not disturb the routine of the school. Two days in the week all our lessons are conducted with reference to this subject. In the reading class I choose a book upon animals, and always give useful instruction and advice. My copies for writing are facts in natural history, and ideas of justice and kindness to animals. I prove that by not overworking them, and by keeping them in clean and roomy stables, feeding them well, and treating them kindly and gently, a greater profit and larger crops may be obtained. I also speak of birds and certain small animals which are very useful to farmers. The results are exceedingly satisfactory. The children are less disorderly and more gentle and affectionate to each other. They feel more and more kindly to the animals and have ceased to rob nests and kill birds. They are touched by the suffering of animals, and the pain they feel when they see them cruelly used moves others to pity and compassion."—M. de Saille, a French Teacher.

"Standing before you as the advocate of the lower races, I declare what I believe can not be gainsaid—that just so soon and so far as we pour into all our schools the songs, the poems and literature of mercy towards these lower creatures, just so soon and so far shall we reach the roots not only of cruelty, but of crime. A thousand cases of cruelty can be prevented by kind words and humane education for every one that can be prevented by prosecution."—George T. Angell, President of the American Humane Education Society.

"Fellow teachers, let us make our teaching stronger and richer. Let us give our pupils something varied and inviting. Let us reach up more. Let us reach out for and take in humane education. Too much so-called teaching is unskilled labor. Too many of us are buried in our text-books—are mechanical hearers of lessons, are mere word jugglers, fact peddlers and mind stuffers. Let us put away all these things and teach. Let us put brains and heart into our work. Let us become character-builders. Such work will compel people to realize the grandly important truth that teaching is the profoundest science, the highest art, the noblest profession."—From Address of a New England Superintendent.

---

#### COLORADO TEACHERS' READING CIRCLE, 1901-1902.

CIRCULAR ISSUED BY MANAGEMENT, 1901.

The Teachers' Reading Circle is a permanent and integral part of the state school system. While the membership is voluntary, it should include *all* the teachers in the State. None can afford to miss the practical benefits which it offers, or to remain aloof from an organization which places the members in touch with one another and in line with the advance educational movements of the day.



SCHOOL AT VILLA PARK, DISTRICT 21, ARAPAHOE COUNTY, COLO.





Course of Reading for 1901-1902—Hinsdale's "Art of Study"; McNeill and Lynch's "Introductory Lessons in English Literature."

Members of the Board—Hon. Helen L. Grenfell, Superintendent of Public Instruction, Denver, Colo.; President B. O. Aylesworth, State Agricultural College, Fort Collins, Colo.; Prof. James H. Hays, State Normal School, Greeley, Colo.

Manager, James E. Snook, county superintendent of schools, Greeley, Colo.

#### WORK FOR THE YEAR.

Both of the books adopted for the coming year are new, and are representative of the best thought in education.

The professional book is Hinsdale's last work, "The Art of Study," which book is the result of the lamented author's life-long investigation of the subject of pedagogy. The book is not one to be lightly read, but to be carefully and methodically studied in every part. It can be used advantageously in the Institute session. Through the year it should be used for home study and for reference, in the light of the Institute discussions and of current experience.

McNeill and Lynch's "English Literature" is new in plan, and will train the teacher both for class work and in individual culture in the more improved methods of literature study. Our schools, and the rural schools especially, are weak along this line. There is a justifiable revolt against the old-fashioned reading class, whose principal function was to teach the pronunciation of words. The upper grades of our rural schools, as well as those in the cities, demand and deserve opportunity for discriminating study of the truly great in literature. Here is a book that will help in giving that opportunity.

The county superintendent is the county manager of the Teachers' Reading Circle. The Institute offers the best opportunity for securing membership, supplying the books to the teachers, and outlining the work for the year. The Institute and the Reading Circle are naturally correlated parts of the public school system. The county superintendent should distribute at the Institute the official circulars and membership cards. When the cards are signed they should be returned to him. The county superintendent should keep a duplicate roll of all members in his county, and at the close of the year one copy should be filed in his office and the other sent to the state secretary.

#### VALUE OF THE WORK TO THE TEACHER.

The work of the sixth, seventh and eighth grades in reading and composition, and the study of literature in all the higher grades, can be better prepared by the teacher who makes a free use of McNeill and Lynch's book.

A knowledge of the principles set forth in the pedagogical volume will be of constant service in all the teachers' work, of whatever grade.

A part of the questions for the examination of teachers will be based on both the books during the coming year; and a study of both books will be helpful in enabling the teachers to meet the requirements.

CREDITS FOR READING CIRCLE WORK.

Since the Reading Circle work advances the teacher's professional standing and enables him or her to do better work in the school room, it is just that the performance of this work be duly credited and recognized by school officers.

ENROLLMENT CARDS.

The enrollment card is attached to this circular. The teacher should sign and detach the card and hand it to the county superintendent.

COST OF THE BOOKS.

Hinsdale's "Art of Study" and McNeill and Lynch's "Introductory Lessons in English Literature" will be mailed to any address, postpaid, upon receipt of \$2.00, by the publishers (American Book Company, 521-531 Wabash avenue, Chicago, Illinois). Where the books are supplied by the county superintendent, the price of each to teachers will be 95 cents per copy. The state manager will be glad to receive any offered suggestions and to render any assistance in promoting the work. For further information concerning the Reading Circle work, and for supplies of the official circular, address the state manager,

J. E. SNOOK,  
*Greeley, Colorado.*

CIRCULAR LETTER, 1902.

Office of County Superintendent,  
James E. Snook, Manager.

Greeley, Colorado, July 9, 1902.

Dear Superintendent—The Reading Circle Board has secured two excellent books for the coming year—books that the teacher can use to advantage in the school room, as well as for mental culture—and is able to announce an extremely low price. These books, Hodge's "Nature Study and Life" and Gayley's "Classic Myths in English Literature," are new, the former just from the press. Their names indicate the lines of work pursued, and you will readily see their value. "Nature Study and Life" forms the basis for work in Clark University Summer School, is a practical text, and its regular mailing price is \$1.65. "Classic Myths" includes all myths that have appeared most prominently in English literature. In these days no teacher's education is complete without a knowledge of these stories of the age of fable, forming, as they do, the groundwork for both history and literature teaching. The mailing price of this work is also \$1.65. By special arrangement with the publishers we are able to secure the two books for \$2.00 to members of the Circle. The publishers, Ginn & Co., will send them to county superintendents on

consignment (unsold copies returnable) carriage prepaid, and will allow 10 cents per set for cost of handling. The benefit to schools from professional reading by teachers is too well-known to need special comment.

Sincerely yours,

J. E. SNOOK.

---

#### LOUISIANA PURCHASE EXPOSITION.

The preparatory work of arranging for an educational exhibit for the Louisiana Purchase Exposition has been placed in the hands of a committee appointed by the Board of St. Louis World's Fair Managers, and consisting of J. B. Ragan, O. E. Collins, William W. Hall, J. F. Keating and Z. X. Snyder.—J. B. Ragan, manager. The educational committee met for organization on March 22, 1902, and adopted the following resolution:

*Resolved*, That James B. Ragan be made chairman of the educational exhibit committee and general manager of the State Educational Exhibit at the St. Louis World's Fair; to work jointly with the Department of Public Instruction, with the commissioner-in-chief, George W. Thatcher, and under the general direction of the educational committee, and that he have general charge of the exhibit in preparation for St. Louis, and that he be empowered to negotiate for such material as will contribute to the success of the educational exhibit at St. Louis."

The committee has already succeeded in awakening such an interest in regard to a suitable presentation of Colorado's school work at the exposition that excellent results are anticipated.

The following is its introductory circular:

Denver, Colorado, April 30, 1902.

The United States will be interested and benefited more than any other country by the world's fair to be held in St. Louis in 1903. The same should be true of those states and territories comprising the Louisiana Purchase when compared with other parts of the United States. This alone ought to induce the people of Colorado to exert themselves to make an adequate display of the state's resources. An additional reason, however, lies in the fact that the existence of Colorado as a state is only one-third of that of some of the other states of this section. Notwithstanding this disadvantage, her exhibits may be made to demonstrate her growth to be almost unparalleled by any other portion of the country. No exhibit which the state can make will be of more importance or of greater interest to those who are seeking the real causes of her general progress than that of the educational resources. For this reason it seems imperative that the educational institutions shall not only make plain what they have been doing in the past, and are doing at

the present time, but they shall give ample assurance of continued progress in the future. In order that this assurance may be given, every phase of educational work, from the kindergarten to the university, must be fully represented. Denominational, private and technical schools must not be left out of the account.

Kindergarten, manual training and industrial work, art and physical culture, as well as correlated work, should each be given due prominence in the state's exhibit.

For additional information address any member of the educational committee.

JAMES B. RAGAN,  
*Manager of Exhibit.*

---

#### McKINLEY MEMORIAL FUND.

On January 13, 1902, Governor James B. Orman issued the following proclamation:

##### PROCLAMATION.

*To the People and Children of Colorado:*

The McKinley National Memorial Association has been organized for the purpose of raising the money necessary for the erection of a suitable monument at the grave of William McKinley, the late president of the United States.

This organization is composed of men of national reputation, who have requested the governors of the various states to make an appeal to the churches and schools of the states for assistance in raising the amount necessary for the building of a fitting memorial in his honor.

Wednesday, the twenty-ninth day of January, 1902, will be the fifty-ninth anniversary of the birth of William McKinley, and it has been suggested that this day be set apart by all the schools of Colorado as "McKinley Day," and that it be observed by them with special exercises, befitting the character of such a man as our late president. He was a man who took great interest in the welfare and happiness of the children of our land. He ever had a kind word and loving hand to extend to them. His heart was filled with tender memories for the children, and his eye was ever watchful for an opportunity to assist them.

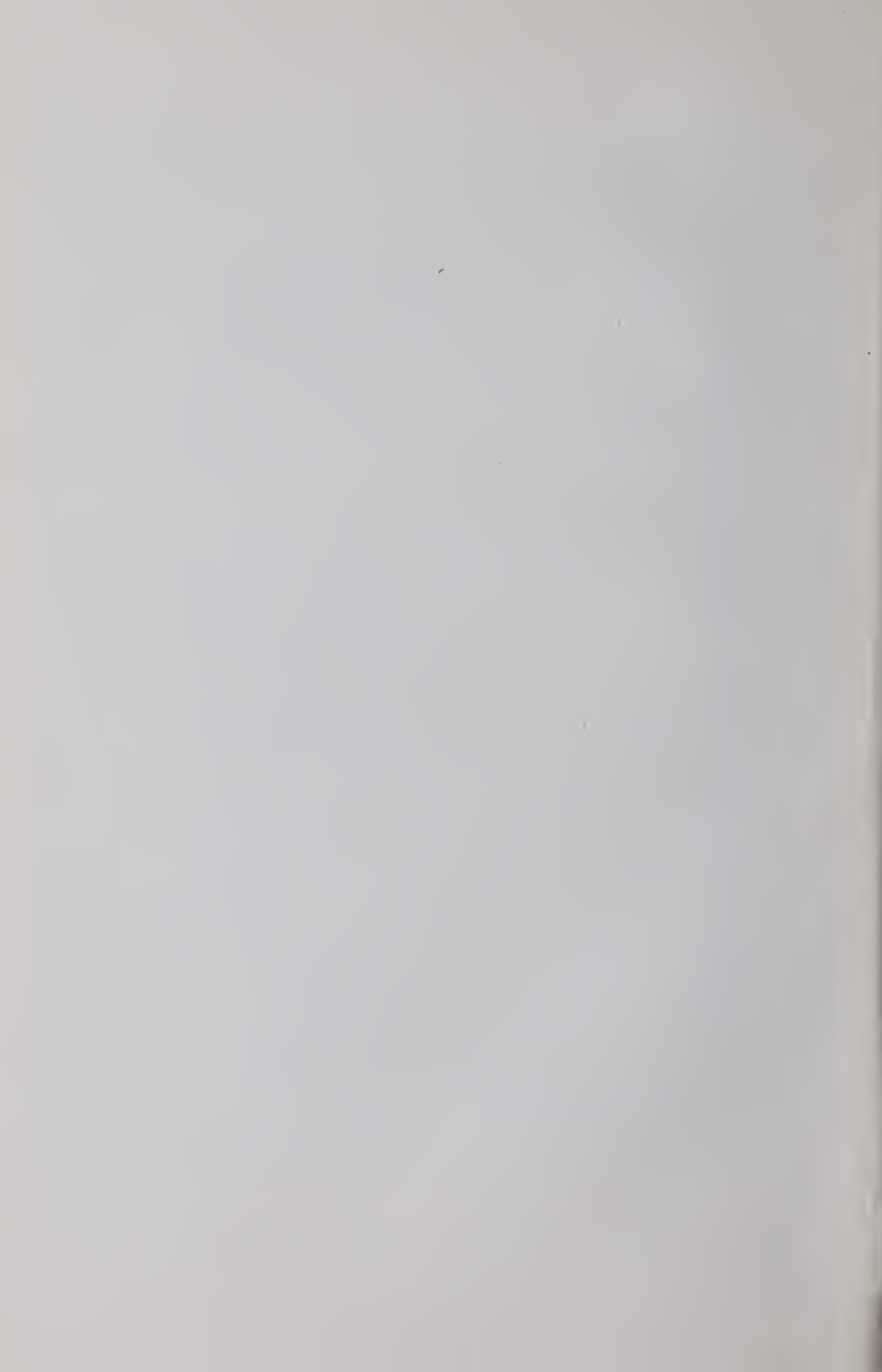
As a man he ever walked humbly before his Master, and the influences which have gone forth from his inspiring Christian life have done much to upbuild and mould the nation in the Christian faith.

Therefore, pursuant to the request that has been made upon me, and by virtue of the authority vested in me by law, I, James B. Orman, Governor of the State of Colorado, do most earnestly recommend and request that the 29th day of January, A. D. 1902, be observed by the schools of this state as "McKinley Day," and I do further recommend and suggest that the Sunday preceding the twenty-ninth, namely, the

HIGH SCHOOL AT LAS ANIMAS, BENT COUNTY, COLO.



1910



twenty-sixth day of January, be specially observed in the churches by such exercises as may suggest themselves as being a most fitting and appropriate remembrance of a truly great and noble Christian life, and that at such time an opportunity be given to all to contribute such sum to the memorial fund as they may desire.

Each person or child making a contribution is requested to give his or her name and postoffice address, with the contribution, so that a suitable memorial receipt may be returned therefor by the National Association.

The contributions from the various schools, together with the names and addresses of the contributors, should be transmitted to Helen L. Grenfell, Superintendent of Public Instruction, Denver, Colorado, and the contributions from the congregations should be turned over to the ministers in charge.

Given under my hand and the Great Seal of State, in Denver, the State Capital, this thirteenth day of January, A. D. 1902.

JAMES B. ORMAN.

By the Governor:

DAVID A. MILLS,

Secretary of State

(Great Seal of State.)

The subscriptions from the schools amounted to \$257.69, which amount was transmitted by the Superintendent of Public Instruction to James B. Grant, Denver, treasurer of McKinley memorial fund, on May 15, 1902.

#### NEW EDUCATIONAL MOVEMENTS.

A notable educational experiment of the year 1902 was the summer school held in the Hyde Park school, District No. 1, Denver. The teachers were chosen from among the teachers of the district and were eighteen in number. The following details concerning the plan and management of the school are given from the report of D. R. Hatch, principal, who most successfully conducted the work.

Plan of the School.—The summer school was regarded as, to some extent at least, a favorable place to try experiments. While the instruction in the school for making up work was a mere review of the regular work of grades 4, 5, 6, 7, and 8, it differed from the regular plan, by being departmental. There are six rooms on the upper floor of the building. These were used as follows: Room 12 for United States history and nature study; Room 11 for arithmetic; Room 10 for geography; Room 9 for language; Room 8 for reading, and Room 7 for study and stereopticon. The pupils passed from the room where they were regularly seated to the next room to the left for the succeeding hour and

for the next subject. In the session of four hours they made the circuit of the rooms and returned for general exercises and dismissal to the room from which they started. Penmanship, phonics, and spelling were presented to each grade by the teacher in charge of the room. Pupils carried their books and belongings with them as they made the circuit of the rooms. The periods for all the recitations were either twenty-five or thirty minutes. The pupils of Grades 4 and 5 were required to take all the studies, and it was understood that they were to have but one assigned lesson. They had one-half hour in the study room in which to prepare this lesson. Pupils of the grades above the fifth were allowed to take what they wanted, the teachers seeing that they had enough to do and assigning further work to any who seemed to have extra time. The stereopticon occupied Room 7 one day in the week, depriving the classes for that day of the study hour. This was regulated by allowing them to study that day instead of reading. None of the upstairs pupils, except such as were regularly certificated, were allowed to take manual work. Four hours a week in the sloyd room were occupied by such pupils.

In the rooms down stairs there was much more freedom of movement and much more latitude given to the teachers. In fact, all that was required of the teachers in the grades below the fourth, and in the mixed room (which included all pupils regularly certificated and the object of whose parents in sending them was merely to keep them off the streets), was that they keep the children busy and happy, and give pupils desiring it such help in any particular study as they desired. The work in these departments was manual as far as possible. Grades 1, 2, and 3 took basketry. Pupils of Grade 2 took sloyd, both boys and girls. In grades above the second, the girls took sewing and the boys took sloyd three hours each week. Frequent recesses were allowed in the first grade. Brush work with ink was the particular feature in Room 2. In Grade 3 most of the serious effort was upon the subject of arithmetic, as many of the pupils and parents desired it. In Room 6, consisting of the mixed grades above the third, the time was given principally to reading and games. The sewing occupied three days in each week, basketry two. The sewing in the grades above the third consisted of making garments, to be worn by the pupils themselves. They furnished their own material. In the basketry the children of the first three grades made mats, picture frames, baskets, fans, etc.

Pupils were allowed the freedom of the halls; they played bean bag, swung Indian clubs, danced, sang, and marched. There were no lines and no regulations as to the doors by which the pupils should enter. No attention was paid to tardiness, and to absence only the rule that three days' absence vacated the pupil's seat in favor of the next on the waiting list.

Less trouble was experienced with discipline than in the same period of the Hyde Park school. Non-acquaintance with the pupils required summary methods, which were effective and caused no trouble.



Daily Session.—The daily session began at 9 o'clock and ended at 1, with a twenty-minute recess at 11.

The total number of recorded applications for membership, exclusive of the kindergarten, was 784.

Enrollments, Attendance, etc.—

	Enrollment.	Average No. Belonging.	Average No. Attending.	Dropped First Week.	Dropped Second Week.	Dropped Third Week.	Dropped Fourth Week.	Dropped Fifth Week.	Totals.
Room 1, Grade 1.....	59	48	44	2	3	2	4	7	18
Room 2, Grade 2.....	65	53	45	..	2	6	8	3	19
Room 3, Grade 3.....	55	45	41	2	4	1	2	..	9
Room 5, Grade 3.....	59	45	41	1	2	3	..	2	8
Room 6, Mixed .....	65	79	46	..	4	5	1	5	15
Room 7, Grade 4.....	51	29	36	1	3	3	2	8	17
Room 8, Grade 4.....	60	54	52	..	..	6	2	4	12
Room 9, Grade 5.....	66	58	49	1	5	6	..	11	23
Room 10, Grade 6.....	61	51	47	..	4	1	..	5	10
Room 11, Grade 7.....	53	47	42	..	2	2	2	4	10
Room 12, Grade 8.....	42	37	34	9	1	1	4	1	16
Kindergarten .....	60	44	32	..	..	..	..	..	..
Totals .....	687	580	509	16	30	36	25	50	157

Medical Inspection.—The services of Dr. Edward Delehanty were given gratuitously. He made six visits. One case of contagious disease was excluded; five children were sent home as physically unfit to attend school; twenty cases of serious eye trouble were referred to oculists, and many minor complaints were attended to.

Commendation of Teachers.—I wish especially to commend each and every one of the corps of teachers. They helped me for weeks before school began; when necessary they came early and stayed late; they went without regular meals; they sacrificed time, enjoyment, and needed rest in the interest of the summer school; my demands upon their time and energy, incessant and numerous as they were, were uniformly met, not merely with cheerful, but with eager compliance. Their efforts made the school a success.

Visitors.—Among our many visitors were prominent citizens, many members of the Woman's Club, many Denver and Colorado teachers and visiting teachers from fourteen other states.

Miscellaneous.—The resources of the entire district were used in the equipment of the summer school, including many pictures, flags, and

furniture belonging to the various buildings. Ten compound microscopes belonging to the High School and to Mr. Collett were used every week and proved of great value in illustrating the nature study.

A school paper was issued every week except the first.

Exercises appropriate to the National Birthday were held July 3.

An exhibition of the work done in the summer school and an entertainment were provided the last day.

Amusements.—Besides the horizontal and parallel bars and jumping apparatus belonging to the school, there were supplied for the amusement of the pupils the following: Stereopticon, phonograph, bean bags, base ball and bat, tug-of-war rope, and may pole. The teachers entered with spirit into the games of the children, both out of doors and in the halls.

The teachers were unanimously in favor of departmental teaching in the three upper grades.

They were all of the opinion that girls and boys should not be separated.

Recommendations.—If summer schools are established hereafter I would recommend the following changes from the plan pursued this year:

1. The regular teachers should be required to fill out the application blanks for the pupils. It would save trouble also if the applications were collected by the principals of the different buildings and transmitted by them.
2. A police officer should be employed for services when required. This is necessary to prevent depredations by boys who do not go to school.
3. A sufficient fund should be placed at the disposal of the principal to provide adequate games and amusements.
4. A regular course in physical culture, consisting of exercises suited to the needs of the individual pupils, should be devised and ample time allowed for them.

---

Other new departures in the state are the establishment of special schools for the benefit of their employes by certain corporations. The following extracts and notes taken from reports submitted give a clear conception of the work attempted:

R. Ernesti, principal, reports that school was opened in Salida in September, 1902, under the auspices of the Denver & Rio Grande railroad, in the rooms above the office of the master mechanic, adjoining the shops, with a roster of twenty-eight names. Five new scholars have been added since then, three of whom are helpers in the shops, and who have learned of the advantages of this free school—which does not only furnish tuition, but all materials used are gratis—and two are machinists, regularly employed.

The interest taken in the drafting was very great from the beginning, and the opportunity hailed with delight by most of them.

The attendance has averaged about twenty, the balance of the men often being employed extra hours at the shops. But the interest is rapidly increasing, especially since starting some of the abler men on drawing projections from models.

It is the intention to take the class, from time to time, to locomotives and to the machines and teach them first to make free hand drawings, take measurements and then, with the data taken, proceed to the class room and make working drawings for blue printing. It is also our intention to send an exhibit of the school's work to the next world's fair.

---

The Colorado Fuel & Iron Company has established kindergartens to the number of nine in the various towns where its works are located, and, in addition, is providing courses of industrial work and domestic science, and has established circulating libraries, and a circulating art collection, which is for the use of the public schools, and consists of three hundred and sixty well-mounted photographs, divided into sets of twelve, each set representing some popular artist or school or national type.

Night schools have also been established throughout the coal camps the public school teachers serving as night school teachers, and the sessions being usually held in the public school buildings. Where the opportunity has offered, the company has co-operated with the work of the public schools, and in all cases the endeavor has been made to supplement their work in lines unprovided for by the public schools themselves.

The general supervision of the work is in charge of Dr. R. W. Corwin, superintendent of the Company's Sociological Department.

---

#### GENERAL NOTES.

The number of new school buildings reported as erected during the years 1901 and 1902 is forty, with additions made enlarging at least a dozen more. These are chiefly rural schools, some of them being graded schools in the towns. In all cases, the buildings are substantial and of modern architecture and equipment, appropriate to the locality and purpose.

Pictures are presented in this volume of different types of buildings, especially of the more recent structures. The attractive school houses in Routt county are noticeable, in view of the fact that the county has no railroad.

Greater interest than ever before has been taken in the establishment of district school libraries. As far as it was possible to obtain reports, it was ascertained that such libraries are enjoyed by 517 districts, the number of volumes amounting to 116,685.

There are now in the state 1,657 school districts—twenty-five of the first class, 162 of the second class and 1,470 of the third class. Manual training has been introduced into the schools of eleven districts, domestic science in six, and kindergartens have been incorporated in the school system of fifteen.

During 1901 and 1902 sixty-one meetings of county teachers' associations have been held in various parts of the state, in addition to the annual convening of the thirteen normal institutes, and the regular monthly and weekly meetings of grade teachers' departments in the first-class districts.

There are reported from the state sixty-seven high schools of the various classes having full four-year courses, and located and classified as follows: Arapahoe, four district, one union; Bent, one county; Boulder, three district; Chaffee, two districts; Cheyenne, one union; Clear Creek, three district; Conejos, two district; Delta, two district; Douglas, one county; El Paso, three district; Fremont, three district; Garfield, one district; Gilpin, one district; Gunnison, one district; Hinsdale, one district; Jefferson, two district; Lake, one district; La Plata, one district, one union; Larimer, three district; Las Animas, one district; Logan, one county; Mesa, two district; Morgan, two district, one union; Otero, one county; Ouray, one district; Phillips, one county; Pitkin, one district; Prowers, one district; Pueblo, two district; Rio Blanco, one county; Rio Grande, two district; Routt, two district; Saguache, one county; San Juan, one district; San Miguel, one district; Sedgwick, one district; Summit, one district; Teller, two district; Washington, one district; Weld, two district; making seven county high schools, fifty-six district high schools and four union high schools, leaving seventeen counties in which a high school is not located.

Manual training is reported as being established in eleven districts in the state, located as follows: Arapahoe, two; La Plata, three; Mesa, one; Otero, two; Pitkin, one; Pueblo, two; making a total of eleven districts having manual training.

Domestic science is reported as being established in six districts in the state, located as follows: Arapahoe, four; Pitkin, one; Pueblo, one; making a total of six districts having domestic science.

Kindergartens are reported as being established in thirteen districts in the state, located as follows: Arapahoe, two; Fremont, one; Huerfano, one; Larimer, one; Las Animas, four; Otero, one; Prowers, one; Pueblo, one; Weld, one; making a total of thirteen districts having kindergartens.

## COLORADO STATE AND PRIVATE EDUCATIONAL INSTITUTIONS.

State University, Boulder, Dr. J. H. Baker, president.

State Agricultural College, Fort Collins. Dr. B. O. Aylesworth, president.

State School of Mines, Golden, Dr. Charles S. Palmer, president.

State Normal School, Greeley, Dr. Z. X. Snyder, president.

State School for Deaf and Blind, Colorado Springs. W. K. Argo, superintendent.

State Industrial School for Boys, Golden, F. L. Paddelford, superintendent.

State Industrial School for Girls, Morrison, Mrs. Sarah C. Irish, superintendent.

Colorado College, Colorado Springs, Dr. W. F. Slocum, president.

Denver University, University Park, H. A. Buchtel, chancellor.

Jesuit College, Berkeley.

Denver Normal and Preparatory School, Denver, Fred. Dick, superintendent.

Wolfe Hall (School for Girls), Denver.

Miss Wolcott's School for Girls, Denver.

Loretto Academy (Girls), Loretto Heights.

Salida Academy, Salida.

Woodworth's Business College, Denver.

Modern School of Business, Denver.

Central Business College, Denver.

Henager's Business College, Colorado Springs.

Free Night School for Boys, Denver, Mrs. Ida Gregory, manager.



## STATISTICAL REPORTS.

---

CENSUS, 1901 AND 1902.

ENROLLMENT AND ATTENDANCE, 1901 AND 1902.

TEACHERS AND SALARIES, 1901 AND 1902.

PER CAPITA EXPENSES AND SCHOOL HOUSES, 1901 AND 1902.

RECEIPTS, 1901 AND 1902.

DISBURSEMENTS, 1901 AND 1902.

SCHOOL BOND ACCOUNT, 1901 AND 1902.

EXAMINATION OF TEACHERS, 1901 AND 1902.

APPORTIONMENT, 1901 AND 1902.

APPROPRIATION AND EXPENSES, 1901 AND 1902.

APPROPRIATION AND DISBURSEMENTS, CLERICAL FORCE,  
1901 AND 1902.

APPORTIONMENT NORMAL INSTITUTE FEE FUND.

QUARTO-CENTENNIAL COMPARATIVE STATISTICS.

TABLE I.  
CENSUS, 1901.

COUNTIES	Between 6 and 21			Between 8 and 14		
	Male	Female	Total	Male	Female	Total
	Arapahoe.....	21,518	23,168	44,686	10,460	10,714
Archuleta.....	373	309	682	156	130	286
Baca.....	142	103	245	67	50	117
Bent.....	445	428	873	227	205	432
Boulder.....	3,363	3,322	6,685	1,498	1,559	3,057
Chaffee.....	926	887	1,813	437	416	853
Cheyenne.....	71	63	134	38	34	72
Clear Creek.....	951	949	1,900	443	452	895
Conejos.....	1,783	1,763	3,546	704	800	1,564
Costilla.....	879	956	1,835	385	413	798
Custer.....	520	459	979	258	207	465
Delta.....	1,059	1,003	2,062	458	476	934
Dolores.....	103	99	202	70	69	139
Douglas.....	492	503	995	247	260	507
Eagle.....	402	331	733	182	168	350
Elbert.....	583	473	1,056	278	229	507
El Paso.....	4,606	4,762	9,368	2,124	2,172	4,296
Fremont.....	2,615	2,581	5,196	1,180	1,201	2,381
Garfield.....	865	802	1,667	450	425	875



Gilpin.....	1,029	1,018	2,047	551	550	1,101
Grand.....	122	88	210	53	35	88
Gunnison.....	646	631	1,277	308	320	628
Hinsdale.....	149	188	337	79	103	182
Huerfano.....	1,634	1,608	3,242	821	854	1,675
Jefferson.....	1,624	1,426	3,050	714	681	1,395
Kiowa.....	91	97	188	45	37	82
Kit Carson.....	266	304	570	131	143	274
Lake.....	1,712	1,791	3,503	824	863	1,637
La Plata.....	1,314	1,371	2,685	604	589	1,193
Larimer.....	2,101	1,989	4,090	982	922	1,904
Las Animas.....	3,577	3,341	6,918	1,552	1,654	3,206
Lincoln.....	138	137	275	69	67	136
Logan.....	511	499	1,013	257	210	467
Mesa.....	1,568	1,524	3,092	694	740	1,434
Mineral.....	274	177	451	84	99	183
Montrose.....	827	784	1,611	400	397	797
Montezuma.....	402	434	836	178	215	393
Morgan.....	581	520	1,104	318	268	586
Otero.....	2,228	2,018	4,246	1,164	984	2,148
Ourray.....	540	500	1,040	239	267	506
Park.....	356	339	685	156	160	316
Phillips.....	308	292	600	141	141	282
Pitkin.....	839	895	1,734	430	494	924
Prowers.....	704	628	1,332	350	334	684

TABLE I.  
CENSUS, 1901—Concluded.

COUNTIES	Between 6 and 21			Between 8 and 14		
	Male	Female	Total	Male	Female	Total
	Pueblo.....	6,284	5,995	12,279	3,523	3,399
Rio Blanco.....	272	221	493	113	110	223
Rio Grande.....	708	788	1,496	322	379	701
Routt.....	576	520	1,096	422	160	582
Saguache.....	803	732	1,535	370	375	745
San Juan.....	184	174	358	111	86	197
San Miguel.....	464	384	848	231	213	444
Sedgwick.....	221	211	432	89	87	176
Summit.....	203	191	394	122	142	264
Teller.....	3,057	3,059	6,116	1,666	1,683	3,349
Washington.....	201	171	372	108	82	190
Weld.....	2,473	2,566	5,339	1,253	1,248	2,501
Yuma.....	347	270	617	163	133	296
Totals.....	81,336	80,842	162,178	39,359	39,204	78,563

TABLE II.  
CENSUS, 1902.

COUNTIES	Between 6 and 21			Between 8 and 14		
	Male	Female	Total	Male	Female	Total
Arapahoe.....	23,052	24,180	47,232	10,903	13,340	24,243
Archuleta.....	454	368	822	274	221	495
Baca.....	138	135	273	74	72	146
Bent.....	477	478	955	261	230	491
Boulder.....	3,568	3,586	7,154	1,606	1,532	3,138
Chaffee.....	959	924	1,883	417	432	849
Cheyenne.....	80	76	156	31	30	61
Clear Creek.....	1,012	979	1,991	427	422	849
Conejos.....	1,805	1,904	3,709	825	838	1,663
Costilla.....	885	852	1,737	448	409	857
Custer.....	490	428	918	237	203	440
Delta.....	1,220	1,169	2,389	519	505	1,024
Dolores.....	100	111	211	46	51	97
Douglas.....	495	494	989	225	245	470
Eagle.....	380	347	727	193	183	376
Elbert.....	574	517	1,091	282	244	526
El Paso.....	5,465	5,493	10,958	2,435	2,442	4,877
Fremont.....	2,636	2,645	5,281	1,349	1,363	2,712

TABLE II.  
CENSUS, 1902—Concluded.

COUNTIES	Between 6 and 21			Between 8 and 14		
	Male	Female	Total	Male	Female	Total
	Garfield.....	1,013	913	1,926	496	445
Gilpin.....	886	1,024	2,010	543	548	1,091
Grand.....	131	83	214	46	33	79
Gunnison.....	647	632	1,279	303	311	614
Hinsdale.....	164	182	346	94	97	191
Huerfano.....	1,725	1,660	3,385	915	884	1,799
Jefferson.....	1,737	1,563	3,300	814	745	1,559
Kiowa.....	82	101	183	42	45	87
Kit Carson.....	314	314	628	155	168	323
Lake.....	1,605	1,700	3,305	789	810	1,599
La Plata.....	1,463	1,459	2,922	684	659	1,343
Larimer.....	2,466	2,346	4,812	1,206	1,181	2,387
Las Animas.....	3,801	3,802	7,603	1,799	1,842	3,641
Lincoln.....	156	140	296	90	69	159
Logan.....	519	484	1,003	260	225	485
Mesa.....	1,718	1,661	3,379	818	795	1,613
Mineral.....	198	194	392	116	130	246
Montezuma.....	423	432	855	224	215	439
Montrose.....	851	816	1,667	409	422	831

Morgan.....	662	575	1,237	315	286	601
Otero.....	2,239	2,049	4,338	1,032	1,039	2,001
Ouray.....	520	511	1,034	261	222	483
Park.....	361	351	712	187	176	363
Phillips.....	327	291	618	142	131	276
Pitkin.....	894	917	1,811	445	441	886
Prowers.....	869	830	1,689	415	406	821
Pueblo.....	7,301	6,753	14,054	3,456	3,367	6,823
Rio Blanco.....	297	221	518	133	101	254
Rio Grande.....	742	750	1,522	323	380	703
Routt.....	604	563	1,167	325	277	602
Saguache.....	689	688	1,377	296	364	660
San Juan.....	219	183	402	122	104	226
San Miguel.....	508	453	961	236	228	461
Sedgwick.....	224	216	449	104	100	204
Summit.....	281	256	540	136	122	258
Teller.....	2,582	2,910	5,492	1,447	1,388	2,835
Washington.....	217	190	407	108	75	183
Weld.....	3,136	2,925	6,061	1,473	1,404	2,877
Yuma.....	370	301	674	182	133	315
Totals.....	86,894	86,161	173,655	41,526	43,165	84,661

TABLE III.  
ENROLLMENT AND ATTENDANCE, 1901.

COUNTIES	Enrolled in High Schools	Enrolled in Graded Schools Below High Schools	Enrolled in Rural Schools	Whole Number Enrolled in Public Schools			Number Completing High Grade	Number Completing Four-Year Full Course in High School	Number Between 8 and 14 Enrolled in Public Schools	Average Daily Attendance	Number Enrolled in Private Schools
				Male	Female	Total					
Arapahoe	2,449	25,319	2,630	14,713	16,685	31,398	928	337	20,262	20,586	1,662
Archuleta	.....	180	329	273	215	518	4	.....	303	337	.....
Baca	.....	.....	170	99	71	170	1	.....	99	112	.....
Bent	24	310	372	357	319	706	28	3	416	415	.....
Boulder	368	3,056	1,866	2,620	2,670	5,290	188	50	3,072	3,446	.....
Chaffee	97	1,041	307	730	715	1,445	34	2	843	536	156
Cheyenne	.....	61	69	68	65	133	2	.....	71	78	.....
Clear Creek	111	1,090	231	713	719	1,432	40	12	884	916	39
Comoros	16	1,686	1,098	1,042	1,058	2,150	3	.....	898	1,244	154
Costilla	.....	393	717	620	490	1,110	10	.....	673	602	42
Custer	.....	260	451	395	319	714	14	.....	103	409	6
Delta	96	882	727	861	841	1,705	39	5	918	1,078	.....
Dolores	.....	125	27	70	82	152	.....	2	97	112	5
Douglas	21	319	703	398	445	843	27	.....	492	487	.....
Eagle	21	211	318	326	254	580	6	.....	367	357	.....
Elbert	.....	147	558	428	277	705	19	.....	371	482	.....
El Paso	572	5,826	1,200	3,722	3,856	7,598	168	32	3,810	3,856	.....

Fremont	2-6	3,719	8-0	2,521	2,308	4,889	17	1	3,113	3,667
Garfield	29	788	678	750	715	1,455	17	1	888	910
Gilpin	00	1,151	129	644	696	1,340	15	6	917	990
Grand	4		122	72	54	125	2		88	168
Gunnison	22	492	512	505	520	1,025	23	3	620	645
Hinsdale	31	158	77	109	157	205	7	2	182	193
Huerfano	37	1,067	1,030	1,130	1,001	2,134	27	2	1,260	1,215
Jefferson	175	1,029	1,127	1,181	1,147	2,231	32	17	1,384	1,546
Kiowa			169	89	80	169	8		86	110
Kit Carson		145	323	212	256	468	12		248	156
Lake	205	1,917	341	1,183	1,280	2,463	60	15	1,147	1,786
La Plata	88	1,121	477	812	844	1,686	51	6	951	1,018
Larimer	224	1,568	1,390	1,607	1,575	3,182	105		1,845	2,031
Las Animas	145	2,788	1,711	2,552	2,097	1,619	87	18	1,959	2,151
Lincoln	3	156	81	119	121	240	9		113	147
Logan	79	271	521	470	404	874	12	13	498	572
Mesa	170	1,571	959	1,339	1,361	2,700	93	6	1,482	1,764
Mineral		276	28	112	162	304			55	201
Montrose	57	535	668	610	620	1,260	1		352	375
Montezuma		248	443	321	370	691	31	8	681	880
Morgan	59	404	362	465	460	925	23	4	446	623
Otero	182	2,362	613	1,507	1,680	3,187	83	12	1,708	1,965
Ouray	37	473	304	423	391	811	3	6	405	520
Park	5	198	263	273	193	466	15		316	332
Phillips	31	128	401	286	271	569	9		299	368

TABLE III.  
ENROLLMENT AND ATTENDANCE, 1901—Concluded.

COUNTIES	Enrolled in High Schools	Enrolled in Graded Schools Below High Schools	Enrolled in Rural Schools	Whole Number Enrolled in Public Schools			Number Com-pleting Eighth Grade	Number Com-pleting Full Course in High School	Number Between 8 and 14 En-rolled in Pub-lic Schools	Average Daily Attendance	Number Enrolled in Private Schools
				Male	Female	Total					
Pitkin.....	148	1,074	404	779	817	1,626	23	14	892	1,185	.....
Prowers.....	32	452	546	502	528	1,030	16	.....	656	606	.....
Pueblo.....	444	5,182	1,343	3,387	3,582	6,969	146	53	4,052	4,520	450
Rio Blanco.....	.....	185	184	199	170	369	6	.....	214	201	.....
Rio Grande.....	126	623	526	590	685	1,275	32	16	707	806	.....
Routt.....	23	286	507	426	390	816	23	3	259	483	3
Saguache.....	41	341	645	524	503	1,027	30	7	614	612	.....
San Juan.....	17	250	11	140	138	278	.....	.....	169	161	.....
San Miguel.....	20	460	224	384	320	704	16	.....	122	427	.....
Sedgwick.....	47	95	215	174	183	357	2	.....	181	207	.....
Summit.....	27	214	170	240	201	441	.....	.....	239	249	.....
Teller.....	295	4,522	454	2,640	2,631	5,271	149	18	3,344	3,290	10
Washington.....	29	77	224	177	153	330	12	.....	185	220	.....
Weld.....	293	1,983	1,925	2,118	2,093	4,201	126	36	2,410	2,680	.....
Yuma.....	.....	260	212	292	260	552	25	.....	260	286	.....
Totals.....	7,210	79,642	33,228	59,406	60,704	120,110	2,875	709	69,916	74,735	8,064



TABLE IV.  
ENROLLMENT AND ATTENDANCE, 1902.

COUNTRIES	Enrolled in High Schools	Enrolled in Graded Schools below High Schools	Enrolled in Rural Schools	Whole Number Enrolled in Public Schools			Number Between 8 and 14 Enrolled in Public Schools	Average Daily Attendance	Number Enrolled in Private Schools
				Male	Female	Total			
Arapahoe	2,482	30,021	2,283	17,153	17,633	34,786	22,846	810	
Archuleta	.....	200	319	247	272	519	263	.....	
Baca	.....	.....	211	112	99	211	124	.....	
Bent	30	300	406	373	363	736	429	.....	
Boulder	491	3,485	1,814	2,855	2,955	5,790	3,377	.....	
Chaffee	70	1,042	418	766	764	1,530	886	.....	
Cheyenne	8	71	74	83	70	153	82	.....	
Clear Creek	138	1,177	205	755	765	1,520	926	42	
Conejos	11	1,214	975	1,199	1,031	2,230	1,171	186	
Costilla	27	423	759	635	571	1,209	733	115	
Custer	.....	312	402	373	341	714	438	.....	
Delta	89	983	929	989	1,012	2,001	973	.....	
Dolores	.....	171	40	100	111	211	97	.....	
Douglas	33	128	591	334	418	752	422	.....	
Eagle	8	165	410	327	286	613	392	.....	
Elbert	.....	113	678	440	381	821	521	.....	

TABLE IV.  
ENROLLMENT AND ATTENDANCE, 1902—Concluded.

COUNTIES	Enrolled in High Schools	Enrolled in Graded Schools below High Schools	Enrolled in Rural Schools	Whole Number Enrolled in Public Schools			Number Completing Course in High School	Number Between 8 and 14 Enrolled in Public Schools	Average Daily Attendance	Number Enrolled in Private Schools
				Male		Total				
				Male	Female	Total				
El Paso	616	6,995	1,158	4,272	4,497	8,769	133	5,186	6,034	102
Fremont	318	3,745	523	2,249	2,337	4,586	8	2,508	3,234	..
Garfield	38	975	702	872	843	1,715	44	1,047	1,094	..
Gilpin	75	1,046	127	614	634	1,248	28	825	945	130
Grand	..	..	111	61	50	111	7	68	96	..
Gunnison	27	557	467	539	512	1,051	25	522	708	3
Hinsdale	15	226	66	152	155	307	2	167	155	..
Huerfano	37	1,233	932	1,202	1,020	2,222	16	1,555	1,150	..
Jefferson	157	1,507	824	1,274	1,244	2,488	83	1,652	1,786	..
Kiowa	..	..	158	79	79	158	2	90	112	..
Kit Carson	..	154	371	261	264	525	18	263	365	1
Lake	221	1,769	308	1,127	1,171	2,298	78	1,308	1,717	..
La Plata	127	1,210	552	900	989	1,889	50	1,339	1,468	16
Larimer	212	1,914	1,531	1,840	1,817	3,657	139	2,253	42	..
Las Animas	133	2,774	2,064	2,566	2,405	4,971	47	3,875	3,010	250
Lincoln	..	159	81	126	114	240	6	137	160	2
Logan	87	269	559	484	431	915	10	491	592	..



MAPLETON SCHOOL, BOULDER, DISTRICT 3, BOULDER COUNTY, COLO.

B



Mesa.....	154	1,283	1,612	1,549	1,500	3,049	102	1	1,829	1,937	200
Mineral.....		305	24	165	161	329			193	181	2
Montezuma.....		321	401	351	371	722	24		424	383	
Montrose.....	43	565	699	655	652	1,307	39		777	875	
Morgan.....	33	457	531	531	490	1,021	19	3	532	682	
Otero.....	168	2,737	686	1,480	2,361	3,841	22	11	808	2,318	
Ouray.....	36	528	324	661	424	888	13	10	490	571	
Park.....		173	342	262	253	515	17		352	315	
Phillips.....	21	133	309	186	277	163	13		327	374	
Pitkin.....	117	1,226	240	800	823	1,623	31	14	408	1,435	
Prowers.....	39	627	812	750	728	1,478	29		845	881	
Pueblo.....	467	5,992	1,367	3,756	1,040	7,766	165	56	4,819	5,116	500
Rio Blanco.....			382	212	170	382			219	248	
Rio Grande.....	125	652	582	683	726	1,350	45	8	735	889	
Routt.....	29	311	614	474	480	954	13		575	550	
Saguache.....	19	293	960	650	652	1,302	19		726	480	
San Juan.....	21	300	23	184	163	344		4	221	218	
San Miguel.....	20	504	254	403	375	778	20		476	449	
Sedgwick.....	37	94	229	170	190	360	10		183	271	
Summit.....	11	229	290	231	209	440	11		322	282	
Teller.....	296	4,290	382	2,408	2,530	4,938	210	26	2,387	3,215	160
Washington.....	18	182	201	245	186	401	1	3	191	256	6
Weld.....	241	2,298	2,052	2,356	2,295	1,591	117	38	2,723	2,953	
Yuma.....	45	250	277	312	290	572	26		388	466	
Total.....	7,420	88,058	34,891	64,533	65,836	130,369	3,166	650	78,620	82,686	2,515

TABLE V.  
TEACHERS AND SALARIES, 1901.

COUNTIES	TEACHERS EMPLOYED AT ONE TIME												Number of Different Teachers During the Year				Aggregate Amount Paid Teachers During the Year		
	Graded Schools						Rural Schools						Graded Schools					Rural Schools	
	Male	Female	Total	Average Monthly Salary		Total	Male	Female	Total	Average Monthly Salary		Total	Male	Female	Total	Male		Female	
				Male	Female					Male	Female								
Arapahoe .....	60	483	543	\$ 105 59	\$ 66 77	130	118	130	\$ 49 00	\$ 39 40	65	538	603	12	130	142	\$ 554 609 52		
Archuleta .....	1	3	4	65 00	51 66	11	9	11	50 00	42 66	1	3	4	2	9	11	4,125 00		
Baca .....																	1,865 00		
Bent .....	1	8	9	111 60	60 00	18	17	18	60 00	44 50	1	8	9	1	17	18	11,167 22		
Boulder .....	11	57	68	81 16	58 50	66	51	66	56 00	47 00	12	58	70	15	66	81	64,080 37		
Chaffee .....	7	19	26	89 65	64 87	22	18	22	53 75	49 44	7	20	27	5	20	25	22,568 61		
Cheyenne .....	1	1	2	65 00	50 00	9	9	9		43 75	1	1	2			9	2,813 31		
Clear Creek .....	6	23	29	109 21	65 09	9	7	9	71 88	50 00	6	24	30	2	8	10	24,455 00		
Conjegos .....	8	9	17	77 00	41 00	27	10	27	43 00	43 00	8	9	17	21	18	39	13,763 09		
Costilla .....	3	7	10	70 00	48 81	27	15	27	36 27	40 00	3	8	11	13	16	29	9,334 00		
Custer .....	1	4	5	75 00	57 50	19	15	19	51 25	41 05	1	4	5	5	5	21	5,910 00		
Della .....	4	17	21	80 87	50 33	20	16	20	52 25	45 30	4	17	21	4	18	22	15,493 25		
Dolores .....	1	2	3	110 00	75 00	2	2	2			1	2	3			2	2,700 20		
Douglas .....	1	2	3	75 00	52 50	41	32	41	58 24	42 07	1	2	3	11	37	48	12,871 00		

Egle.....	1	5	6	75 00	57 50	4	12	16	66 25	54 00	1	6	7	4	19	22	9,305 50
Eibert.....	2	2	4	60 00	50 00	11	29	40	46 00	35 00	2	2	4	12	31	43	11,826 00
El Paso.....	14	108	122	117 23	68 00	25	36	61	41 00	39 80	14	113	127	26	35	64	114,954 27
Fremont.....	20	55	75	81 47	62 03	10	26	36	51 01	49 00	20	57	77	10	30	40	61,152 44
Garfield.....	7	12	19	86 00	66 00	6	22	28	53 00	49 77	7	12	19	7	25	32	20,396 03
Gilpin.....	7	21	28	99 95	69 95	.....	9	9	.....	42 85	7	21	28	.....	18	15	21,868 75
Grand.....	.....	.....	.....	.....	.....	2	3	5	55 00	33 33	.....	.....	.....	2	3	5	2,079 27
Gunnison.....	4	6	10	83 00	57 50	1	26	27	52 50	49 60	5	6	11	3	48	51	14,301 25
Hinsdale.....	2	3	5	57 50	62 00	1	3	4	65 00	53 33	2	3	5	1	3	4	5,010 41
Huerfano.....	3	17	20	85 33	56 14	13	24	37	47 17	43 00	3	19	22	13	24	37	17,582 50
Jefferson.....	12	16	28	77 30	52 17	4	41	45	52 00	43 25	12	18	30	4	52	56	30,405 50
Kiowa.....	.....	.....	.....	.....	.....	7	8	15	46 50	33 33	.....	.....	.....	7	9	16	4,360 00
Kit Carson.....	2	3	5	50 00	41 60	8	22	30	37 50	34 80	2	4	6	8	22	30	8,725 75
Lake.....	8	41	49	107 93	69 41	3	10	13	73 33	74 00	8	46	54	3	12	15	37,664 50
La Plata.....	9	19	28	89 35	66 81	11	15	26	51 29	48 07	9	23	32	11	15	26	24,977 35
Larimer.....	8	30	38	83 50	58 33	11	50	61	48 99	43 05	9	36	45	12	55	67	41,088 00
Las Animas.....	14	41	55	82 45	59 06	25	26	51	44 00	39 48	11	43	57	28	27	55	48,638 06
Lyoncoln.....	2	6	8	62 50	50 00	1	8	9	50 00	41 25	2	6	8	1	11	12	5,245 00
Logan.....	4	4	8	71 25	51 25	7	28	35	34 28	36 76	4	4	8	7	32	39	12,720 25
Mesa.....	10	27	37	81 94	59 53	2	29	31	51 25	42 25	10	30	40	7	33	40	30,907 00
Mineral.....	2	3	5	112 50	73 75	.....	2	2	.....	47 50	2	3	5	.....	2	2	4,271 47
Montrose.....	1	11	12	107 72	62 72	7	16	23	57 12	46 25	1	11	12	7	16	23	15,150 00
Montezuma.....	3	3	6	70 00	52 50	7	12	19	52 61	44 28	3	3	6	9	14	23	8,141 09
Morgan.....	3	12	15	82 50	49 50	2	13	15	55 00	44 37	3	12	15	2	14	16	13,151 10
Otero.....	17	41	58	92 00	60 00	5	20	25	52 00	44 00	18	47	65	6	14	20	41,271 01

TABLE V.  
TEACHERS AND SALARIES, 1901—Concluded.

COUNTIES	TEACHERS EMPLOYED AT ONE TIME										Number of Different Teachers During the Year			Aggregate Amount Paid Teachers During the Year			
	Graded Schools					Rural Schools					Graded Schools		Rural Schools				
	Male	Female	Total	Average Monthly Salary		Male	Female	Total	Average Monthly Salary		Male	Female	Total		Male	Female	Total
				Male	Female				Male	Female							
Ouray.....	3	8	11	\$ 82 50	\$ 63 69	8	5	13	\$ 61 50	\$ 68 00	3	8	11	8	8	16	\$ 12,874 37
Park.....	3	4	7	90 00	60 00	3	16	19	48 33	47 00	3	1	7	3	16	19	11,264 05
Phillips.....	2	2	4	62 50	50 00	5	20	25	35 00	32 50	2	2	4	5	26	31	7,622 00
Pitkin.....	6	21	27	-----	-----	3	18	21	67 00	54 40	6	21	27	4	19	23	25,587 16
Provers.....	3	10	13	81 66	47 08	9	22	31	40 09	39 95	3	13	16	10	22	32	14,421 25
Pueblo.....	9	138	147	149 50	68 00	23	57	80	52 30	42 80	9	151	160	24	40	64	122,274 42
Rio Blanco.....	1	3	4	70 00	-----	5	4	9	78 75	46 66	1	3	4	5	4	9	4,979 00
Rio Grande.....	5	13	18	84 00	62 32	6	19	25	44 66	43 55	5	13	18	7	31	38	16,540 10
Routt.....	4	6	10	70 00	50 00	6	28	34	43 33	40 00	4	9	13	8	34	47	9,330 90
Saguache.....	4	6	10	53 00	66 00	15	18	33	46 00	42 00	4	4	8	25	21	46	11,959 74
San Juan.....	2	4	6	112 00	80 00	-----	2	2	-----	55 00	2	10	12	-----	2	2	5,320 00
San Miguel.....	2	9	11	107 50	66 25	2	10	12	62 50	63 21	2	13	15	3	14	17	12,228 00
Sedgwick.....	1	3	4	75 00	46 00	2	19	21	32 50	33 20	1	3	4	3	20	23	5,208 00
Summit.....	2	4	6	90 00	70 00	1	7	8	12 00	57 50	2	4	6	2	7	9	7,055 00



Teller .....	13	98	111	94 00	58 00	1	17	18	61 66	48 00	1	2	3	5	18	26	89,936 84
Washington .....	1	2	3	75 00	47 50	8	18	26	32 91	32 18	21	45	66	16	65	81	6 199 95
Weld .....	16	43	59	83 13	59 82	13	58	71	53 30	47 84	2	7	9	7	17	21	62,182 69
Yuma .....	2	7	9	65 00	38 00	6	17	23	35 00	31 56	15	99	114	4	17	21	7,797 00
Totals .....	339	1,502	1,841	\$ 85 20	\$ 57 23	374	1 173	1,547	\$ 50 40	\$ 44 61	355	1,630	1,985	426	1,333	1,759	\$ 1,778,358 84

TABLE VI.  
TEACHERS AND SALARIES, 1902.

COUNTIES	TEACHERS EMPLOYED AT ONE TIME										Number of Different Teachers During the Year				Aggregate Amount Paid Teachers During the Year		
	Graded Schools					Rural Schools					Graded Schools		Rural Schools				
	Male	Female	Total	Average Monthly Salary		Male	Female	Total	Average Monthly Salary		Male	Female	Total	Male		Female	
				Male	Female				Male	Female							
Arapahoe.....	70	560	630	\$ 116 40	\$ 70 97	14	109	123	\$ 38 45	\$ 39 98	73	600	673	14	123	137	\$ 597,099 21
Archuleta.....	1	3	4	65 00	60 00	1	9	10	50 00	47 67	1	3	4	1	9	10	4,609 66
Baca.....						2	11	13	37 50	34 42				2	11	16	2,256 00
Bent.....	1	9	10	111 00	63 00	2	16	18	47 50	47 66	1	9	10	2	17	19	9,007 90
Boulder.....	10	61	71	91 03	61 43	15	53	68	57 32	43 80	10	62	72	16	63	79	84,334 55
Chaffee.....	5	29	25	101 50	63 12	5	22	27	57 00	43 50	5	22	27	6	29	35	25,738 89
Cheyenne.....	1	2	3	65 00	50 00	1	6	7	45 00	10 00	1	2	3	1	6	7	3,765 00
Clear Creek.....	5	26	31	111 09	61 56	3	5	8	72 50	48 33	6	26	32	3	8	11	24,365 00
Conejos.....	10	13	23	69 08	46 70	7	15	22	45 66	44 02	11	13	24	9	15	24	11,066 31
Costilla.....	4	6	10	60 00	53 50	14	13	27	41 00	42 65	4	6	10	14	13	27	10,031 35
Custer.....	1	6	7	71 00	55 83	2	16	18	42 50	11 25	1	6	7	2	16	18	6,859 00
Delta.....	4	20	24	80 50	50 33	5	18	23	52 25	45 30	4	23	27	5	20	25	15,897 97
Dolores.....	1	2	3	110 67	61 25		2	2	42 50	42 50	1	2	3		2	2	2,730 00
Douglas.....	1	2	3	77 00	50 00	3	32	35	52 50	43 41	1	3	4	3	34	37	11,969 75

Eagle.....	1	4	5	18	22	61 67	56 33	1	4	5	22	27	11,165 25
Elbert.....	2	2	4	7	37	44	48 57	2	2	4	4	21	8,043 56
El Paso.....	19	133	152	18	38	56	48 88	19	133	152	21	48	131,212 23
Fremont.....	23	68	91	8	22	30	57 00	3	72	95	9	25	47,312 22
Garfield.....	6	14	20	5	23	28	57 00	7	15	22	7	28	22,250 23
Gilpin.....	5	21	26	10	10	10	-----	5	22	27	-----	17	21,395 73
Grand.....	-----	-----	-----	2	9	11	55 00	-----	-----	-----	2	9	1,672 28
Gunnison.....	5	7	12	1	21	23	50 00	8	8	16	4	43	16,283 70
Hinsdale.....	2	3	5	1	3	4	70 00	2	4	6	1	3	4,775 81
Huerfano.....	5	17	22	11	17	31	48 07	5	17	22	14	26	18,557 25
Jefferson.....	15	22	37	4	34	38	53 00	15	23	40	5	42	32,788 00
Kiowa.....	-----	-----	-----	4	10	14	51 00	-----	-----	-----	5	10	4,753 00
Kit Carson.....	2	3	5	6	30	36	36 00	3	3	6	7	35	9,650 30
Lake.....	8	38	46	2	9	11	70 00	9	40	49	2	11	40,333 14
La Plata.....	7	23	30	6	15	21	50 70	8	27	35	7	22	28,416 63
Larimer.....	11	33	44	11	49	60	48 18	11	31	45	13	32	45,527 12
Las Animas.....	11	41	52	26	32	58	42 76	11	44	55	30	32	45,571 30
Lincoln.....	1	8	9	2	6	8	42 50	1	8	9	2	7	5,319 00
Logan.....	3	6	9	7	30	37	41 42	3	7	10	7	37	13,656 50
Mesa.....	5	23	28	10	33	43	58 15	5	26	31	10	40	32,876 25
Miueal.....	2	4	6	-----	2	2	-----	2	4	6	-----	2	4,210 85
Montezuma.....	4	4	8	3	15	18	53 33	5	5	10	2	5	8,498 50
Montrose.....	1	11	12	6	19	25	56 66	1	11	12	6	19	16,130 00
Morgan.....	6	11	17	7	11	18	51 75	8	12	29	7	12	15,039 00
Otero.....	17	52	69	7	18	25	52 00	17	52	69	7	20	55,359 29

TABLE VI.  
TEACHERS AND SALARIES, 1902—Concluded.

COUNTIES	TEACHERS EMPLOYED AT ONE TIME										Number of Different Teachers During the Year				Aggregate Amount Paid Teachers During the Year		
	Graded Schools					Rural Schools					Graded Schools		Rural Schools				
	Male	Female	Total	Average Monthly Salary		Male	Female	Total	Average Monthly Salary		Male	Female	Total	Male		Female	Total
				Male	Female				Male	Female							
Ouray.....	1	10	11	\$ 125 00	\$ 74 00	5	8	13	\$ 62 50	\$ 60 00	3	11	14	5	11	16	13,159 75
Park.....	3	3	6	90 00	63 00	4	21	25	90 00	45 00	3	4	7	6	34	40	13,064 50
Phillips.....	2	2	4	75 00	50 00	6	24	30	32 50	33 30	3	2	5	8	26	34	7,813 80
Pitkin.....	8	23	31	94 62	70 23	2	11	13	62 50	52 95	10	25	35	2	18	20	25,177 75
Prowers.....	5	14	19	69 00	48 50	11	21	32	39 38	39 81	5	17	22	13	20	33	15,517 75
Pueblo.....	10	156	166	142 52	67 70	12	42	54	58 80	44 20	10	163	173	14	47	61	128,403 48
Rio Blanco.....	.....	.....	.....	.....	.....	6	9	15	66 66	53 33	.....	.....	.....	6	10	16	5,860 00
Rio Grande.....	5	11	19	82 50	62 50	6	21	27	48 33	43 25	7	14	21	8	26	34	18,228 00
Routt.....	1	6	10	74 16	50 00	8	41	49	45 00	41 87	4	6	10	8	41	49	9,863 01
Saguache.....	4	4	8	68 33	59 00	7	13	20	48 50	45 16	3	6	9	13	24	37	16,189 85
San Juan.....	2	5	7	117 50	81 00	.....	2	2	.....	55 00	.....	5	7	.....	2	2	7,152 50
San Miguel.....	2	10	12	106 25	72 25	1	10	11	70 00	52 55	2	11	13	1	15	16	13,770 25
Sedgwick.....	1	2	3	90 00	50 00	4	17	21	33 66	38 37	1	2	3	4	19	23	6,479 15
Summit.....	2	4	6	92 50	72 50	1	10	11	70 00	45 50	2	5	7	2	13	15	6,917 50

Teller .....	12	105	117	98 51	62 86	4	10	14	62 50	56 00	12	118	130	1	13	15	110,613 12
Washington .....	3	4	7	54 16	41 25	4	18	22	33 33	37 00	3	5	8	4	19	23	6,827 33
Weld .....	14	50	64	76 80	54 18	14	56	70	54 55	49 90	16	54	70	18	64	82	69,104 67
Yuma .....	2	13	15	65 00	36 00	8	13	21	67 07	32 20	3	13	16	8	15	23	9,165 00
Totals .....	355	1,703	2,058	\$ 86 65	\$ 58 58	338	1,188	1,526	\$ 52 27	\$ 15 45	379	1,813	2,192	382	1,373	1,755	\$ 1,987,253 18

TABLE VII.  
PER CAPITA EXPENSES AND SCHOOL HOUSES, 1901.

COUNTIES	Number of days of School during the year in Graded Schools	Number of days of School during the year in Rural Schools	Average cost per pupil by enrollment	Average cost per month for each pupil by average attendance	SCHOOL HOUSES					No. of Sod. Adobe or Log	No. of Frame	No. of Brick or Stone	Total	No. of School Rooms, both owned and rented	Valuation (in dollars)	Number volumes in Library
					No. of Sod. Adobe or Log	No. of Frame	No. of Brick or Stone	Total	No. of School Rooms, both owned and rented							
Arapahoe.....	157	127	\$ 3 96	\$ 5 20	28	61	88	177	655						\$3,073,365 00	\$ 33,761
Archuleta.....	160	122	1 28	2 46	1	9		10	12						6,450 00	
Baca.....		89				10	3	13	18						2,468 00	
Bent.....	180	141	2 53	4 45	1	14	3	18	25						26,900 00	460
Boulder.....	176	141	2 68	4 46	5	35	29	69	128						194,690 00	2,273
Chaffee.....	166	128	5 72	11 12	9	9	10	28	52						65,100 00	1,034
Cheyenne.....	170	165	4 85	7 62		8		8	9						7,250 00	142
Clear Creek.....	163	115	3 80	6 11	4	6	6	16	40						62,210 00	1,910
Conejos.....	180	112	2 37	4 03	16	8	5	29	42						26,555 00	788
Costilla.....	143	87	1 73	3 19	11	16		27	37						17,860 00	320
Custer.....	110	90	2 77	4 33	6	13	4	23	29						15,183 00	185
Delta.....	153	125	1 52	2 50	13	12	4	29	44						41,725 00	1,400
Dolores.....	180	177	4 83	8 48		2	1	3	6						1,250 00	450
Douglas.....	180	140	3 35	4 79	33	25	5	63	38						26,455 00	496
Eagle.....	180	133	3 27	4 71	6	14	1	21	25						17,315 00	995
Ebert.....	160	135	2 88	7 01	2	40	2	44	47						25,350 00	500
El Paso.....	180	149	1 80	7 80	5	51	17	73	172						350,390 00	5,715

Fremont	178	154	3 75	6 00	13	22	15	50	117	120,379	1,374
Garfield	163	121	3 59	5 41	12	13	8	33	47	62,755	1,790
Gilpin	186	96	3 91	6 52	2	12	1	15	53	50,385	3,975
Grand	.....	114	3 66	5 05	4	2	9	6	8	2,500	100
Gunnison	175	116	4 25	6 77	9	16	4	29	42	43,320	1,167
Hinsdale	180	129	3 40	4 65	1	3	1	5	8	30,345	420
Huerfano	170	104	2 66	3 40	14	14	3	31	53	39,030	627
Jefferson	180	130	3 66	5 55	6	25	19	50	79	107,105	2,103
Kiowa	.....	130	5 50	7 25	.....	14	2	16	16	8,935	.....
Kit Carson	170	112	6 90	9 37	12	17	5	31	37	21,180	200
Lake	190	158	5 47	9 08	1	13	3	17	51	129,500	2,369
La Plata	168	132	2 99	5 27	6	14	6	26	46	71,915	1,583
Larimer	176	134	3 38	6 07	11	36	19	66	98	110,890	2,143
Las Animas	185	99	2 13	3 90	42	2	13	57	94	125,845	674
Lincoln	176	122	5 21	6 95	1	12	1	14	28	20,911	616
Logan	180	128	5 78	7 88	1	35	2	38	47	27,899	335
Mesa	165	130	2 82	3 45	6	23	6	35	73	88,550	4,745
Mineral	162	71	4 76	7 03	.....	5	.....	5	8	4,170	.....
Montezuma	180	133	2 95	4 41	3	18	2	23	37	40,328	2,329
Montrose	153	111	2 31	3 66	4	17	2	23	28	19,006	358
Morgan	180	170	2 80	6 59	.....	17	2	19	27	25,250	70
Otero	166	154	1 49	3 76	2	13	17	32	71	91,400	2,809
Ouray	148	140	3 75	8 23	1	13	2	16	27	42,010	1,026
Park	179	150	3 10	4 31	9	23	1	33	36	17,670	1,068
Phillips	160	113	4 15	5 88	6	22	1	29	32	16,025	178

TABLE VII.  
PER CAPITA EXPENSES AND SCHOOL HOUSES, 1901—Concluded.

COUNTRIES	Number of days of school during the year in Graded Schools	Number of days of school during the year in Rural Schools	Average cost per month for each pupil by enrollment	Average cost per month by average attendance	SCHOOL HOUSES						Number volumes in Library
					No. of Sod. Adobe or Log	No. of Frame	No. of Brick or Stone	Total	No. of School Rooms, both owned and rented	Valuation (in dollars)	
Pitkin.....	168	138	\$ 3 35	\$ 5 22	5	15	4	24	46	\$ 85,463 00	1,478
Prowers.....	167	117	5 54	10 58	.....	16	10	26	42	36 219 00	324
Pueblo.....	184	131	3 85	6 11	8	34	33	75	168	134,145 00	2,430
Rio Blanco.....	175	103	3 17	6 21	7	1	3	11	17	16,633 00	150
Rio Grande.....	180	125	2 95	5 50	5	16	4	25	40	33,830 00	702
Routt.....	130	94	2 68	4 27	27	8	.....	35	11	11,318 00	242
Saguache.....	173	125	2 82	4 78	16	16	2	34	41	32,698 00	411
San Juan.....	180	120	3 04	5 25	.....	2	.....	2	6	10,300 00	300
San Miguel.....	157	163	3 15	4 98	1	10	1	12	20	56,167 00	1,124
Sedgwick.....	160	117	6 38	8 75	4	21	1	26	29	18,410 00	344
Summit.....	178	116	2 00	1 00	3	6	.....	9	14	13,100 00	762
Teller.....	175	118	5 86	12 11	1	24	1	26	29	23,520 00	125
Washington.....	172	162	2 90	1 84	.....	62	23	85	131	189,620 00	5,609
Weid.....	177	116	6 95	10 25	.....	29	.....	29	35	15,000 00	235
Yuma.....	176	159	3 09	5 52	5	22	4	31	113	311,040 00	2,730
Totals.....	170	127	\$ 3 61	\$ 5 77	388	1,016	389	4,803	.....	.....	90,222





LONGMONT HIGH SCHOOL, DISTRICT 17, BOULDER COUNTY, COLO.



TABLE VIII.  
PER CAPITA EXPENSES AND SCHOOL HOUSES, 1902.

COUNTIES	Number of days of school during the year in Graded Schools	Number of days of school during the year in Rural Schools	Average cost per month for each pupil by enrollment	Average cost per month for each pupil by average attendance	Number Libraries	Number Librarians	SCHOOL HOUSES					Valuation (in dollars.)
							No. of Sod. Adobe or Log	No. of Frame	No. of Brick or Stone	Total	No of School Rooms, both owned and rented	
Arapahoe .....	187	143	\$ 3.93	\$ 6.18	78	38,721	28	59	8	175	628	\$ 2,801,661.50
Archuleta .....	160	110	1.30	2.99	1	.....	.....	8	.....	8	12	5,020.00
Baca .....	.....	97.15	3.06	4.97	.....	.....	.....	11	3	11	17	3,818.00
Bent .....	180	154	3.71	4.51	10	1,000	1	14	3	18	26	23,315.00
Boulder .....	176	145	2.71	4.51	31	3,691	3	41	27	71	136	211,674.00
Chaffee .....	177	132.5	8.67	11.07	.....	.....	8	12	10	30	55	22,150.00
Cheyenne .....	175	160	18.20	23.63	2	147	.....	6	.....	6	7	7,789.35
Clear Creek .....	185	115	1.58	6.29	8	1,992	1	6	6	16	10	66,720.00
Conejos .....	132	102	1.45	2.41	5	1,075	17	8	6	31	47	28,942.00
Costilla .....	155	108	1.51	2.49	1	500	13	16	.....	29	37	15,975.00
Custer .....	110	98.8	2.47	3.65	1	190	8	13	2	23	29	12,270.00
Delta .....	160	128	1.65	2.53	13	1,180	15	10	4	29	48	39,250.00
Dolores .....	180	160	2.85	3.61	1	450	.....	2	1	3	6	9,200.00
Douglas .....	180	136	4.47	6.17	5	575	3	25	5	33	40	29,100.00
Eagle .....	180	143.4	4.75	6.23	9	1,403	8	11	1	23	28	17,284.00
Elbert .....	180	132	3.53	5.45	2	46	4	39	2	45	50	22,110.00
El Paso .....	184½	150	5.75	9.12	16	8,903	6	58	16	80	184	599,825.00

TABLE VIII.  
PER CAPITA EXPENSES AND SCHOOL HOUSES, 1902—Concluded.

COUNTIES	Number of days of school during the year in Graded Schools	Number of days of school during the year in Rural Schools	Average cost per month for each pupil by enrollment	Average cost per month for each pupil by average attendance	Number Libraries	Number volumes in Libraries	SCHOOL HOUSES					Valuation (in dollars)
							No. of Sod, Adobe or Log	No. of Frame	No. of Brick or Stone	Total	No. of School Rooms, both owned and rented	
Fremont	180	123	\$ 3 30	\$ 6 00	2	100	9	26	18	53	117	\$ 172,750 00
Garfield	172	128	3 61	5 71	15	1,965	11	14	8	33	49	63,167 00
Gilpin	185	135	3 73	6 16	8	3,934	2	12	3	17	32	65,760 00
Grand	---	100	4 72	5 07	---	---	4	4	---	8	8	1,475 00
Gunnison	177	122	4 57	6 54	10	1,316	11	17	1	32	45	44,425 00
Hinsdale	186	125	4 95	9 32	2	505	2	1	2	5	9	23,400 00
Huerfano	166	107.4	2 20	3 95	4	619	15	15	3	33	56	40,930 00
Jefferson	176	132	3 82	6 09	16	2,184	4	28	21	53	77	114,295 00
Kiowa	---	134.6	7 99	8 26	---	---	---	14	1	15	15	10,015 00
Kit Carson	160	120	4 31	6 00	24	825	13	20	1	37	41	12,675 00
Lake	190	162.5	5 88	6 90	3	2,611	1	13	3	17	50	129,900 00
La Plata	160	120.8	3 09	5 50	6	2,263	6	18	6	30	51	95,557 33
Larimer	180	151	3 17	5 66	24	3,119	7	37	19	63	98	120,025 00
Las Animas	184	108	1 83	3 22	4	146	31	16	11	61	111	154,060 00
Lincoln	177	126.25	4 99	6 58	6	627	1	11	1	13	22	21,014 00
Logan	180	139.25	6 19	8 90	4	318	1	36	3	40	47	26,087 00
Mesa	177	138	2 16	3 46	18	5,373	4	28	5	37	73	84,000 00

Mineral.....	158	\$ 6 42	\$ 9 25	5	310	5	5	5	5	1	\$	3,750 00
Montezuma.....	160	2 25	4 27	5	310	5	15	2	22	27		18,220 00
Montrose.....	180	2 82	3 91	13	3,407	3	16	3	22	35		41,290 00
Morgan.....	170	2 48	4 12	6	100	.....	18	2	20	31		27,250 00
Otero.....	453	4 09	4 30	12	2,496	.....	24	16	40	104		307,050 00
Ouray.....	450	3 01	5 15	10	1,010	1	13	2	16	27		40,511 00
Park.....	175	4 20	6 87	12	1,275	4	24	1	20	33		20,825 00
Phillips.....	180	3 78	5 42	2	290	7	23	1	31	34		15,683 00
Pitkin.....	180	1 52	6 51	9	2,383	7	12	4	23	15		92,117 48
Prowers.....	167	1 06	7 22	3	389	.....	19	11	30	18		15,235 00
Pueblo.....	185	3 96	5 79	19	1,175	4	38	31	73	181		470,825 00
Rio Blanco.....	125	3 62	5 82	1	267	5	2	3	10	15		18,083 00
Rio Grande.....	180	2 84	5 23	6	726	5	17	5	27	42		56,350 00
Routt.....	140	3 20	5 23	4	553	25	9	.....	31	44		17,683 00
Saguache.....	170	1 77	4 81	3	143	12	22	3	37	41		29,040 00
Sau Juan.....	180	2 83	4 44	1	375	.....	4	.....	1	8		12,000 00
San Miguel.....	160	2 89	5 68	7	2,007	1	11	1	13	21		56,298 00
Sedgwick.....	180	9 50	10 60	5	507	1	20	1	25	28		19,888 00
Summit.....	165	4 52	6 50	5	718	6	7	.....	13	18		13,500 00
Teller.....	180	2 46	4 56	11	2,729	5	24	4	33	113		312,660 00
Washington.....	159	6 31	8 96	2	229	.....	26	1	27	35		34,925 00
Weld.....	175	2 95	4 95	48	6,200	.....	62	25	87	127		202,270 00
Yuma.....	164	5 47	7 31	3	290	.....	29	.....	29	35		14,065 00
Total.....	9,088	7,293.24	\$349 19	519	116,783	334	1,092	405	1,831	3,387		\$ 6,950,867 67

TABLE IX.  
RECEIPTS, 1901.

COUNTIES	RECEIVED DURING THE YEAR ENDING JUNE 30, 1901				
	Amount on Hand July 1, 1900, held by County and District Treasurers	From General Fund by Apportionment	From Special Tax	From all other Sources, Including Funds Raised for Library and Temporary Loans	Total Receipts
Arapahoe.....	\$ 56,157 28	\$ 362,822 25	\$ 571,763 45	\$ 140,452 53	\$ 1,131,195 51
Archuleta.....	2,077 97	2,780 06	3,459 89	91 41	8,409 33
Baca.....	1,953 06	1,704 53	2,519 65	568 71	6,745 95
Bent.....	3,571 26	5,555 90	11,782 40	2,719 17	23,628 73
Boulder.....	12,010 69	29,460 10	67,037 54	32,376 21	140,884 54
Chaffee.....	13,476 67	6,061 62	23,811 75	4,784 86	48,134 90
Cheyenne.....	597 31	2,041 58	2,595 55	-----	5,234 44
Clear Creek.....	12,879 27	5,632 20	24,981 83	2,058 11	45,551 41
Conejos.....	7,482 54	6,544 23	13,393 03	3,745 15	31,114 95
Costilla.....	9,884 23	5,280 95	10,856 77	51 25	26,073 20
Custer.....	2,447 31	2,583 52	5,749 92	848 96	11,629 71
Delta.....	4,073 13	7,060 30	13,518 77	2,441 81	27,096 01
Dolores.....	1,166 26	1,427 85	3,855 38	178 92	6,628 41
Douglas.....	5,958 50	10,857 00	8,342 66	5 74	25,163 90
Eagle.....	7,508 79	4,129 20	12,338 40	4,234 26	28,210 65
Elbert.....	7,600 89	8,411 62	5,614 12	-----	21,656 63
El Paso.....	81,263 87	40,749 98	132,765 32	54,171 01	398,953 18

Fremont	21,910 52	18,878 26	69,565 81	1,500 20	111,854 79
Garfield	13,679 14	5,718 80	21,251 18	10,765 72	53,814 84
Gilpin	2,698 78	7,581 69	18,651 60	2,956 99	31,805 06
Grand	950 12	1,882 89	603 48		3,136 49
Gunnison	10,969 63	5,205 39	18,908 91	3,695 57	38,689 53
Hinsdale	2,444 11	2,190 60	3,834 69	1,788 12	10,257 73
Huerfano	10,339 99	8,121 54	16,525 94	666 11	36,256 79
Jefferson	9,225 12	19,143 50	19,282 68	1,069 35	51,730 65
Kiowa	1,995 02	2,267 57	4,300 54	103 11	8,666 21
Kit Carson	7,051 06	4,918 15	8,446 18	1,752 65	21,868 01
Lake	14,961 87	24,406 92	38,701 95	2,487 77	80,561 51
La Plata	7,693 58	13,528 00	20,723 96	4,423 60	46,369 14
Larimer	14,042 69	22,137 50	35,612 35	98 77	71,891 31
Las Animas	20,711 38	19,015 77	51,369 53	4,298 26	95,337 91
Lincoln	2,186 46	2,536 79	4,776 61		9,499 89
Logan	7,071 89	6,628 27	12,285 29	497 18	26,482 63
Mesa	12,981 16	12,080 56	31,324 31	13,152 42	72,511 48
Mineral	3,933 58	1,812 36	6,363 90	1,660 67	13,140 51
Montezuma	6,683 59	5,807 47	15,010 27	2,901 08	30,402 41
Montrose	4,789 01	4,046 65	6,121 36	2,678 98	17,886 01
Morgan	3,661 90	7,299 79	13,400 75	2,116 54	26,391 68
Otero	9,738 48	16,358 10	37,928 31	7,762 49	71,787 38
Ouray	7,293 97	4,512 28	12,426 99	1,380 21	25,613 45
Park	6,691 37	7,011 80	9,591 45		23,297 62
Phillips	4,083 87	3,480 47	5,783 53	1,333 21	14,689 08

TABLE IX.  
RECEIPTS, 1901 Concluded.

COUNTIES	RECEIVED DURING THE YEAR ENDING JUNE 30, 1901					Total Receipts
	Amount on Hand July 1, 1900, held by County and District Treasurers	From General Fund by Apportionment	From Special Tax	From all other Sources, Including Funds Raised for Library and Temporary Loans		
Pitkin .....	\$ 7,743 51	\$ 8,489 52	\$ 24,493 42	\$ 3,283 77	\$	\$ 41,010 22
Prowers .....	9,731 86	8,373 50	13,253 70	2,061 42		33,430 48
Pueblo .....	26,801 86	17,168 17	148,280 68	28,161 11		250,351 82
Rio Blanco .....	2,516 85	3,486 02	3,378 59	2,390 25		11,971 71
Rio Grande .....	6,459 07	6,832 02	17,865 52	706 39		31,863 00
Routt .....	5,411 47	6,310 85	6,456 40	755 00		18,933 72
Saguache .....	5,841 41	5,360 41	11,771 61	5,959 13		28,932 56
Sau Juan .....	1,988 99	265 64	128 12	11,352 40		14,635 15
Sau Mignal .....	11,141 88	8,397 44	10,430 10	3,445 41		33,414 83
Sedgwick .....	2,883 00	2,117 55	7,610 86	562 17		13,503 58
Summit .....	3,354 67	3,249 17	6,122 08	951 09		13 677 01
Teller .....	3,106 60	2,402 86	8,792 25	3 363 21		17,661 41
Washington .....	17,011 87	33,969 00	70,522 50	6,927 59		128,130 96
Weid .....	3,290 08	4,116 53	8,026 01	1,179 39		16,912 01
Yuma .....	18,435 93	17 815 15	150,377 23	102 47		186,760 78
Total .....	\$ 562,529 80	\$ 888,069 85	\$ 1,891,125 07	\$ 391,301 50	\$	\$ 3,733,966 22



TABLE X.  
RECEIPTS, 1902.

COUNTIES	RECEIVED DURING THE YEAR ENDING JUNE 30, 1902				
	Amount on Hand July 1, 1901, held by County and District Treasurers	From General Fund by Apportionment	From Special Tax	From all other Sources, Including Funds Raised for Library and Temporary Loans	Total Receipts
Arapahoe.....	\$ 73,656 36	\$ 357,488 00	\$ 601,616 85	\$ 43,219 89	\$ 1,076,071 30
Archuleta.....	3,720 43	4,036 14	2,927 48		10,684 35
Baca.....	3,173 98	1,723 77	2,530 89	708 76	8,137 40
Bent.....	3,547 25	10,165 58	5,594 69	728 80	20,036 23
Boulder.....	23,451 75	28,023 20	71,174 49	16,977 42	139,629 86
Chaffee.....	13,323 13	5,986 26	26,827 81	5,021 33	51,158 53
Cheyenne.....	988 82	1,754 22	2,273 06	95 89	5,112 59
Clear Creek.....	9,929 71	5,795 00	24,617 36	2,183 61	12,565 68
Conchos.....	8,569 01	5,323 37	11,611 43	2,450 86	31,014 67
Costilla.....	8,067 03	4,616 38	9,816 75	97 37	22,627 53
Custer.....	3,268 30	2,222 33	6,423 21	1,107 03	13,020 90
Delta.....	3,581 37	6,625 33	15,618 57	2,421 53	27,956 80
Dolores.....	719 65	961 58	2,933 59	227 52	4,812 64
Douglas.....	6,847 54	7,263 50	6,967 39		21,108 43
Hagle.....	8,732 64	3,800 10	9,323 69	1,618 18	21,071 61
Elbert.....	7,755 95	6,318 54	4,690 17	961 81	19,696 80

TABLE X.  
RECEIPTS, 1902—Concluded.

COUNTIES	RECEIVED DURING THE YEAR ENDING JUNE 30, 1902				
	Amount on Hand July 1, 1901, held by County and District Treasurers	From General Fund by Apportionment	From Special Tax	From all other Sources, including Funds Raised for Library and Temporary Loans	Total Receipts
El Paso.....	\$ 61,081 77	\$ 48,834 48	\$ 136,032 17	\$ 207,456 93	\$ 453,405 05
Fremont.....	24,054 29	11,436 94	76,271 56	20,928 49	133,191 28
Garfield.....	14,148 02	6,047 98	20,939 20	6,868 57	48,003 77
Chippin.....	4,024 47	6,820 24	20,610 13	24,688 62	56,143 46
Grand.....	958 94	1,350 26	668 68	-----	2,967 88
Gunnison.....	14,089 51	4,339 16	14,119 26	2,848 79	35,996 72
Hinsdale.....	2,121 37	2,098 41	4,700 18	1,751 08	10,671 04
Huerfano.....	8,295 85	6,718 14	16,724 90	1,012 32	32,751 21
Jefferson.....	4,960 82	21,350 00	24,499 87	111 31	50,922 00
Kiowa.....	1,994 35	1,789 53	3,928 51	273 61	7,986 05
Kit Carson.....	8,060 14	4,826 45	7,543 88	51 25	20,481 72
Lake.....	20,380 84	22,949 48	33,006 38	5,344 97	81 681 37
La Plata.....	9,341 67	8,726 25	22,244 82	21,014 08	61,326 82
Larimer.....	14,021 24	23,671 61	38,631 31	3,535 99	79,863 15
Las Animas.....	21,516 47	19,555 65	50,121 54	2,982 68	94,176 34
Lincoln.....	1,983 52	1,162 10	4,745 54	167 38	8,058 54
Logan.....	4,766 41	5,145 90	12,098 35	1,434 72	23,445 38

Mesa.....	18,869 58	12,560 86	36,487 12	5,826 34	73,743 90
Mineral.....	4,473 76	1,102 25	5,692 32	1,067 23	12,365 56
Montezuma.....	7,066 86	4,715 08	8,087 95	2,458 54	22,828 43
Montrose.....	6,067 88	1,823 47	16,300 26	2,747 92	29,689 53
Morgan.....	3,801 43	5,970 00	11,344 49	1,648 15	22,764 07
Otero.....	33,800 40	17,969 15	39,694 95	8,747 31	100,211 81
Ouray.....	8,668 15	4,901 80	12,384 36	2,031 02	27,988 42
Park.....	8,812 65	5,894 25	8,030 32	94 43	22,831 05
Phillips.....	4,468 55	3,561 05	7,623 24	1,521 46	17,177 30
Pitkin.....	5,012 00	9,973 16	25,639 18	2,431 66	43,056 00
Prowers.....	10,786 52	9,574 29	14,730 73	12,878 95	47,970 49
Pueblo.....	19,037 37	45,469 42	167,985 43	12,994 83	245,487 05
Rio Blanco.....	1,935 55	3,939 64	4,224 94	1,943 80	12,013 93
Rio Grande.....	6,772 15	6,447 76	17,947 90	1,405 85	32,573 66
Routt.....	7,564 19	5,783 64	7,001 51	1,719 03	22,068 37
Saguache.....	7,405 61	4,853 21	10,558 55	1,653 45	24,470 85
San Juan.....	3,806 71	7,279 22	6,127 81	256 84	17,470 61
San Miguel.....	7,855 48	8,551 09	12,812 48	5,243 01	34,462 06
Sedgwick.....	3,825 76	1,770 00	5,523 31	543 24	11,032 31
Summit.....	4,409 08	3,196 05	4,887 09	1,294 60	13,486 82
Teller.....	15,674 70	26,005 64	157,386 90	3,711 05	202,728 29
Washington.....	6,407 31	1,699 74	4,686 03	1,420 95	14,211 06
Weld.....	25,528 99	28,296 70	74,802 27	4,902 52	130,530 48
Yuma.....	5,000 87	3,738 22	6,382 86	300 68	15,372 63
Totals.....	\$ 621,347 51	\$ 878,150 41	\$ 1,968,816 68	\$ 457,283 78	\$ 3,916,498 38

TABLE XI.  
DISBURSEMENTS, 1901.

COUNTIES	PAID DURING THE YEAR			
	For Teachers' Salaries	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes
Arapahoe .....	\$ 534,117 59	\$ 209,461 52	\$ 113,240 71	\$ 2,642 66
Archuleta .....	1,386 81	2,129 09	-----	-----
Baca .....	2,316 74	236 14	203 16	-----
Bent .....	11,067 22	2,472 65	2,503 42	-----
Boulder .....	67,132 49	18,875 22	17,553 84	212 50
Chaffee .....	22,568 61	5,845 34	384 10	47 56
Cheyenne .....	2,813 31	1,245 04	115 30	-----
Clear Creek .....	24,265 00	4,929 09	5,786 82	52 00
Conejos .....	14,518 35	1,939 42	1,350 48	33 88
Costilla .....	9,334 00	2,002 55	443 52	-----
Custer .....	6,242 59	720 40	226 34	37 50
Delta .....	13,893 14	2,579 23	2,573 03	26 75
Dolores .....	3,315 20	814 02	326 85	-----
Douglas .....	14,473 35	1,664 72	1,773 80	-----
Eagle .....	11,013 50	2,073 71	1,186 25	37 90
Elbert .....	8,325 06	6,209 97	-----	-----
El Paso .....	115,500 52	48,957 12	72,191 25	1,562 35
Fremont .....	61,152 44	14,198 64	1,302 16	-----
Garfield .....	20,493 02	5,493 01	5,833 61	69 50
Gilpin .....	21,898 75	5,517 05	392 35	-----
Grand .....	1,950 27	274 14	-----	-----
Gunnison .....	15,680 35	3,063 87	2,294 14	47 95
Hinsdale .....	5,010 47	677 74	197 50	-----
Huerfano .....	16,737 88	3,895 13	2,606 25	-----
Jefferson .....	27,992 90	6,369 50	1,123 08	34 77
Kiowa .....	4,665 00	1,361 21	441 90	-----
Kit Carson .....	8,424 32	2,084 24	1,161 69	-----
Lake .....	37,664 50	16,628 46	2,942 53	310 25
La Plata .....	22,752 45	4,909 53	6,331 59	4 75
Larimer .....	38,214 33	14,955 63	1,713 28	66 90

TABLE XI.  
DISBURSEMENTS, 1901—Continued.

ENDING JUNE 30, 1901

Redemption of Bonds	For Interest on Bonds	For Temporary Loans and Interest Thereon	For Interest on Registered Warrants	For Abatements and County Treasurers' Collection Fees
\$ 16,904 41	\$ 75,360 27	\$ 91,045 88	\$ 1,521 55	\$ 14,222 86
-----	120 00	-----	-----	-----
250 01	284 56	-----	266 04	65 32
2,008 78	639 58	861 56	186 69	19 43
6,174 42	5,027 49	550 39	1,162 27	789 47
2,000 00	2,176 41	412 92	105 65	-----
-----	-----	-----	63 59	8 38
-----	469 44	22 91	3 01	351 16
1,032 32	1,362 28	200 00	1,616 80	537 74
5,130 00	641 23	163 90	51 48	155 80
-----	606 80	100 18	365 83	68 68
2,100 00	781 97	500 50	429 75	19 36
-----	800 00	-----	262 13	-----
-----	-----	26 81	294 27	83 41
467 78	657 29	2,659 29	136 25	131 61
-----	-----	-----	-----	-----
6,000 00	13,851 78	1,238 76	726 80	2,090 67
1,400 00	3,357 33	207 06	5,248 35	734 52
2,352 31	211 84	4,393 82	546 43	248 85
200 00	64 00	611 60	-----	160 25
-----	-----	-----	3 14	-----
1,000 00	2,233 24	-----	156 03	223 75
802 50	1,057 00	-----	246 85	56 23
3,216 58	1,102 03	16 16	323 24	63 67
3,000 00	913 11	919 82	548 55	276 04
-----	-----	-----	202 51	-----
1,500 00	474 85	-----	118 96	218 08
-----	1,131 08	-----	21 82	-----
-----	2,406 35	430 86	85 54	40 00
-----	1,797 00	144 00	672 79	128 94

TABLE XI.  
DISBURSEMENTS 1901—Continued.

COUNTIES	PAID DURING THE YEAR ENDING JUNE 30, 1901			
	Total Paid Out During Year	Balance in Hands of County (and District) Treasurer to the Credit of District June 30, 1901	Amount District Warrants Registered and Unpaid June 30, 1901	Warrants Not Registered and Other Forms of Indebtedness
Arapahoe .....	\$ 1,059,526 45	\$ 71,669 06	\$ 45,770 27	-----
Archuleta .....	3,635 90	4,773 43	6,639 38	\$ 4,000 00
Baca .....	3,571 97	3,173 98	3,406 69	-----
Bent .....	19,759 33	3,869 30	4,142 52	-----
Boulder .....	117,478 09	23,406 45	569 25	-----
Chaffee .....	33,540 59	14,594 31	17,127 46	110 00
Cheyenne .....	4,245 62	988 82	1,794 39	-----
Clear Creek .....	35,879 43	9,671 98	60 00	178 55
Conejos .....	22,591 27	8,523 68	24,533 87	167 45
Costilla .....	17,922 48	8,150 72	659 16	-----
Custer .....	8,368 32	3,261 39	6,041 30	-----
Delta .....	22,903 73	4,192 28	11,429 06	881 87
Dolores .....	5,518 20	1,110 21	5,808 89	-----
Douglas .....	18,316 36	6,847 54	2,528 34	1,550 00
Eagle .....	18,363 58	9,847 07	110 46	21 00
Elbert .....	14,535 03	7,121 60	5,442 20	-----
El Paso .....	262,119 25	46,833 93	14,755 94	378 49
Fremont .....	87,800 50	24,054 29	80,602 81	340 63
Garfield .....	39,647 39	14,167 45	7,961 28	117 50
Gilpin .....	28,844 00	3,051 06	-----	719 90
Grand .....	2,227 55	908 94	385 47	-----
Gunnison .....	24,709 33	13,980 20	598 80	-----
Hinsdale .....	8,078 29	2,179 44	4,051 84	-----
Huerfano .....	27,960 94	8,295 85	6,084 66	324 40
Jefferson .....	44,177 77	7,552 88	11,619 49	581 05
Kiowa .....	6,670 62	1,995 62	1,922 06	-----
Kit Carson .....	13,982 14	7,885 91	2,642 75	32 90
Lake .....	58,698 64	21,862 87	189 73	189 73
La Plata .....	36,961 07	9,408 67	3,062 17	983 43
Larimer .....	57,692 87	14,198 44	17,400 23	-----

TABLE XI.  
DISBURSEMENTS, 1901—Continued.

COUNTIES	PAID DURING THE YEAR ENDING JUNE 30, 1901			
	For Teachers' Salaries	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes
Las Animas.....	\$ 44,114 26	\$ 10,578 95	\$ 5,854 07	\$ 42 00
Lincoln.....	3,605 57	1,905 37	1,820 21	-----
Logan.....	13,102 71	3,721 12	2,509 50	-----
Mesa.....	31,697 55	9,809 43	3,875 07	9 65
Mineral.....	4,271 47	3,571 85	-----	-----
Montrose.....	14,965 00	6,297 06	184 10	50 00
Montezuma.....	7,420 50	1,103 80	882 45	1 40
Morgan.....	13,307 80	5,374 15	1,962 53	-----
Otero.....	36,485 69	11,759 00	3 388 86	100 00
Ouray.....	12,874 37	4,008 27	506 25	-----
Park.....	11,264 05	2,390 88	651 34	10 00
Phillips.....	6,523 89	1,287 31	758 57	-----
Pitkin.....	25,477 56	5,495 25	4,646 97	81 45
Prowers.....	10,675 32	4,496 99	5,336 70	-----
Pueblo.....	123,320 51	32,671 95	35,899 67	199 26
Rio Blanco.....	4,979 00	1,890 48	209 72	22 71
Rio Grande.....	16,337 10	4,458 30	1,307 68	-----
Routt.....	8,237 49	733 53	677 67	48 75
Saguache.....	11,429 91	2,284,38	7,738 60	-----
San Juan.....	5,320 00	1,690 26	522 55	617 10
San Miguel.....	12,228 00	5,137 61	5,886 25	5 10
Sedgwick.....	6,299 35	1,720 26	688 93	-----
Summit.....	6,830 00	1,890 32	-----	-----
Teller.....	58,893 61	21,111 79	57,155 05	25 63
Washington.....	6,199 95	1,504 36	692 44	51 95
Weld.....	61,061 02	15,975 59	7,536 04	195 91
Yuma.....	8,217 50	2,069 82	394 03	7 29
Totals.....	\$1,710,070 72	\$ 556,521 46	\$ 400,379 20	\$ 6,655 42

TABLE XI.

DISBURSEMENTS, 1901—Continued.

COUNTIES	PAID DURING THE YEAR			
	Redemption of Bonds	For Interest on Bonds	For Temporary Loans and Interest Thereon	For Interest on Registered Warrants
Las Animas .....	\$ 6,600 00	\$ 5,638 28	\$ 135 52	\$ 523 89
Lincoln .....				183 22
Logan .....	1,500 00	437 21	317 12	128 68
Mesa .....	4,723 39	2,901 91		255 62
Mineral .....		760 00		
Montrose .....	1,500 00	1,158 81		
Montezuma .....	100 00	774 12		234 37
Morgan .....	400 00	720 00	15 05	452 56
Otero .....	5,455 67	1,236 14		1,110 12
Ouray .....		278 47		163 90
Park .....		9 75		97 67
Phillips .....	1,005 00	505 67		202 07
Pitkin .....	253 10	1,580 00	781 42	233 37
Prowers .....	115 00	699 15	40 00	885 56
Pueblo .....	11,400 00	16,520 98	74 96	6,623 57
Rio Blanco .....		423 34	2,150 00	117 19
Rio Grande .....	1,000 00	1,140 33		474 39
Routt .....	900 00	536 00	68 30	108 45
Saguache .....		582 50	8 18	229 44
San Juan .....	2,000 00	32 43		
San Miguel .....		2,247 00	38 20	7 19
Sedgwick .....	465 00	270 00		234 28
Summit .....		270 00		29 18
Teller .....		10,608 44	1,914 62	4,451 66
Washington .....	1,945 65	620 55		93 17
Weld .....	1,909 32	8,663 42	2,200 00	747 33
Yuma .....	1,051 30	92 00	91 06	38 72
Total .....	\$ 97,862 54	\$ 177,422 43	\$ 112,340 85	\$ 32,953 92



TABLE XI.  
DISBURSEMENTS, 1901—Concluded.

ENDING JUNE 30, 1901

For Abatements and County Treasurers' Collection Fees	Total Paid Out During Year	Balace in Hands of County (and District) Treasurer to the Credit of District, June 30, 1901	Amount District Warrants Registered and Unpaid June 30, 1901	Warrants Not Registered and Other Forms of Indebtedness
\$ 126 16	\$ 73 613 13	\$ 21,724 81	\$ 4,597 25	\$ 2,136 37
-----	7,516 37	1 983 52	10,997 21	-----
-----	21,716 34	4,766 29	2,276 28	188 56
632 10	53,904 72	18,636 76	4,837 51	-----
220 38	8,823 70	4,316 81	12,174 69	-----
179 56	24,334 53	6,067 88	6,839 02	72 65
2 54	10,519 18	7,066 86	5,283 21	130 35
37 29	22,268 76	4,123 22	8,775 18	135 00
993 95	60,529 43	11,257 95	822 17	-----
141 73	17,974 99	7,638 46	3,141 40	274 02
-----	14,423 69	8,873 93	341 25	12 35
15 33	10,297 84	4,391 24	3,639 18	-----
348 49	38,857 61	5,122 61	420 60	-----
26 39	22,275 11	11,155 37	10,026 33	-----
5,515 32	232,226 22	18,125 60	105,884 94	1,479 93
197 89	9,990 33	1,981 38	1,742 17	-----
275 16	25,082 96	7,780 04	7,756 16	50 00
33 16	11,343 35	7,590 37	4,138 30	150 00
210 31	22,483 32	6,449 24	2,824 25	1,157 63
46 10	10,228 44	3,806 71	-----	15 45
-----	25,549 35	7,865 48	-----	11 60
-----	9,677 82	3,825 76	2,189 96	3 00
70 71	9,090 21	4,586 80	1,326 77	-----
8,342 24	162,503 04	24,257 74	114,405 70	2,118 20
165 05	11,273 12	6,391 29	931 66	-----
4,062 49	102,321 12	26,109 84	14,233 93	10,654 46
100 15	12 061 87	4,850 14	337 60	4 10
\$ 42,436 72	\$ 3,136,643 26	\$ 597,322 96	\$ 617,923 19	\$ 27,173 37

TABLE XII.  
DISBURSEMENTS, 1902.

COUNTIES	PAID DURING THE YEAR			
	For Teachers' Salaries	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes
Arapahoe .....	\$ 591,041 64	\$ 189,318 76	\$ 92,881 44	\$ 2,406 09
Archuleta .....	4,609 66	1,946 80	182 81	-----
Baca .....	3,060 31	564 49	267 05	-----
Bent .....	9,432 90	3,215 60	1,108 11	437 83
Boulder .....	69,733 87	22,828 48	17,343 57	86 00
Chaffee .....	23,924 89	6,073 09	4,863 33	11 60
Cheyenne .....	2,623 75	1,230 71	615 80	-----
Clear Creek .....	23,227 75	6,606 05	2,076 76	-----
Conejos .....	14,499 99	3,418 50	1,249 18	40 00
Costilla .....	10,276 39	2,129 84	421 74	-----
Custer .....	7,066 75	741 45	368 40	-----
Delta .....	15,897 97	4,083 81	806 37	111 14
Dolores .....	2,865 00	837 97	337 40	-----
Douglas .....	11,134 88	22,250 01	2,506 41	-----
Eagle .....	10,299 30	2,109 35	2,250 26	122 03
Elbert .....	8,643 56	4,844 04	-----	-----
El Paso .....	131,073 10	43,481 32	79,609 68	475 72
Premont .....	48,975 91	14,125 40	25,848 23	-----
Garfield .....	20,318 20	5,559 28	1,557 10	32 00
Gilpin .....	21,415 75	4,626 59	24,408 29	19 10
Grand .....	1,651 28	603 57	-----	-----
Gunnison .....	16,263 70	4,147 35	1,437 17	25 70
Hinsdale .....	2,966 73	3,120 20	150 78	-----
Huerfano .....	15,994 11	2,417 85	1,346 95	-----
Jefferson .....	34,060 15	7,404 82	1,642 42	-----
Kiowa .....	4,328 76	715 72	1,123 81	-----
Kit Carson .....	8,011 75	2,392 03	1,772 52	27 00
Lake .....	40,333 14	18,901 78	2,252 60	20 80
La Plata .....	28,340 44	4,772 56	14,688 63	-----
Larimer .....	46,039 45	12,654 24	3,608 39	16 52
Las Animas .....	49,664 37	8,562 35	4,748 52	15 00





TABLE XII.  
DISBURSEMENTS, 1902—Continued.

ENDING JUNE 30, 1902

Redemption of Bonds	For Interest on Bonds	For Temporary Loans and Interest Thereon	For Interest on Registered Warrants	For Abatement and County Treasurers' Collection Fees
\$ 26,541 00	\$ 34 422 59	\$ 48,683 26	\$ 800 80	\$ 11,640 13
-----	240 00	-----	-----	-----
750 00	327 50	-----	334 14	4 82
1,939 74	617	12 67	221 80	34 14
7,230 99	4,109 18	654 79	775 86	916 30
1,289 17	2,383 18	35 67	1,287 44	-----
-----	-----	-----	71 47	-----
2,274 35	402 24	20 66	1 23	547 07
-----	1,330 83	64 44	1,642 89	1,077 54
1,000 00	414 50	-----	21 23	141 82
160 00	554 40	116 32	508 51	74 56
776 45	4 59	1,040 60	550 75	13 26
-----	111 60	-----	133 00	-----
-----	-----	120 00	130 97	69 69
1,100 00	169 36	105 58	14 86	112 94
755 99	262 50	-----	-----	-----
10,000 00	16,616 85	6,487 45	1,332 85	2,613 39
7,581 10	2,261 20	3,931 96	-----	784 20
2,421 75	227 88	2,898 38	415 57	289 67
200 00	723 00	74 16	-----	58 32
-----	-----	-----	34 10	-----
9 28	1,785 60	-----	7 05	167 72
1,342 47	1,494 38	-----	239 33	64 53
1,200 00	1,016 50	-----	284 12	3 35
-----	-----	143 44	738 06	321 57
-----	-----	-----	121 52	-----
1,078 57	407 17	3 18	107 93	1,058 84
-----	2,255 70	-----	49 87	360 88
1,588 01	243 78	1,811 30	-----	-----
200 00	2,304 49	108 85	909 05	52 14
2,600 00	4,790 92	649 83	390 42	968 47

TABLE XII.  
DISBURSEMENTS, 1902 Continued.

COUNTIES	PAID DURING THE YEAR ENDING JUNE 30, 1902			
	Total Paid Out During Year	Balance in hands of County (and District) Treasurer to the credit of District, June 30, 1902	Amount District Warrants Registered and Unpaid June 30, 1902	Warrants Not Registered and Other Forms of Indebtedness
Arapahoe.....	\$ 997,735 71	\$ 78,335 59	\$ 1,828 68	\$ 1,750 00
Archu eta.....	6,979 27	3,705 08	6,842 03	400 00
Baca.....	5,308 31	2,829 09	2,532 19	115 00
Bent.....	17,020 37	3,015 86	4,539 48	50 75
Boulder.....	123,679 04	15,950 82	15,644 41	1,946 26
Chaffee.....	39,867 77	11,315 82	1,989 42	213 93
Cheyenne.....	4,541 73	570 86	3,233 66	.....
Clear Creek.....	35,156 11	7,409 57	1,122 55	297 57
Conejos.....	23,323 37	7,691 30	24,349 81	654 85
Costilla.....	14,405 52	8,222 01	460 75	.....
Custer.....	9,590 39	3,430 51	6,188 57	35 00
Delta.....	23,284 95	4,671 85	16,271 50	3,627 66
Dolores.....	4,284 97	557 67	.....	.....
Douglas.....	16,186 96	4,921 47	3,320 10	200 00
Eagle.....	16,283 68	7,790 93	837 46	.....
Elbert.....	14,506 09	5,190 71	5,499 05	.....
El Paso.....	291,690 36	161,714 69	30,683 82	1,371 16
Fremont.....	103,508 00	29,683 28	115,473 35	600 72
Garfield.....	33,719 83	14,283 94	13,000 35	176 40
Gilpin.....	51,525 21	4,618 25	4,904 71	.....
Grand.....	2,288 95	678 93	568 21	.....
Gunnison.....	23,843 57	12,153 15	943 65	10 00
Hinsdale.....	9,378 42	1,292 62	5,401 95	.....
Huerfano.....	22,262 88	10,488 33	11,183 87	.....
Jefferson.....	44,310 46	6,641 54	8,441 12	40 35
Kiowa.....	6,289 81	1,696 24	2,208 21	.....
Kit Carson.....	14,858 99	5,622 73	3,553 69	156 11
Lake.....	64,174 77	17,506 60	1,694 05	888 75
La Plata.....	51,444 62	9,882 20	2,940 48	5,097 92
Larimer.....	65,893 13	13,970 02	10,661 79	266 10
Las Animas.....	72,398 93	24,777 41	3,928 47	579 76

TABLE XII.  
DISBURSEMENTS, 1902 Continued.

COUNTIES	PAID DURING THE YEAR ENDING JUNE 30, 1902			
	For Teachers' Salaries	For Fuel, Rent, Insurance and all Current Expenses	For Sites, Buildings, Furniture, Permanent Improvements	For Library Purposes
Lincoln	\$ 3,200 00	\$ 1,085 76	\$ 1,761 59	.....
Logan	11,083 65	2,033 95	2 123 80	\$ 7 00
Mesa	31,539 99	9,041 71	5,110 25	282 73
Mineral	4,210 85	3,280 96	.....	.....
Montezuma	9,362 93	2,251 60	88 15	.....
Montrose	16,130 00	5,966 66	.....	.....
Morgan	11,394 97	2 865 26	1,271 46	204 63
Otero	36,372 63	11,102 46	9,800 19	.....
Ouray	12,834 46	4 889 13	1,268 96	122 90
Park	13,094 50	2,733 59	700 00	.....
Phillips	7,429 05	1,596 44	558 76	25 00
Pitkin	25,285 06	6,904 72	2,039 69	248 65
Prowers	16,919 51	6,282 28	9,121 61	44 50
Pueblo	95 935 36	46 021 83	42,002 01	272 00
Rio Blanco	5,910 00	872 05	183 58	84 17
Rio Grande	17,858 75	3,484 14	1,216 03	.....
Routt	9,863 01	1,661 10	643 46	.....
Saguache	12,194 66	2 813 59	1,731 07	.....
San Juan	7,152 50	1,737 44	3,230 21	.....
San Miguel	13,762 50	5,968 67	2,807 23	84 74
Sedgwick	5,989 15	1 305 19	927 60	13 65
Summit	4,309 64	1,357 36	.....	.....
Teller	159,539 52	6,719 35	1,358 42	10 00
Washington	5,922 91	1,675 43	534 96	.....
Weld	61,037 03	19,851 98	13,550 83	91 90
Yuma	7,055 35	2,815 85	1 784 14	.....
Totals	\$1,683,163 33	\$ 542,617 51	\$ 395,287 72	\$ 5,337 80

TABLE XII.  
DISBURSEMENTS, 1902—Continued.

COUNTIES	PAID DURING THE YEAR			
	Redemption of Bonds	For Interest on Bonds	For Temporary Loans and Interest Thereon	For Interest on Registered Warrants
Lincoln .....				\$ 64 55
Logan .....	\$ 540 00	\$ 194 76	\$ 659 37	175 32
Mesa .....	105 45	2,977 76	72 59	141 24
Mineral .....		1,140 00		64 38
Montezuma .....	3,090 46	580 34		262 41
Montrose .....	838 29	1,811 81		
Morgan .....		240 00	729 52	422 98
Otero .....	3,089 00	2,360 99	264 28	1,578 64
Ouray .....	2,010 00	687 40		11 01
Park .....				
Phillips .....	280 00	140 00		239 34
Pitkin .....			1,540 00	82 14
Prowers .....	3,092 87	908 40	3,387 01	1,456 95
Pueblo .....	11,200 00	16,001 46		5,121 48
Rio Blanco .....	173 33	180 07	1,000 00	99 81
Rio Grande .....	3,000 00	824 54	408 12	397 16
Routt .....	976 85	482 00	158 00	195 03
Saguache .....	448 13	737 33	54 54	144 42
San Juan .....				
San Miguel .....	1,000 00	2,192 18		8 29
Sedgwick .....		155 00		76 58
Summit .....	1,000 00	268 33	121 75	63 16
Teller .....	2,792 14	10,230 83	564 27	7,636 06
Washington .....	2,286 67	1,684 02	22 26	62 85
Weld .....		2,180 26	4,544 76	717 82
Yuma .....	250 00	20 33	13 51	32 56
Totals .....	\$ 108,212 07	\$ 125,484 33	\$ 80,502 57	\$ 30,179 00



TABLE XII.

DISBURSEMENTS, 1902—Concluded.

ENDING JUNE 30, 1902

For Abatement and County Treasurers' Collection Fees	Total Paid Out During Year	Balance in Hands of County (and District) Treasurer to the Credit of District, June 30, 1902	Amount District Warrants Registered and Unpaid June 30, 1902	Warrants Not Registered and Other Forms of Indebtedness
\$ 116 47	\$ 6,228 37	\$ 1,830 17	\$ 13,809 80	-----
-----	17,717 85	5,727 53	7,954 44	\$ 663 96
832 06	50,103 78	23,640 12	8,698 34	138 50
-----	8,696 19	3,669 37	-----	-----
25 56	15,661 45	7,166 98	4,360 11	30 00
112 78	24,799 54	5,139 99	7,920 36	-----
726 67	17,855 49	4,908 58	15,062 87	-----
706 08	65,274 87	34,936 94	36,478 85	-----
133 10	21,456 96	6,531 46	6,244 70	16 15
61 98	16,590 07	6,241 58	2,693 93	50 00
3 38	10,271 97	6,905 33	3,431 18	100 00
277 90	36,378 16	6,677 84	797 30	50 00
1 20	41,214 33	6,756 16	17,341 49	-----
7,320 14	223,874 28	21,612 77	151,456 81	707 89
116 90	8,619 91	3,394 02	2,064 21	-----
261 72	27,450 46	5,123 20	8,300 76	57 40
201 39	14,480 84	7,587 53	4,538 88	-----
117 64	18,241 38	6,229 47	5,087 14	-----
-----	12,120 15	5,330 46	-----	74 66
350 18	26,203 79	8,258 27	-----	-----
-----	8,467 17	3,165 14	1,758 55	-----
55 60	7,175 84	6,310 98	-----	-----
2,422 48	191,273 07	11,455 22	130,188 33	890 60
92 45	12,281 55	1,932 51	1,667 20	-----
2 851 86	104,826 44	25,704 04	24,453 13	6,555 04
89 49	12,061 23	3,311 40	1,869 03	40 00
\$ 38,282 98	\$ 3,209,067 31	\$ 707,131 07	\$ 766,421 79	\$ 31,452 48

TABLE XIII.  
SCHOOL BOND ACCOUNT, 1901.

COUNTIES	SCHOOL BOND ACCOUNT		Assessed Valuation of Property in the District
	Amount School Bonds Issued This Year	Amount School Bonds Outstanding	
Arapahoe .....	\$ 82,300 00	\$ 572,400 00	\$ 78,167,155 00
Archuleta .....		4,000 00	1,522,046 76
Baca .....		4,000 00	195,222 65
Bent .....		7,600 00	1,018,005 00
Boulder .....	21,000 00	69,900 00	6,251,526 00
Chaffee .....		29,496 40	2,149,111 00
Cheyenne .....			741,869 00
Clear Creek .....		7,824 00	2,106,385 00
Conejos .....		8,750 00	1,740,436 00
Costilla .....		5,900 00	1,237,854 00
Custer .....		10,710 00	614,016 95
Delta .....		9,300 00	2,068,095 00
Dolores .....	10,000 00	10,000 00	400,271 00
Douglas .....			2,007,152 00
Eagle .....		2,900 00	1,267,214 00
Elbert .....		5,000 00	1,675,836 27
El Paso .....	46,000 00	319,000 00	13,260,715 00
Fremont .....	23,000 00	63,820 00	4,129,702 00
Garfield .....	2,100 00	29,340 00	2,226,151 00
Gilpin .....	20,000 00	20,600 00	1,973,966 00
Grand .....			472,379 00
Gunnison .....		39,390 00	2,119,138 00
Hinsdale .....			781,153 00
Huerfauo .....		15,050 00	1,789,849 00
Jefferson .....		13,000 00	3,537,207 00
Kiowa .....			1,000,441 00
Kit Carson .....		4,700 00	929,656 00
Lake .....		45,000 00	4,454,126 00
La Plata .....		40,800 00	2,415,458 00
Larimer .....		42,300 00	4,289,563 00
Las Animas .....		50,000 00	1,978,306 00
Liucoln .....			1,202,231 00

TABLE XIII.  
SCHOOL BOND ACCOUNT, 1901 Concluded.

COUNTIES	SCHOOL BOND ACCOUNT		Assessed Valuation of Property in the District
	Amount School Bonds Issued This Year	Amount School Bonds Outstanding	
Logan.....	\$ 500 00	\$ 4,000 00	\$ 1,503,217 00
Mesa.....	1,200 00	46,630 00	3,250,100 00
Mineral.....		18,600 00	715,020 00
Montrose.....		19,750 00	1,940,920 00
Montezuma.....		8,400 00	753,193 00
Morgan.....		8,000 00	1,238,989 00
Otero.....	3,000 00	45,400 00	2,829,718 00
Ouray.....		19,730 00	1,256,687 00
Park.....		300 00	1,533,803 00
Phillips.....		5,700 00	732,483 00
Pitkin.....		29,000 00	2,121,700 00
Prowers.....		48,710 00	1,610,867 00
Pueblo.....		324,000 00	13,687,466 00
Rio Blanco.....		4,000 00	877,111 00
Rio Grande.....	1,200 00	13,500 00	1,582,081 00
Routt.....		6,150 00	2,368,439 00
Saguache.....	1,500 00	11,500 00	1,928,462 00
San Juan.....			1,496,362 00
San Miguel.....		31,100 00	1,165,890 00
Sedgwick.....		4,500 00	604,096 00
Summit.....		3,000 00	1,013,372 00
Teller.....		166,600 00	10,848,188 91
Washington.....		7,500 00	750,742 00
Weld.....	6,000 00	41,500 00	7,902,709 00
Yuma.....		550 00	934,004 00
Totals.....	\$ 217,890 00	\$ 2,299,300 40	\$ 217,667,816 57

TABLE XIV.  
SCHOOL BOND ACCOUNT, 1902.

COUNTIES	SCHOOL BOND ACCOUNT		Assessed Valuation of Property in the District
	Amount School Bonds Issued This Year	Amount School Bonds Outstanding	
Arapahoe .....		\$ 545,500 00	\$ 146,100,635 00
Archuleta .....		4,000 00	900,000 00
Baca .....		3,250 00	455,584 00
Bent .....		6,600 00	2,125,544 00
Boulder .....	\$ 4,000 00	89,750 00	105,812 00
Chaffee .....	1,000 00	35,000 00	5,665,696 00
Cheyenne .....			1,847,816 00
Cripple Creek .....		5,584 00	2,986,024 00
Conejos .....		21,070 00	3,017,912 00
Costilla .....		4,200 00	2,566,729 00
Custer .....		10,620 00	808,703 00
Delta .....		8,450 00	2,836,673 00
Dolores .....			450,000 00
Douglas .....			4,131,004 00
Eagle .....		1,800 00	3,025,410 00
Elbert .....	225 00	4,497 10	3,234,542 00
El Paso .....	150,000 00	466,500 00	35,101,740 00
Fremont .....	3,000 00	59,350 00	9,782,000 00
Garfield .....		25,690 00	7,106,126 00
Gilpin .....	20,000 00	20,000 00	3,012,457 00
Grand .....			503,282 00
Gunnison .....		30,250 40	7,277,671 00
Hinsdale .....		7,000 00	913,021 00
Huerfano .....	1,200 00	14,300 00	5,022,740 00
Jefferson .....		18,431 50	5,410,392 00
Kiowa .....	2,500 00	2,500 00	2,677,276 00
Kit Carson .....		4,700 00	1,907,488 00
Lake .....	45,000 00		14,270,014 00
La Plata .....	2,800 00	43,600 00	5,620,954 00
Larimer .....	7,000 00	48,860 00	6,480,300 00
Las Animas .....	5,000 00	29,750 00	11,289,700 00
Lincoln .....			2,844,340 00

HIGH SCHOOL, AT SALIDA, DISTRICT 7, CHAFFEE COUNTY, COLO.





TABLE XIV.

SCHOOL BOND ACCOUNT, 1902—Concluded.

COUNTIES	SCHOOL BOND ACCOUNT		Assessed Valuation of Property in the District
	Amount School Bonds Issued This Year	Amount School Bonds Outstanding	
Logan.....		\$ 4,000 00	\$ 5,639,995 00
Mesa.....	\$ 3,200 00	52,500 00	4,000,000 00
Mineral.....		18,000 00	888,637 00
Montezuma.....		5,400 00	1,692,664 00
Montrose.....	1,800 00	20,842 00	3,089,999 00
Morgan.....	15,000 00	23,000 00	3,000,000 00
Otero.....	14,500 00	43,100 00	
Ouray.....		15,030 00	2,850,010 00
Park.....		300 00	3,480,408 00
Phillips.....		5,700 00	1,859,653 00
Pitkin.....		29,000 00	3,972,250 00
Prowers.....	850 00	18,610 00	3,389,405 00
Pueblo.....		317,725 00	26,433,811 00
R o Blanco.....		2,000 00	1,171,824 00
Rio Grande.....		12,400 00	2,798,171 00
Routt.....	1,000 00	7,100 00	2,949,155 00
Saguache.....			3,109,000 00
San Juan.....			1,974,726 00
San Miguel.....		28,500 00	3,401,343 00
Sedgwick.....		5,500 00	920,122 00
Summit.....	2,000 00	2,000 00	1,997,333 00
Teller.....	50,000 00	155,500 00	16,630,232 00
Washingtoun.....		5,000 00	1,709,374 00
Weld.....	30,000 00	73,000 00	18,868,950 00
Ynma.....		82 05	1,889,606 00
Totals.....	\$ 360,075 00	\$ 2,356,542 05	\$ 417,194,283 00

TABLE XV.  
EXAMINATION OF TEACHERS, 1901.

COUNTIES	First Grade			Second Grade			Third Grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Arapahoe .....	---	21	21	15	97	112	3	55	58
Archuleta .....	1	4	5	1	2	3	---	1	1
Baca .....	2	2	4	2	4	6	---	1	1
Bent .....	---	2	2	---	6	6	---	3	3
Boulder .....	6	10	16	9	39	48	2	18	20
Chaffee .....	3	4	7	---	7	7	---	2	2
Cheyenne .....	3	2	5	---	4	4	---	2	2
Clear Creek .....	3	4	7	1	8	9	---	4	4
Conejos .....	4	2	6	3	7	10	8	5	13
Costilla .....	1	4	5	2	7	9	5	3	8
Custer .....	---	4	4	2	5	7	---	1	1
Delta .....	1	2	3	1	12	13	---	4	4
Dolores .....	---	---	---	---	---	---	---	---	---
Douglas .....	3	5	8	3	15	18	1	9	10
Eagle .....	1	1	5	---	2	2	---	2	2
Elbert .....	3	3	6	2	22	24	2	19	21
El Paso .....	7	14	21	9	23	32	4	23	27
Fremont .....	8	21	29	3	21	24	2	10	12
Garfield .....	5	3	8	1	5	6	---	1	4
Gilpin .....	---	6	6	1	8	9	---	5	5
Grand .....	---	---	---	1	2	3	---	---	---
Gunnison .....	---	1	1	1	16	17	---	2	2
Hinsdale .....	---	1	1	1	2	3	---	---	---
Huerfano .....	3	9	12	2	5	7	---	7	7
Jefferson .....	1	2	3	3	30	33	2	13	15
Kiowa .....	1	---	1	4	4	8	1	3	4
Kit Carson .....	4	2	6	2	9	11	3	5	8
Lake .....	1	1	2	---	4	4	1	3	4
La Plata .....	4	8	12	3	8	11	---	2	2
Larimer .....	---	9	9	9	31	40	4	12	16
Las Animas .....	1	4	5	10	13	23	3	7	10
Lincoln .....	1	2	3	---	9	9	1	1	2



TABLE XV.  
EXAMINATION OF TEACHERS, 1901 Concluded.

COUNTIES	First Grade			Second Grade			Third Grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Logan .....	2	3	5	3	18	21	.....	7	7
Mesa .....	2	6	8	4	11	15	.....	10	10
Mineral .....	1	1	2	0	2	2	.....	.....	.....
Moutrose.....	1	1	2	3	12	15	.....	1	1
Montezuma.....	4	4	8	1	6	7	.....	1	1
Morgan .....	1	.....	1	1	9	10	.....	.....	.....
Otero.....	5	13	18	2	19	21	.....	1	1
Ouray .....	2	3	5	2	3	5	.....	1	1
Park .....	1	6	7	.....	10	10	.....	4	4
Phillips .....	1	5	6	2	8	10	.....	5	5
Pitkin .....	.....	5	5	.....	15	15	.....	1	1
Prowers .....	3	8	11	5	15	20	.....	6	6
Pueblo .....	3	12	15	3	20	23	1	3	4
Rio Blanco.....	3	1	4	3	2	5	.....	7	7
Rio Grande .....	3	5	8	4	8	12	2	7	9
Routt.....	3	2	5	3	3	6	2	2	4
Saguache.....	.....	1	1	2	4	6	.....	.....	.....
San Juan .....	.....	2	2	.....	1	1	.....	.....	.....
San Miguel .....	2	5	7	.....	4	4	.....	2	2
Sedgwick .....	1	3	4	3	11	14	.....	5	5
Summit .....	.....	1	1	.....	2	2	.....	1	1
Teller .....	3	2	5	1	15	16	.....	2	2
Washington.....	.....	3	3	5	12	17	1	6	7
Weld .....	4	9	13	4	.....	38	.....	16	16
Yuma .....	.....	2	2	1	.....	12	.....	8	8
Totals.....	112	259	371	143	682	825	48	322	370

TABLE XVI.  
EXAMINATION OF TEACHERS, 1902.

COUNTIES	First Grade			Second Grade			Third Grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Arapahoe .....	6	18	24	10	79	89	2	64	66
Archuleta .....	1	1	2	-----	3	3	-----	-----	-----
Baca .....	1	2	3	-----	1	1	1	1	2
Bent .....	1	2	3	1	4	5	-----	4	4
Boulder .....	7	18	25	3	45	48	-----	11	11
Chaffee .....	2	9	11	1	17	18	-----	5	5
Cheyenne .....	2	3	5	-----	2	2	-----	2	2
Clear Creek .....	-----	5	5	2	10	12	1	-----	1
Conejos .....	5	6	11	4	7	11	4	4	8
Costilla .....	-----	-----	-----	6	6	12	8	5	13
Custer .....	-----	1	1	1	5	6	-----	5	5
Delta .....	1	3	4	3	20	23	-----	4	4
Dolores .....	1	2	3	-----	2	2	-----	1	1
Douglas .....	2	6	8	1	16	17	-----	11	11
Eagle .....	1	3	4	1	6	7	-----	4	4
Elbert .....	6	32	38	3	5	8	2	6	8
El Paso .....	23	61	84	5	16	21	4	26	30
Fremont .....	4	5	9	9	17	26	-----	3	3
Garfield .....	4	5	9	-----	8	8	1	4	5
Gilpin .....	-----	7	7	-----	9	9	-----	2	2
Grand .....	-----	1	1	-----	4	4	-----	-----	-----
Gunnison .....	6	8	14	2	16	18	-----	3	3
Hinsdale .....	-----	1	1	-----	2	2	-----	-----	-----
Huerfano .....	2	7	9	2	8	10	2	3	5
Jefferson .....	2	6	8	5	38	43	1	13	14
Kiowa .....	2	1	3	-----	4	4	-----	-----	-----
Kit Carson .....	2	2	4	3	15	18	6	8	14
Lake .....	6	12	16	-----	3	3	3	4	7
La Plata .....	-----	10	10	-----	8	8	1	4	5
Larimer .....	4	12	16	5	25	30	6	15	21
Las Animas .....	3	7	10	5	17	22	9	4	13
Lincoln .....	-----	1	1	-----	6	6	2	5	7



SCHOOL AT ELIZABETH, DISTRICT 2, ELBERT COUNTY, COLO.



TABLE XVI.  
EXAMINATION OF TEACHERS, 1902—Concluded.

COUNTIES	First Grade			Second Grade			Third Grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Logan .....	1	5	6	4	15	19	---	6	6
Mesa .....	4	5	9	5	23	28	2	12	14
Mineral .....	2	1	3	---	2	2	---	---	---
Montezuma .....	4	4	8	1	3	4	1	3	4
Montrose .....	---	2	2	1	10	11	1	3	4
Morgan .....	3	5	8	2	7	9	1	3	4
Otero .....	6	13	19	3	16	19	---	4	4
Ouray .....	1	2	3	4	7	11	1	4	5
Park .....	2	2	4	2	16	18	---	3	3
Phillips .....	1	3	4	1	9	10	---	3	---
Pitkin .....	---	6	6	---	7	7	---	4	---
Prowers .....	4	6	10	4	14	18	1	5	6
Pueblo .....	2	13	15	4	28	32	1	5	6
Rio Blanco .....	3	---	3	2	5	7	---	---	---
Rio Grande .....	1	2	3	2	9	11	1	6	7
Routt .....	3	4	7	1	9	10	1	2	3
Saguache .....	2	3	5	6	10	16	2	8	10
San Juan .....	---	2	2	---	1	1	---	1	1
San Miguel .....	1	6	7	---	2	2	---	1	1
Sedgwick .....	---	1	1	---	3	3	---	4	4
Summit .....	1	6	7	---	---	---	1	1	2
Teller .....	---	4	4	2	8	10	---	3	3
Washington .....	3	2	5	2	11	13	---	7	7
Weld .....	5	10	15	8	32	40	3	19	22
Yuma .....	2	3	5	2	11	13	---	6	6
Totals .....	143	367	510	128	682	810	69	334	403

TABLE XVII.  
APPORTIONMENT, 1901.

COUNTIES	JANUARY			JULY		
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor
Arapahoe.....	\$18,938 37	150 33	\$ 18,788 04	\$ 17,052 33	\$ 354 89	\$ 16,097 44
Archuleta.....	277 74	17 97	259 77	250 39	8 82	251 57
Baca.....	100 04	20 20	79 84	93 54	6 23	87 31
Bent.....	346 26	21 49	324 77	323 01	16 01	307 00
Boulder.....	2,974 28	58 71	2,915 57	2,552 39	90 76	2,461 63
Chaffee.....	854 69	45 64	809 05	690 31	36 77	653 51
Cheyenne.....	58 47	10 89	47 58	50 78	6 35	44 43
Clear Creek.....	863 37	16 30	847 07	725 05	22 21	702 81
Conejos.....	1,673 75	40 23	1,633 52	1,445 83	22 96	1,422 57
Costilla.....	845 10	23 00	821 50	701 76	19 43	682 33
Custer.....	440 36	11 87	428 49	369 97	12 50	357 47
Delta.....	824 13	39 76	784 37	787 29	28 75	758 51
Dolores.....	97 30	7 28	90 02	76 36	5 33	71 03
Douglas.....	450 87	27 12	423 75	379 90	33 76	346 14
Eagle.....	304 24	22 15	282 09	272 61	13 04	259 57
Elbert.....	496 10	38 47	457 63	403 19	25 33	377 86
El Paso.....	3,777 35	77 32	3,700 03	3,592 82	74 78	3,518 01
Fremont.....	2,218 26	91 97	2,126 29	1,982 36	71 61	1,910 75

Garfield.....	713 54	41 31	672 23	635 71	43 44	592 27
Gilpin.....	945 90	29 67	886 23	781 18	25 75	755 43
Graud.....	82 23	25 11	57 00	80 18	7 61	72 57
Gunnison.....	539 03	22 28	516 75	186 01	45 49	440 55
Hinsdale.....	148 92	10 16	138 76	127 91	9 04	118 87
Huerfano.....	1,369 06	44 90	1,324 16	1,237 41	55 00	1,182 44
Jefferson.....	1,344 84	74 17	1,270 67	1,161 13	39 22	1,121 91
Kiowa.....	95 93	17 97	77 06	71 78	22 01	49 77
Kit Carson.....	248 05	38 80	209 25	217 25	15 22	262 03
Lake.....	1,560 00	24 80	1,535 20	1,340 91	26 18	1,311 73
La Plata.....	1,031 47	41 79	989 68	1,028 15	41 00	984 13
Larimer.....	1,758 71	13 72	1,691 39	1,570 00	58 78	1,511 22
Las Animas.....	3,125 48	57 35	3,068 13	2,641 35	87 92	2,553 43
Lincoln.....	111 46	20 68	90 78	105 38	15 18	90 20
Logan.....	425 29	58 32	366 97	371 12	27 56	343 56
Mesa.....	1,258 50	55 93	1,202 57	1,177 50	33 96	1,143 34
Mineral.....	185 92	5 57	180 35	131 01	6 12	127 89
Montrose.....	760 13	32 15	727 98	614 71	21 87	592 81
Montezuma.....	383 72	24 65	359 67	319 19	16 11	303 08
Morgan.....	454 15	22 79	430 36	421 52	21 67	399 85
Otero.....	1,571 88	83 16	1,488 72	1,620 78	51 01	1,569 77
Ouray.....	471 88	16 31	455 57	397 46	14 37	383 69
Park.....	333 93	23 87	310 06	265 36	16 45	248 91
Phillips.....	253 53	22 35	231 18	228 32	16 37	181 95
Pitkin.....	828 65	27 85	800 80	661 67	37 52	624 15

TABLE XVII.  
APPORTIONMENT, 1901—Concluded.

COUNTIES	JANUARY			JULY		
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor
Prowers .....	\$ 529 90	\$ 35 05	\$ 494 85	\$ 511 24	\$ 37 16	\$ 474 08
Pueblo .....	5,286 19	113 94	5,172 25	4,686 32	99 42	4,586 90
Rio Blanco .....	224 29	14 90	209 39	188 23	25 43	162 80
Rio Grande .....	676 99	31 34	645 65	570 80	16 91	553 89
Routt.....	469 60	31 35	438 25	418 46	20 35	398 11
Saguache.....	627 66	50 43	577 23	565 84	20 98	544 86
San Juan.....	144 81	13 09	131 72	136 31	9 36	126 95
San Miguel.....	391 49	16 01	375 48	323 01	12 33	310 68
Sedgwick .....	169 93	19 79	150 14	154 25	17 50	136 75
Summit .....	235 71	14 80	220 91	210 38	15 45	194 93
Teller .....	3,151 98	63 81	3,088 17	2,334 00	55 18	2,278 82
Washington .....	173 13	19 51	153 62	151 96	18 93	133 03
Weid .....	2,172 12	106 22	2,065 90	1,920 88	69 19	1,851 69
Yuma .....	261 75	32 49	229 26	232 52	18 17	214 35
Normal school.....	143 89	.....	143 89	153 11	3 38	149 73
Totals .....	\$ 70,181 32	\$ 2,109 72	\$ 68,011 60	\$ 62,012 95	\$ 2,074 12	\$ 59,938 83



LOWELL SCHOOL, COLORADO SPRINGS, COLO., DISTRICT 11, EL PASO COUNTY.



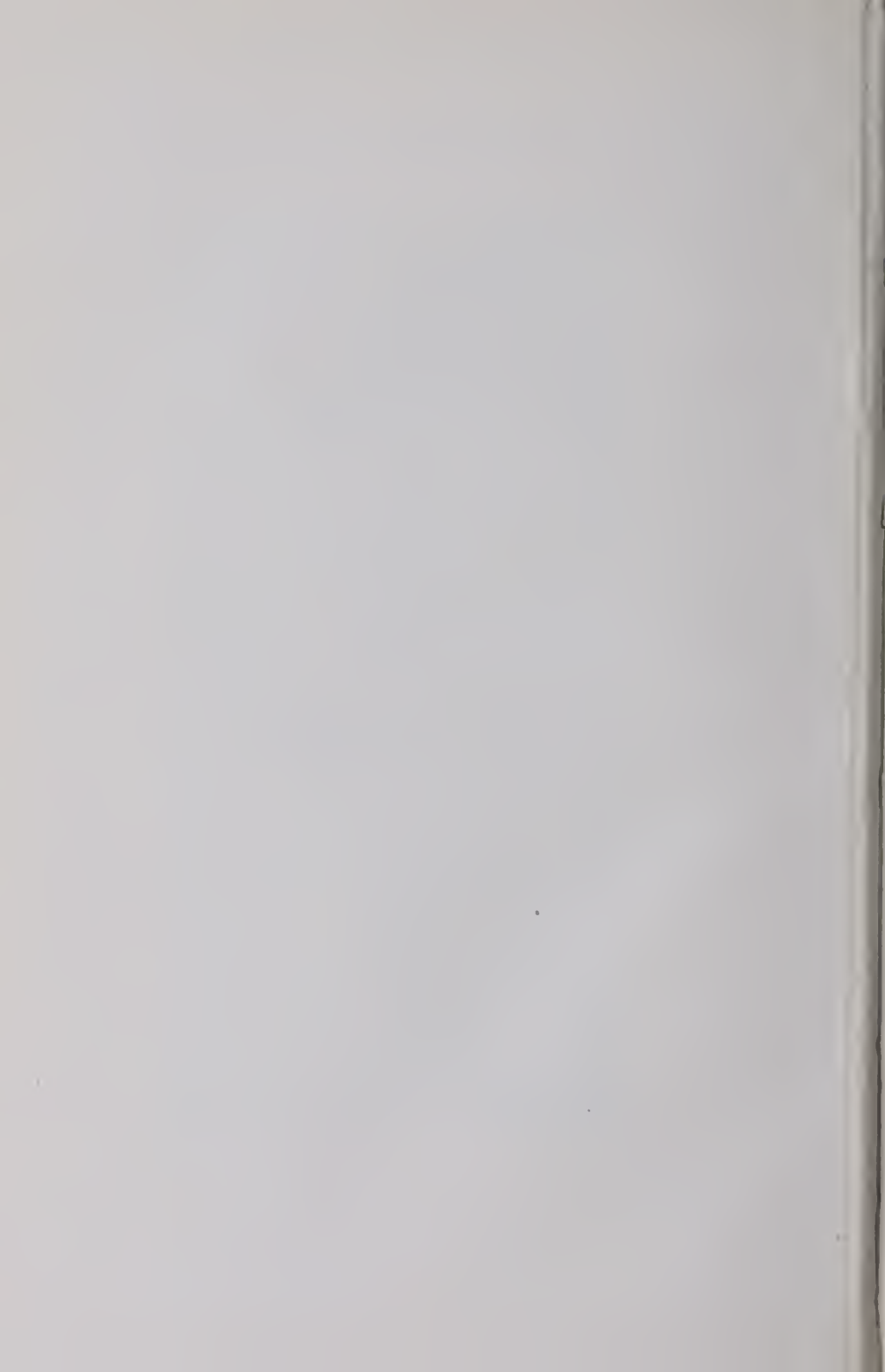


TABLE XVIII.  
APPORTIONMENT, 1902.

COUNTIES	JANUARY			JULY		
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor
Arapahoe.....	\$ 17,201 52	\$ 90 20	\$ 17,111 32	\$ 22,113 09	\$ 176 56	\$ 21,936 53
Archuleta.....	262 67	11 03	251 64	385 19	9 79	375 40
Baca.....	94 36	22 12	72 24	127 93	11 20	116 73
Bent.....	325 84	28 42	297 42	433 45	22 30	411 15
Boulder.....	2,574 72	86 58	2,488 14	3,318 59	96 33	3,252 26
Chaffee.....	696 35	31 79	664 56	903 92	40 30	863 62
Cheyenne.....	51 23	5 34	45 89	73 10	12 60	60 50
Clear Creek.....	731 40	20 92	710 48	932 04	22 23	909 81
Conjoes.....	1,458 17	41 25	1,416 92	1,738 03	46 84	1,691 19
Costilla.....	707 99	37 51	670 39	819 58	26 97	792 61
Custer.....	373 21	13 38	359 83	430 17	23 65	406 52
Delta.....	794 18	81 46	712 72	1,119 48	40 08	1,079 40
Dolores.....	77 03	6 47	70 56	141 52	10 62	130 90
Douglas.....	383 22	25 16	358 06	463 44	37 75	425 69
Eagle.....	275 00	16 92	258 08	310 67	19 89	320 78
Elbert.....	406 72	35 25	371 47	510 77	42 22	468 55
El Paso.....	3,624 25	47 51	3,576 74	5,134 89	80 12	5,054 77

TABLE XVIII.  
 APPORTIONMENT, 1902—Concluded.

COUNTIES	JANUARY			JULY		
	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Deducted for Blanks	Balance Certified to Auditor
Fremont.....	\$ 1,969 69	\$ 52 01	\$ 1,917 68	\$ 2,479 35	\$ 118 92	\$ 2,360 43
Garfield.....	641 27	22 67	618 60	902 99	41 57	861 42
Gülpin.....	788 01	22 25	765 76	941 88	34 35	907 53
Grand.....	80 88	10 59	70 29	100 28	9 45	90 83
Gunnison.....	490 29	41 08	449 21	598 40	20 03	578 37
Hinsdale.....	129 03	5 19	123 84	162 13	12 71	149 42
Huerfano.....	1,248 27	3 89	1,244 38	1,561 83	41 71	1,520 12
Jefferson.....	1,174 32	42 04	1,132 28	1,544 96	44 31	1,500 65
Kiowa.....	72 41	26 47	45 94	85 75	26 48	59 27
Kit Carson.....	219 15	25 14	194 01	294 28	25 12	269 16
Lake.....	1,352 64	15 17	1,337 47	1,544 50	43 04	1,501 46
La Plata.....	1,034 12	30 03	1,004 09	1,369 24	47 76	1,321 48
Larimer.....	1,583 73	107 73	1,476 00	2,253 95	103 90	2,150 05
Las Animas.....	2,664 46	36 03	3,628 43	3,504 17	70 47	3,433 70
Lincoln.....	106 30	19 71	86 59	138 24	20 12	118 12
Logan.....	374 36	30 85	343 51	469 07	32 53	436 54
Mesa.....	1,187 80	71 01	1,116 79	1,582 45	55 43	1,527 02
Mineral.....	135 19	12 39	122 80	183 69	10 69	173 60

Montezuma.....	321 98	11 23	397 75	400 65	16 83	383 82
Montrose.....	620 69	31 60	588 49	777 87	28 41	749 46
Morgan.....	125 20	19 68	105 52	579 65	24 89	557 76
Otero.....	1,634 96	30 57	1,601 39	2,031 84	52 58	1,979 26
Ouray.....	400 94	34 90	366 04	484 53	46 69	437 84
Park.....	297 68	49 80	247 88	333 17	39 40	293 77
Phillips.....	290 32	16 24	214 08	289 59	22 98	266 61
Pitkin.....	667 46	34 82	632 64	845 35	42 27	803 08
Powers.....	515 71	48 01	467 70	795 21	46 92	748 29
Pueblo.....	1,727 82	36 95	4,690 37	6,540 68	112 37	6,428 31
Rio Blanco.....	189 88	20 80	169 08	242 73	58 98	183 75
Rio Grande.....	575 80	39 21	536 59	713 21	27 72	685 49
Rout.....	422 12	29 27	392 85	546 38	39 16	507 22
Saguache.....	570 79	18 57	552 22	649 94	33 06	616 88
San Juan.....	437 50	7 61	129 89	187 44	8 40	179 04
San Miguel.....	325 81	26 22	299 62	449 38	46 18	403 20
Sedgwick.....	155 60	20 05	135 55	206 18	16 63	189 55
Summit.....	212 22	14 91	197 31	252 11	19 63	232 48
Teller.....	2,354 14	60 32	2,294 09	2,571 66	58 83	2,512 83
Washington.....	153 29	21 22	132 07	190 25	20 68	169 56
Weld.....	1,987 68	62 54	1,875 14	2,658 82	68 67	2,590 15
Yuma.....	234 56	28 39	206 17	312 55	25 48	287 07
Normal School.....	154 44	.....	154 44	225 86	.....	225 86
Totals.....	\$ 62,555 48	\$ 1,811 47	\$ 60,744 01	\$ 81,018 07	\$ 2,631 21	\$ 78,386 86

## NORMAL INSTITUTE FEE FUND.

Receipts from county examination fees, August 16 and 17, 1901.....	\$ 1,014 80
Receipts from county examination fees, December 20 and 21, 1901.....	663 85
Receipts from county examination fees, March 21 and 22, 1902.....	629 00
Total .....	\$ 2 307 65

APPORTIONMENT TO EACH OF THE THIRTEEN NORMAL  
INSTITUTE DISTRICTS.

July 14, 1902 .....	\$ 177 51
---------------------	-----------

APPROPRIATION AND EXPENSES, 1901  
CONTINGENT FUND.

To appropriation.....	\$ 500 00	By traveling expenses.....	\$ 317 25
		By balance.....	182 75
	\$ 500 00	Total.....	\$ 500 00

APPROPRIATION AND EXPENSES, 1902  
CONTINGENT FUND.

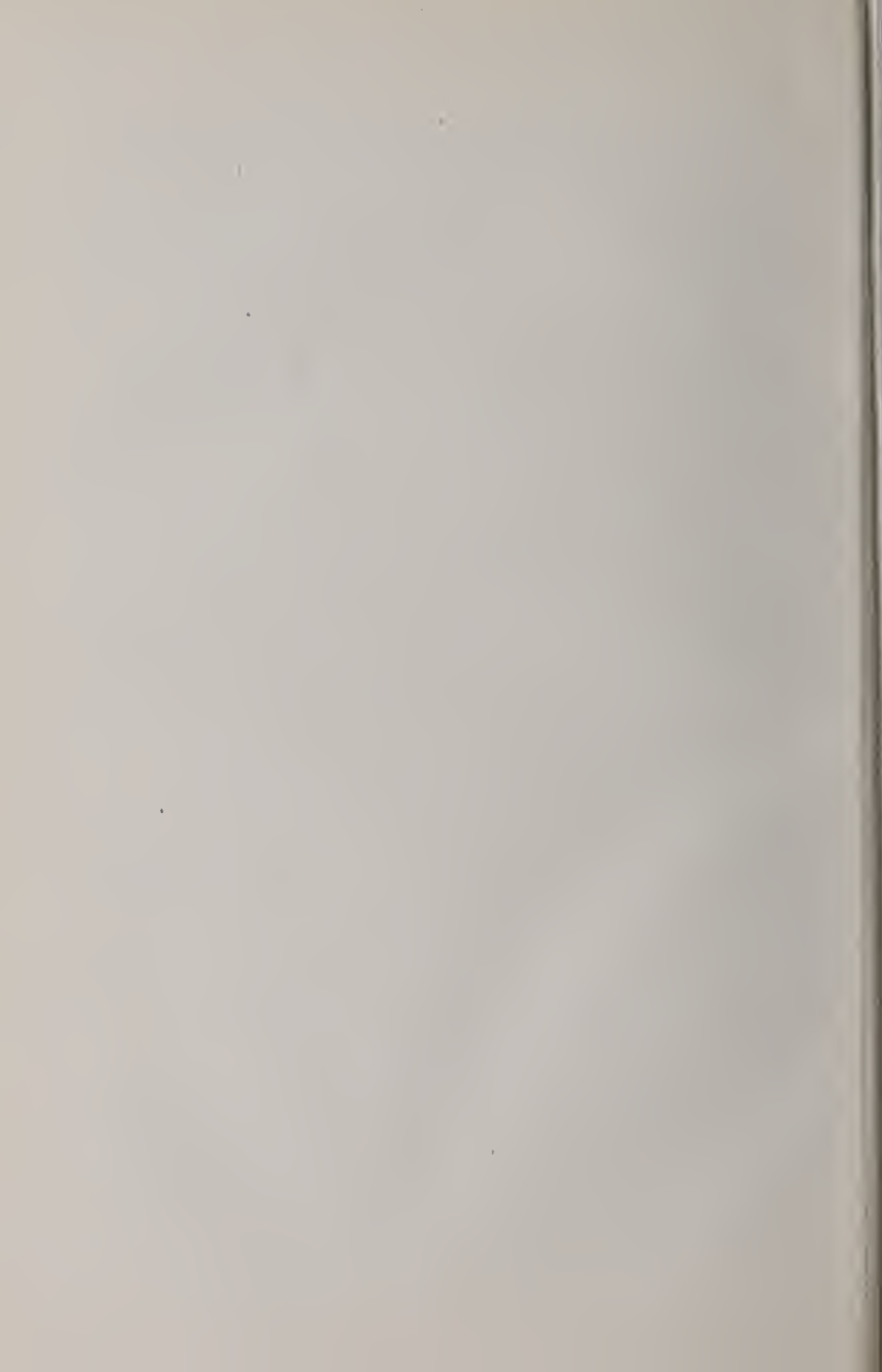
To appropriation.....	\$ 500 00	By traveling expenses.....	\$ 351 70
		By balance.....	148 30
	\$ 500 00	Total.....	\$ 500 00

APPROPRIATION AND DISBURSEMENTS  
CLERICAL FUND.

To appropriation for deputy, 1901 and 1902.....	\$3,000 00	By salary of deputy, 1901 and 1902.....	\$3,000 00
To appropriation for clerk and stenographer, 1901 and 1902.....	2,000 00	By salary of clerk and stenogra- pher, 1901 and 1902.....	2,000 00
To clerical assistance fund.....	250 00	By clerical assistance.....	250 00
Total .....	\$5,250 00	Total.....	\$5,250 00

## QUARTO-CENTENNIAL COMPARATIVE STATISTICS.

	1876	1902
Census of school children . . . . .	23,274	173,055
Enrollment in schools . . . . .	12,552	130,369
Number of teachers . . . . .	530	3,744
Number of districts . . . . .	313	1,657
Number of school houses . . . . .	219	1,831
Value of school houses . . . . .	\$ 411,000	\$ 6,950,867
Income for school purposes . . . . .	193,903	3,916,198





MIDLAND SCHOOL, COLORADO CITY, DISTRICT 1, EL PASO COUNTY, COLO.





## OFFICIAL VISITS.

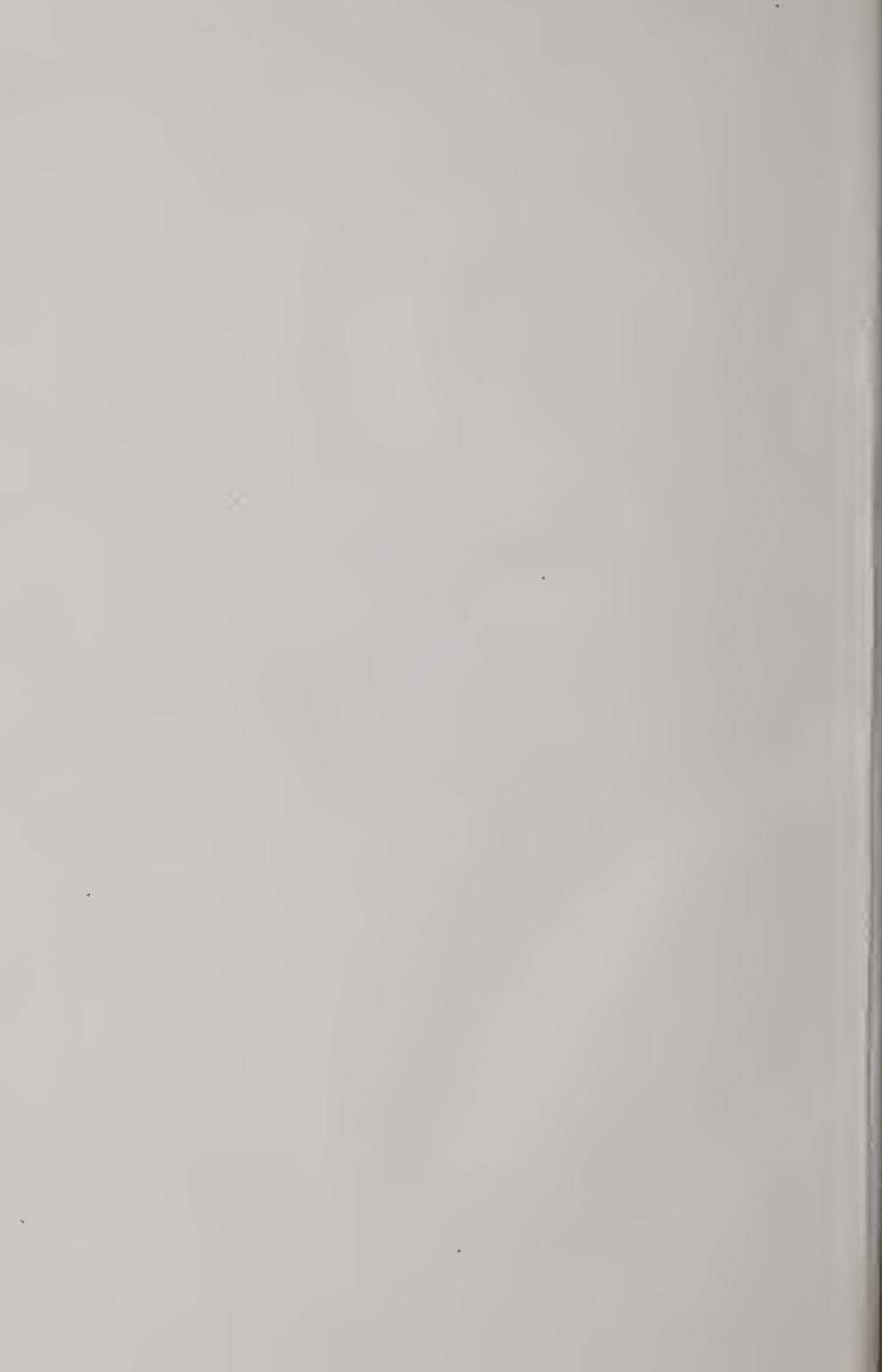
---

LISTS OF VISITS BY STATE SUPERINTENDENT OF PUBLIC  
INSTRUCTION.

LIST OF VISITS BY DEPUTY SUPERINTENDENT OF PUBLIC  
INSTRUCTION.

---

REPORTS OF COUNTY SUPERINTENDENTS, 1901-1902.



## OFFICIAL VISITS.

---

### BY SUPERINTENDENT.

December 26, 27 and 28, 1900. Attended Colorado Teachers' Association, Denver.

Saturday, January 12, 1901. Address, Woman's Club, Denver.

January 18, 1901. Normal School board of trustees' meeting, Denver.

Thursday, January 31, 1901. Address to young people, Central Presbyterian Church, Denver.

Friday, February 22, 1901. Washington's Birthday exercises, public school, Black Hawk.

Friday, February 22, 1901. Acted as judge on patriotic orations contest of literary societies, Manual Training School, Denver.

Tuesday, March 5, 1901. Address, North Side Woman's Club, Denver.

Friday, March 15, 1901. Address, Art League of Sherman School, Denver.

Friday, March 29, 1901. Address, Educational Council of Colorado Teachers' Association, Pueblo.

Saturday, March 30, 1901. Attended meeting of Superintendents' and Principals' Round-Table, Pueblo.

Friday, April 5, 1901. Visited schools and gave evening address, Arvada.

Saturday, April 20, 1901. Address, County Teachers' Association, Lamar.

Friday, April 26, 1901. Evening address, Kiowa.

Saturday, April 27, 1901. Teachers' Association, Kiowa.

Tuesday, April 30, 1901. Visited schools, Boulder.

Tuesday, May 7, 1901. Visited schools, Black Hawk.

Tuesday, Wednesday and Thursday, May 14, 15 and 16, 1901. Attended annual meeting of County Superintendents' Association, Colorado Springs. May 14. Addressed Association on Recent School Legislation.

Tuesday, Wednesday and Thursday, May 21, 22 and 23, 1901. Examination of graduates, State Normal School, Greeley.

Thursday, June 6, 1901. Commencement, State Normal School. Normal board of trustees' meeting, afternoon.

Tuesday, June 11, 1901. Commencement address, Cutler Academy, Colorado Springs.

Monday, Tuesday, Wednesday and Thursday, July 8, 9, 10 and 11, 1901. N. E. A., Detroit.

Thursday, August 1, 1901. Address, State Quarto-Centennial celebration, Boulder.

Friday, August 2, 1901. Address, Normal Institute, District 2, Boulder.

Monday, August 5, 1901. Address, Normal Institute, District 11, Mancos.

Wednesday, August 7, 1901. Address, Normal Institute, District 10, Alamosa.

Friday, August 9, 1901. Address, Normal Institute, District 7, Pueblo.

Monday, August 12, 1901. Address, Normal Institute, District 4, Golden.

Wednesday, August 14, 1901. Address, Normal Institute, District 5, Colorado Springs.

Thursday, August 15, 1901. Address, Normal Institute, District 13, Glenwood Springs.

Wednesday, Thursday and Friday, August 21, 22, 23, 1901. State teachers' examination, Denver.

Thursday, August 22, 1901. Address, Normal Institute, District 6, Hugo.

Thursday, August 29, 1901. Address, Normal Institute, District 8, Las Animas.

Monday, September 2, 1901. Address, County Teachers' Association, Denver.

Wednesday, September 11, 1901. Address, Walden.

Sunday, September 15, 1901. Address, Steamboat Springs.

Friday, October 11, 1901. Meeting, committee on teachers, Normal School, Greeley. Inspection Normal School, afternoon. Meeting, board of trustees Normal School, Denver, evening.

Thursday, October 31, 1901. Visited schools, Black Hawk.

Wednesday, November 13, 1901. Visited schools, Russell Gulch.

Friday, November 15, 1901. Visited schools, Fort Collins. Evening, address.

Saturday, November 16, 1901. County Teachers' Association, Fort Collins.

Friday, November 22, 1901. Visited schools, Silver Cliff and Westcliffe. Evening address, Silver Cliff.

Friday, December 6, 1901. Visited schools, Telluride. County Teachers' Association, afternoon.

Saturday, December 7, 1901. Evening address, Telluride.

Saturday, December 14, 1901. Attended Monthly Teachers' Association, North Denver. Attended Monthly Teachers' Association, South Denver.

Thursday, Friday and Saturday, December 26, 27 and 28, 1901. Colorado Teachers' Association, Denver.

Thursday, December 26, 1901. Address, Educational Council, Colorado Teachers' Association, Denver.

Tuesday, January 7, 1902. Address, North Side Woman's Club, Denver.

Thursday, January 9, 1902. Visited kindergartens, Wyman, Maria Mitchell, Twenty-fourth Street, Delgany, and Twenty-ninth Street schools, Denver.

Friday, January 10, 1902. Normal board of trustees' meeting, Denver.

Wednesday, January 15, 1902. Visited Whittier, Wyman and Clayton schools, Denver.

Thursday, January 16, 1902. Visited Twenty-fourth Street, Delgany and Hyde Park schools, Denver.

Thursday, January 23, 1902. Address, State Horticultural Society, Denver.

Wednesday, February 12, 1902. Visited schools, Loveland. Evening, addressed Farmers' Institute.

Friday, February 14, 1902. Visited schools and addressed pupils, Rocky Ford and La Junta.

Saturday, February 15, 1902. Attended County Teachers' Association, Fowler, evening; address.

Friday, February 21, 1902. Acted as judge oratorical contest, P. O. S. of A., North Denver.

Tuesday, Wednesday, Thursday and Friday, February 25, 26, 27 and 28, 1902. Meeting, department of superintendence N. E. A., Chicago.

Saturday, March 15, 1902. Address, Woman's Club, Boulder.

Friday and Saturday, March 28 and 29, 1902. Attended meeting Educational Council Colorado Teachers' Association, Colorado Springs.

Friday and Saturday, April 4 and 5, 1902. Attended meeting Teachers' Association, Delta. Address, Friday evening.

Tuesday, April 8, 1902. Address, Teachers' Club, Denver.

Friday, April 11, 1902. Normal board of trustees' meeting, Denver.

Saturday, April 12, 1902. Attended Teachers' Association, Fort Morgan. Address in evening.

Friday, April 18, 1902. Arbor Day address, Bryant School, North Denver.

- Saturday, April 26 1902. Address, Clear Creek County Teachers' Association, Idaho Springs.
- Friday, May 2, 1902. Visited schools and delivered address educational meeting, Leadville.
- Thursday, May 8, 1902. Visited schools, Colorado City. Visited schools at Manitou and delivered educational address.
- Friday, May 9, 1902. Visited schools, Colorado Springs. Attended Teachers' meeting and delivered address.
- Tuesday, Wednesday and Thursday, May 13, 14 and 15, 1902. County Superintendents' Association, Fort Collins. Address, Wednesday, May 14, 1902.
- Friday, May 16, 1902. Acted as judge, Interstate Oratorical Contest, Boulder.
- Monday, Tuesday and Wednesday, May 19, 20 and 21, 1902. Normal School examination, Greeley.
- Friday, May 23, 1902. Visited schools, Cripple Creek.
- Monday, May 26, 1902. Normal board of trustees' meeting, Denver.
- Thursday, May 29, 1902. Address, graduation exercises, high school, Aspen.
- Thursday, June 5, 1902. Attended commencement exercises, State Normal School, Greeley. Meeting board of trustees, Normal School.
- Friday, June 6, 1902. Address, School Lands of Colorado, Real Estate Exchange, Denver.
- Friday, June 6, 1902. Evening address, commencement exercises, Black Hawk.
- Tuesday, June 10, 1902. Normal board of trustees' meeting, Denver.
- Friday, June 27, 1902. Address, Teachers' Summer School, Wray.
- Monday, Tuesday, Wednesday, Thursday and Friday, July 7, 8, 9, 10 and 11, 1902. N. E. A., Minneapolis.
- Tuesday, July 15, 1902. Educational address, Woman's Bryan Club, Denver.
- Wednesday, July 23, 1902. Address, Julesburg.
- Thursday, July 24, 1902. Attended Teachers' Institute, Julesburg.
- Monday, July 28, 1902. Address, Teachers' Institute, Ouray.
- Wednesday, July 30, 1902. Address, Teachers' Institute, Durango.
- Friday, August 1, 1902. Visited Summer School, Hyde Park School, East Denver.
- Thursday, August 7, 1902. Address, Teachers' Institute, Golden.
- Monday, August 11, 1902. Address, Teachers' Institute, Trinidad.
- Wednesday, August 13, 1902. Address, Teachers' Institute, Buena Vista.
- Thursday, August 14, 1902. Address, Teachers' Institute, Canon City.



Wednesday, Thursday and Friday, August 20, 21 and 22, 1902. State Teachers' examination, Denver.

Saturday, September 13, 1902. Normal board of trustees' meeting, Denver.

Tuesday, October 14, 1902. Visited schools, Greeley. Meeting board of trustees, Normal School.

Monday, October 20, 1902. Visited schools, Glenwood Springs.

Tuesday and Wednesday, October 21 and 22, 1902. Visited schools, Grand Junction.

---

#### OFFICIAL VISITS BY DEPUTY.

Friday and Saturday, March 22 and 23, 1901. Address, primary teachers, Arapahoe County Teachers' Association.

Friday, March 22, 1901. Acted as judge, Shakespearian contest, high school, West Denver.

Thursday, April 25, 1901. Address, Longmont.

Friday, May 24, 1901. Address, graduation of eighth grade pupils, Louisville.

Friday, June 7, 1901. Address, graduation eighth grade pupils, Brighton.

Friday, August 2, 1901. Address, Normal Institute, District 1, Sterling.

Monday, August 5, 1901. Address, Normal Institute, District 3, Denver.

Wednesday, August 7, 1901. Address, Normal Institute, District 9, Trinidad.

Thursday, August 15, 1901. Visited Institute, District 13, Glenwood Springs.

Saturday, April 26, 1902. Address, Teachers' Association, Golden.

Friday, August 1, 1902. Address, Normal Institute, District 2, Fort Collins.

Wednesday, August 6, 1902. Address, Normal Institute, District 6, Burlington.

Friday, August 8, 1902. Address, Normal Institute, District 5, Colorado Springs.

Tuesday, August 12, 1902. Visited Normal Institute, District 8, Lamar. Address, graduation of eighth grade pupils, in evening.

## REPORTS OF COUNTY SUPERINTENDENTS.

---

ARAPAHOE COUNTY—EMMA M. HEREY—1901-1902.

No report made.

---

## ARCHULETA COUNTY—L. W. SMITH—1902.

The school work of this county is not by any means what it should be, but can say that the improvement during the past year has been at least 50 per cent.

---

## BACA COUNTY—ANNA WATSON—1901.

The school districts are in better condition financially than they were last year. Most are out of debt entirely and all in better condition than for some years.

Our corps of teachers is at present very good, and good, thorough work is accomplished, but, on account of the very few teachers and schools so far apart, we miss the advantages of teachers' meetings and co-operation.

## MARGARET M. MARSH—1902.

This is a sparsely settled county. The schools are small and many miles apart. But regardless of the many disadvantages, the people are greatly interested in the education of their children. We are doing all we can to bring the schools up to a high standard and I think our pupils compare favorably with the pupils of other counties. We have a good force of teachers. They are well qualified for the work they have to do.

---

## BENT COUNTY—FLORENCE N. SARGENT—1901.

Our schools are improving, but there is not uniformity enough in them. Improvement will be more perceptible and uniformity will be secured as teachers more closely follow the State Course of Study.

Some great improvements have been made in our county high school. Two hundred dollars' worth of apparatus and a library costing \$450 have been purchased. Through the enterprise of the students new casts and pictures have been obtained.

## BOULDER COUNTY—W. C. THOMAS—1902.

The past year in the Boulder county schools has been one of marked interest and advancement. Better attendance and more thorough work have been noticeable throughout the county.

Having left the matter of teachers' associations wholly with the teachers, the decision was that but one two-days' session be held. This session was held at the county seat early in the school year, and was very largely attended.

Two substantial school houses have been erected within the year and the bonded indebtedness has been lifted from several districts. The amount of outstanding warrants has been reduced one-third.

---

## CHAFFEE COUNTY—GILBERT A. WALKER—1902.

The production of good citizens is the primary object of all Chaffee county educators, rather than ripe scholarship. Never before has Chaffee county been blessed with a better corps of teachers and better equipped school buildings and school apparatus than at present.

The expenditure of public funds shows much wisdom and carefulness. Most school districts have at least four months of school; two-thirds have had eight months or more.

Our county officers take quite an interest in school affairs, and especially is much credit due our county commissioners for their co-operation and encouragement. Better school attendance is constantly urged, with gratifying results. In this will be the solution of many vexed problems. Our schools are well graded. Many districts own their own textbooks, others are falling in line.

---

## CHEYENNE COUNTY—JULIA TINSLEY—1901.

A union high school has been organized at the county seat, Cheyenne Wells. Teachers are taking up the reading circle work.

## JULIA TINSLEY—1902.

High school organized on the union plan at the county seat, with a class of eight pupils in attendance.

Reading circle organized; work taken up and carried on successfully. The two books were completed.

We also carried on spelling matches with competition between the different grades and the community. The pupils in all grades were

aroused. It was a great help in making better spellers in the schools at the end of the year.

---

CLEAR CREEK COUNTY—MARTHA A. BOWMAN—1901.

Owing to the prevalence of contagious diseases, the school work has been greatly retarded in several districts of Clear Creek county, especially at Idaho Springs and Empire, where the schools were closed for over two months and the year's work left incomplete, only the graduates being allowed to finish.

Two new school houses have been built and equipped in a substantial manner at Idaho Springs and Gilson Gulch; and in various districts in the county repairing and refitting have been done.

The districts generally are in good financial condition.

Additions have been made to some of the school libraries already established, and two more districts have acquired books by purchase and gift for a similar use.

MARTHA A. BOWMAN—1902.

The work of the past year has been generally successful. The time lost early in 1901 by the necessary closing of the schools at Idaho Springs was made up at the beginning of the fall term, so that grade work was completed and promotions were made on October 15, 1901, after which the regular yearly work commenced and was finished June 20, 1902.

The question of bonds for building a large addition to the Central building was voted upon and carried, and the construction of the building has recently commenced, with the promise of completion in December. Amount of bonds, \$16,000.

The Georgetown and Silver Plume schools have been well conducted, and excellent work accomplished. At Empire an eighth grade of ten pupils was graduated and interesting exercises given, consisting of music, addresses and presentation of diplomas.

An especial effort has been made in several rural districts to grade the pupils and follow as closely as possible the State Course of Study.

Four school boards have promised funds for additions to their libraries.

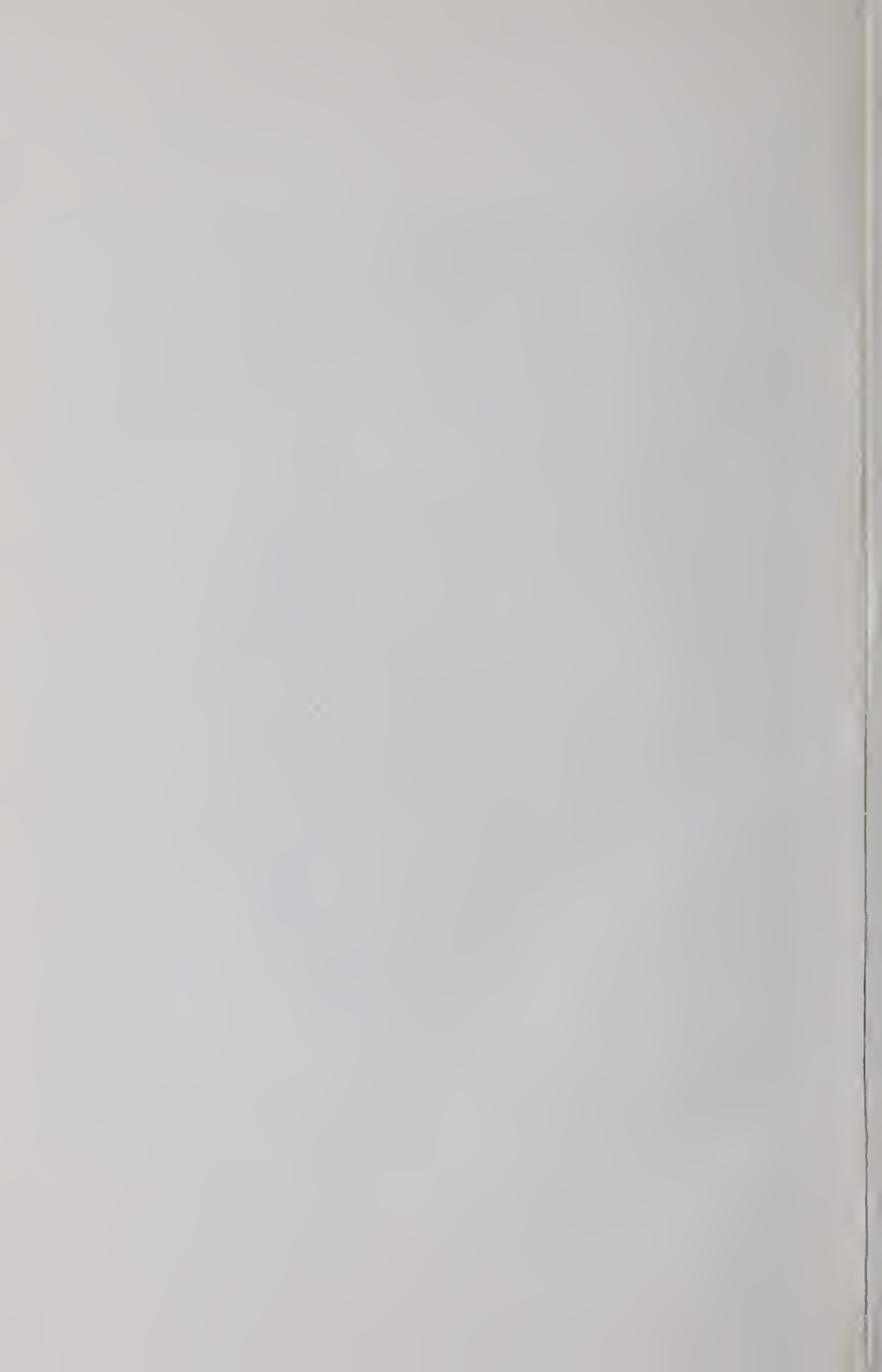
---

CONEJOS COUNTY—GEORGE W. IRWIN—1901.

Interest in education is rapidly growing in this county. In District No. 19 a nice brick school house is being erected—many districts are hav-



STEELE SCHOOL, COLORADO SPRINGS, COLO., DISTRICT 11, EL PASO COUNTY.



ing to increase seating capacity. There was never a time in the history of the public schools of this county when the average standing of teachers was equal to the present. Though several third grade certificates have been issued during the past year, I think that not more than four teachers holding third grades will teach in the county this year. Several State Normal graduates have been engaged in the schools of the county, and everything points to a successful year's work.

#### GEORGE W. IRWIN—1902.

It should be remembered that the school population of this county is very nearly equally divided between the American and the Spanish people. Among the American people there is an interest amounting almost to enthusiasm for higher education, over forty students having gone out of the county, some out of the state, for high school advantages. We desire to mention especially the increased interest in the rural schools. The indifference formerly shown by the Spanish people towards the education of their children is gradually being overcome, and many of them seem now to take much pride in having their boys and girls learn the English language.

We wish also to make mention of the excellent work done in the County Normal School, conducted for the benefit of teachers and those preparing to teach.

---

#### COSTILLA COUNTY—CHARLES GROENENDYKE—1902.

The educational work was never in better condition in this county than at present. All is working harmoniously; teachers ambitious to excel; school districts practically out of debt, except in two or three cases, and no trouble brewing anywhere that I can see.

---

#### CUSTER COUNTY—ASA P. DICKSON—1901.

During the last year we have held three County Teacher's Associations. Six sets of Reading Circle books were sold during the last school year.

#### ASA P. DICKSON—1902.

We have five or six short spring and summer terms. As we get more comfortable buildings erected the number of winter terms increases.

Two of the districts, Nos. 18 and 22, did not comply with the law in not having the required length of term. I am trying to hold them intact, however, at least until they get out of debt.

The advent of the railroad into Custer county has increased the assessed valuation of four school districts.

## DELTA COUNTY—MRS. M. J. BROWNE—1901.

State Course of Study adopted by every district except one. Teachers taking the work of grading all rural schools in real earnest. Increased interest in buildings, school grounds and rooms. Great interest shown in all lines of educational work. Associations well attended. County in better shape financially and the general outlook is good.

## ALICE A. ROYCE—1902.

Most of the teachers of the county attended some educational gathering during the summer. Three school buildings are in process of erection which will be added to this report next year. Two schools are putting on additional rooms and the school sentiment is growing. Several schools that have given no attention to music will introduce it into the daily work this year.

## DOLORES COUNTY—CHARLES ENGEL—1901.

No report made.

## DOLORES COUNTY—MRS. LIZZIE KELLY—1902.

No report made.

## DOUGLAS COUNTY—FRANK D. BALL—1901.

The work is fairly satisfactory. The first year of the County High School has been a success. The school is well started and is growing in favor with the people.

## EAGLE COUNTY—GRANT RULAND—1901.

In the past year the teachers have shown a greater interest in educational advancement. More of the teachers have pursued the State Reading Course. In many of the schools the teachers have followed the State Course of Study, which has aided in establishing uniformity.

All of the districts are in good financial condition, except one. The school boards are endeavoring to keep out of debt and make true progress. A substantial addition was made to the schoolhouse at Eagle (District No. 4) without creating bonds.



Last year the county commissioners were requested to raise the general county levy from the former two mills to four. This nearly doubled the apportionment and greatly assisted the districts that have no railroad valuation. Such increase seems to have met general approval, because the matter has been explained to the people and they see the justice of the law that has been enforced.

In several instances the teachers have been retained for another school year at an increase in salary.

In conclusion, I will say that true progress is apparent.

#### GRANT RULAND—1902.

Three districts of this county have started to erect new school houses. The boards have secured excellent plans from competent architects. They seek advice and cheerfully follow out the ideas that will benefit the schools.

But few take the eighth grade examinations. However, there is a growing sentiment in favor of more advanced school work.

The Tri-County Teachers' meetings are still kept up. One meeting is planned for in each of the counties of Garfield, Pitkin and Eagle each year. In many instances teachers make a sacrifice to be at these meetings.

People are becoming more intensely interested in their children's education and the value that a good school brings to a community.

The boards, as a rule, make great efforts to secure the best teachers. With better equipment and an increased number of finer school houses and more competent teachers, the schools of this county will surely bring forth results that will meet the expectations of the most sanguine. Forward, not backward; upward, not downward, is the true spirit of our schools.

---

#### ELBERT COUNTY—ANNIE C. WILLARD—1901.

There is a very general desire throughout to promote the educational interest of the county. Parents are alive to the necessity and benefit to be derived from an education. The school boards make demand for teachers holding high grade certificates. Very much interest is taken by teachers, pupils and patrons in the eighth grade work. I believe the eighth grade diploma to be the cause of many a country child's obtaining from one to two years' additional schooling. From the thirty-eight districts in this county, eight of them had classes completing the eighth grade, nineteen children passing the examination. The new State Course of Study has been introduced in every school. It is of great help to the rural teacher; seems to fill a long-felt want and material results are seen from its use.

## MAY ATCHESON GEORGIA—1902.

Seven districts had summer schools, with excellence attendance and lively interest. District 39 was organized and erected a neat frame school house. A new school house was built in the southeastern part of District 5, with a seating capacity of eighteen. The material used was "grout," making a very neat, comfortable, well lighted room. The greater number of schools were closed before Arbor Day. Those that were in session observed the day with appropriate exercises. The length of term in many districts being so short, it is slow for the children who are trying to pass the grades, not having the opportunity the children of schools with longer terms have.

---

## EL PASO COUNTY—E. M. COLLINS—1901, 1902.

No report made.

---

## FREMONT COUNTY—GEORGE E. COLGATE—1902.

The schools of Fremont county are in excellent condition. The uncertainty of railroad taxation has embarrassed some districts, but on the whole the districts are in fair condition financially. Great interest is manifested in the Teachers' Associations and the Normal Institute is well attended by our teachers. The examinations are being made more difficult and it requires scholarship and professional ability to obtain first grades in this county at the present time.

Our corps of teachers is among the very best in the state; many of them are graduates from the Colorado State Normal. Our high schools are turning out some very excellent material for teachers.

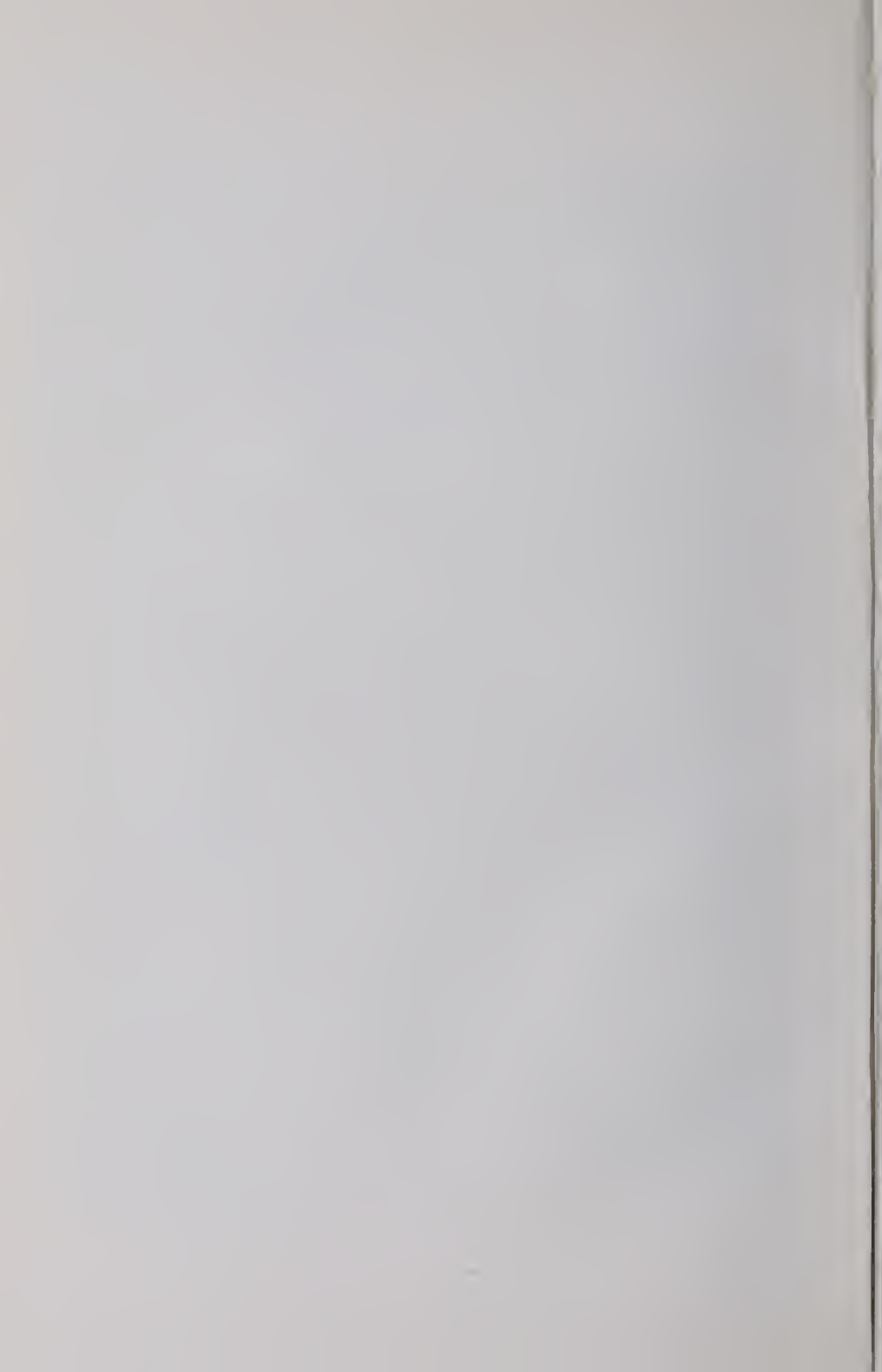
---

## GARFIELD COUNTY—LUCY E. DeWITT—1901.

There has been a gradual improvement in the educational conditions in Garfield county. Directors are learning the importance of securing the best teachers. Ninety per cent. of the teachers hold first grade certificates; fifty per cent. did reading circle work last year; sixty-five per cent. attended Normal Institute. Local educational meetings were held at three different points in the county. One meeting of the Roaring Fork Association was held in Glenwood Springs. Six hundred and fifty-seven volumes were added to the various school libraries. One new school house was built, and additional rooms were built in two districts. I visited each school once, many of them two, three and even four times.



HIGH SCHOOL, AT FLORENCE, DISTRICT 2, FREMONT COUNTY, COLO.



Average length of school term was seven months; average monthly salary of teacher was \$76.

## LUCY E. DEWITT—1902.

Public interest in school affairs was awakened by local meetings held at various points in the county, to which directors and patrons were invited.

There has been a marked improvement in matters of teachers' salaries and length of school term. Twenty teachers read the Reading Circle books. Thirty-one Garfield county teachers attended the Normal Institute held in Glenwood Springs, August, 1901.

The increase in school population was 259; average length of school term seven and one-half months; average salary \$66.

A Mothers' Club was organized in Rifle, and the teachers of Carbondale and New Castle and vicinity organized for Reading Circle work.

## GILPIN COUNTY—MINNIE FREY—1901.

Little Gilpin has had a very successful year in school work. Every district except one has adopted the State Course of Study, making the grades within the county more uniform.

Attendance has been exceptionally good, especially in the rural districts, where the work shown by both teachers and pupils demonstrates the fact that the standard of excellence is much higher than heretofore.

School rooms generally have been made more attractive and comfortable. A beautiful new building will soon be completed in District No. 1 to accommodate the increase in its school population.

## IDA KRUSE—1902.

The schools in the county have had a successful year educationally. Several interests relating to school work have grown considerably, as for instance, manual work in rural schools, and a more general appreciation of high school work, which may result in the establishment of a county high school.

One feature that has reflected favorably upon the work in the schools has been the enthusiasm with which some of the teachers have tried to adapt new methods to limited conditions, and to broaden and deepen the meaning that school life has for the children. Another point has been that the teachers have tried to work out suitable courses of study in subjects that offer chance for originality and adaptation, as English and humane education.

## GRAND COUNTY—LIZZIE A. SULLIVAN—1901.

The State Course of Study has been adopted by eight districts in this county and the pupils are doing excellent work. There were two boys who graduated from the eighth grade May 17, 1901.

---

## GUNNISON COUNTY—MARY E. WILLIAMS—1901.

The schools of Gunnison county are in a good financial condition. Two of the three districts that have bonded indebtedness are paying off their debts and only three have warrants registered against them.

One new schoolhouse has been built and a joint district organized.

The State Course of Study is being used in all the rural schools.

The teachers are taking an active, healthy interest in all educational work.

## FANNIE BURNETT—1902.

The schools in the county have made marked progress in the past school year. One new district was formed last fall and is now starting a second term. Several districts have purchased libraries this year and several others own their text books. The new text books are being adopted in most districts which is bringing about good results. The parents and school officers are taking more interest in the educational advancement of the children and as a result rapid progress is being made.

---

## HINSDALE COUNTY—ALICE M. HARRINGTON—1901.

The educational work in Hinsdale county has progressed very satisfactorily during the past school year. The growing desire manifested by our school boards to secure teachers who have had normal training and who are possessed of high grade certificates is especially to be commended. The teachers, with two exceptions, have first grade certificates and besides this we have two Normal graduates.

The financial condition of the districts is improving and better wages are being paid in the rural districts.

The outlook for a very successful term this year is particularly encouraging.

## ALMA ELDER—1902.

The work in the schools has moved along without friction and several of the teachers have been reappointed, some having done especially good work.



SCHOOL AT HEPPE, DISTRICT 9, GARFIELD COUNTY, COLO.





## HUERFANO COUNTY—WILLIAM H. CLEMENT—1901.

No report made.

---

## HUERFANO COUNTY—PATRICK W. SWEENEY—1902.

No report made.

---

## JEFFERSON COUNTY—IDA L. CRAWFORD—1902.

There are forty-six school districts and fifty-three school buildings in Jefferson county. Districts 2, 8 and 32 have each added a room and employed extra teachers. An effort is being made to have all the schools follow the State Course of Study and adopt a uniform set of text books. Only one County Association is held annually, which occurs during the month of October, this year. This will enable the majority of teachers to attend, as during the winter months the mountain roads are almost impassable. Teachers are requested to send the superintendent specimens of work done in the various schools. These are compared and much is obtained thereby. Comparatively, salaries in the rural schools are better than those paid in the city. Teachers seem earnest and are doing good work.

---

## KIOWA COUNTY—F. H. MAILE—1901.

The educational status in Kiowa is, all things considered, fairly satisfactory. The drawbacks with which we have to contend are those arising from a sparse and scattered population and the dissensions over the control of school interests.

There is no lack of interest in the matter of education by patrons and no stint of financial support for any of the districts of the county.

---

## KIT CARSON COUNTY—GEORGE H. HOBART—1901.

Generally speaking, the educational work throughout the county is very satisfactory. There has been a scarcity of resident teachers during the past year which still prevails, some of our older teachers being otherwise employed. Financially the districts show a desire toward more careful management.

With few exceptions the teachers show a good professional spirit, notably in Reading Circle work.

Quite an interest has been developed along the line of good literature, a Library Association having been formed among the districts, and about 550 books purchased, which are used as a traveling library.

On the whole we feel that the past year has been a successful one and look forward to the ensuing year with encouragement.

JOHN F. STOTT—1902.

The educational work in this county is progressing all along the line. The financial condition of the school districts is slowly improving. The desire to employ a better grade of teachers is apparent. One new district has been organized out of territory belonging to another. Several new school houses have been built.

The bonded indebtedness of the districts is being gradually reduced. The present amount of outstanding bonds is \$4,700. One thousand dollars' worth of bonds have been paid during the year.

Thirteen eighth grade diplomas were issued. Our circulating library of 600 volumes, divided into twenty-four shares of from twenty-four to twenty-six volumes each, owned by the districts in the Association, which are exchanged every six months, has been the means of introducing a large amount of good literature in the rural districts with very beneficial results.

---

LAKE COUNTY—NETTIE RENFRO—1901.

Educational work in Lake County is progressing very favorably. With few exceptions, all the city teachers are normal or university graduates. The rural schools, with one exception, are flourishing because of their good financial condition, and nearly all teachers in these schools hold first grade certificates. We had fifteen pupils finish the four-year high school course, and sixty the eighth grade.

Adelaide, Oro and Ibex have added a number of first-class books to their library.

One rural district, No. 9, had a class that completed ninth grade work this year.

LIZZIE W. JONES—1902.

We have an excellent lot of teachers for the coming year in our rural districts, and I hope with their coöperation to grade every school in the county on the Leadville standard.

---

LA PLATA COUNTY—SEWARD S. MERRY—1901.

During the past year the schools of La Plata County have shown a healthy growth, both in quality and numbers, every district showing



HIGH SCHOOL, GLENWOOD SPRINGS, DISTRICT 1, GARFIELD COUNTY, COLO.



a balance to its credit on the first of the fiscal year, and the census showing an increase of 427 pupils during the year. Thirteen districts have adopted the public ownership of text-books. One substantial school house has been erected in District No. 7, Thompson's Park, and five other buildings are being and about to be constructed throughout the county. A healthy "special tax" has been voted throughout the various districts, and the general tendency of all matters relating to our schools is forward and upward. May this interest and progress never be retarded.

EDITH B. M. YOUNG—1902.

The greatest drawback to educational progress in La Plata County is the lack of unity prevailing. Each district is a law unto itself, utterly independent of any central authority or of any other district.

There is no uniformity in grading, the third grade in one district may be the second or fourth in another. The diversity in text-books is appalling. No two districts use the same system, although the public ownership of text-books adopted in some of the schools will doubtless in time mitigate the evil.

Should we be successful in establishing a county high school, there is reason to believe that discordant elements may be peaceably united, when an educational center for the county is provided.

While educational conditions in this county leave much to be desired, there are many encouraging signs. One of these is the interest manifested by the general public in school matters. This is evident by the amount of business transacted by this office—an amount which is steadily increasing. Other encouraging features are: The school census shows a gain of 237 over last year. Four new school houses have been built, and a number of improvements added to old buildings. Two new districts have been organized. This year, for the first time, the rural schools of La Plata county will exhibit specimens of school work at the Colorado-New Mexico Fair, to be held in Durango, September 22, 23 and 24.

The La Plata County Teachers' Library, containing forty-eight volumes, has been established. This consists of books of a professional nature.

The petition for the county high school is now being circulated. A number of county teachers' meetings are planned for this school year—the first of the series to be held at Thanksgiving. The Colorado Reading Circle work will be combined with the regular program.

---

LARIMER COUNTY—MARY E. GILL—1902.

The rapid and substantial growth of our industries throughout the county the past two years has given us a remarkable increase in population. Our school census now numbers 4,812. District No. 2, Loveland, listed

1,184 children of school age for 1902, and now enjoys the distinction of being a district of the first class. High school work has always been carried on and such deep and unvarying interest constantly manifested that a standard has been attained which has placed it on the list of accredited high schools to the State University.

District No. 5, Fort Collins, became a first class district in the spring of 1899. The fact that the first public kindergarten west of the Mississippi was established here is an index of the progressive educational spirit of its citizens. Owing to the increased census, greater capacity is needed, and bonds to the amount of \$35,000 were voted for the erection of a modern high school building.

One hundred and thirty-nine pupils, including graded schools, completed eight grade work in 1902. Larimer county includes seventeen mountain districts. For the school year ending June 30, 1902, the shortest term of school given was five months, an increase of two months over former years. As a consequence of longer school terms, better results are being obtained in our rural schools and a stronger foundation laid for the higher work that is to follow.

Our high schools, universities and Normal School of the state have furnished the great majority of the 108 teachers now employed. With our corps of teachers, excellently well equipped in scholarship, most earnest and enthusiastic, we hope, by the close of this school year, to find the standard of our schools among the best in excellence and efficiency.

---

#### LAS ANIMAS COUNTY—JOHN W. DOUTHIT—1901.

The work this year has been very satisfactory; the enrollment and attendance in the schools something better than the previous years. The meetings of our Teachers' Association were well attended, interesting and helpful. Our Reading Circle held its monthly meeting and, while the attendance was at times small, about two hours were pleasantly and profitably spent at each meeting in reading and discussing the topic for the occasion. Our Normal Institute was well attended and our teachers are looking forward to better results this year than ever before.

#### JOHN W. DOUTHIT—1902.

The work in the county for the past year has been better than that in any previous year. Greater interest has been manifested by both parent and teacher. The enrollment for the year is nearly 80 per cent. of the census of the county. Our corps of teachers is fast reaching a standard equal to that of any other county. Our Reading Circle work for the year was much enjoyed and very helpful. The Normal Institute was a success in every particular—due to the able and wide-awake instructors, and entertaining and helpful lectures.

## LINCOLN COUNTY—E. I. THOMPSON—1901.

During the past year the schools of Lincoln county have been in the hands of fairly well qualified and, for the most part, experienced teachers. Districts Nos. 1 and 4 are not as well to do financially as a year ago, as the school house in Hugo was remodeled, and District No. 4 built a new school house in Limon at a cost of \$4,747.50, which was much needed. District No. 2 made a levy of 13 mills, that they might build a new school house at Bovina another year, which they greatly need, as they have been crowded for the past two years for room. The districts in this county have never issued bonds, and it is hoped they never may need to do so. Most of the people believe the better policy is to have at least a part of the money in sight before they go to any unnecessary expense. All the districts furnish text books except No. 9. The one objection to this is that the children are not as saving and careful as when the parents provide supplies.

The work of the eighth grade graduates was very satisfactory.

## E. I. THOMPSON—1902.

Districts in Lincoln county have been short of funds, as the railroad companies have paid no tax for 1901. Some, for this reason, have a large amount of registered warrants outstanding. Rather than issue bonds, districts where new buildings were needed have been obliged to wait until another year.

We had more third grade teachers employed last year, and results show it, as scholars did not do as well. It is hoped directors will make more distinction between the grades of teachers hereafter. Six finished the eighth grade, and their work was well done.

## LOGAN COUNTY—LOUISE M. DYER—1901.

The teachers have, generally, done very good work during the year.

The County Associations have been quite well attended and the teachers have seemed much interested in them. Have found it added much to the interest of the meetings to have a paper presented each time by some person other than the teachers.

## LOUISE M. DYER—1902.

The school work of Logan county has progressed fairly well during the past year. There have been some hindrances, notably, contagious diseases, and too many changes of teachers during the term. The teachers have suggested that they found difficulty in grading the pupils. To secure uniformity in this respect in the rural schools, and to better prepare the

pupils for the County High School, I have secured, for the ensuing year, an outline of work, giving the required progress necessary each month to attain to specified grades, which it is hoped will materially assist teachers and pupils.

The pupils from the rural schools have attended the high school quite well. The high school has done very good work, but there is room for advance. It being the first year, and the lack of funds, owing to the taxes not being paid, have been hindrances, also not as many teachers as are needed, but it is hoped time will remedy these defects. The Teachers' Associations have been quite well attended, and have seemed helpful. It has been my purpose to have such programs as would interest citizens as well as teachers, usually having one paper each time by someone other than the teachers, but on subjects along school lines.

---

#### MESA COUNTY—Z. B. McCCLURE—1901.

The schools of Mesa county are in good condition. The new buildings are up to the standard for convenience, heating, lighting, ventilation and beauty. The boards are all interested, and their school houses are kept neatly painted, both inside and out, shade trees are being planted around almost every school house, where they can be grown. These are being cared for at public expense. Monthly report cards to the parents are furnished by the county. The standard for completing the eighth grade has been raised so that a pupil receiving a county diploma is competent to enter any high school. Wages have been raised in almost all the districts, and better teachers are in demand. A summer normal has been conducted at the county seat during the last two summers, where the teachers can get a normal training at much less expense than formerly. The effect of this normal is very apparent in the work being done in the rural schools.

A few more districts are trying the transportation method. Reading Circles have been organized in different parts of the county, where the teachers meet regularly and discuss pedagogical subjects. The county superintendent and the city superintendent of Grand Junction are editing a county school journal, which has a large circulation and is expecting to do much good in unifying the work of the city and country, and keeping the parents posted and interested in what is being done. An effort is being made to connect the different schools of the county with the county superintendent's office by telephone. When this is accomplished much more thorough superintending can be done.

#### Z. B. McCCLURE—1902.

Mesa county is running smoothly in educational matters. We have but one first-class district, that of Grand Junction, which has an able corps of twenty-four instructors who are doing exceptionally thorough



work. The other districts are catching the spirit and we feel they are doing much more thorough work than formerly. New rooms have been added in six districts, and no new districts have been organized, showing that we still believe in centralization where possible. Wages have increased and the tendency is still upward. We held our Teachers' Association during the year, the Friday and Saturday after Thanksgiving, and it was a great success.

---

MINERAL COUNTY—LAURA D. POLLOCK—1901.

There is a deep interest manifested in the educational work. The State Course of Study is followed in all our schools.

---

MONTEZUMA COUNTY—ANDREW T. SAMPSON—1901.

There is no lack of interest in the school work of the county, notwithstanding the fearful inroads made in the schools by contagious diseases.

In order to gain a better and more punctual attendance on the part of the pupils, I made the following proposition to the schools throughout the county, viz.: To all pupils who are neither absent nor tardy during the term I will present a diploma; and to the school receiving the greatest number of diplomas I will present a beautiful picture. This plan met with such good results I was induced to try it again this year.

During the year School District No. 11 completed their school house, a good, substantial stone building. The high school building at Mancos was repainted, and conveniences and comforts added to a number of the school houses in the county.

E. N. LOWE—BY A. T. SAMPSON, DEPUTY—1902.

Notwithstanding the schools in the county were interrupted at different times during the year by contagious diseases, with one or two exceptions the educational work performed throughout the county was all that could be desired; a growing interest being noticeable not only among the pupils, but the patrons as well. Those interested in the cause of education realizing the fact that the best results can only be obtained by employing the very best of teachers has caused the school boards in several of the school districts to make an advancement in the salaries of their teachers, thus encouraging the best to apply for positions. School District No. 4 was so unfortunate as to lose one of its school buildings by fire. A new building will soon be erected on the site of the old one. The financial standing of the several school districts is improving and the time is not far distant when all of them will be on a cash basis. May the good work continue.

## MONTROSE COUNTY—EMMA WILLIS—1901.

The past year has been one of marked improvement throughout the county. Twenty-eight teachers took the Reading Circle work. Nothing had been done along this line before. The teachers of District No. 1 held a Mothers' Reception, and over 150 mothers responded to the invitations sent out. Appropriate exercises were held in all the rural schools for the eighth grade graduates. Wages have been increased in several districts. The patrons are demanding progressive, energetic teachers, and are willing to pay for same.

The State Course of Study is much appreciated by the teachers, and is a great improvement over the county course in use before. One excellent feature is the good feeling that prevails almost universally throughout the county in the school work.

## EMMA WILLIS—1902.

The past school year has been a very busy one. Nearly all of the eighth grade graduates will be found either in some high school or business college. A nice two-roomed building was erected in District No. 3. There has been an increase of salary in many of the country districts in order to hold the teachers who are worthy, and to secure the best that we can get. In District No. 1, Montrose, there has been an increase of wages of all the teachers who were retained. Much interest was shown at the county associations by the patrons of the schools. Professor Harris conducted the Reading Circle work, and good results followed.

## MORGAN COUNTY—MATTIE A. CLIFFORD—1901.

I think the educational work in Morgan is improving. Two roomy and attractive school houses have been built this summer and are ready to open schools in this year. The school directors are more careful in selecting first-class teachers. The normal graduates are gaining much favor in some districts. The teachers like the new course of study, and grade their schools according to it.

The eighth grade pupils from our rural schools, upon entering high schools, are well prepared for the work, which seems to be a good recommendation for the work going on in the rural schools.

## MATTIE A. CLIFFORD—1902.

The educational work in Morgan county has been very much the same. The school patrons take considerable pride in their schools, new buildings and other improvements. As the county is rapidly growing, I think the school interests are growing in proportion.

## OTERO COUNTY—MARY J. ANDERSON—1901.

I consider that the work done in Otero county schools during the past year has been far superior to that done in previous years. There has been an increase of over 800 in the school population; two new districts have been formed; considerable has been added to the school apparatus—to the county high school supply, especially. Rocky Ford has become a district of the first class during the past year. A large majority of our teachers attend the meeting of the Normal Institute and other educational meetings, and school boards all over the county are making demands upon their teachers that they shall take advantage of such meetings.

I have been especially thankful that a number of our schools have adopted better text books during the past year, than those used the preceding year. The State Course of Study is in general use, and in every district the teacher is trying to follow it as closely as possible. Several country districts will have graded schools this year. The outlook for Otero county is very encouraging, indeed.

---

## OURAY COUNTY—MINNIE M. HOLADAY—1901.

The schools of this county are improving in many ways. The tendency is to have longer terms, employ better teachers and pay higher wages. Most of our school buildings are good and nearly all are supplied with excellent apparatus. The school grounds have been much improved in many of the districts. Library work has made unusual progress throughout the county during the year. A slight interest was manifested in the Reading Circle books, but, owing to the distance, there was no Reading Circle organization effected.

But one meeting of the County Teachers' Association was held during the year, and that was enthusiastic and well attended.

The State Course of Study has been used in a few of the schools, and an endeavor will be made to have it adopted by all and followed as far as practicable in the rural schools, which are in need of more systematic work.

## MINNIE M. HOLADAY—1902.

The schools are in a very prosperous condition. The work is more uniform since the State Course of Study has been adopted.

One traveling library has been established and several new libraries have been purchased. Many books have been donated to the school libraries by the Woman's Club of Ouray.

## PARK COUNTY—LILIAN K. REMINGTON—1901.

The work done by the public schools in Park county during the past year has been very commendable. The State Course of Study has been adopted in every school. Teachers have shown the right spirit in trying to classify and grade their pupils.

Ten pupils from three of the rural districts of this county have passed the eighth grade examination and received common school diplomas. Ninth grade work has been done in six schools, and tenth grade work in one school. Eight districts have adopted the free text book system.

One new school house has been erected and several districts have enlarged and improved their buildings. Many of the teachers have Reading Circle books, but do not keep up Circle organization, because of great distance between schools.

Eleven of our districts have school libraries, the books numbering 1,068. The free reading room in District No. 4, opened by Alma Woman's Club, is a helpful educational factor in that district.

Everything seems to be harmonious in the county, and good results are hoped for during the coming year.

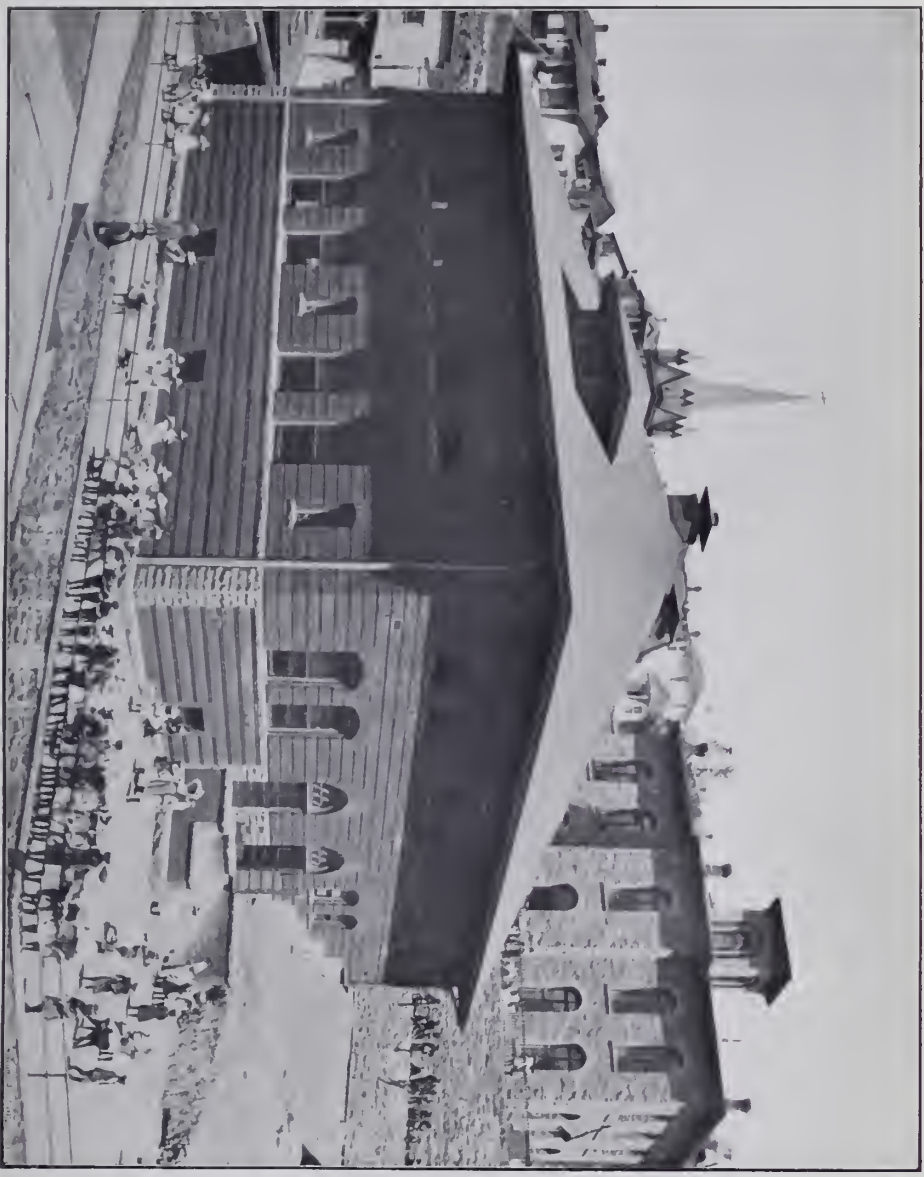
## MAYME V. REMINGTON—1902.

It gives me much pleasure to report that Park county is nicely progressing along educational lines. In many of the rural schools the terms have been lengthened and teachers' salaries raised. The State Course of Study is followed in all the schools throughout the county. Music and physical culture are taught in the graded schools, and have been introduced within the past year in several of the rural schools. One-third of the districts own their text books; eighteen districts have unabridged dictionaries, and twelve districts have libraries, with a total of 1,275 volumes. The school buildings are in a fairly good condition, and most of them well supplied with apparatus.

The tendency of all our school directors is to secure teachers professionally trained. Our county associations are very successful; a professional spirit seems to actuate nearly all our teachers, and I look forward to a pleasant, successful school year.

## PHILLIPS COUNTY—S. H. JOHNSON—1901.

We are pleased to be able to state that the school year begins under very favorable conditions. Every child in the county can have a good education. We have a county high school now, with a four-years' course. The enrollment is fifteen, with a probable increase of eight or ten more at the next eighth grade examination.



PUBLIC SCHOOLS AT CENTRAL CITY, DISTRICT 2, GILPIN COUNTY, COLO.  
UPPER BUILDING ERECTED 1871. LOWER BUILDING ERECTED 1901.



Financially all the schools but one are on a cash basis. The demand for better qualified teachers has become general. Wages have increased in consequence about five dollars per month for experienced teachers. Eighteen teachers took the Reading Circle course for teachers last year, and met monthly in the superintendent's office for recitation. We expect a favorable year.

MADGE A. CROWNER—1902.

Taking into consideration those drawbacks incident to our part of the state, I believe the schools of Phillips county are in a very good condition, educationally and financially. The spirit of progression is at work, and the county high school is an incentive to the pupils of our county. They seem anxious to finish the eighth grade and enter high school. The sod school houses are rapidly becoming a thing of the past. I notice, however, especially in our country schools, that our older, experienced teachers are continually stepping into other vocations, more remunerative perhaps, or at least where they receive something the year around; and our country schools are largely filled by new recruits, or inexperienced teachers. I presume, however, this can not be helped.

---

PITKIN COUNTY—E. M. SCANLAN—1901.

No report made.

---

PITKIN COUNTY—MRS. EDITH M. BAILEY—1902.

No report made.

---

PROWERS COUNTY—MISS M. H. EXLINE—1901.

The schools of this county, generally, have done very satisfactory work during the past year, although in some portions of the county they were greatly hindered by contagious sickness. The work in the country districts was especially good, and there is a growing demand among all directors for teachers having high grade certificates and extra qualifications. They have the right idea that "the best is none too good" for the rural districts.

During the year three new districts have been organized and several very substantial new school buildings have been erected. The people are taking more interest in school work than ever before. I am convinced that the compulsory law has not been enforced in any of the districts as rigidly as it should have been, but we are going to do better in that regard next year.

## J. A. ROSEBROUGH—1902.

The educational work in our county is keeping pace with the rapid development in its resources and the increase in its population. The school census has increased in the last year from 1,382 to 1,699. Seven districts in the county have either built new houses or enlarged and improved their old ones since the close of school.

Six meetings of the County Teachers' Association were held, two each at Lamar, Granada and Holly. All were well attended. The second meeting at Holly included a visit and reception at the Cherry Tree House in the Salvation Army colony at Amity.

A very commendable interest was shown this year in the examination for common school diploma. Forty-nine applicants, representing thirteen different schools, took all of the examination. The first county eighth grade graduating exercises were held in the M. E. church at Lamar, August 12.

Our teachers are earnest, faithful and progressive in their duties. They have shown a true professional spirit by entering enthusiastically into the work of the County Association and the Normal Institute. These conditions are largely responsible for the increased wages and length of terms throughout the county.

The greatest obstacle to the school work of the county is the indebtedness existing in so many districts. Some districts in order to reduce taxes have fixed the levy too low; others have voted the limit and, to avoid issuing bonds, have used the money for improvements.

---

PUEBLO COUNTY—LOIS J. SHEPHERD—1901.

The record of the past year is gratifying. There has been a remarkable increase of 596 in the enrollment in the Pueblo districts. The census for the county shows an increase of 702. Two new districts have been organized.

The financial condition of the school districts is greatly improved, and the number of school months is larger. With but few exceptions the directors ask for teachers of professional ability. Both city districts have special training in music, manual training, drawing, physical culture and sewing. Cooking was taught with success to 200 young ladies in the seventh, eighth and high school grades in District No. 20, while in District No. 1 a thorough business course of four years has been added to the high school course. This is a long felt want and is meeting with wonderful success. The music deserves special notice, nor must the acsthetical side be forgotten. Much interest has been awakened by the study of art in all grades. Many school rooms are adorned with copies of rare paintings and sculpture.



## LULU J. WHITE—1902.

The city schools of Pueblo are unexcelled. The rapid growth of the city has added many children to the school population during the past year. Both districts have able teachers in every department. The summer kindergartens of District 20 have been a decided success, especially in the poor wards of the city. The board of District No. 1 will add domestic science to their course during the ensuing year.

I regret that the report from the rural districts is not so encouraging. Many of the districts are small and poor, consequently not able to maintain sufficient school during the year, and little attempt has been made toward grading them. Many of the teachers are young people who have come up from the country schools and are lacking in both normal training and higher education. I hope to overcome some of our difficulties by holding monthly meetings where work and methods may be discussed in such a manner as to benefit those needing help, and by urging the young teachers to take the State Normal course. Three of last year's teachers will enter Greeley this fall.

---

RIO BLANCO COUNTY—W. H. CLARK—1901.

The schools of this county are improving every year. Parents are becoming more anxious each year that their children should secure an education. This is due largely to the fact that in the past three years four of the former pupils of the county have become successful teachers, and also to the fact that four or five of the pupils from the Meeker school are in college. These examples have a great tendency to fire others with ambition to go and do likewise. In educational work in a small county "The light should not be placed under a bushel."

There was a marked improvement in the repair of school houses. The cleaning up of school grounds, the purchase of school apparatus throughout the county, and many things that tend to make school days a pleasure instead of a nightmare.

Attendance was largely reduced last year by an unusual amount of sickness.

## CHARLES F. BROWN—1902.

The educational work in Rio Blanco county is not what it might be, but is good when we take all things into consideration, as distance to school and short terms. The schools in No. 1 (Meeker) are fast coming to the front and are in good condition, as there are many things to make them so, viz., nine months' term, good library, encouragement given to pupils, and support of teachers by parents and, last, able and earnest instructors. The teachers in rural schools are all good, but, having a short term, can not make the showing of the town school.

I shall grade country schools carefully this fall, as I expect to visit them at the beginning of the term and help to class and grade. I shall also send out examination questions last of each month.

---

RIO GRANDE COUNTY—G. A. CARPENTER—1901.

During the past year the school work of this county has been characterized by intense earnestness on the part of teachers and pupils. Our graded schools have been presided over by men eminent in the profession, and these have been assisted by well-trained and competent teachers. The rural schools have been well attended and are showing remarkable progress. The boards in rural districts seem anxious to secure the best professional service within their means.

A commendable professional and fraternal spirit is manifested in the attendance upon the Normal Institute and our Teachers' Association.

The increase in the general county tax from two to four mills has proved of immense advantage to the larger districts (Del Norte and Monte Vista), whose census lists are large in proportion to the value of taxable property.

G. A. CARPENTER—1902.

The schools of Rio Grande county are making a steady progress. Our teachers are coming more and more to realize the importance of special training for the work, as is evidenced by increased interest in and attendance at the Normal Institute and Teachers' Associations. Teachers' wages have an upward tendency. Rural boards are coming to recognize the importance of securing good teachers. Our graded schools are presided over by able superintendents and principals, who are assisted by well-trained grade teachers.

On the whole, a very satisfactory condition exists among the schools of the county, the greatest drawback being, lack of room to accommodate the growing population.

---

ROUTT COUNTY—LAURA L. MONSON—1901.

The schools have been fairly good this year, and there seems to be a tendency toward improvement among the directors.

VERNA M. BARTZ—1902.

The educational work of the county is progressing finely under the management of competent teachers, the majority of whom have first grade certificates. The rural schools are being graded, and the state course of study is employed in nearly all of them.

In a great many districts improvements have been made on school houses and grounds, and in some the school term has been lengthened.

The work of the teacher is sometimes hindered by lack of maps, globes, etc., but these are always supplied as soon as the district can afford them. This year there has been an increase in the amount of special tax levied.

The teachers are progressive and keep in touch with the important events transpiring. They are deeply interested in their work, and succeed in awakening a corresponding interest in the minds of the pupils.

---

#### SAGUACHE COUNTY—W. E. GARDNER—1902.

Our schools are in excellent condition. We have this year more nearly than ever professional teachers trained for their work.

Our county high school is in a very flourishing condition. Besides doing very thorough work, it is the greatest stimulus we have ever had in leading the rural teachers to a better classification in their schools and to harder effort to teach the course thoroughly, in order that their pupils may compare favorably with the others of the county. The high school also places a goal in the educational horizon, toward which almost every rural pupil is striving with might and main. Not all enter the high school who hope to, but the hope leads them on to prepare themselves. I believe the county high school is the greatest spur our rural schools ever had.

---

#### SAN JUAN COUNTY—ELLEN CARBIS—1901.

Owing to the increase in the school population District No. 1 has become a second-class district. A new school site will be purchased during the coming year and a building erected as soon as funds permit.

A kindergarten opened in June with quite an enrollment.

When school opens in September the several rooms will be decorated with pictures, the work of the San Juan Woman's Club.

We look forward to the first high school commencement exercises next year.

#### ELLEN CARBIS—1902.

Each year San Juan county has made advancement in educational matters. In December a school was opened at Eureka with an enrollment of eleven. The property owners of that place have given four lots for school purposes, and it is expected a new school house will be completed in time for the opening of school in September.

As soon as convenient buildings can be secured, schools will be opened at Gladstone and Chattanooga.

## SAN MIGUEL COUNTY—ADELE F. DARE—1901.

During the year one district was divided which had two schools under one board of directors, and has proven to be better for all concerned. Great effort has been made to place better teachers in the rural schools and bring them nearer to the standard which they should attain.

Much interest is manifested in the various districts, and many needed improvements made in the way of more blackboards, better seats and repairing and repainting generally.

The state course of study is being followed more carefully and many needed books added to libraries. On the whole, there is a noticeable improvement throughout the county.

## BELLE M. WATSON TURNER—1902.

I find in a majority of the rural schools too much of an effort is made to employ cheap teachers, and though the schools generally are doing well they would attain a higher standard if more attention were paid by the school board to employing good, experienced teachers at a good salary, than to employing teachers with small experience at a low salary.

The school houses throughout the county are generally very good and comfortable, and in many cases considerable attention has been given to ornamenting the interior and thus making the school rooms attractive and pleasant. Improvements in the line of seating, blackboards, etc., are being placed in the school houses as, in the judgment of school boards, they are needed.

The schools throughout the county are improving, yet there is room for very much more improvement.

## SEDGWICK COUNTY—C. F. PARKER—1902.

Financially the school districts of the county are in better shape than they have been for years. The school boards are as a rule careful to spend the district funds only for that which is beneficial to the schools. All districts, with one exception, furnish free text books. Three districts have put in new libraries the past year.

The teachers of the county, while most of them are young in the work, are energetic and striving by reading school journals and pedagogical works and attending teachers' meetings to do the best possible for their schools.

It is the intention to vote on the proposition of the county high school this fall.

## SUMMIT COUNTY—LULU BUFFINGTON—1901.

Summit county is holding its own in educational work. Care has been taken by the school directors to secure teachers who are capable of doing good work and the results have been very satisfactory. Efforts are being made in District No. 1 to have a complete high school course which will compare favorably with that of larger towns. To do this another teacher, together with the expense of building more school room, is necessary, so we do not hope to accomplish it in less than a year. At present the graduating exercises are for those finishing tenth grade, there being a class of three this year. Eighth grade graduates do not receive diplomas.

District No. 7 was organized this year and two more are being organized.

District No. 3 has added fifty books to its library and District No. 1 has spent one hundred dollars for physics apparatus. Districts 3 and 9 furnished funds to have school for four months at Wheeler, a logging camp between the two districts.

## LULU B. HOGAN—1902.

Several improvements have been made in school advantages for the children of Summit county within the last year. Three new districts have been organized, two of which (10 and 11) have been needed very much for years. The children of these two districts have been so isolated that most of them have never before been able to attend school. It is necessary in each of these two districts that the teacher "board around," receiving twenty-five dollars per month in cash, but the parents are glad to offer any assistance by means of which school may be kept.

Districts 6, 9, 10, and 12 have each built a new log school house. District 3 closed school for six weeks on account of scarlet fever, during which time teachers received salary.

More apparatus for high school work has been added to District No. 1, and in fact some change for the better has been made in nearly every district.

## TELLER COUNTY—MRS. THERA H. SATTERLEE—1901.

The interest of the patrons in educational work is increasing. Several districts have purchased new text books. A few fine pictures have also been secured. Two schools have added juvenile books to the school library. School districts containing more than one school have divided the books, thus enabling the whole district to secure them. Many magazines have been distributed through the rural communities.

Two new buildings are being built for occupancy this fall. Most schools have secured excellent teachers and the outlook is very encouraging.

THERA H. SATERLEE—1902.

The educational work of the year just closed has been the most satisfactory since the organization of the county. The teachers in many of the rural schools of the county have succeeded in arousing a spirit of investigation that is aiding in the development of the pupils. Parent and pupil are realizing that preparation is necessary for the work of life and that it should extend beyond the eighth grade. Catalogues from our state institutions of learning are found on the teachers' desks; the pupils examine them and are encouraged to plan to attend.

---

WASHINGTON COUNTY—MRS. ELLA E. GARFIELD—1901.

No report made.

---

WASHINGTON COUNTY—MRS. ALTA M. TUTTLE—1902.

No report made.

---

WELD COUNTY—J. E. SNOOK—1901.

A summary of the annual reports of the school districts of Weld county for the past school year shows a very gratifying condition. Every district is solvent and in sufficiently easy circumstances, financially, to maintain a full term of school without serious burden. Balances with the county treasurer average larger than a year ago, although he has been calling in registered warrants as fast as possible. Three new school houses have been erected and three others have been remodeled, with the seating capacity practically doubled. Two of the new buildings are of brick; the other is a neat and durable frame structure. All are comfortably furnished and well planned as regards heat, light and convenience.

During the year our schools were interfered with by the prevalence of contagious diseases. Many were compelled to close for one or more weeks, thus cutting down the average number of days in graded schools to 172, and reducing the average attendance as well. Notwithstanding these adverse circumstances, the schools have grown stronger; the length of term in the rural districts has increased to 162 days, the total attendance is larger than the previous year, the standard of teachers generally has been raised, salaries have slightly advanced, and much interest has been shown in higher education.

A poll of our teachers shows that 50 per cent. are graduates of colleges or normal schools of recognized standing, and that an additional

HIGH SCHOOL AT GUNNISON, DISTRICT 1, GUNNISON COUNTY, COLO.







30 per cent. hold first grade certificates. Only 3 per cent. taught on third grades. It has been the steadfast policy of the county superintendent to encourage professional training of teachers, and, wherever possible, to place teachers so trained. School boards have responded intelligently, and have been liberal in salaries where they could obtain real teaching talent.

Two well-attended and profitable Teachers' Associations were held during the year—one at Greeley and one at Lupton. These meetings stimulate to greater effort, furnishing inspiration as well as information. The two weeks' Normal Institute was successful in every way, and the attendance larger than for the past two years. Besides these aids several of our teachers have been taking pedagogical work in regular summer schools, thus better fitting themselves for the coming year. The State Reading Circle Course has also been utilized as another element in the teachers' education, and this county again holds the largest membership of all in the state.

The State Course of Study is very generally used in both town and country districts, and the county diploma for completion of the common school course is recognized by all high schools and by the state institutions. Of 126 students passing the eighth grade this year, thirty-five are from Greeley, thirty-three from towns outside of Greeley, and fifty-eight from country schools. There has been a steady increase in the number of rural school graduations during the past four years, and a larger appreciation of the value of education on the part of our rural population. The State Course of Study and the county diploma, with their attendant graduating exercises, have done much to foster this feeling.

Special attention has been given to the larger use of good literature in the schools, both as supplementary reading for the various grades and in the form of circulating libraries. By advice of the county superintendent, eighth grade classes last year studied one complete work of each of the following authors: Washington Irving, Longfellow, Dickens, and Sir Walter Scott. Teachers were also encouraged to use recognized classics in the lower grades in addition to the regular readers and to prepare reading courses supplementary to history and geography.

Fifty-two districts report libraries—a gain of seven—and the number of books has increased from 4,056 to 5,609. Besides this, five traveling libraries (two owned by the Weld County Teachers' Association and three by the county superintendent) have been lent out to the weaker schools. Reports prepared for our last teachers' meeting demonstrate the great value of these libraries to the schools and their influence in the communities where placed.

As close a supervision as possible in so large a county has been maintained through personal visits of the superintendent to every district, through correspondence and a system of monthly reports from teachers, and through the superintendent's examination of eighth grade pupils. Circular letters to secretaries, to teachers and to pupils have been sent from this office from time to time as there seemed need for them, and literature from the State Superintendent's office has been widely distributed.

A very good feeling has prevailed between district officers, teachers, and the county superintendent. All have worked in harmony and been mutually helpful in an endeavor to better the schools.

J. E. SNOOK—1902.

This has been a prosperous year for the schools under my supervision. Comparison with previous years indicates that we now have longer terms, better schools, increased attendance, and a larger number completing the course of study. There have been fewer interruptions than last year from contagious diseases, though two large schools were closed for a time on account of scarlet fever. Illness of teachers caused some confusion, necessitating during the year about a dozen changes in the force.

The relation between this office and the eighty-one district boards has been most pleasant. They have co-operated most cordially in building up school sentiment and sustaining authority as well as in controlling the financial matters connected with the schools. With the teaching force, also, there has been the utmost harmony. It has been the superintendent's desire to be helpful; whether in planning, or directing, or counseling with boards or teachers, in gathering information, offering advice, or working out the plans of others, the welfare of the children has been the primary aim and school boards and teachers the principal agents of advancement. To bind the county schools into a system with a fairly uniform course of study, so that every child may have his opportunity, I have personally visited every district—some of them many times—and have used the mails very freely. I feel that there is a basis of mutual confidence established and that a study of the statistics will prove its value.

Every day of school is a day of opportunity for the children; hence I work for and rejoice over a day added to the length of term. Our average term has increased over last year, in graded schools (employing two or more teachers) from 172 to 175 days, in rural (one teacher) schools from 162 to 166 days. Experience teaches that nine months, or 180 days, is about the right length of term in this climate and I am working to bring all our schools to that measure.

Salaries indicate to a large extent the quality of teaching. The average this year is \$65.49 in graded schools and \$52.23 in rural schools—the latter is largely increased over last year. The total amount paid teachers is \$69,104.67, an increase of over eleven per cent. As was the case last year, about three-fourths of the teachers hold state or first grade county certificates. The demand for this class of teachers has been greater than the supply.

There has been an average daily attendance of 2,953, an increase of 173, with an addition of four teachers. Not quite half of the increase is in the one-room schools. School boards anticipate a large addition to the enrollment at the opening of our schools this fall.

The State Course of Study, prepared by our present State Superintendent, is almost universally followed, the exceptions being two large

schools where printed courses are not materially different and two or three weak rural schools whose short term and shifting population admit of no permanent classification. More interest is being taken each year in eighth grade graduations in the country and an increasing number of graduates are using their diplomas as keys to the high school door. One hundred and five boys and girls passed the county examinations at the close of the past term and have received diplomas; this is twenty-three more than in 1901. The diplomas are accepted without question by our own high schools, the Normal Training School and the State Preparatory School at Boulder.

Two meetings of the County Teachers' Association have been held, one in Greeley in October and the other in Evans in March. Both were well attended and inspiring in character. The Teachers' Reading Circle had over thirty members, who perused during the year Hinsdale's "Art of Study" and McNeill and Lynch's "English and American Literature." Although the District Normal Institute was held in an adjoining county (Larimer) there were forty-five of our teachers, or about one-third of the force, enrolled. Several others attended professional summer schools. Of the teachers selected for the coming year, ninety-six have normal, or first grade certificates, thirty-two second grade, and only seven third grade.

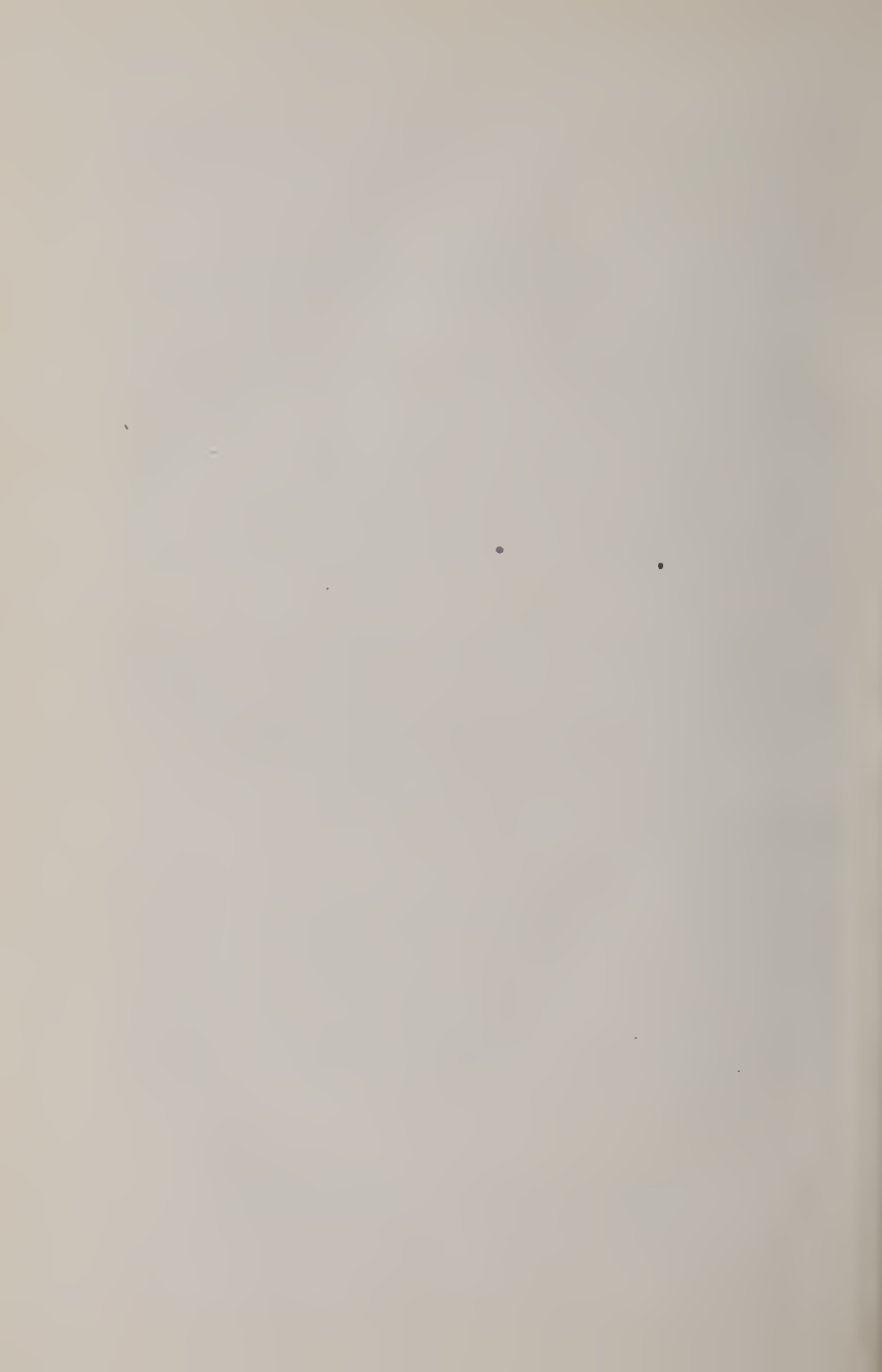
This office has sent out during the year the registers, report blanks, and all similar supplies used by the schools, and has required monthly, term and annual reports from teachers. It has also furnished information to district boards and kept the secretaries supplied with the requisite books and blanks. Pamphlets and booklets supplied by the State Superintendent have been distributed to the schools and have contributed to the education of pupils along lines of nature work, patriotism and humane treatment of animals. Washington's birthday and Arbor day have become forces in education instead of meaningless holidays. They are character builders.

Three new buildings have been erected during the year and three others enlarged. There are also six districts now building or remodeling their school houses. In Greeley work has already begun on a fine pressed brick enlargement of the high school, to contain eight additional rooms. At Ault a four-room brick structure is being erected. These and the smaller school houses building in the country will cost a total of \$30,000 to \$40,000. With this activity in building, the large increase in the school census, now listing 6,061 children of school age, and the awakened sentiment in favor of systematic school work, I look forward to a busy and I trust a prosperous school year.

---

YUMA COUNTY—MINNIE CUNNINGHAM—1901-1902.

No report made.



DECISIONS RELATING TO THE SCHOOL LAW OF THE  
STATE OF COLORADO.



# DECISIONS RELATING TO THE SCHOOL LAW OF THE STATE OF COLORADO.

---

## INTRODUCTION.

---

To the county superintendents, teachers and other school officials of Colorado is offered this compilation of the decisions of the State Superintendents, as published since the year 1877 up to June 30, 1902, in so far as the same have not become obsolete by amendments or court decisions. Much time has been necessarily consumed whenever a question upon school law has arisen, in determining whether the question had before been passed upon, and, therefore, this work had become a necessity for the administration of the Department of Public Instruction, as well as for the guidance of the county superintendents and school officers in general.

It was not thought to be part of the work of the compiler to attempt to harmonize the decisions. When decisions were directly in conflict with one another the earlier has been allowed to stand. When conflicts are only partial, both decisions appear.

HELEN L. GRENFELL,  
Superintendent of Public Instruction.

October 30, 1902.







GOLDEN HIGH SCHOOL, DISTRICT 1, JEFFERSON COUNTY, COLO.



A COMPILATION OF THE DECISIONS  
OF THE  
SUPERINTENDENTS OF PUBLIC INSTRUCTION  
OF COLORADO

---

APPEALS.

1. The remedy against unjust orders of the county superintendent is an appeal to the State Board of Education.

2. An appeal to the State Board of Education does not lie when made by any one other than a person or board of directors aggrieved by an order or decision of the county superintendent.

3. Any person or district board aggrieved by any decision of the county superintendent in a matter of law or fact, may within thirty days of the rendition of such decision, appeal to the State Board of Education, full details in regard to such appeal being given.

---

BIBLE.

1. 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. The laws of the different states bearing on this point differ. In Iowa "neither the electors, the board of directors nor the sub-directors can exclude the Bible from any school in the state." In Missouri, on the other hand, "the directors may compel the reading of the Bible." In Dakota "the Bible may

be read in school not to exceed ten minutes daily, without sectarian comment." In 1869 the Cincinnati board of education forbade the reading of the Bible in the public schools of that city. An appeal was taken to the courts, and in 1870 the Superior Court of Cincinnati decided against the board of education. In 1873 the Supreme Court of Ohio reversed this judgment and sustained the board of education. In delivering their opinion the judges "held that the management of the public schools being under the exclusive control of directors, trustees and boards of education" it rested with them solely to determine "what instruction should be given and what books should be read therein." The contest was very excited and attracted wide attention. The discussion in the two courts is probably the most exhaustive to be found on the subject.

2. The authority conferred on boards of directors by the school law of Colorado (section 51), "to fix the course of study, the exercises and the kind of text books to be used," would seem to make very applicable the decision of the Supreme Court of Ohio. A teacher can not safely disregard in such a matter the request of the board.

3. The courts of Colorado have not rendered a decision concerning the interpretation of section 8 of the 1897 school law, which has been construed by this office as follows:

"The use of the Bible as a text book in the public schools and the stated reading thereof in such schools, without restriction, 'has a tendency to inculcate sectarian ideas,' and is sectarian instruction. Sectarian instruction is instruction in the doctrines held by one or other of the various religious sects, and not by the rest. *State vs. School Board*, 44 N. W. Rep. (Wis.), 975 (1890).

"The stated reading of the Bible in the public schools, as a text book, may be 'worship' and such reading in the school room makes it a place of worship within the meaning of the Wisconsin Constitution, to which use a school house can not be devoted as against an objecting taxpayer. *State vs. School Board*, 44 N. W. Rep. (Wis.), 979 (1890)."

(Not in accordance with earlier opinion.)

4. The law of Colorado does not specify concerning the reading of the Bible in the public schools, the school boards of the state having the right to specify as to what shall be the practice in the matter.

**BONDS.**

1. A county treasurer is legally entitled to two per cent. commission on money paid to him from the sale of school bonds. He is also entitled to a commission for collecting taxes to be used in paying both principal and interest on school bonds; but he is not entitled to a commission for paying out the money.

2. 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.

3. 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 three and one-half per cent. of the assessed value of its property, both real and personal.

4. Lands to which title has not been obtained from the government at the time school bonds are issued by a district of which such lands form 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.

5. State or government lands occupied under contract of purchase, title having 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."

6. The 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. A majority of the qualified electors assembled at such a meeting may vote bonds; provided, "That such qualified electors shall have paid a school tax in such district for the year next preceeding such election."

7. Any person not a taxpayer, but otherwise a legal voter, is entitled to 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.

8. In no case shall the aggregate bonded indebtedness of any school district exceed three and one-half per cent. of the assessed value of the property of said district.

9. A district voting bonds for the building of a school house can not legally bind itself to set aside part of the proceeds of these bonds for another school house to be built later in another part of the district. A remote part of the district can not take steps after bonds have been voted, and before they are issued, to set itself apart and form a new district, thus avoiding its liability for interest and principal on the bonds.

10. It is illegal to vote bonds in case there are not twenty voters in the district.

11. A board of directors can not legally establish a sinking fund for the payment of bonds.

12. No notice to the electors of a proposed vote on the question of bonding a district is necessary, except the ordinary notice of a special meeting. (Notice of special meeting always stating purpose.)

13. It is lawful for the ballot box for voting on the question of bonding the district to be open at the same time as the one for the election of school officers.

14. On the question of bonding a district, those electors have the right to vote "who have paid a school tax therein in the year next preceding the said meeting." The word "year" is construed to mean the twelve months immediately preceding the meeting or election.

15. The main points to be considered in connection with a meeting called for the purpose of issuing bonds are:

1. Twenty legal voters petition the board.
2. The secretary gives not less than twenty days' notice of the meeting.
3. Those legal voters of the district who have paid a school tax therein during the preceding year determine the amount of indebtedness to be created.
4. Those same voters then vote "for the bonds" or "against the bonds."
5. A majority of the votes being for the bonds, the directors issue the same, the maximum bonded indebtedness allowed by law being 3 1-2 per cent. of the valuation of the district.

16. The law makes no provision by which a school district can legally issue bonds if there is not the required number of voters specified by law residing in the district to vote upon the question of issuing bonds.

17. It is not legal to vote upon the matter of issuing bonds at a special meeting unless said special meeting has been called upon petition of twenty legal voters of the school district, requesting that the question of contracting a bonded debt for the purpose of erecting and furnishing a school building, for purchasing ground or for funding floating debts will be submitted, and due notification must be given.

18. Voters who have paid a school tax within the year upon property which at the time the tax was paid was in another district but at the time they offer to vote on the question of issuing bonds was by annexation in the district where they offer to vote, are legally qualified to so vote.

---

#### CENSUS.

1. If territory is added to a district after the annual census of that district has been taken, the names of persons of school age residing in the annexed territory should be added to the census list and the district given its per capita for such additional names.

2. Deaf mutes and blind persons between the ages of six and twenty-one should be included in the school census.

3. The names of all persons of school age must be included in the census. The law makes no exception in regard to married persons.

4. No name can be added to a census list after said list has been filed with the county superintendent.

5. A person of school age can not be enrolled in the school census of a district in which he does not reside, though his father is employed and boards in said district and claims his residence therein, when it appears that such person of school age has never actually been in said district and when he actually lives in a foreign country or state or when he is properly enrolled in any other school district in this state.

6. It would not be legal to enroll the persons of school age belonging to the state industrial schools in Jefferson county upon the census lists of the school districts where the schools are located, providing such persons have a residence elsewhere. The names of such persons would appear upon the census lists and would draw from the general school fund for the benefit of the districts in which is their true residence, and the state makes its own special provision for the education of such persons in the industrial schools.

---

### 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. In districts of the first class the school directors have entire charge of the examination of applicants for positions in the schools of their district.

3. A certificate to teach can not be annulled or withdrawn from a holder without cause for so doing. Section 16 of the Colorado school law especially provides for such cases.

4. A person holding a certificate issued by the county superintendent of one of the counties that was divided by the last General Assembly, and wishing to teach in the new county created by such division, should be treated the same as one living in a different county from the one in which he wished to teach. If he hold a first grade certificate the county superintendent may issue a duplicate certificate according to section 16, otherwise the applicant must be examined and receive a certificate from the county superintendent of the county in which he proposes to teach.

5. A certificate to teach can not be revoked by a county superintendent without having good and sufficient reasons for so doing. Alleged exorbitant wages named in a contract between him and the directors of a district would not be lawful reason for revoking a certificate unless fraud of some kind could be shown.

6. When a certificate is revoked by a county superintendent such revocation takes effect on the day named by him, and the holder thereof can not lawfully teach during the pendency of an appeal to the State Board of Education.



7. A first grade certificate can not be renewed if presented for renewal after the expiration of the time for which it was issued.

8. A person can not 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.

9. A first grade certificate issued in one county can not be renewed by a county superintendent of another county.

10. The "certificate of like grade," mentioned in section 16, is in force for the unexpired term of the original certificate.

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

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

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

14. An offer to teach for unreasonably low wages is neither a good nor a sufficient reason for refusing to grant a certificate.

15. 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 of state examination.

16. A person holds a certificate that expires September 8. He begins school under contract on September 1. He fails to obtain a certificate in the examination held on August 29-30, and appeals to the State Board of Education. Held, that he may continue his school during the pendency of an appeal.

17. In case of appeal from the decision of county superintendent to the State Board of Education by an applicant for certificate at a regular examination, the certificate, if any, issued to said applicant upon such examination, should accompany the papers sent to the State Board.

18. A teacher holding a certificate to teach, issued by the proper authority, is entitled to all the rights and emoluments implied thereby until certificate is revoked for cause.

19. 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.

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

21. "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 a certificate in accordance with the result of the examination."—Dick.

22. Second and third grade certificates can not be legally renewed.

23. The school law makes no provision for the issuing of a certificate of like grade to the holder of a second or third grade certificate.

24. The clause "Provided, however, that no more than two certificates of the same grade shall be issued to the same person," is interpreted as referring to third grade certificates. Section 16, 1897 School Law.

25. "Permission to teach one month after the expiration of certificate" is for the purpose of providing against closing the school in case of the failure of the teacher to obtain certificate at the last county examination. Section 60, 1897 School Law.

26. The endorsing of a teacher's certificate issued in another county is optional with the county superintendent.

27. Applicants for teachers' certificates must take the county examination at the time provided by the school law.

28. Section 15, Colorado School Law: The county superintendent "May, however, in case of emergency, recognize county teachers' certificates issued in this, or other states, by endorsing thereon the words 'good until the next regular county examination;' Provided, That the certificate so endorsed shall be in full force at the date of such endorsement, and shall not be renewed, extended, nor show a previous endorsement thereon."



SCHOOL, AT AHVADA, DISTRICT 2, JEFFERSON COUNTY, COLO.

U. S. GEOLOGICAL SURVEY



Under this act, an emergency may be said to exist whenever there is a vacancy in any school in the county, and there can not be found in the county a teacher who holds a certificate, and who is qualified to teach that particular school, and whose services can be secured.

It is not said that there may not arise other conditions which, in the opinion of the county superintendent, might constitute an emergency, but the above is given as a general rule.

29. In all cases, the endorsing of certificates is optional with the county superintendent.

30. A district board has not, in law or equity, a right to deliberately make its circumstances for the purpose of taking advantage of the emergency clause in that section of the statute which provides for granting and endorsing teachers' certificates.

31. Circumstances created for a certain purpose do not constitute an emergency, and should not be construed as such.

32. Teachers' certificates issued by the board of directors of first class districts must be reported to the county superintendent.

33. The life of a first grade certificate is three years. Such certificate may be renewed by the county superintendent in the county in which it was originally issued at the time, or immediately before its expiration.

34. State Normal School diplomas and certificates from other states, or certificates from other counties in this state, may be recognized by the county superintendent only in case of an emergency. "Under this act an emergency may be said to exist whenever there is a vacancy in any school of the county, and there can not be found in the county a teacher who holds a certificate and who is qualified to teach that particular school, and whose services can be secured."

Such recognition consists of an endorsement by the county superintendent, making the certificate good only until the next examination.

35. Certificates may be granted only upon examination held at the time and place specified by law. If the superintendent wishes to hold an examination at another place than the county seat, he must appoint a deputy who will hold the examination on the prescribed day.

36. The year's experience required for a first grade certificate is construed to mean twelve months.

37. Certificates below the first grade may not be renewed.

38. The renewal of a first grade certificate is optional with the county superintendent.

39. An applicant for a teacher's certificate must accept the result of the examination, even though the certificate received be of a lower grade than the unexpired certificate held at the time of taking the examination.

40. The life of a like grade certificate is concurrent with that of the original in lieu of which it was issued.

41. A like grade certificate may be issued in lieu of a first grade certificate which has been renewed in the county where issued.

42. A like grade certificate may be issued in lieu of a first grade even though the first grade show previous endorsement.

43. A like grade certificate may be issued only to a person who is to teach in the county where such certificate is issued.

44. The endorsement or renewal of certificates and the issuing of like grade certificates are in all cases optional with the county superintendent.

45. The five per cent. credit for attending normal institute may be given at any examination during the year immediately following such attendance.

46. A county superintendent is under no obligations to add five per cent. to the standing of applicants for teachers' certificates who attend the normal institute of a district other than his own.

47. A county superintendent may renew his own certificate or the certificate of a former superintendent. The fact that he is teaching in no way affects this right.

48. There is absolutely no authority in law for a temporary permit or certificate of any nature whatever.

49. A first grade certificate can not be renewed after it has expired.

50. A normal institute certificate need not be endorsed. The certificate is good until revoked by the State Board of Education or until the expiration of the time specified on the face of the certificate.

51. The one year's successful teaching required for eligibility to a first grade certificate is not restricted to teaching in Colorado.

52. The State Superintendent has no authority whatever to waive in any manner the requirements of law for a license to teach, nor to grant a temporary certificate or permit, nor to authorize a county superintendent to grant such certificate or permit.

53. A like grade certificate may be issued in lieu of a renewed first grade. The renewal of a first grade deprives it of none of its legal force.

54. As it is entirely discretionary with the county superintendent whether or not a first grade certificate shall be either renewed or recognized by a "like grade," a first-grade can not in any case be considered equivalent to a state certificate, which must be recognized in every part of the state during the life of the holder.

55. It would be illegal for the school board to pay the teachers unless they are provided with certificates issued in the county or with certificates recognized in some way by the county superintendent. Any elector of the district or the county superintendent can, through legal process, prevent the board from paying out money as wages to teachers without the necessary certificates.

The laws of Colorado do not give county superintendents the slightest authority to recognize district certificates in any way. Such certificates are valueless so far as entitling their holders to a right to teach in other schools of the county is concerned.

57. There is absolutely nothing that can be done in the case of an expired certificate of any grade. A second-grade certificate could not be renewed even if unexpired. The laws of Colorado do not permit the endorsement of unexpired certificates; neither do they permit the holding of special examinations.

58. The laws of Colorado do not give the State Superintendent the right to endorse certificates of any kind from other states.

59. When a district of the first class has issued district certificates in recognition of first grade county certificates and one of the county certificates is revoked by the county superintendent, assuming that the certificate referred to was granted under the last clause of section 16 of the state school law, the county certificate being taken as evidence of scholastic attainments instead of an examination being held upon which to grant the district certificate, and also that the county certificate was taken by the district board as satisfactory evidence of adequate training, etc., the revocation of the county certificate would not revoke the district board's certificate any more than it would if the board's certificate had been granted on some other evidence.

60. The fact that a teacher has not taught under either of the third grade certificates she has obtained would not give her any right to a third grade.

61. It is illegal to renew a first grade certificate at any time other than the time when such certificate expires; nor should a like grade certificate be issued in accordance with the dates of such renewal if made. A like grade certificate should be so dated as to expire at the date the certificate would issue upon a proper renewal.

62. It is not legal to change a second grade certificate to a first-grade certificate, no matter what the averages may be upon the certificate. It is absolutely necessary that the holder of said certificate should take an examination, making the grades required for a first grade certificate, to obtain such a certificate.

63. There is nothing in the law to compel a county superintendent to recognize a teacher's certificate issued in any other county, even though a school board in the county superintendent's own county has engaged such teacher to do the school work in the district.

64. In renewing a first grade certificate one of two practices should be observed. The certificate should be renewed for the full term for which the original was issued—that is, should be so renewed that the time should correspond with the date upon which the original expires—or the recognition should simply be until the next examination.

65. The law makes no provision for the writing of a duplicate certificate for the convenience of the person holding a first grade certificate. Special permission may be obtained by



a county superintendent to write a duplicate certificate in case the holder of the original gives proof of its being lost or destroyed.

66. A certificate can not be made to extend beyond the time for which it was originally given, save through renewal in the proper manner of a first grade certificate.

67. A first grade certificate may be renewed more than once, but it can not be renewed the second time before the first renewal has expired.

68. The endorsement of a first grade certificate until the next examination will not invalidate it in the county where issued.

69. A teacher's certificate may be revoked for immorality, incompetency, drunkenness or like cause. The fact that a person who applies for a teacher's certificate is a person of bad habits, who becomes intoxicated, or is a gambler, would be sufficient reason to refuse to grant him a certificate. Positive proof, however, should be in the possession of the county superintendent when taking such action.

70. A second grade certificate is not good for eighteen months' teaching; it is simply in force for eighteen months from the date upon which it was issued.

71. Until a first class district is fully organized, so far as its board, etc., is concerned, in conformity with the provisions of the law relating to first class districts, the board of the district would have no right to grant certificates to the teachers employed. Until the board was fully organized as a first class board the teachers employed in the district should be required to take the regular county examination.

72. The two years' teaching experience in Colorado required before an applicant may take the examination for a state certificate has been interpreted to mean two full years' work in a graded school where the term is not less than nine months.

73. It is not legal for a school board to engage a teacher who has no certificate, or whose certificate has expired, permitting her to open a school, except under the provisions of the law permitting a teacher to teach one month after the expiration of her certificate. The school board is personally liable for any salary paid to the teacher for any time she is employed without a certificate.

74. A like grade certificate can not be issued on a second grade certificate, though such second grade certificate has a first grade average.

75. It would not be legal for the county superintendent to endorse a certificate issued in another state unless it were impossible to obtain a teacher with a certificate issued in the county where the school is to be taught. An emergency in such a case has been interpreted to mean the impossibility of obtaining a teacher with a certificate issued in the county.

76. Except in the case of a formally taken appeal from the action of a county superintendent in refusing to grant a certificate, the State Board of Education has no authority to pass upon the papers presented by an applicant at a teachers' examination.

---

#### CITIZEN.

1. The wife of an alien becomes naturalized upon the naturalization of her husband, and is a citizen, as the term is used in the School Law.

---

#### COMPULSORY EDUCATION.

1. It is the duty of the school board to enforce the compulsory law. Complaint of its violation may be made by any elector of the district.

2. The compulsory attendance law does not prohibit a pupil from being expelled from public schools, in proper cases.

3. Under the act of 1889, it is made the duty of any school director of any school district in this state, to inquire into all cases of neglect of a parent, guardian or other person having control of any child or children between the ages of eight and fourteen years, to send such child or children to school for a period of at least twelve weeks in each year, and to prosecute any person guilty of such neglect.

4. Any director of any school district wherein an offense is committed under the act, failing to prosecute the same after it shall be brought to his attention, may be deemed guilty of a misdemeanor, and upon conviction thereof may be subject to a fine of not less than ten nor more than fifty dollars.

5. The funds of the school district may be used to pay the expenses of procedure when it becomes necessary to compel parents to send children to school.

6. Attendance is not compulsory at the State School for the Deaf and Blind.

7. School directors of third class districts have the authority to inquire into all cases of neglect of duty in regard to sending children to school, as prescribed by law, and the school directors not only have the right to prosecute the perpetrator of the offense, but it is made the bounden duty of any director to do so within ten days after a written notice has been served on him by any taxpayer of said district. The case may be brought before any justice court.

8. The compulsory education law of 1899 applies to children in the state between the ages of fourteen and sixteen, who can not read and write the English language, or who are not engaged in some regular employment.

Therefore, truant officers of the state are required to act with reference to children between the ages of fourteen and sixteen, when the circumstances demand, as with children under the age of fourteen; also, county courts are required by the law to take jurisdiction of such cases.

---

### CONTRACTS.

1. A contract to teach made by two directors with the proposed teacher is valid, and the person so engaged to teach can collect the amount named in the contract as compensation for his services if he perform such services in accordance with the terms of the contract.

2. A contract to teach made before the annual election of directors for the school year following such election is valid and binding upon the district when there is no evidence of an attempt to defeat the wishes of the electors by such action, and especially when a majority of the old board remain in office.

3. Two members of a school board in districts of the second and third classes can make a legal contract without the consent of the third member; Provided, Such contract is made at a regular meeting, or at a special meeting legally called, and of which all the directors had legal notice.

4. The directors of a district have no legal right to make a contract with a teacher to pay wages in excess of the revenues for the year.

5. A contract to teach, made by two members of the board of directors, with a proposed teacher, is valid; Provided, Such contract is ordered at a regular meeting or at a special meeting legally called and of which all the directors had legal notice.

6. A contract may be legal if not drawn according to the form in the school law; Provided, That both parties to the contract are aware of the terms contained in the contract, and provided that such contract is made at a regular meeting or at a special meeting legally called, and of which all the directors had legal notice.

7. An oral contract made between a teacher and a school board is as binding as a written one; Provided, That each party can prove the terms of the contract.

8. A contract signed by two members of the board of directors is valid if made at a regular meeting or at a special meeting of which each director had due notice. A contract made in any other way is not valid.

9. If a teacher receives from the secretary of a school board, in pursuance of an order of the board, a letter notifying him of the length of term and salary, such notification would stand in law as a contract should the teacher accept.

10. A verbal promise given to a teacher by members of a school board at other than a regularly called meeting is not in any way binding upon the board. The members have a perfect right to engage some other person when a regular meeting of the board is held.

11. It is not legal for a school board to engage a teacher for the school year 1901-1902 before May 1, 1901. In broader terms, it is illegal for a school board to contract with teachers before the annual election establishes a new board of school directors.

12. In case a summer school is to begin in a district either before or on the day upon which the annual election is held, it would be legal for a board to engage a teacher for such a school.



SCHOOL AT WHEATFIELD, INDIANA



13. Two members of a school board can not hire a teacher without giving the third member notice of a meeting, or without having any legal meeting. A teacher can not be legally hired by a school board, excepting at a regular or special meeting of the board, legally called, of which all the directors have legal notice.

14. A school board can legally let a contract to a man whose wife is a member of the school board, as the fact that the wife is a member and is, therefore, excluded from being a party to a contract with the district would in no way affect the husband, who is not a member of the school board.

15. A contract made and agreed to by the majority of a school board is a legal contract if properly entered into in all respects. It is not in the power of one member of a board to block the action of the board by his refusal to do his duty.

16. Any member of a board of directors who shall have any voice or vote in awarding a contract can not lawfully enter into any part in the fulfilling of said contract; nor can he take or receive any part or portion of the money specified in said contract, or be in any way, manner or degree interested in said contract, except in his official representative capacity. Any elector of the district or the county superintendent can take steps to prevent a member of the board from acting in violation of this law.

17. Contracts made by a school district with a school director in violation of the law relative to public contracts are void.

18. There is nothing in the school law of Colorado to prevent a board of directors in a district of the first class from making a contract with a teacher or superintendent for a term exceeding the school year.

19. When a teacher enters into a contract with a board of directors to teach a certain number of months it is understood that customary vacations may be held, even though not specified in the contract, and that the teacher will not receive compensation for the time occupied by said vacations, he being expected to teach the full number of months specified in the contract, aside from the time included in the vacations.

## COUNTY SUPERINTENDENTS.

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. A county superintendent has authority to require a district treasurer to give bond in double the amount of money liable to come into his hands, if such amount exceeds \$20.

3. As between school directors and the county superintendent, the latter has advisory powers only in arranging course of study, selection of books and grading of schools.

4. A county superintendent may legally change the boundaries of a school district without the vote of the electors of the district, when it is for the purpose of harmonizing the district boundaries.

5. 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 can not give a satisfactory bond, it works a vacancy in the board after twenty days from his election. (See section 47, School Law.)

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

7. In addition to other qualifications, a person to be eligible to the office of county superintendent must have resided in the county at least one year preceding his election.

8. A county superintendent of a county of the first class may employ a deputy, whose salary shall be fixed by the board of county commissioners, and who shall be paid from the county treasury.

9. When an applicant presents himself for the county examination, the county superintendent has no course other than to receive and grade the papers and report the same to the Superintendent of Public Instruction. A county superintendent can not legally withhold a certificate at the request of a person who, as an applicant, appears at the examination.

10. The county superintendent is under no obligation to grade papers of applicants under eighteen years of age.



11. The county superintendent has the right to exercise his own discretion in regard to the annexation of a portion of one district to another.

12. A county superintendent may employ some one to do the work incidental to his office, the person thus employed to be remunerated by the county superintendent.

13. The county superintendent is under no obligation to transfer territory from one district to another, even though a petition as prescribed by law has been presented to him asking for such transfer. He will change boundary lines only when in his judgment the educational interests of the districts affected will thus be best promoted.

14. When the county commissioners make an appropriation for the county superintendent of schools for the fiscal year, the amount so appropriated is all that can be expended for that office during such fiscal year.

15. By the act of 1891, the county superintendent of schools was entitled to five dollars per day for each day actually and necessarily employed for the county, and ten cents per mile for each mile actually and necessarily traveled in the performance of duty, regardless of the number of organized public schools in the county.

16. Deputy county superintendents can only receive a per diem, such as may be fixed by the county superintendent and allowed by the county commissioners, and a failure to provide mileage leads to the conclusion that it was not intended that deputy superintendents should receive mileage at all.

17. The State Superintendent has no authority whatever to authorize county superintendents to appoint deputies outside of the state; nor has he any right to send questions to any individuals outside of this state so that the county teachers' examination could be taken elsewhere than in Colorado.

18. A county superintendent need not give bond as secretary of the county high school committee, since his bond as county superintendent covers all obligations imposed upon him as an official.

19. The county superintendent has a vote as a member of a county high school committee. This also involves his voting whether there is or is not a tie.

20. A county superintendent has the right to demand the resignation of a member of a school board and to institute legal proceedings to remove an officer of a school district who is persistently violating the law and any elector of the district has the right to institute proceedings for the same purpose.

21. The county superintendent has the right to protest against the registering of a school warrant when he has reason to suspect fraud, and if he has proof of fraud in connection with the warrant, he has the same right as an elector of the district to bring proceedings to stop the payment of the warrant.

---

#### COURSE OF STUDY.

1. As between school directors and the county superintendent, the latter has advisory powers only in arranging course of study, selection of books and grading of schools.

2. All monthly and term reports provided for in the course of study must be furnished by the respective counties.

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

4. The board of directors of a district fixes the course of study for that district.

5. The directors of third class districts have power to prescribe the course of study, and, therefore, may add such subjects as are deemed desirable without the organization of a high school.

6. According to the school law of this state, the board of directors of a school district has the right to prescribe the course of study for the school. If the board prescribes that certain high school or ninth or tenth grade studies shall be taught, it may be done, but it is not expected that such work shall be a part of the course in the district school if it interferes with the work of the lower grades.

7. Section 78, page 63 of the School Law of 1900, delegates to the school board the right to have German taught in the schools of a district upon the demand of the parents or guardians of twenty or more children, and no power whatever is delegated to the county superintendent to prevent the teaching

of any branch authorized by the board of directors when such a branch is permitted by the laws of the state.

8. The school board has no right to introduce German without a petition from the parents or guardians of twenty or more children of school age.

9. A school board in a third class district can not be compelled by parents to put in ninth grade studies in the public schools of the district for pupils past the eighth grade. The school law gives the school directors of third class districts the sole right to fix the course of study.

10. While the law does not permit the establishment of a high school in an ordinary third class district, it does not prohibit the introduction of certain branches that are termed high school branches.

---

#### CURRENT YEAR.

1. The current school year is identical with the fiscal year, beginning December 1st and ending November 30th.

---

#### DIRECTORS.

1. In districts of the first class the school directors have entire charge of the examination of applicants for positions in the schools of their districts.

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

3. 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 can not be used for that purpose.

1. Two members of a board in a district of the third class can legally contract for furniture for their school house, but such contract should be made or ratified by a vote at a regular or special meeting of the board. The third member of such board can not legally refuse to sign warrants issued in payment of such furniture simply upon the ground that he considers such furniture unnecessary. If illegality or fraud exist then he can refuse, but the fact that he considers the furniture

unnecessary is only a matter of opinion, and he should be governed by the opinion of the majority.

5. Vacancies in school boards of the second and third classes must be filled by appointment made by the county superintendent, and the person so appointed holds the position until the next annual school election.

6. A contract to teach made by two directors with the proposed teacher is valid, and the person so engaged to teach can collect the amount named in the contract as compensation for his services if he perform such services in accordance with the terms of the contract.

7. The appointment of persons to fill vacancies in districts of the second and third classes, is solely with the county superintendent. If a director is absent from his district four months, it is a valid reason for appointing his successor in office.

8. 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.

9. A school board of a district of the third class has a legal right to purchase desks for a school building without a vote of the electors of the district.

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

11. A county superintendent has authority to require a district treasurer to give bond in double the amount of money liable to come into his hands, if such amount exceeds twenty dollars.

12. If the annual election of school directors is not held, and a special election is not called within the required ten days thereafter, it then devolves upon the county superintendent to fill vacancies by appointment.

13. A school director can not be legally garnisheed in his official capacity.

14. Section 67, School Law, authorizes the school board to certify for a special school fund without instructions from the electors so to do.

15. Section 62 provides for the relief of the electors, in case the board do not make necessary provisions for the schools.

16. 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.

17. 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.

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

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

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

21. The directors of a third class district can not legally purchase a school site without a favorable vote of the electors.

22. A school director can not legally become a teacher in the district in which he holds that office. See section 2606, General Statutes of Colorado, 1883; page 82.

23. 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.

24. A person elected to the office of director of a school district can not legally qualify after the expiration of twenty days

from election. By operation of the law, in case of failure of the director-elect to qualify within twenty days, the office becomes vacant.

25. 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.

26. A school district of the second class having become a first class district, the board, at the first meeting after election, should proceed to elect new officers (president, secretary and treasurer), as provided in section 41. The officers of the old district do not hold over after the change has been effected.

27. 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.

28. 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.

29. A taxpayer of a district can not dictate for what purpose the school building can be used. The school directors are the legal custodians of the school property.

30. School boards, in districts of the first class, have entire control of the examination and licensing of applicants to teach in their districts. They also have a legal right to renew certificates without examination.

31. Two members of a school board have a right to dismiss a teacher, providing their action is taken at a regular or special meeting, of which all members of the board have notice. But a teacher having a contract with the board can not be dismissed without good cause for such action being shown. (Section 60, School Law, last clause.)

32. A board of school directors can not legally change the site for a school building, which has been selected by a legal vote of the electors of such district.

33. A school board can not legally loan the money of the district.

34. If a school board purchases books to be used by the pupils of the district, such books are for the use of pupils attend-



LEADVILLE HIGH SCHOOL, DISTRICT 2, LAKE COUNTY, COLO.





ing school within such district, and for no other. If residents of the district see fit to send their children into adjoining districts, they can not compel the district in which they reside to furnish the text books for their children.

35. Vacancies that may occur in a district of the second or 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.

36. If one member of a school board refuses to sign an order, there is no way of compelling him to do so except through regular, legal procedure.

37. The mayor of a town may also legally hold the office of school director, inasmuch as the duties of mayor and school director do not conflict.

38. The clause, "Absence from the district of any school officer, when prolonged beyond thirty days, may be held to work a vacancy in said office," is construed to mean being out of the district for more than thirty days.

39. The county superintendent may recognize a vacancy in the office of school director, if said director's absence from the district is prolonged beyond thirty days.

40. A school director has no right to cause his district to be in any way indebted to him unless such director happens to be secretary of the district, in which case he makes out a warrant to himself, and that warrant is signed by the treasurer. (An act to prevent frauds in the letting of public contracts.)

41. If an election of school directors is not held, the old board does not hold over. The law provides that within ten days after election, notice should be posted of another election.

42. A school director appointed by the county superintendent to fill a vacancy, holds office until the ensuing regular election.

43. Failure of a school director to file oath within the time required by law does not create a vacancy in the office; Provided, Said oath has been taken before the proper officer within the required time.

44. The board of directors of a school district has power to employ or discharge teachers, and the people of the district have nothing whatever to do with this matter.

45. Every school board has power to suspend or expel pupils from school who refuse to obey the rules thereof.

46. The school board of a district has the right to forbid the reading of the Bible in the schools of the district, under the provisions of section 51, School Law, 1887, which provides that the school board shall have power to fix the course of study, the exercises and the text books to be used in the schools of the district.

47. It is the duty of the board of directors to see that school children are vaccinated when required to do so by the local board of health.

48. The length of residence required in Colorado to constitute eligibility to the office of school director is six months.

49. The entire management of the school house is in the hands of the board of directors.

50. If the actions of the board do not meet the approval of the electors, the latter may have redress only through the courts. (In certain cases may appeal to county superintendent and State Board of Education.)

51. More than one director may be elected from the same family.

52. The board of directors has the right to use the special fund of the district to pay for the transportation of pupils to and from school.

53. It is not a part of the duty of the board of directors to decide as to the grade in which a pupil belongs.

54. The offices of secretary, and of treasurer of first class districts are distinct and should be filled by two different persons.

55. Directors of third class districts have no authority to sell property of the district unless instructed to do so by the electors. A sale without such direction is illegal.

56. No member of the board of directors, except the secretary, may lawfully become a creditor of the district.

57. It is illegal for two members of the board of directors to transact business connected with the district without consulting the third member.

58. The directors have no right to use, or permit the use of, fuel paid for from school funds for other than school purposes.

59. The directors of third class districts have no authority either to build a new school house or an addition to an old one unless directed to do so by a vote of the electors.

60. The directors have full authority to decide how many schools shall be conducted in their respective districts and where such schools shall be held.

61. Under the Constitution and laws of this state the board of directors of any district have power to establish reasonable rules and regulations for the government of the schools under their charge, for controlling the conduct of teachers and pupils, not only while in the school room, but while going to and from the school, and such reasonable rules and regulations may be enforced by suspension, expulsion or corporal punishment, as the board of directors may determine.

In the absence of any rules and regulations prescribed for the government of the schools by the board of directors, it is within the power of the teacher to make such reasonable rules and regulations, and to enforce them, in the same manner, subject always to the supervision of the board of directors.

62. The courts alone have the power to remove a school officer who fails to do his or her duty.

63. A school board has the right to fix the compensation to be allowed the secretary for the time necessarily spent in the service of the district, as required by law or as directed by the board, and in section 53 of the School Law it is stated that no orders shall be drawn upon the county treasurer (by the district board) except in favor of parties to whom the district has become lawfully indebted. It is the province of the board to decide the proper compensation for the secretary's duties, providing always that the board's provision for such compensation is just and reasonable and in compliance with the law.

64. Members of a school board elected in a new district only hold office until the ensuing general election of the May following.

65. The absence of a school director from his district for a period of thirty days gives the county superintendent a right to appoint some one else in his place. It is not compulsory that the county superintendent appoint some one in the place of the absent member, but he should do so if, in his judgment, the interests of the district are suffering from such absence, or if the electors demand such appointment.

66. When new school districts are formed out of an old district, that portion of the old district that retains the original number should be considered the old district, and any member of the school board residing in that part of the old district that continues to exist as the old district, should fill out his full term for which he was originally elected.

67. It is not possible to elect a board for the full term of three years at any other than the annual meeting in May, at which time all school districts organized since 1887 should at the coming election of May, 1901, elect a secretary for three years, a treasurer for two years and a president for one year. If a full board is to be elected, or if only one of those offices is to be filled on account of the regular term's having expired, it would be the secretary who would be elected for the full term of three years, the treasurer, if regularly elected, having still two years of his term to serve and the president having still one year of his term to serve at the time of the annual May election.

68. A school board has the full power to employ or discharge teachers and to decide what term of school shall be held in a district.

69. Every member of a school board has an equal voice in employing teachers; that is, the vote of the treasurer counts for just as much as that of either the president or secretary, on all matters pertaining to the affairs of the school district. The decision of a majority, however, rules in this as in all other matters, but if the treasurer and secretary vote to engage a certain teacher, the teacher could be engaged even though the president might not acquiesce, and, necessarily, if the president and secretary voted in opposition to the vote of the treasurer, their decision would stand.

70. School districts organized since April 4, 1887, would this year (1901) elect one secretary for three years, or in case of vacancy would elect one treasurer for two years, or in case of vacancy would elect one president for one year.

Districts organized between February 27, 1883, and April 4, 1887, would elect this year (1901) one president for three years,

or in case of vacancy one secretary for two years, or in case of vacancy one treasurer for one year.

Districts organized prior to February 27, 1883, would elect this year (1901) one treasurer for three years, or in case of vacancy one president for two years, or in case of vacancy one secretary for one year.

71. As the statutes give the school board the sole right to employ or discharge teachers and to fix and order paid their wages, the fact that the electors had expressed themselves by vote concerning the matter would not in any way affect the contract made with the teacher by the board, if said contract was made at a regularly called meeting, legally held, of which all the members of the board had due notice. (See section 51, page 43, School Law.)

72. The laws of Colorado do not in any way prohibit a saloon-keeper from holding office as a school director, if he has been elected to that office in a legal manner.

73. The State Superintendent has no power to remove members of district boards. The only manner in which a school director can be removed is by action in the courts upon suit brought by electors of the district, and in such a case absolute violation of the law in connection with his duties as school director must be proven to accomplish the removal.

74. If a director is absent from a district for thirty days, no matter whether he still retains his residence in the district and expects to return to the district, the county superintendent should appoint a person to fill his place, if he considers the educational interests of the district suffer through the absence of the original director.

75. A member of the school board may be compelled by legal process to perform the duties of his office as specified in the law. Any elector of the district, member of the school board or the county superintendent can institute the proceedings.

76. A member of a school board may be removed for malfeasance in office, by action taken in the courts.

77. If a secretary of a school board falsify his records, he would violate his bond.

78. No member of a district board has any right whatever to purchase coal or other school supplies, without being ordered to do so by the other two members.

79. When a school director of a third class district removes his family from the district, going with them himself, but retaining his postoffice address in the district and coming into said district once in thirty days only, he ceases to be a bona fide resident of such district and his office becomes vacant.

80. The fact that two members of a school board are of one family, and the further fact that another member became a resident of the district for the sole purpose of becoming an officer, so long as he is an actual resident, would not affect the regularity of the organization of the board.

81. There is nothing in the laws of Colorado to prevent a person who fills the office of district judge from also filling that of school director, the two offices belonging to an entirely different class.

82. The management of the property of the school district is given to the school board, it being expected, however, that the board shall take care of the property in a manner satisfactory to the electors of the district and that the use of the school house is not permitted for improper purposes. If the property of the district has been abused, any elector of the district could take legal steps to put a stop to any further abuse in the same line.

83. The right to levy a 1-10 of a mill tax for library purposes in school districts rests entirely with the school board. A vote of the electors of the district is not necessary for this purpose.

84. It is not lawful for a member of a school board located in one state to take his oath of office, or qualify for the office, in another state from that in which the district is located.

85. It is lawful for a president of one school district to administer the oath of office to the board of another school district.

86. If the electors of a school district have voted the specifications in regard to building a school house, the site being definitely selected, the board of directors could not legally change these specifications, and it would be necessary to call another meeting of the electors if thought desirable to make a change.

87. One member of a school board can not legally employ a teacher, even although a meeting has been called for the purpose and notice of it sent to other members of the board.

If the failure to attend the meeting arises from a deliberate intention to fail to do the duty required of members of a school board, the member who has previously called the meeting can, by legal process, compel the attendance of the members.

88. There is no section of the school law which requires any one elected president of the school board in a first class district to take an oath of office as president of the board if he has, upon his election by the people as a member of the board, taken the required oath.

89. The statutes give boards of directors of districts of the first class the entire authority to declare and fill vacancies, and with that authority, by necessary implication, goes the authority to declare vacancies, excluding the idea that a county superintendent may have that authority. The county superintendent has no right whatever to hold that a vacancy exists in the board of a district of the first class until such a vacancy has been declared by the board itself, or by the courts.

90. It is the duty of the treasurer of a school board to countersign all warrants drawn by the president and secretary on the county treasurer in favor of parties to whom the district has become lawfully indebted.

---

#### DISCIPLINE.

1. The board of directors has exclusive jurisdiction in determining the methods of discipline.

2. The board of directors has exclusive jurisdiction in determining the method of discipline to be employed in the schools under its control.

---

#### ELECTIONS.

1. More than one question can be voted upon at a special meeting of the electors of a school district; Provided, Each question is separately stated in the notice of such meeting.

2. The regular annual election for members of school boards is held on the first Monday in May throughout the state. Any business pertaining to schools and school interests may be transacted at that time. Notice, however, must be given of the "time and place" of such business. (Section 44, School Law.)

3. Sections 44, 45 and 46 of the School Law prescribe the manner of conducting the election—including the “previous notice”—(not the same in all districts) “the time during which the ballot box or boxes shall be kept open,” who “shall be entitled to vote,” “counting the votes,” “qualifying,” “administering the oath of office,” etc.

4. Immediately after the election of one or more directors according to law, the secretary shall transmit to the county superintendent a statement, giving the name and postoffice address of the president, secretary and treasurer, respectively, of the new board. (Section 54, School Law.)

5. School boards of the first class shall, at the first meeting after their election, elect a president who shall be a member of the board, a secretary who may or may not be a member of the board, and a treasurer who shall not be a member of the board, and who shall hold office for one year and until their successors are elected and qualified. (Section 41, School Law.)

6. In districts of the first and second classes the boards, after organization, shall exercise all the power given the electors of districts of the third class, as specified in section 63, School Law.

7. District boards of the first class shall also have power to fill any vacancy which may occur in the board, until the regular election, at which time the vacancy shall be filled for the unexpired term. (Section 48, School Law.)

8. Every person, male or female, over the age of twenty-one (21) years, who shall be a citizen of the United States, or, not being a citizen, shall have declared his intention to become such citizen not less than four (4) months immediately preceding the election at which he offers to vote, and shall have resided in this state six (6) months immediately preceding the election at which he offers to vote, in the county ninety (90) days, and in the district thirty (30) days, shall be a legal voter at an annual school election.

9. When directors for a new district (not of the first class) are elected they hold office only until the ensuing regular election (section 28, School Law), when a full board shall be elected, as indicated for all districts of the first and second class in section 41, viz.: One (1) president for three (3) years, one (1) secretary for two (2) years and one (1) treasurer for one (1) year; and annually thereafter there shall be elected for three (3) years a person to fill the vacancy occurring.





Aultman & Spahr,

HIGH SCHOOL, TRINIDAD, DISTRICT 1, LAS ANIMAS COUNTY, COLO.



10. The board of directors determines the place or places where an election shall be held, and the secretary gives notice in accordance with such direction of the board.

11. At a regular meeting of a school board, two members of said board, constituting a quorum, can legally call a special meeting.

12. The secretary of a district has not a legal right to call a meeting of the voters in the district.

13. As to whether or not the president of the board has power to call a special meeting when he desires so to do, depends altogether upon the by-laws governing the board.

14. The notice calling a special meeting is legal, even though the date has been omitted; Provided, That said notice has been posted the required number of days, and the special meeting was called at a regular meeting of the school board at which a quorum was present.

15. A meeting of the board of directors of a district must be held for the purpose of calling a special meeting of the voters of said district.

16. At a school election, in case of a tie vote, it is the intent of the school law to provide that notice of another election shall be posted within ten days.

17. The result of a school election must stand as announced by the judges until set aside through legal proceedings contesting the election. An election contest is a question for the courts to decide.

18. A school election at which the polls are not kept open three hours and the voting done by ballot is illegal.

19. A special meeting of the voters of a district is legal only when twenty days' notice of such meeting is given.

20. A regular annual school election when the ballot box is open less than three hours is invalid.

21. A failure to give the required notice by the secretary would not necessarily render the regular annual school election void.

22. Where the notice of a regular annual school election given by the secretary names an unusual hour for the holding of such election—say from 6 to 9 o'clock a. m.—the fact that a majority of the residents object to the time specified in the notice and undertake to give notice for an election at a more convenient hour—say from 9 o'clock a. m. to 12 o'clock m.—is conclusive evidence that such majority had notice of the time and place fixed by the secretary in his notice, and unless it would be practically impossible to hold an election at the hour named in the secretary's notice, an election held pursuant thereto would not be invalid because of being held at an unusual hour.

23. The question of uniting two contiguous school districts may be voted on at the annual school meeting in May, providing the necessary notice for a special meeting be given—that is, notices stating the purpose of the meeting must be posted at least twenty days before the time the meeting is to be held. The notices for the annual meeting will be sufficient notice if in addition to the notice of the election, a statement of the special business to be transacted is made, and at least three notices are posted in the district twenty days previous to the date of the meeting, instead of the six days' notice, which is all the time that is required for the annual meeting.

24. If a school district was organized after the annual school election in May, 1900, the officers elected at the time of the organization would only hold office until the annual election of May, 1901. In May, 1901, members of school boards should be elected as follows: President for one year; treasurer for two years, and secretary for three years.

This is in accordance with an opinion given by the Attorney General, in 1897, and applies to all school districts organized since 1887.

25. If a person has paid any one year's school tax during the year immediately preceding the election regarding the question of refunding bonds, and is otherwise qualified, he is entitled to vote at such election.

26. In third class districts—that is, districts having under 350 school population—the provision of section 45, requiring eight days' notice of candidacy, is not applied. It is only in districts of the first and second class—districts having over 350 school population—that candidates are required to file written notice of such intention with the secretary of the school district at least eight days prior to the day of holding the annual election.

27. The fact that there were but two judges at a school election would not invalidate the election, if legally conducted in other respects.

28. The building of a school house as permitted by vote of the electors at the last meeting would be lawful if the meeting was a legal meeting, even though the vote was taken in reconsideration of the question as previously passed upon.

29. An election is not illegal simply because some persons were not permitted to vote, even if it is shown that such persons had a right to vote. If the ballots excluded would change the result of the election there would be strong grounds for contesting the election. The law does not provide for the imposing of fines upon members of school boards who have not allowed persons to swear in their votes.

30. All legal voters who are residents in a joint district may vote upon any questions pertaining to school matters of said district, save in the matter of bonds, which requires a voter to be also a taxpayer.

31. When a meeting follows after the ballot box has been closed at an annual meeting, it may be regarded as simply a continuation of the first meeting.

32. Under section 63 of the School Law, the secretary may preside over the meeting of electors if the president absents himself or refuses to do his duty.

33. It is not possible for school districts of the third class to have more than one voting place.

34. The general law in regard to the election of school directors applies to a joint district just as to any other.

35. There is no legal objection against using the Australian ballot system for the organization of a school district, or for any other school matters.

36. The chairman selected at the organization of a new school district has a perfect right to administer the oath to any one who may have his vote challenged.

37. There is no difference in qualifications for voters at the organization of a new school district and the qualifications for voters at any other election.

38. A person residing outside of the boundaries of a proposed new district has no legal right to challenge a voter residing within the same.

39. In a first class district, when a vacancy occurs after the advertisement of the regular election, four weeks preceding such election, a person who may desire to be a candidate for the office of school director, by filing a written notice of such intention with the secretary of the school district in which he resides at least eight days prior to the day of the holding of the annual election, will become a legal candidate, providing the other details specified in sections 44 and 45, pages 38 and 39 of the School Law be observed. If the resignation occurs after the eight days specified in section 45, the board would name the director who would hold over until the regular election in 1903.

40. At a special meeting held for the purpose of voting upon the question of issuing bonds, the election judges have the right to require every one to swear in his vote, whether the vote is challenged or not, unless the voter presents his tax receipt.

If real estate is in the names of both man and wife, even though the tax receipt shows but one name, both are legal voters.

If a man has given his wife part of his real estate, but no deed has yet been given to the wife, even though she has paid taxes upon the same, she has not the right to vote.

A person who has been assessed for taxes, but has as yet paid no taxes in the district, according to section 90, page 71 of the School Law, would not be entitled to vote.

If property is in the wife's name, but the tax receipt is in the husband's name, the wife would have the right to vote and not the husband.

41. In case a school district has not held its annual meeting to elect officers and vote a tax, it becomes the duty of the county superintendent to appoint to the vacant positions, and the duty of the county commissioners to levy the tax for the district. This is in accordance with the latter part of section 64, page 55 of the School Law.

42. The president of a school board can administer the oath to a challenged voter, the fact that the president requires the oath being equivalent to a challenge.

43. In districts of the second class in case there is no regular nominee, an election can not be legally held, and a special election should be called by the board within ten days, or in case of the failure of the board to have properly called such a special election, the county superintendent should appoint.

**ELECTORS.**

1. The directors of a third class district can not legally purchase a school site without a favorable vote of the electors.

2. If the electors of a district are dissatisfied with the action of the board, they have the privilege of enjoining the board from fulfilling said action.

3. Actual residence determines one's voting place. The fact that a person has "taken up" a homestead, but is not at the time he offers to vote located upon his homestead, does not deprive him of the right to vote in the place of his actual residence.

4. The fact that an elector is not a taxpayer does not disqualify him from holding office, either by election or by appointment.

5. It is not necessary that one should be a taxpayer to vote on the question as to where a school is to be held or a school building is to be erected. Any legally qualified elector has a right to vote on all questions save those relating to bonded indebtedness.

6. The electors of a school district, having at their annual meeting voted to repeal their previous action concerning the use of free text books in the district, that action must stand.

7. A vote of the district should be taken to authorize a school board to put down an artesian well on the school grounds.

---

**EXAMINATIONS.**

1. The quarterly examination can not 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.

2. A teacher is not entitled to receive pay for the time lost while attending a teachers' examination.

3. The State Superintendent has no authority to excuse a person from taking an examination.

4. Examinations for teachers' certificates can not be taken at any time except at those times prescribed by law for public examination.

5. It is not allowable for an applicant at a regular county teachers' examination to submit two or more sets of papers for grading in different counties.

6. The questions issued for the county teachers' examinations are divided into sections, one of which, by direction of the State Superintendent, shall be presented at the beginning of each of four different sessions. The State Superintendent is authorized to prescribe rules for the examination. In order that all applicants may have an equal opportunity, and to avoid the possibility of any being informed in advance of the nature of the examination, the county superintendent is instructed to break the seal of each section at the opening of the session for which it is prescribed, and in the presence of all applicants. Therefore, those presenting themselves for examination will write each portion at its designated time, beginning on Friday and continuing through Saturday.

7. The law does not permit an applicant at a teachers' examination to take a part of the subjects required at the examination, with a view to raising the marks obtained at a previous examination. The whole examination must be taken or it is invalid.

8. The fees paid to a county superintendent by an applicant whose papers are to be forwarded to another county may be sent direct to the State Superintendent and not forwarded to the other county superintendent. The county superintendent of any county should send the money to the State Superintendent for all applicants taking the examination under his supervision.

9. When an examination is taken the fee should be paid to the county superintendent where the examination is held before the applicant is permitted to present any papers.

10. The State Superintendent has no right to provide for any examination other than those specified by the law.

11. All first class districts have a right to make their rules and regulations governing examinations for certificates and for any special line of work.

12. The laws of Colorado do not permit teachers' examinations for certificates in this state to be conducted anywhere but in the various counties of the state.

13. A county superintendent has no right whatever to give a personal or private examination to an applicant, even though such applicant may be requested to take a school, and possesses



no certificate or an expired certificate. A county superintendent has no right whatever to issue a temporary certificate.

14. There is no specific law governing the eighth grade county examinations. The matter is entirely under the management of the county superintendent.

15. According to the provisions of section 16, page 21, of the School Law, edition of 1901, the school board of a first class district has the right to conduct an examination in such manner and at such time as the board may determine; therefore it may decide to hold the examination on consecutive days, or on irregular days, as desired. The school board has the right to prepare its own questions used in this examination, or to authorize some person to prepare them.

---

#### FUNDS.

1. The school funds can not be legally used for defraying the expenses of a singing school.

2. The county treasurer is the only legal custodian of the school funds. The district treasurer has no legal right to hold in his possession any of the general, special or bond fund, nor have the directors of a school district any legal right to issue orders on the county treasurer, except in favor of those parties to whom the district is legally indebted. In the payment of school bonds, the district treasurer has control of the funds only during the times of advertising and subsequent payment.

3. All money which shall become forfeited by a school district shall be put into the general fund of the county and re-apportioned as other money. (Section 26, School Law.)

4. All moneys remaining to the credit of any district on June 30 should remain to the credit of such district and can not be turned into the general school fund of the county for re-apportionment.

5. More than any other person, the county superintendent is the one to look after that portion of the school fund arising from fines, forfeitures, etc. (Section 69, School Law.) He should examine the books of the county treasurers, records and fee books of justices of the peace and clerks of courts, to ascertain whether or not the fines have been collected, and if collected, whether they have been placed to the credit of the proper fund and paid over.

6. 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.

7. The district attorney or county attorney should bring suit; this on forfeited recognizance, etc., etc.

8. As a rule, the money for schools from these sources (derived from fines, penalties, etc.) should be turned by the county treasurer into the general school fund of the county rather than into that of a particular district; although fines assessed by justices of the peace may, in some cases, go to the credit of the school district in which the action occurred. Generally speaking, the proceeds of all fines or forfeitures should be placed by the county treasurer to the credit of the general school fund of the county, unless otherwise expressly provided by statutes.

9. County treasurers should place the money arising from fines collected, and belonging to the school fund, in the general fund.

10. There are only two apportionments of the school fund by the State Superintendent during the year, one in January and one in July. Other apportionments, if any, are made by the county superintendents. (See sections 11 and 19, respectively, of the School Law.)

11. "The general fund may be used only for teachers' wages, and necessary current expenses, until the school has been conducted for a period of ten months in one year."

12. If a school district has failed to hold school for one year, or has failed to keep up its organization, the funds belonging to such district should be turned into the county general fund, unless its territory is attached to another district, in which case the money should be transferred to the district to which it is attached.

13. The board of directors of a district can not legally transfer the funds of that district to another district.

14. A school district can not lawfully transfer its apportionment of the general fund or any portion thereof to another district.

15. If the term of a public school be lengthened by private subscription, the time of such lengthening may be counted toward providing for the length of term required by law.

SANTA FE SCHOOL, TRINIDAD, DISTRICT 1, LAS ANIMAS COUNTY, OHIO.



By Maple Press



16. The amount of the general fund apportioned to a pupil attending a union (not county) high school should be credited to such high school and not to the district in which he resides.

17. A newly organized district is not entitled to a share of the general fund (state and county) until a school has actually begun in such district.

18. The general fund may be used for building, furnishing or erecting additions to school houses, or for improving the school house, sites or lots, only after the expense of maintaining the school for a period of ten months in one year shall actually have been paid.

19. Insurance premiums and attorney's fees are not expenses "incidental to the support of a public school," and therefore must not be paid from the general fund.

20. All fines, penalties and forfeitures belong to the school fund (section 3064, C. S.) unless the act fixing the same otherwise expressly provides.

21. There is no difference in a general school fund and a fund derived by a special tax upon the district for general school purposes, only in the manner of their creation. They may both be used for the same purpose.

22. Section 4034, Mills' Annotated Statutes, provides that the clear proceeds of all fines collected within the several counties of the state for breach of the penal laws shall be paid over in cash by the person collecting the same within twenty (20) days after its collection to the county treasurer, to be by him credited to the general county school fund.

23. Unless otherwise specifically provided for by law, the fines collected for breach of the game and fish laws should be placed to the credit of the general county school fund.

24. There is no limit to the amount that can be registered in the general fund during the year, providing the limitations in section 71, page 60, of the School Law are observed. A previous opinion given by this office states that "The general fund may be used only for teachers' wages and necessary current expenses until the school has been conducted for a period of ten months in one year."

25. A school board can not legally contract for the work of instructing high school pupils to be done by a private party or corporation and pay for it out of public school funds.

26. Funds of first class districts must remain in the hands of the county treasurer and be drawn upon through warrants made out by the district board, as in districts of the third class. The law makes no provision for the handling of the funds of school districts in the state of Colorado in any other way than that mentioned.

27. Where a school district newly organized commences school in good faith in a certain building, and supposes the building where the school is held to be within the boundaries of the district, it would be entitled to draw its share of the public funds, notwithstanding the fact that the building is discovered, after the school has commenced, to be outside of the limits of the district.

28. No new district is entitled to any portion of the public school fund until a school is actually commenced therein. This, however, would not necessarily exclude a district whose school might be found to be located outside of the district line through accident, if the school had been commenced in good faith.

29. A director of a school board has no right whatever to draw money from the funds of a school district to pay for his child's board while attending school in another district. Any member so misappropriating the funds of the district can be compelled by process of law to refund the money.

30. It is the duty of the county superintendent to prevent any illegal expenditure of funds, and any citizen of the district may at any time after any illegal expenditure bring suit to recover the funds illegally expended.

31. When funds are used in violation of the law, any elector of the district or any county superintendent has the right at any time after said funds have been so used, to bring suit to recover the same, the members of the school board that signed the illegal warrants being liable for the amount involved.

32. The school board has no right to use the school funds in the employment of attorneys or other expenses to antagonize the action of a board of health.

33. It is legal to draw on the general fund to pay the janitor who is employed in a school.

## HIGH SCHOOLS.

1. All pupils in the county under the age of twenty-one years, who are educationally qualified, are classed as high school pupils, and draw state and county money, whether they attend school or not.

2. A pupil can not be listed as a high school pupil and also as a pupil of the district in which he resides and draw general school money for both common and high schools.

3. The directors of a third class district have no authority to establish a high school, unless such district embraces within itself a county seat.

4. The County High School Law is entirely independent of the Union High School Law. The latter is in no way affected by the former.

5. Districts of any of the classes may establish a union high school. The construction of section 52 is, that the boards in first and second class districts may establish separate high schools. A union high school is the result of co-operation by two or more districts, while a separate high school is established within and by one district. Hence, there is no conflict between these two sections.

6. The circumstance that union high schools have been established does not increase the powers of boards of the third class districts in the matter of erecting high school buildings, but their powers of erecting such buildings must be derived from the electors, as in other cases.

7. Having considered the relation in which the act of 1899 stands to the School Act, it appears evident that the general assembly intended to create a new and distinct school district, which should exercise all the powers of "school districts" and be classed as a school district, and in the exercise of those powers given to school districts in the state. It is, therefore, concluded that it has the right to issue bonds in accordance with the provisions of section 90 of the School Act.

8. Two or more school districts of any county may combine for the purpose of forming a high school, in accordance with the Union High School Law, still on the statutes. Such a high school is supported by its quota of the general state and county funds, any deficit to be made up from the several district funds

in proportion to the number of pupils from each district who attended such high school during the preceding year.

9. The question of organizing a county high school may be voted upon at a general election; Provided, A petition signed by fifty taxpayers of the county asks that the question be thus submitted, and has been previously presented to the county commissioners not later than their October meeting.

10. A part of the school district which includes the county seat has the right to separately establish and maintain a high school, and in this case the high school committee shall be the board of the school district, or such three members as they may select.

11. As no provision has been made by the County High School Law to divert any portion of the general funds from the different school districts to the benefit of the high school, it must be assumed that the legislature intended the tax provided for in the act to meet the expense of supporting the county high school.

12. There is no law existing upon our statutes that allows pupils to attend a high school in a county regardless of the district where he lives without paying tuition, unless the county has been organized in a county high school district, or unless the district where the pupils reside forms part of a union high school district.

13. The law of 1900, authorizing the establishment of county high schools, by no means repeals the law providing for the establishment of a union high school by two or more contiguous districts.

14. Two or more contiguous districts in a county can organize a union high school if so desired. In so doing, however, they would not be exempt from the tax for county high school established at the county seat. They would still be liable to their portion of the tax levied for the support of the county high school.

15. A union high school, under section 4001, M. A. S., and sections 5 and 7 of the act of the general assembly, approved April 8, 1899, is entitled to both its quota from the general school fund and to the county tax for the support of high schools.



16. When a meeting of the school directors of all the districts of the county is called after the proposition to establish a county high school has been carried in a county, it is not necessary for the entire board of directors from each district to appear, providing the member or members of the board appearing present credentials showing that they have been given authority by the absent member or members of the board to cast the votes of the absentees.

If no member of the board appears no vote could be cast for that district, or, if one or two members appear without the credentials from the absent member or members, the member or members present would only be entitled to cast his or their own votes.

17. In the case of a county high school, the high school committee acts upon the question as to the cost, time and place of building. The county may be bonded for the expenses of building just as any school district may be bonded.

18. It is the duty of the high school committee to certify to the board of county commissioners the amount of tax to be levied for county high school purposes, and it then becomes the duty of the county commissioners to levy the tax. If the high school committee fails to perform its duty it may be required to do so by mandamus.

19. The tenure of office as a member of the county high school board expires with the expiration of the term of office of the member of the board in the district where he has been elected to office. The fact of his re-election in the district would not necessarily mean the continuance of his office as a member of the high school board. His continuing to hold the position would be entirely dependent upon the fact of his being again selected to the joint school board after his re-election as a member of the district board.

20. Persons attending the county high school will not draw state and county funds from the quarterly and semi-annual apportionments as a separate amount for the benefit of the high school. Their names are to be included in the various districts where they reside, said districts drawing the per capita amount for their names. The high school is expected to be entirely supported by direct taxes.

**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.

2. In the observance of legal holidays, the banks are a good guide. Washington's Birthday, last, having fallen upon Sunday, the banks observed Monday.

3. The twenty days of a school month include such holidays as may occur within that school month.

4. The time between Christmas and New Year's may be given to the teacher if the school board chooses to do so, but it does not legally belong to him.

5. A school board has the right to determine the time and duration of vacations.

6. Labor Day, being a legal holiday in Colorado, one is not required to teach a day during the month of September to make up for the school day lost.

7. A teacher is not obliged to make up legal holidays which occur during the term of school for which she is employed, and she receives her salary for such days just as if school had been held.

8. Arbor Day is a legal holiday and expressly stated as such by the laws of this state. However, it is not a holiday in the sense that the schools may be closed upon that day, since certain observances are required on the part of the schools.

---

**KINDERGARTEN TEACHERS.**

1. Under the act of 1893 a Colorado school board may lawfully employ a kindergarten teacher having a diploma from some reputable kindergarten teachers' institute outside of the state of Colorado, and it is not necessary that such teacher shall first pass an examination directed by the kindergarten department of the State Normal school.

**LIBRARY.**

1. The county high school district has the right to levy a one-tenth mill tax for library purposes, just as any other district has.

2. The board of any district may order a levy of not to exceed one-tenth of one mill for library purposes.

3. Funds raised in accordance with the provisions of section 67, page 57, of the School Law must be used solely for the purchase of books for a library which shall be entirely under the control of the school board; and while the section states that the library shall be open to the public, it is my opinion that the law does not contemplate the location of the library anywhere but in connection with the school.

**LOANS.**

1. The Constitution of Colorado prohibits the creation of a debt by loan for building purposes in any other way than by a vote of the electors. While a certificate of indebtedness can not be considered a loan, strictly speaking, the courts would probably construe it to be prohibited by the same constitutional provision when issued to cover a debt incurred by building.

**MEETINGS.**

1. It is illegal to employ a school teacher save at a regularly called meeting, of which due notice was given to every member of the board. It is also illegal to transact any business save at such duly called meetings.

2. If the school board chose to revoke its rules concerning the place where a school meeting must be held, it would have a right to do so.

3. A meeting of a school board can not be properly held unless reasonable notice has been given to all members.

**NORMAL INSTITUTES.**

1. The credits which county superintendents are instructed to give to applicants for certificates by reason of attendance at the Normal Institutes should be given to those persons only who have attended an institute in Colorado.

2. It shall be unlawful to pay any one from the institute fund for services as conductor or instructor of such institute, who does not hold a certificate or qualification for such work, issued by the State Board of Education upon the recommendation of the State Board of Examiners; Provided, That a member of the State Normal School faculty shall be ex officio a conductor of Normal Institutes.

3. If the president of an institute executive committee fails to call a meeting of the committee it would be proper for the other two members to call a meeting, giving the president notification of such meeting; and at such meeting it would be proper to transact the necessary business to establish and maintain a successful institute.

4. The law requiring a dollar fee for a teacher upon taking the examination, in no way does away with the requirement of the attendance fee for attending a Normal Institute.

5. It is not intended by law that the five per cent. for attendance at Normal Institute shall be added in any county unless the applicant has attended a Normal Institute in this state during the whole time it is in session.

6. In giving a person attending a Normal Institute five per cent. upon the average obtained in a teachers' examination, the five per cent. to added should be computed upon the general average obtained, and not be given as straight five per cent.

---

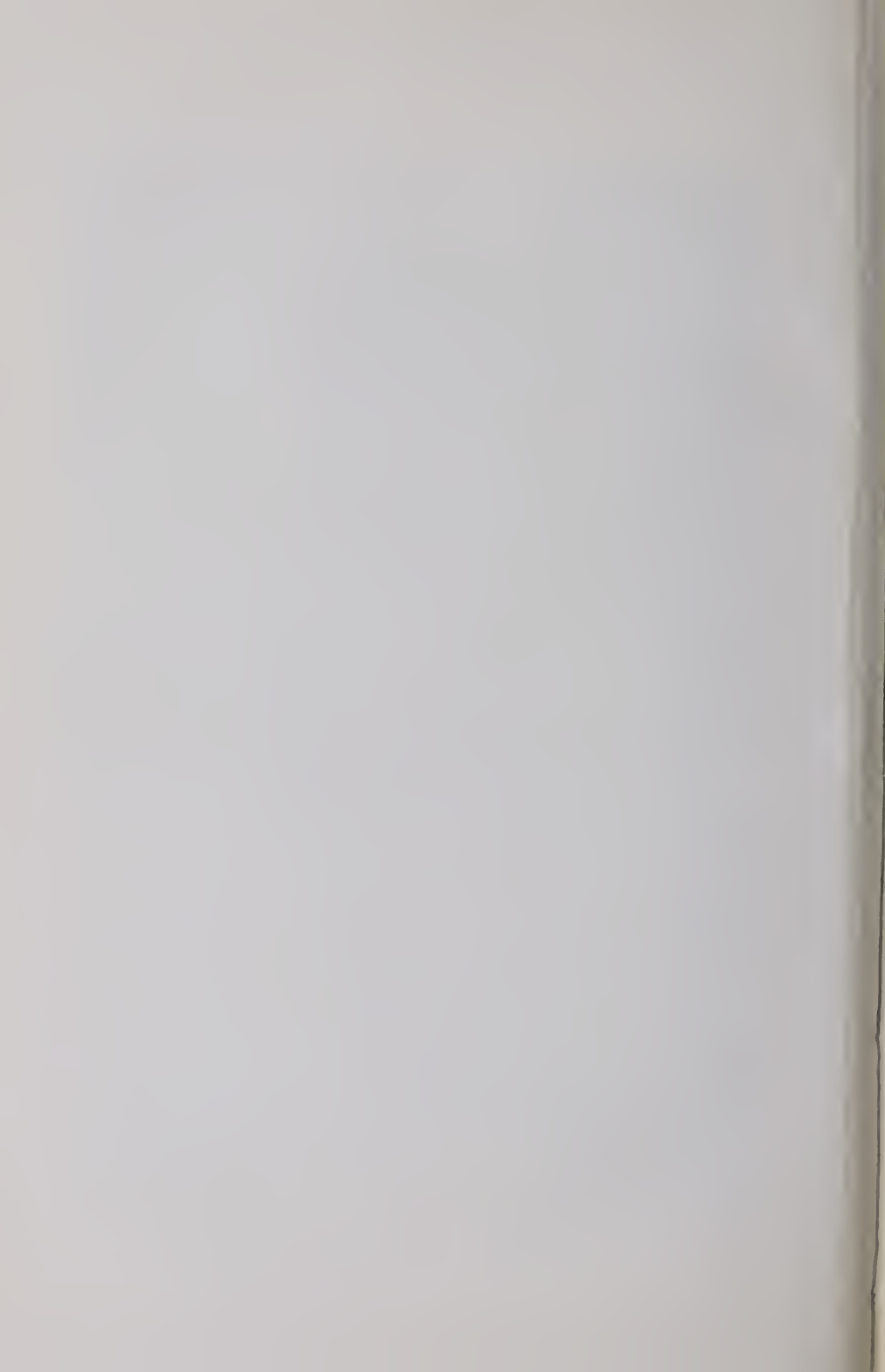
**PUNISHMENT.**

1. There is no special enactment concerning corporal punishment. Extreme and unreasonable punishment constitutes assault and battery, and action may be brought against the teacher by the party aggrieved. The court will determine whether the punishment is unreasonable.

2. A school board has no right to interfere with the reasonable punishment of a pupil by the teacher unless such pun-



LOVELAND HIGH SCHOOL, DISTRICT 2, LARIMER COUNTY, COLO.



ishment is given contrary to the rules of the board. Any teacher has a right to make such reasonable rules and regulations for the control of her school as may seem necessary for the proper management of the school; Provided, They do not conflict with the regularly established rules of the school board.

#### PUPILS.

1. All persons between the ages of six and twenty-one are entitled to all the privileges of the public schools.

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

3. Children six years of age are entitled to school privileges, and it is the duty of the board of directors to provide adequate accommodations for them.

4. A resident's objection to the attendance at school of a child from another district is of no effect, provided the board of directors is willing to permit such attendance.

5. The power to expel or suspend a pupil from the privileges of the schools of Colorado is conferred by law solely and exclusively on the school board, and no teacher has the right to perform that act.

6. A by-law providing that any pupil infested with small-pox, scarlet fever, diphtheria or any other contagious disease, should be excluded from the school, would certainly come within the powers of the board under the statutes; and as prevention is conceded to be better than cure, there can be no reason why a by-law providing that a well recognized preventive must be resorted to under pain of exclusion from school, would not be equally within the powers of the school board.

7. People who are deprived of school privileges can request that the school board provide a school for even a small number of children, but there is no way to compel the board to do so.

8. In regard to payment for transportation of pupils to and from school, there is no direct provision of the law authorizing such action, but it is customary in many districts of the state and has never been objected to, and should not be disturbed unless objections are raised by the electors of the district.

9. If the school board has demanded that the pupils of a school be vaccinated, its action being authorized or required by the county board of health, pupils should comply with the requirements made. The county board of health is expected to act in accordance with the rules and regulations of the State Board of Health, and also to see that all necessary precautions are taken in the schools of their counties to guard against contagious diseases.

10. The law makes no provision whereby a school board can pay the board of a pupil in another district.

11. A school board has the right to make a rule that children who may become six years of age during the school year shall enter school only at certain times—say at the beginning of the fall, winter or spring term. It is not proper to admit a child who is under six years of age.

12. A teacher has a right to compel the pupils in the respective grades to take all the studies prescribed for that grade, unless rules of the school board are in existence which would excuse a pupil for valid reasons.

13. It is also the teacher's right to establish any regulations for the discipline of the school that are not in conflict with the already established rules of the school board. A teacher in Colorado has also the right to use corporal punishment when not excessive or cruel.

14. When a pupil leaves school, taking his books with him, it being understood that he has permanently left the school, his name should be immediately dropped instead of his being counted as a member for three days after his departure.

15. The authority of the board of health is paramount to that of a school board, and if the board of health passes a regulation requiring vaccination of pupils as a pre-requisite to admission to the school, it is the duty of the school board to carry into effect such regulation.

---

#### 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. If a person moves his family into a school district for the purpose of availing himself of the advantages afforded by that district, and subsequently, during the school year, removes from the district, he is not a resident of such district, within the meaning of the term as used in the School Law of Colorado. The following is taken from a decision of the supreme court of Wisconsin (N. W. Rep., Vol. 41, page 1,014): "Effort has been made to guard against the precipitancy of non-residents to points where superior advantages exist, and schools of high order are maintained, by holding that such children only are entitled to free tuition as are actually residing in the district for other reasons, as a main purpose, than to participate in the advantages which the school affords."

4. Section 2, page 67, of the Colorado School Law exempts persons living more than two miles from a school house from the provisions of that act.

5. Considerable difficulty is sometimes experienced in determining "bona fide" residence. The law defines the residence of an unmarried person of school age (that is, of a minor) "to be identical with the bona fide residence of the parent or guardian of such person; Provided, That such parent or guardian be a resident of the state."

6. 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 purposes should be the one held IN GOOD FAITH on the 10th day of April.

7. (1) That place shall be considered and held to be the residence of a person in which his habitation is fixed, and to which, whenever he is absent, he has the intention of returning.

(2) A person shall not be considered or held to have lost his residence who shall leave his home and go into another state or territory or county of this state for temporary purposes merely, with the intention of returning.

8. A person may retain his residence in a district, if, at the time of leaving the district, it was his intention to return.

9. The word "residing," as used in section 77 of the 1897 School Law, has reference to a permanent residence.

10. If a person is holding down a homestead claim in good faith, he must retain his residence in the school district in which said homestead is located.

11. An unmarried person under twenty-one can claim residence where the parents reside, whether absent from home at school or at work.

12. Every unmarried person under twenty-one is entitled to draw school money.

13. A person's residence is his voting place.

14. In determining the residence for the purpose of taking school census, it matters not where the unmarried person of school age may be whose parents or guardian live in the state, the residence of such person is fixed by the bona fide residence of the parent or guardian, and this must be determined by the census enumerator.

15. The fact that a person pays taxes in two counties does not give him the right to send children to school in both districts in which the taxes are paid. A man's residence can only be in one place, and the place where the home is permanently located determines the district where the children have a right to attend school.

16. Residence under the School Law means a person's real home, not a temporary abiding place.

When people move into a town at the beginning of school, expecting to return to their permanent home at the close of school, they can not claim residence, and the school board has a right to charge tuition to children sent to school by such families.

17. If persons spend the winter in town, voting in the town in the fall and return to their homes in another district less than thirty days previous to a school election, they are not entitled to vote, since their action in voting, in the November election is a declaration of their residence in the town, and in removing to another district thirty days previous to a school election, even though they claim that as their home, they would not have gained the right to vote.

18. In the case of a person who had lived in a district for over a year and a half and who, after teaching six weeks in the district, went away for a certain time, expecting to return, if such a person claimed as his residence the district in which he had resided for over a year and a half, he would be entitled to vote in the district if possessed of the other legal qualifications.

19. If the parents or guardian of a child remove from a school district, claiming a residence elsewhere, the child is not properly a resident of the district from which the parent or guardian has moved.

20. A child who is living with a bona fide resident of a district and dependent upon such resident for a living is entitled to attend school in such district free, though the parents of such child are living in another district.

21. If parents own no home in a particular district, but rent while the children go to school there, and return to a ranch which they own in another district as soon as school is out, the district in which the ranch is located should enroll the children upon the census list.

22. If renters renting by the year and having no other home send children to school, the district in which they are residing in a rented house should enroll the children.

If renters rent by the month, leaving when school is out, and having a fixed home elsewhere, the children should be enrolled in the district where the fixed home is located.

If renting by the month and having no home elsewhere, although leaving when school is out, the children should be enrolled in the district where they rent.

If the mother votes in a certain district living there with the children, that would be her residence and the children should be enrolled in such district.

---

#### SALARY.

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. If a teacher is engaged by the year at an annual salary, vacations are not deducted. If he is employed by the month, and paid a fixed sum per month, vacations are deducted, if there is no contract to the contrary. A teacher could just as lawfully claim pay for the long summer vacation as for the customary holiday vacation.

3. A teacher can not be legally dismissed before the expiration of the time for which she is engaged "without good cause shown," and if so dismissed she can collect full salary; Provided, She holds herself in readiness to fulfill her part of the contract.

4. Teachers are legally entitled to receive the full amount of the salary agreed upon between them and the board of directors. They are not compelled to accept as payment for services rendered the warrants of the district, when such warrants are not worth their face value.

5. The board of directors has no right to deduct from a teacher's salary for legal holidays occurring during the school term.

6. A teacher may collect salary to the amount of actual damage suffered by the failure of the board of directors to fulfill its part of the contract.

7. If a school board closes a school during the term on account 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.

8. The school board must pay teachers for the time school has been closed for any reason within the regular term; Provided, The teacher is ready and willing to fulfill his part of the contract.

9. A teacher may collect salary for the number of months specified in the contract entered into with the board of directors of the school district where he teaches; Provided, the directors have not contracted with the teacher to pay wages in excess of the revenues for the year.

10. If a teacher is ready to begin school at the time specified in his engagement, and owing to neglect of duty on the part of the school board, can not do so, he is not compelled to make up the time thus lost, but is entitled to his salary from the time specified in such engagement.

11. If a teacher is present at the school house on a stormy day and waits a reasonable length of time for pupils who fail to appear, he is entitled to pay for that day.

12. If, with the consent of the directors, a teacher holds school on a legal holiday to make up for a day lost, the teacher

13. If the board of directors closes the term of school before the expiration of the time contracted for, the teacher being ready is entitled to pay for the full month.

to fulfill his part of the contract, the board is liable for the teacher's salary for the full term agreed upon.

14. There is no law authorizing a teacher to draw his salary for the two weeks spent in attending the Normal Institute.

---

### SCHOOL.

1. The departments of a school can not be legally considered as separate schools.

2. The president and treasurer of the school board can not legally remove the school from its quarters, unless authorized so to do by the board of directors in session assembled.

3. The three months referred to on page 44 of the School Law is the time necessary to comply with the requirements for holding the organization of a district. The four months' term is necessary to entitle the district to receive its share of the general school fund.

4. The district school board has the full right to decide where school shall be held.

5. Where a school is conducted as a public school, even though it is supported by other than public school money, it will be proper to include that part of the term coming after the five months provided for by the school fund, as if it were also supported by the public school fund, and the teacher should make her report for the whole time during which the school was held.

6. The three months' school required by law to hold the organization of a district and secure an apportionment should be held between July 1st and June 30th of the year following.

7. If a school teacher is engaged to teach a school in a district and is paid even in part from the public school fund, the school is a public school, open to all children eligible to attend school in the district, and such a school must be controlled as any other public school is, even if supported in part by private subscription.

8. If the extra two months of school which are partially paid for by donations from the citizens are held in the school house and the school is conducted as a public school, the additional months should be counted as a part of the term of school for the year.

9. While a school board would, if they felt so disposed, have a right to establish a summer school, they would not have the right to limit the attendance to those pupils recommended by the teachers, and some others, and requiring those who desire to attend the school without the recommendation to pay their own tuition. It would, however, be legal to establish such a school for certain grades, limiting the attendance to the specified grades.

10. The law requires that school shall be taught five days in the week. There is no provision which would make it illegal to hold school on Saturday.

11. The law gives school directors the sole power to arrange the length of the term, number of teachers to be employed, grade of work to be done, etc., in the public schools of the district.

12. A school board has the right to legally appropriate money to carry on a second or third school to be located in various parts of the school district when the location of the school population seems to demand such an arrangement to justly provide educational privileges for the greatest possible number of children residing in the district.

13. The district board has the right to permit the location of the school to be changed temporarily, although it is expected that in this as in all other matters the welfare of the whole district will be considered.

14. The county superintendent has the right to order closed any school in a district that does not comply with the law, by order of the board of health.

---

#### SCHOOL BUILDINGS.

1. A taxpayer of a district can not dictate for what purpose the school building can be used. The school directors are the legal custodians of the school property.

2. 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.

3. A board of school directors can not legally change the site for a school building which has been selected by a legal vote of the electors of such district.

SCHOOL AT MONTROSE, DISTRICT 1, MONTROSE, CO. NEW, COLO.







4. 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, such action legally authorizes the directors of the district to contract for the erection of such a building.

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

6. School must be held in a building situated within the boundaries of the district.

7. 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.

8. The power to fix the site for school houses necessarily includes the power to fix the location of the school, and after a majority of the voters of the district (third class) have decided to have the site of the school house in a certain portion of the district, it would hardly be held as within the power of the board to defeat the will of the electors by establishing a school in some other place.

9. The electors of a district are the only persons who have power to levy tax for the purpose of building school houses.

10. Other buildings than the school house may be used for school purposes if the board so desires.

11. The school board of a third class district has no right to move school buildings unless directed to do so by vote of the electors of the district.

12. No petition is necessary to bring the question of selecting a site for a school house before the electors concerned.

13. The question of moving a school building or erecting a new one may be decided at any regular meeting of the electors. It is not necessary that the question be announced in the notice of the regular meeting.

14. The location of a school house is for no definite time. A vote may be taken on the question of moving the school house as often as a meeting for the purpose can be legally called.

15. In building a school house the board of directors must keep within the appropriation of the electors. If it is desired to spend more money than the original appropriation, a meeting of the electors must be held to determine whether they will authorize the additional expenditure.

16. The law does not specify the manner in which a school board shall proceed in the matter of building a school house or whether such board shall advertise for bids or not. The board is permitted to exercise discretion in the matter, having in view at all times, the best interests of the district.

17. A district board has the control of the school house and can not be compelled to open the house for other than school purposes, even though the citizens of the district so request.

18. As the school board of any district has the control of the school house, if the board sees fit to permit the use of the school house for a subscription school it has the right to do so. It may also permit the use of the text books owned by the district. It has no right to permit the use of the district's fire wood or to in any way make an expenditure of the district's money for the subscription school.

19. The members of the school board are the legal custodians of school property and a taxpayer of the district can not dictate for what purpose the school building can be used.

20. The matter of moving a school house can be voted upon at the annual May meeting without being mentioned in the notices, while at other meetings the notices must state the business that is to be transacted.

21. The electors of a school district, even though they are not taxpayers, have the right to vote to move a school house. If the majority vote is in favor of moving the school house, it is not necessary to call another meeting to select the site, if no mention of a site was made in the announcement of the meeting previously called. The school board may decide upon the site.

It is necessary that all of the three notices posted in regard to meeting shall read the same as to time of opening, etc.

22. The electors of a district can not compel the board to hold school in an unsafe building, nor to repair the same.

23. A school house located in an annulled district may be sold by order of the county superintendent and the proceeds turned into the county general fund, unless the territory of such annulled district is attached to another district, in which case the school house belongs to the latter district.

24. A sale of a school house, unless authorized by vote of the electors of the district, is void and may be set aside in the proper proceedings instituted by any elector of the district or by the county superintendent.

25. If a majority of the board of school directors decides that the school house of the district may be used for church purposes, the building may be so used. The law gives the charge of the school house and other school property of the district entirely to the school board.

26. The proposition to build a school house includes procuring a site therefor. The interpretation of the law relative thereto is: First, that a vote is necessary; second, that if the land were purchased without such a vote, the sale would be invalid; third, section 45, page 39, of the School Law, will govern the qualifications for voters.

---

### SCHOOL DISTRICTS.

1. Organized territory can not 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. In the organization of new counties by the general assembly the county lines, in a few cases, divided organized school districts into two parts, leaving the district in two counties; in such case, the district should be considered as a joint district.

3. 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.

4. Failure to open a school in a newly organized district within six months from the date of organization, makes void all proceedings pertaining to the formation of the district, un-

less the time for opening a school therein be extended to eight months by the county superintendent.

5. Four months of school in each school year are necessary in order that a district may hold its organization. (See sections 30 and 77.) Three months of school are necessary to entitle a district to its share of the public funds. (See section 75.) This practically makes four months of school necessary in each district.

6. 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 three and one-half per cent. of the assessed value of its property, both real and personal.

7. A new district can not be legally organized with less than ten persons of school age residing therein.

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

9. A district having an area of less than nine square miles can not be divided for the purpose of forming a new district.

10. In the organization of a new school district, the law requires two-thirds of the votes cast to be favorable.

11. It is not within the province of the State Superintendent to take any part whatever in the organization of a new school district. He may, however, as a member of the State Board of Education, pass upon the legality of such organization when an appeal is taken to the board from the decisions of the county superintendent.

12. A school district, having kept up its organization and maintained a four months' school during the year, can not be annulled merely for the 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.

13. No school, except one duly organized according to law, is entitled to recognition as a public school, either in the distribution of funds or in any other official way.

14. The conditions prescribed for the formation of a new school district out of unorganized territory do not apply to the

formation of a new district out of one or more old districts. (Section 27 of the School Law.)

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

16. "Section 32 of the School Law provides for distributing any school funds remaining to the credit of a district when a new one is formed from one or more old ones, but I have found no law providing for the payment of the indebtedness of a district in case it should be disorganized and wiped out of existence. To my mind, it follows that the legislature never intended that a school district should be disorganized until all its outstanding obligations are provided for. I do not say that the superintendent might not declare the district annulled, and at the same time provide in the order in which it was contracted for the payment of such indebtedness by the district to which the territory should be attached, providing such district should consent thereto. He certainly should not make an order annulling the district until some provision is made for the payment of its outstanding warrants, and if he have done so, in any case, it could not have the effect to cancel such indebtedness or make it invalid."

17. In the matter of the presentation of a petition for the organization of a new district, the statute provides that if, in the judgment of the county superintendent, the school interests of the districts affected by the proposed change will be best promoted by such change, he shall direct some one of the petitioners, who is a legal voter, to notify each elector residing within the district so to be formed, etc., to attend a meeting, at which the question of organizing a new district shall be determined by vote of the electors.

This language leaves it entirely to the discretion of the county superintendent whether or not he will call such meeting, or whether or not the best interest of the districts will be promoted by such change. The matter is not subject to review by the State Board of Education, unless it appear that there is an absolute abuse of such discretion.

18. A district may be annulled when, for the period of one year, it has failed to maintain a school, keep up its organization of officers, and make its annual report as required by law.

19. In the organization of a new district, the county superintendent may transfer a family to another district. (Section 29, 1897, School Law.)

20. A portion of unorganized territory may be annexed to a school district by the county superintendent upon petition of the majority of the legal voters resident within the territory to be so annexed.

21. More than one section of unorganized territory may be added to the district upon petition to the county superintendent of a majority of the legal voters within the territory.

22. A school district of the second class becomes a first class district when the census returns show that said district has a school population of 1,000 or more.

23. In the organization of a new district, it is legal to take cognizance of persons of school age residing within the limits of the proposed new district, whether the said persons are on the census list or not.

24. A two-thirds vote of the electors is necessary in order to organize a new district.

25. The matter of organizing new school districts is one mainly in the discretion of the county superintendent of schools, subject to the provisions of section 28 of the School Law, providing that no city or town shall hereafter be divided into two or more districts, and the districts of the first class shall not be divided except upon a vote of the electors of the district, and that no district shall be divided for the purpose of forming a new district unless it contains more than nine square miles, nor unless the remaining portion of the district shall contain more than fifteen persons of school age.

26. Territory belonging to a joint district can not be detached from or attached to an adjoining district without the consent of all the county superintendents interested in such joint district.

27. In case of a new district formed from one in which text-books are furnished free, the question of supplying free text-books in such new district must be submitted to a vote of the people.

28. Territory detached from a district which has been bonded is not released from taxation to pay both principal and interest of such bonds. Such detached territory is liable for such taxation until the bonds have been fully discharged, the same as if it had remained a part of the original district.

29. "Whenever any district shall, for a period of one year, fail to maintain a school and keep up its organization of officers and to make its report as required by law, the county superintendent may declare such district annulled and annex the territory to an adjoining district or districts." Therefore, the mere fact that school has not been held in a district is not sufficient to warrant the county superintendent in annulling the district.

30. At the meeting held for the purpose of determining whether or not a new district shall be organized, only those living within the boundaries of the proposed new district have a right to vote. Those living in the district from which the new district is to be formed have no voice in the matter.

31. It is not necessary that there should be ten persons of school age in territory detached from one district and attached to another, but there must be left fifteen persons of school age in the district from which such territory is taken.

32. Territory annexed to a school district is liable for the debts of the district from which it was detached to the extent of the tax already levied against such territory at the time of the division of the district.

33. Under the statute the judgment of the county superintendent in matters of the division of school districts is final.

34. The only way in which any portion of a joint district can be taken from the joint district and annexed to another is by going through the procedure mentioned in section 31, page 31, of the School Law. The joint district would have to first be annulled with the consent of the county superintendents and a majority vote of the electors of said joint district. The territory should then be annexed to the other district, in accordance with the requirements of section 29.

35. When a school district has been annulled and its territory is being annexed to other districts, people wishing to become members of other districts may petition to have land other than their own, and on which no one is residing, annexed with their land to other districts.

36. District boundaries can only be established as specified in the School Law; they can not be fixed by agreement on the part of members of school boards.

37. A county superintendent has not the right, after boundaries are established in a new district, to record "amended

boundaries" for all the districts, upon his own motion, changing them from what they were at first.

38. As to whether, in counting the number of pupils left in a district after a division has been made, the count is made from the present actual residents or from the number contained in the last census list, clearly it is expected that fifteen persons shall actually be shown to be residing in the district after the division is made.

39. Since the law says positively that when school districts of the second class shall attain a school population of 1,000 or more there shall be elected one director for three years, one director for four years, and one director for five years, etc. (section 42, page 37, School Law), it is really obligatory that a district shall organize as a first class district after attaining the specified population.

40. Directors can not exercise the powers given electors of districts of the third class after filing annual census of 350 children previous to the annual election. The board will reorganize after the annual election and after the census list is examined, compared as required of the county superintendent in section 64 of the School Law, and is found to be correct in giving the district the necessary number for a second class district.

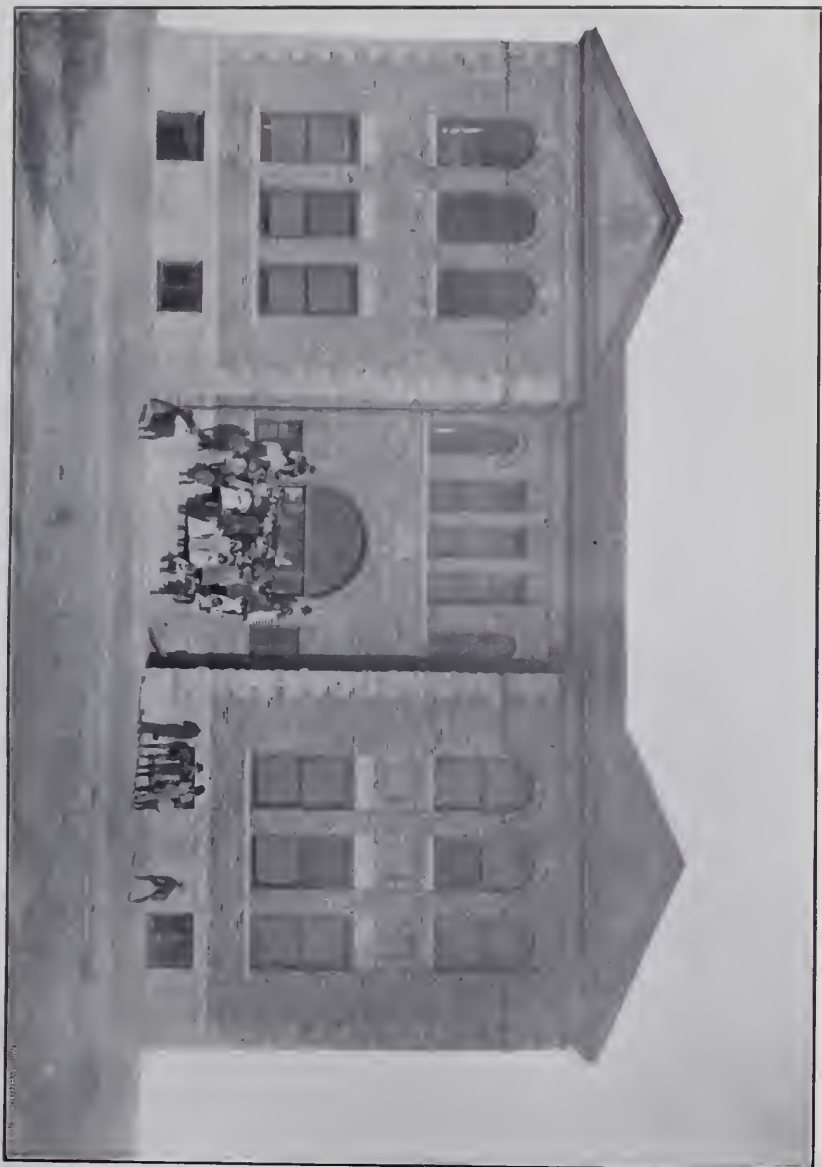
41. When an acre of land has been taken by a school district under the provisions of chapter 31 of the General Laws, if it has been used for school purposes and no other, it belongs to the school district, and not to an individual who has recently made purchase of the quarter section of which such acre is a part. The individual purchasing the land can not collect rent from the district and can not demand pay for the land.

42. There is only one way in which a portion of a school district may be detached from said district, and that is in accordance with the last portion of section 29, page 29, of the School Law, which gives the county superintendent the right to detach territory in one school district and annex it to another school district upon petition in either case of a majority of the legal voters of the territory to be annexed.

No provision is made for simply detaching territory from a district, so that a person who can not send a child to a school held in the district will be exempted from paying the special tax.

43. When a school district has been divided, in the division of funds between the old district and the newly organized district, the clause in section 32 of the School Law which states that





SCHOOL, AT SUGAR CITY, DISTRICT 25, OTERO COUNTY, COLO.



"after providing for all outstanding debts, etc.," can not be interpreted to mean contracts made with teachers for certain months of school which are yet untaught. No debt exists for the months of teaching which are yet to come.

44. The county superintendent can not transfer territory from one district to another, except when both districts are located in the county of which he is superintendent.

45. It is not required by law that the petitioner for territory to be annexed to a school district should be the owner of such territory.

46. The county superintendent has the right to grant or not to grant a petition for the establishment of a new district, and the State Superintendent has no right whatever to compel any county superintendent to grant such a petition if, in the county superintendent's judgment, it is not wise or desirable.

47. A county superintendent has a right to detach a portion of one district from said district and attach it to a contiguous district upon petition of a majority of the legal voters residing within the territory to be so annexed. It is not necessary that the consent of the voters residing in the district to which the territory is to be annexed should be obtained.

48. Unoccupied land can only be transferred from one district to another when transferred with other territory upon which people reside.

49. It would be illegal to detach territory from a certain school district, leaving it as unorganized territory, since the only provision made for detaching territory is upon petition requesting that said territory be attached to some other district.

50. If a district contains nine square miles or less, so that any territory detached from it will leave it with less than the area required by law, it would be illegal to detach any territory upon petition of the residents of that territory, even though the people of both districts are willing to have the transfer made. In making a transfer of territory it is not necessary that the boundary lines should conform to the section or half section lines, although much trouble is avoided by so arranging the lines if possible.

51. A portion of a joint district can be detached from said district and attached to another only under the provisions of sec-

tion 31 of the School Law, unless cause for annulling the district exists.

52. A school district in order to maintain its organization must, among other requirements, maintain at least four months' school each school year.

53. Section 75, page 62 of the School Law requires each school district to maintain a public school at least three months in each school year. A district which holds no school, but whose pupils by authority of the school board attend school in another district, the school board paying tuition to such other district, does not comply with such requirement and is not entitled to its pro rata share of the general school fund.

54. If an attorney is employed to defend an action brought against the district, then the *district* must pay his fees; but if brought against the individual directors, they must pay their own attorneys' fees.

---

#### TAXES.

1. A vote in favor of levying a tax for building purposes is not sufficient to authorize the directors of a district to erect a school building when such tax has been collected. There must be a vote by the electors directly upon the question of building a school house.

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 lands form 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. Where a tax levy has been certified to the county commissioners it can not be reconsidered, but it may be reconsidered if the certificate has not been filed.

4. 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.

5. A district board of the third class can legally certify a special tax to the board of county commissioners without a vote of the electors of the district.

6. After a district has voted a special tax, and such tax has been certified to the county commissioners by the directors, it can not be reconsidered or amended, nor can the board of directors make a new levy; but it may be reconsidered if the certificate has not been filed.

7. 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, such action legally authorizes the directors of the district to contract for the erection of such a building.

8. The board of county commissioners has not authority to change a special tax levy certified by the board of directors.

9. In a third class district, the tax levy has to be submitted to the voters. Twenty days' notice of such meeting must be given.

10. "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."

11. If the directors fail to certify the amount of the special tax levy the county commissioners may make a levy sufficient to maintain a four months' school, the tax in no case to exceed fifteen mills.

12. When the special tax levy has been certified to the county commissioners, it can not be reconsidered, nor have the commissioners any authority to make another than that certified, except in the case of bonded districts.

13. The fifteen-mill limit of special taxation applies only to third class districts.

14. There is no limit to the special levy in first and second class districts.

15. The fact that the head of a family pays a tax in a certain school district does not of itself give his children the privileges of the school in that district. Children may attend school free of charge only in the district in which their parents or guardians are bona fide residents.

16. Section 1, page 316, Session Laws, 1891, contemplates that the two mill tax therein provided shall be apportioned among the school districts per capita, and not \$160 for each school district. The \$40 per month therein provided is established as a basis in estimating the teachers' salaries.

17. It is lawful to collect special school taxes on range stock in districts where they are located.

18. The treasurer can hold funds received in payment of taxes, other than special school tax, and levy for the school tax.

19. In case an assessor should alter a levy certified by a district school board, he is liable civilly and criminally.

20. A district board can not raise a tax levy decided upon by the electors of the school district after it has been certified to the county clerk. The board of commissioners can not raise this levy if the requirements of the law have been complied with so far as the amount is concerned.

21. The law gives no authority to change the school tax of a resident of one district to another district.

22. The directors of a school district have a legal right to certify a special tax to the county commissioners in case the electors neglect to fix the levy. Such a tax must not exceed fifteen mills on the dollar, and if a vote of the electors has been taken in a district, then the directors must certify the amount voted by the electors.

23. The directors can not change a levy made by the electors of a district, even although it may be insufficient to carry on the regular term of school in the district.

24. In case a district rents a class room from one of the churches of a town for school purposes, such renting would not make the church property taxable.

25. When a levy has been made by electors, it is not in the power of the school board to raise the levy made. This applies to a third class district. If it is a second class district, the right to make the levy rests entirely with the school board.

26. There is no law authorizing the levy of a tax for a sinking fund, but section 63 of the School Law does authorize the levying of a tax for building purposes. This law has been interpreted to mean that the tax levied under it must be for a specific purpose, as for building a school house, purchasing a site, etc.

27. The special tax levy should be made previous to sending in the annual report of the secretary of the district. The levy can be certified to legally by two members of the board.

28. It is the duty of the board of county commissioners to levy such a rate above two mills as may be necessary to produce the amount needed per capita to enable each school district in the county to maintain a public school four months in each year, as required by law, and as shown by the county superintendent's certificate provided for in the same section. The board of commissioners can be compelled to do this by mandamus if necessary.

29. The county commissioners have no right whatever to make a general levy of one mill, since the law plainly states that the minimum rate is two mills, which must be increased by the commissioners to whatever shall be required for the purpose as specified to them by the county superintendent of schools.

30. According to legal decisions in this state, a special tax can be voted at other than the annual meeting. Paragraph 4, section 63, page 53, of the School Law has been interpreted, in connection with the introduction of section 63, to authorize this.

31. Section 4028 M. A. S. is clearly in conflict with the act of 1899, and it is clear that so much of said section as conflicts with the act of 1899 is expressly repealed, and that county commissioners are limited only by their discretion in making levies for school purposes since April 8, 1899, that being the date on which the act took effect. The minimum amount of two mills is, however, not changed.

#### TEACHERS.

1. The teacher's legal authority over his pupils is confined to the school grounds.

2. Two members of a school board have the right to dismiss a teacher providing their action is taken at a regular or special meeting of which all members of the board have notice. But a teacher having a contract with the board can not be dismissed without good cause for such action being shown. (Section 60, last clause.)

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

4. A teacher can not be legally dismissed before the expiration of the time for which she is engaged "without good cause shown," and, if so dismissed, she can collect full salary, provided she holds herself in readiness to fulfill her part of the contract.

5. Section 60, School Law of Colorado, contains the following statement as the closing sentence:

"No teacher shall be dismissed without cause shown, and such teacher shall be entitled to receive pay for services rendered. At the top of page 80, Seventh Biennial Report of the Superintendent of Public Instruction, an official decision states 'that a teacher can not be legally dismissed before the expiration of the time for which she is engaged, without good cause shown,' and if so dismissed she can collect full salary, provided she holds herself in readiness to fulfill her part of the contract." The following is the decision of the Supreme Court of Michigan (April 30, 1880) in the case of Dewey vs. Union School District: "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." (Dewey vs. District, 43 Michigan, 480.) It will thus be seen that the official decision of this department contained in the Seventh Biennial Report is sustained by the highest judicial authority in the state of Michigan.

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 the residents leaving the district; provided the teacher has fulfilled her part of the contract and expresses her willingness to complete the requirements of her 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 can not impose upon a succeeding board an obligation to retain a teacher for a longer period than the close of the current school year. (Applies to second and third class districts.)

8. The school board has it in its power to dismiss a teacher for incompetency or immorality. But according to section 60, last clause, School Law of Colorado: "No teacher shall be dismissed without good cause shown, and such teacher shall be



entitled to receive pay for services rendered." In order to make good charges of immorality, specific acts must be declared and supported by affidavits of witnesses. The possession of a proper certificate of qualification is prima facie evidence of competency and fitness. Hence the law, section 16, line 7, provides that a county superintendent "may revoke certificate of any grade at any time for immorality, incompetency or any other just cause." If satisfied that the charges can be sustained by proof, the proper course for the board is to bring the matter to the attention of the county superintendent, with a request that he make use of the power granted him by the law.

9. Respecting the jurisdiction of teachers over pupils on their way to and from school, it may be stated that the legal decisions in the majority of states recognize the authority of the teacher as concurrent—that is, joint and equal—with that of the parents. In some states, decisions have been made which give the school authorities some control over pupils and their conduct after they have reached home from school. However, authority over pupils when not on the school premises should be confined to protecting and promoting the welfare of the school. Such acts only as directly affect harmfully the discipline and teaching of the school should be taken cognizance of. For example, truancy, wilful tardiness, quarreling with other children, the use of indecent and profane language, etc. The teacher should seek the co-operation of the parent, if possible, in such matters, for the sake of avoiding unnecessary friction.

10. No part of the last month's salary of a teacher should be paid until the reports required by law are made and filed according to specifications.

11. A school board can not compel a teacher to make up time lost during the time a school was closed because of the prevalence of a contagious disease; Provided, Said teacher holds himself in readiness to teach, subject to the order of the board.

12. A school board can not legally dismiss a teacher before the expiration of the time for which said teacher is engaged without good cause shown, and if so dismissed, said teacher can collect full salary; Provided, He holds himself in readiness to fulfill his part of the contract.

13. If a teacher employed in the schools is incompetent to give instruction in any of the subjects provided in the course of study for that district, the board of directors would have cause for discharging such teacher.

14. The board of directors has exclusive jurisdiction in the employing and discharging of teachers.

15. A teacher can draw her wages during the time that a school is closed on account of an epidemic.

16. A contract between a teacher and his substitute is not binding upon the board of directors.

17. 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.

18. A teacher can not be legally dismissed before the expiration of the time for which he is engaged, without good cause shown, unless there is a clause in the contract making provision for such contingency.

19. A school board may dismiss a teacher for incompetency or immorality. A county superintendent may revoke a certificate of any kind at any time for immorality, incompetency or any just cause.

20. In order to make good charges of immorality or incompetency, specific acts must be declared and supported by affidavits or witnesses. If satisfied that the charges can be sustained by proof the proper course for the board is to bring the matter to the attention of the county superintendent, with the request that he use the power granted him by law.

21. A teacher's only recourse against a school board that refuses to issue a warrant for salary is through the courts.

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

23. If a school board employs teachers who do not hold legal certificates, such board is liable for the teachers' salaries, since it is a direct violation of the law to pay such teachers from the public funds.

24. A teacher is under no obligation to make up time lost when school is closed for the purpose of repairing buildings. If a teacher absents himself a day or more from his work, he himself being responsible for the loss of time, he must make good the loss of time or forfeit his pay.



HIGH SCHOOL, LA JUNTA, OTERO  
COUNTY, COLO.



HOLLY SCHOOL, DISTRICT 6, PROWERS COUNTY, COLO.



25. It is not legal for a board of directors, before the May election, to employ teachers for the following year. (Applies to second and third class districts.)

26. An unlicensed person cannot legally be employed as substitute teacher in the public schools of this state. A substitute teacher must be provided with the proper certificate.

27. It is the duty of the teacher to teach high school studies when such studies are prescribed by the board of directors as a part of the course of study.

28. Teachers of the public schools are to be paid for the term for which they are employed, without regard to the intervention of holidays.

29. Teachers are not required to make up holidays which occur during the term.

30. "It has been ruled by Attorney General Engley that a teacher has no power to suspend pupils and that the board can not delegate to the teacher its statutory power in that matter. However, I consider that it would be proper to assume that the teacher has the power to temporarily suspend, that is, long enough for the matter to be called to the attention of the district board. It would also seem proper to say that the board may act entirely upon the recommendation of the superintendent in regard to suspension and expulsion, but the act of suspension must be the act of the board."

31. The teacher has a right to her hour's intermission at noon, providing she teaches the requisite six hours through the day. She is required to teach school from 9 a. m. until 4 p. m., unless the board gives her permission to finish at an earlier hour.

32. Since the law gives the board the right to employ and discharge teachers and to fix and order paid their wages, the electors of the district could have no voice in the matter, and while the patrons of the school would have a right to circulate a petition requesting the board to engage a certain teacher, the board would have the right to ignore the petition if they desired to do so.

33. The laws of Colorado do not make it illegal for members of school boards to vote for relatives of any degree as teachers.

34. The teacher of a public school has control to a reasonable extent of a child during school hours and while on the school grounds. A child would not have the right to leave the school grounds after he had reached the school in the morning or to leave the grounds at noon if he did not go to his home at noon, but remained in the school house.

35. The laws Colorado do not make it possible for a permit to teach to be granted to any teacher expecting to enter the public school work of this state.

36. It is the duty of the teacher to teach whatever branches may be specified by the school board, since that body is given the right to establish a course of study for the school of its district. If the teacher has failed to teach the branches requested by the board, it would probably not be sufficient reason for the board's refusing to sign the warrant for her services as teacher for the time she has been employed in the school, yet it is possible that it might be held as sufficient grounds for the dismissal of said teacher.

37. School boards have authority to employ special teachers for special branches, but such teachers must have valid certificates in order to entitle them to be paid from the school funds, even though such teaching is done outside of regular school hours.

38. The laws of this state make it impossible for a school board to discharge a teacher without some cause that would be considered in the courts a sufficient reason for breaking the contract between the teacher and the school board. Incompetency, immorality, drunkenness, etc., are the reasons that have been held sufficient.

39. A teacher is not required to do janitor work in this state unless the contract into which he has entered with the district board distinctly states that such shall be the case.

40. If a teacher has been employed to teach a certain department of a school, the school board would not have the right to close another department and require one teacher to do the work of both departments, unless such an arrangement had been made in the contract entered into between the teacher and the board.

41. In a district where there are two schools, the district teachers should send in separate reports to the county superintendent and secretary.

42. The laws of Colorado do not in any way prohibit a husband and wife from teaching in the same school.

---

#### TEXT BOOKS.

1. If a school board purchase 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 can not compel the district in which they reside to furnish the text books for their children.

2. The board of directors must furnish books for all pupils when instructed to do so by a majority vote of the electors of their district, as expressed at any regular meeting or special meeting called for that purpose.

3. The laws of Colorado give the entire authority for adopting text books to the school directors of the various districts of the state.

4. The county high school committee can furnish free text books to pupils of such high school.

---

#### TUITION.

1. 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. (Dick.)

2. The payment of tuition for the school privileges afforded to children attending outside of their own district is a matter which the boards of the respective districts must arrange between themselves. (Coy.)

3. The law makes no provision whereby the board of directors of a district can appropriate school money to pay tuition for the pupils of said district who attend school in another district. (Patton.)

4. A person, having attained the age of twenty-one years, is not thereby debarred from school privileges, but the board may require tuition of him. This ruling applies to those who

may have been under the age of twenty-one at the time the last school census was taken.

5. A tuition fee may be charged for any person under six or over twenty-one years of age. The time of year at which his birthday occurs has nothing to do with the matter.

6. A school board has the right to charge a tuition fee for non-resident pupils attending school in the district under the control of the board.

7. The school board of any district has the right to fix the rate of and demand tuition from pupils attending from another district.

8. If the home of a family is certified to be in a district, and if the children have been listed upon the school census of that district, the children would have the right to attend the school without tuition, even if the family spends a large part of the year elsewhere. In the case of pupils attending before the family moves into the district for the winter, the same rule would apply.

If the district is the declared home of the family, and if the children have been previously listed upon the census list, they would have the right to attend the school without tuition, even if the remainder of the family were at present residing elsewhere.

9. Those pupils who are entitled to attend school in a district without paying tuition are those whose parents or guardians may legally claim the school district as their residence.

The laws do not provide for the payment of tuition in high school for pupils above the eighth grade from the public funds of the school district.

---

#### WARRANTS.

1. It does not invalidate a school warrant to specify a rate of interest not exceeding 8 per cent., or to have a date of payment specified therein. A county treasurer would undoubtedly follow the legal directions as to the rate of interest and time of payment, regardless of what might be written in the warrant, in addition to the usual form.

2. The auditing of bills against a school direct 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.

3. A legal notice, under section 68, is a publication for twenty days in some newspaper, published at the county seat of such county. (Session Laws, 1887, page 405.)

4. A school warrant payable two years from date of issue and in excess of the special tax levy for the current year is invalid.

5. A county treasurer can legally pay only such warrants as are issued against the school fund of the current year.

6. As to whether a school district warrant is legally drawn when signed by the president and secretary, and not by the treasurer, is a question for the county treasurer of the proper county to pass upon when the warrant is presented for payment. Should he pay such warrant and afterward, upon investigation, it be found to have been issued to some person or persons to whom the district was not justly indebted, he, the treasurer, would be liable on his official bond by reason of the fact that the warrant was not sufficiently authenticated, as provided in section 58, School Law, which reads: "It shall be the duty of the treasurer to countersign all warrants drawn by the president and secretary on the county treasurer."

7. The law does not require the county treasurer to keep several accounts of the special fund of a district.

8. 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.

9. The president of the school board being the principal functionary, a warrant drawn without his signature is illegal.

10. 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.

11. The total amount of school warrants issued must not exceed the amount of tax levy for the current year.

12. The only legal restrictions placed upon school directors in the matter of issuing warrants are that they must be issued 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.

13. Two members of a school board can issue warrants; Provided, Such warrants are ordered at a regular meeting or at a special meeting, legally called, of which all the directors had legal notice.

14. It is the duty of each member of the board of directors to sign all warrants drawn on the county treasurer in favor of parties to whom the district is lawfully indebted. If any member of the board refuses to sign such warrant, there is no way to compel him to do so, except through regular legal procedure. If, however, the county superintendent be cognizant of the facts and certifies to the county treasurer that the warrant was drawn in payment of a just debt legally incurred, the county treasurer would be justified in paying such warrant bearing the signature of only two members of the board of directors.

15. "It shall not be lawful for the officers of any district to issue warrants in excess of the tax levy for the current year." The "current year" is identical with the fiscal year, beginning December 1st and ending November 30th.

16. In the absence of any fraud or abuse of trust in the issuing of school orders upon the county treasurer, the directors of the school district issuing the same can not be held personally liable when there are no funds in the county treasury to pay them.

17. Section 4033 of Mills' Annotated Statutes provides:

It shall not be lawful for the officers of the district to issue warrants at any time in any amount in excess of the tax levy for the current year.

In this provision the words "tax levy" must be construed to mean "the revenues of the district," including the county fund, the state fund and the fees derived from fines and penalties.

"If a school district, on account of some unforeseen casualty or expense, or for some unexpected failure of revenue, should incur an expense in excess of its revenue, it would be its duty to levy a sufficient amount of tax the following year to pay such indebtedness, in addition to its expense for said year.

"No warrants can be issued in excess of the revenue, but a certificate of indebtedness should be issued, payable out of the revenues of the succeeding year, and it would be the duty of the board during the succeeding year to draw a warrant for its payment."

18. A school director has no legal right to refuse to sign a properly drawn warrant, issued for any just obligation of the district. The warrant might be cashed upon the two signatures if the county treasurer is willing to assume the responsibility. The only way to compel the director to sign it is by legal proceedings.

19. After a levy is made for a special purpose in a school district, and is also made by the county commissioners, warrants may be drawn to the amount of the revenue for the current year.

20. Since no warrant is valid if drawn in favor of a person to whom the district is not lawfully indebted, the district has no authority to incur the debt for the payment of which the warrant mentioned was drawn.

21. The county superintendent's signature is of no legal value in drawing warrants.

22. Warrants can not be legally drawn and registered on the county high school fund before the levy has been made.

23. A school district has no right to create a debt except through bonding the district in accordance with the provisions of section 90, page 71, of the School Law, edition of 1901, and the further provision that warrants may be issued before the funds to pay them are actually in the treasury; Provided only, That the total sum of such warrants does not exceed the revenue of the district for the year in which they were issued.

24. Warrants in excess of the revenue for the year are void.

---

#### 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. And the term, "A court of competent jurisdiction," used in the same act, is defined to mean a justice, a county or a 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.

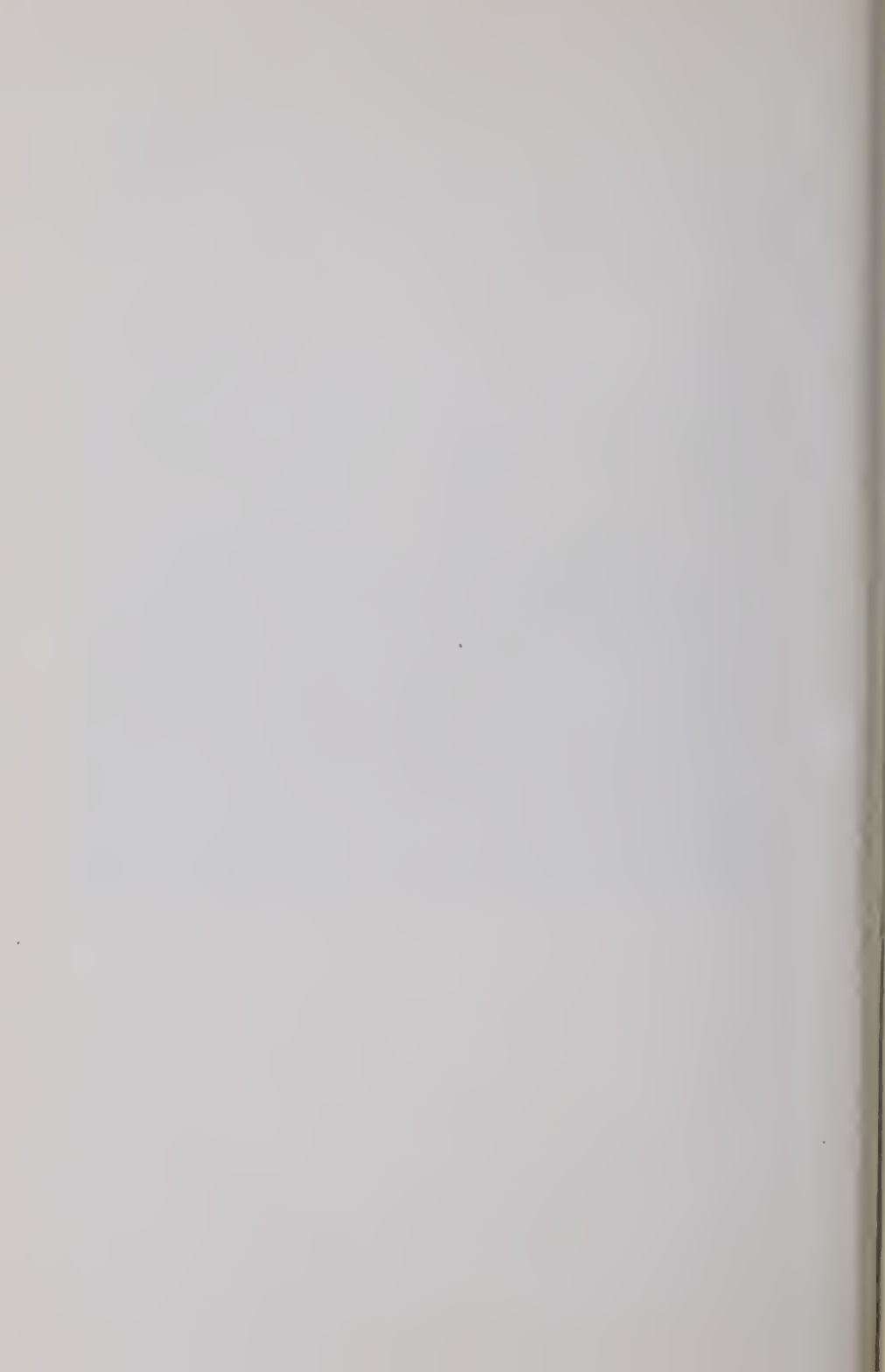
3. The current year is identical with the fiscal year.

4. The current year begins December 1 and closes November 30.

5. The fiscal year, with reference to which all taxes are levied, and all revenue matters are provided for, begins with December 1st and ends November 30th, while the school year as relating to the making of reports, election of officers and term in which the necessary months of school must be held, is between July 1st and June 30th.



WASHINGTON SCHOOL, ASPEN, COLO., DISTRICT 1, PITKIN COUNTY.



OPINIONS OF ATTORNEY GENERAL.





## OPINIONS OF ATTORNEY GENERAL.

---

Attorney General's Office,  
Denver, Colorado, January 23, 1901.

HON. HELEN L. GRENFELL,

State Superintendent, Denver, Colorado.

Dear Madam—I am in receipt of your favor in which you ask for the official opinion of this office upon the following question:

Can school districts, organized under the Act of 1899 (Session Laws, 1899, page 226, et seq.) issue bonds to raise funds for erecting a school building?

I have the honor to submit the following in reply:

The answer to the question depends upon the construction to be placed upon the words, "school district," as used in the Act of 1899. Under the maxim, *noscitur a sociis*, the meaning of these words is to be determined from the relationship they bear to the words with which they are associated.

The general assembly, being admonished by the Constitution to provide for the organization of school districts, has, by the most liberal enactments, made provision by which school districts may be established, changed, united or set apart and subsequent enactments have never restricted, but, on the contrary, have tended to enlarge the powers of such school districts not only for convenience, but to meet emergencies that may arise from rapid growth in population and to provide means by which a constantly increasing liberality in education may be placed within the reach of all who desire it. Hence, school districts may be organized in almost any manner that will tend to promote convenience and advance the cause of education.

"New districts" are carved out of a portion of one or more old districts.

School Act, Sec. 27; M. A. S., Sec. 3091.

"Contiguous districts" may be united into one, and such new districts, properly organized, may act as a body corporate as the other districts may do.

School Act, Secs. 29 and 30; M. A. S., Secs. 3993-4.

It is clear that districts so organized are complete and distinct organizations, that they are bodies corporate, that they may not only hold property and be parties to suits and contracts, but that they possess all the powers incidental to and necessary to carry out the purposes for which they are organized.

Willard vs. Board of Education, 19 Ill. App., page 48.

As our own court has said, they are corporations *in* the county and not *of* the county.

Cooke vs. School District 12, Colo., page 462.

The law then provides for the organization of "joint districts," which districts, it may be observed, are school districts for limited purposes, because the mere joining of contiguous districts from two or more contiguous counties, does not abolish any district established, nor does it create a new or separate district.

School Act, Sec. 31; M. A. S., Sec. 3995.

As the law stood before the Act of 1899, after the first year, or part of a year, the Union High School was, as far as practicable, to be rated "as a separate district."

School Act, Sec. 37; M. A. S., Sec. 4001.

But, on coming to consider the Union High School as a separate district, the general assembly evidently concluded that the Union High School was not such a "school district" that it could, independently of the district out of which it was formed, and a part of which it seemed to be, exercise complete corporate functions, and it is fairly to be inferred that, in order to correct the defect and to raise it to the dignity of a district complete in itself, the Act of 1899 was passed.

Under the first section of this act, counties of the fourth and fifth class may be organized "into one school district, for high school purposes." It is not, as under section 33 of the School Act (M. A. S., 3997), the establishment of a union high school by contiguous districts, which unite for that purpose without losing any of their powers or acquiring any additional powers, but the Act of 1899 creates within counties of that class, co-extensive with the county limits an entirely new and independent corporation "for high school purposes," thus meeting the demands of an increased population and more effectually providing for the establishment and maintenance of a thorough and uniform system of free public schools throughout the state.

In Dakota, under a statute very similar to ours, it was provided "that territory outside of the boundaries of any organized city or town, but adjacent thereto, might be attached to the city or town for school purposes, etc.," and that such organization should be a body corporate and

possess the usual powers of a corporation under the name of the Board of Education of the city or town to which it appertained.

Comp. Laws of Dakota, 1887, Sec. 1810.

In construing this section the Circuit Court of Appeals for the Eighth District says:

"The practice of creating such independent corporations within the territorial limits of other municipal corporations, like cities and towns, for the purpose of placing the control of schools and school property in the hands of persons who are not municipal officers or concerned in the management of municipal affairs, is quite common, and we have no doubt that the act now in question was passed for that purpose."

The above case arose under an act almost identical with our own. The district so organized issued its school bonds, and it was sought to restrain the payment of the bonds on the ground that the issue of the bonds was excessive in view of the amount of corporate indebtedness, the appellants claiming that the indebtedness of the school district and the town was identical, but the court held that there was no identity of the two corporations, that is, of the city of Huron and the school district. That the school district, although co-extensive with and attached to the city, was distinct, that it was "a body corporate," that it was a "distinct legal entity," having powers and functions to be exercised separate and apart from the city, and that the bond issue was not excessive, as the school district had not exceeded the limit provided for, although the corporate indebtedness of the city exceeded the constitutional limit.

Board of Education vs. National Life Ins. Co., 94 Fed., page 324.

To the same effect and resolving the questions in favor of the entity of the school district in the case of

Color vs. Dwight School, Tp. 3, North Dakota, 249.

Thus it is clear that a corporation may be created with limits co-extensive with those of the county, yet having entirely separate and distinct functions, exercising them as a body corporate.

In addition to providing for a school district that has its independent organization, it is farther provided in the Act of 1899 that the Board of Education of such district, or, as it is termed in the act, the High School Committee, "shall exercise all the powers and perform all the duties that are, at the time of the adoption of the act, accorded to and required of directors of first and second class districts throughout the state."

And the duties of such Board, in its place, are the same as the directors of the district school.

School Trustees vs. People, 87 Ill., page 303.

It is not confined to establishing "a union high school," but is established for "high school purposes," and under that power may provide a system of high schools throughout the district so organized.

Having considered the relation in which the Act of 1899 stands to the School Act, it appears evident that the general assembly intended to create a new and distinct school district, which should exercise all the powers of "school districts," and be classed as a school district, and in the exercise of those powers common to school districts in the state, I conclude that it has the right to issue bonds in accordance with the provisions of section 90 of the School Act.

Respectfully submitted,

CHARLES C. POST,  
Attorney General.

By CAESAR A. ROBERTS,  
Assistant.

---

Denver, Colo., January 29, 1902.

HON. HELEN L. GRENFELL,  
*Superintendent of Public Instruction, Denver, Colo.*

Dear Madam: I have your request for a reply to certain questions, in a letter addressed to you by Mr. J. J. Tobin, of Montrose, Colo. These questions are:

"Can a school board allow children who have not been vaccinated to attend a school when board of health says no? Can school board close school on account of board of health insisting upon children not vaccinated being suspended from school? Can school board use school funds to fight board of health in the courts?"

"Can you quote any cases or decisions in the courts upon these points?"

In reply to the first question I will say that the authority of the board of health is paramount to that of a school board, and if the board of health has passed a regulation requiring vaccination of pupils as a pre-requisite to admission to the school, it is the duty of the school board to carry into effect such regulation. I would, therefore, answer no to the first question.

As to the second question, I am of the opinion that the school board has not the power to close school on account of such a regulation of the board of health.

In answer to the third question, it is my opinion that the school board has no right to use school funds in the employment of attorneys or other expenses to antagonize the action of the board of health.

In reply to the fourth question I will cite a few authorities out of the many that bear upon the subject.

State of Utah ex rel. vs. Board of Education, 21 Utah, 401;  
Gerhard vs. Packer, etc. School District, 9 Pa. Dist.  
Rep., page 720, and Com. vs. Smith Id., 625.

I would say further, that the various boards of health are given broad powers. They may act frequently in a summary way. They act under what is called the police power of the state and are given by the statute complete authority in the regulation and supervision of health matters.

Yours respectfully,

CHAS. C. POST,  
Attorney General.

GEO. M. POST,  
Assistant.

Denver, Colo., March 21, 1902.

HON. HELEN L. GRENFELL,

*Superintendent of Public Instruction, Denver, Colo.*

Dear Madam: In reply to your request for an opinion on section 4 of chapter 136 of the laws of 1899, or what is known as the Compulsory Education Law, I have the honor to state that the section applies to children in the state between the ages of fourteen and sixteen, who can not read and write the English language, or who are not engaged in some regular employment.

I have searched the statutes of this state through to find, if I could, some law which would invalidate the section above mentioned. Instead of invalidating the section, the statutes concerning children, their age, capacity to testify in courts, criminal capacity, apprenticeship, guardianship, and many other things, fortify and strengthen it.

I find nothing in the Constitution of the state which tends to invalidate the section.

It is, therefore, my opinion that therefore truant officers of the state are required to act with reference to children between the ages of fourteen and sixteen, when the circumstances demand, as with children under the age of fourteen. Also that county courts are required by the law to take jurisdiction of such cases.

Yours respectfully,

CHAS. C. POST,  
Attorney General.

GEO. M. POST,  
Assistant.

Attorney General's Office,  
Denver, Colo., April 12, 1902.

HON. HELEN L. GRENFELL,

*State Superintendent of Public Instruction, Denver, Colo.*

Dear Madam: Replying to the direct question, "As to whether a school board in a district of the first class may enter into a contract for a period longer than one year," I will assume, in my reply, that it relates to the power of the board of directors of such district to employ a teacher or superintendent of schools in that district for more than any current school year.

We have no direct adjudications in our state on that point, but our Supreme Court has said "the power of employment and discharge is not in terms beyond the control of the general law."

School District No. 3 vs. Hale, 15 Colo., 367 (369).

It is true that in Illinois, in the case of *Stevenson vs. School Directors*, 87 Ill., 255, and again in *Davis vs. School Directors*, 92 Ill., 293, it was held that the board ought not to employ a teacher for more than the current year, because, by statute, the course of study for the ensuing year was to be determined by ballot by the electors, and it might be that the teacher employed would not be competent to teach the course that such electors might determine upon. Again, in the case of *Smith vs. School District*, the court held that contracts should not be made for more than the current year, but it qualifies it by saying:

"Again, while we do not lay down any inflexible rule in every case that outgoing commissioners may not make contracts with teachers extending beyond the current school year and into the terms of the incoming commissioners, yet we do most emphatically say that our free school system and public policy both plainly demand that the school committee for any year should only engage teachers for that year, and should not make contracts commencing in the year of their successors."

While this is the policy declared by the court, it is nowhere intimated that such a contract would be void or even voidable. And in *Burkhead vs. Independent School District*, 77 Northwestern, 491, it is held that as the certificates are for a year and the school board is to determine how many weeks shall constitute the school year and what course of study shall be prescribed, that contracts with teachers must be limited to the school year.

These are all the cases that question the right of directors to make contracts exceeding the current school year, and these depend upon the interpretation of particular statutes, such as do not exist in this state.

And these, in particular, apply to the primary schools, and a distinction is drawn between primary schools and high schools, where a course of study is determined on, perhaps, for four years in advance and where the very excellence of the schools would appear to depend upon a corps of teachers being retained for more than one year.



CARNEGIE SCHOOL, PUEBLO, DISTRICT 20, PUEBLO COUNTY, COLO.





In districts of the first class in Colorado there are always four directors, not counting the outgoing member, whose terms vary from five to one year, and it is unquestionably within the power of the directors of such districts to make contracts for a term exceeding the current year.

Caldwell vs. School District, 55 Federal, 372.

This was where a contract had been made for two years to teach in the public schools of Portland, Oregon. It was sought to avoid the contract for the second year, but the court, after examining the Illinois decisions, held that they were not applicable and held that the directors had power to enter into contracts for a period longer than their term of office.

In *Gates vs. School District*, 14 Southwestern, 656, on May 3, 1888, the outgoing school board elected a teacher for the year ending June 30, 1889. The new members came in May 19, 1888, and refused to recognize the contract, but the court held that there was no law to forbid the making of such a contract; that an argument might be made upon either side of the question; that while public interest might suffer from unwise contracts covering an extended term in the future, the public might suffer equally for want of power to make such a contract when a good opportunity offered; that such an argument of policy was one with which the court had nothing to do, but as there was no law forbidding the making of such a contract, such contract was sustained by weight of authority as well as by reason.

*Town of Pearsall vs. Wools*, 50 Southwestern, 959.

*Splaine vs. School District*, 54 Pac. Rep., 766.

*Webster vs. School District*, 16 Wis., 336.

*Taylor vs. School District*, 16 Wash., 365.

This case comments at length on the fact that the board of directors is a corporation representing the district; that it is continuous; that while its members change, the body itself continues unchanged; that it has power to contract; that its contracts are contracts of the board and not individual members; that such contract is mutually binding upon both parties, hence a contract by such board which extends beyond the term of service of some of its members is not invalid for that reason.

*Reubelt vs. Noblesville*, 106 Ind., 478.

*Tappan vs. School District*, 44 Mich., 500.

It thus very clearly appears that in districts of the first class there is nothing in the school law of Colorado to prevent a board of directors making a contract with a teacher or superintendent for a term exceeding the current school year.

Respectfully submitted,

CHAS. C. POST,  
Attorney General.

Denver, Colo., September 21, 1901.

MRS. HELEN L. GRENFELL,

*Superintendent Public Instruction, Denver, Colo.*

Dear Madam: I have your communication of the 7th inst., which is as follows:

"Enclosed find letters relating to the present high school district of La Junta, which, previous to the passage of the law of 1899, was organized under the old union high school law, and has since taken advantage of certain portions of the law of 1899 relating to the establishment of county high schools, but which claims still to be a union high school.

"The members of the board of this district desire to know whether under the existing state of affairs they have not the right to draw a certain proportion of the general school fund upon the attendance at the high school.

"Will you please give me your interpretation of the law upon this point?"

In reply, I have the honor to state that, in my opinion, a union high school, under section 4001, M. A. S., and sections 5 and 7 of the act of the general assembly approved April 8, 1899, is entitled to both its proper quota from the general school funds and the county tax for the support of high schools.

Section 4001, *supra*, expressly provides that union high schools are entitled to draw from the general state and county funds their proportionate share as provided by law.

Section 5 of the act of 1899 gives the high school committee of a union school organized at a county seat all the powers accorded to directors of first and second class districts throughout the state.

Section 4005, M. A. S., among other things, provides that: "In districts of the first and second classes, the boards, after organization, shall exercise all the power given the electors of districts of the third class.

\* \* \*

Section 4027 enumerates the powers given to the third class, and gives the power "to order such tax on taxable property of the *district* as the meeting shall deem sufficient for the following purposes: To pay teachers; to purchase or lease a suitable site for a school-house or school-houses; to build, rent or purchase a school-house or school-houses; and to keep in repair and furnish the same with the necessary fuel and appendages; for procuring libraries for the schools, books and stationery for the use of the board and district meetings, and to defray all other contingent expenses of the district."

Since a union high school committee is given these powers, it may order a tax on taxable property of its *district*, but section 7 of the act of 1899 makes it the duty of the commissioners of a county wherein a union high school has been organized at the county seat to levy a

high school tax, not exceeding two mills on the dollar of the assessed valuation, on *all* the taxable property of the county, thus practically making the district (which, under section 4001, must be rated, as far as practicable, as a separate district) coextensive with the county as far as the high school tax is concerned.

Union high schools are, therefore, required by section 4002, M. A. S., and section 6 of the act of 1899, to admit all properly qualified children in the county.

By none of the provisions of the act of 1899 are any of the provisions of sections 3997 to 4003 repealed expressly, or by necessary implication.

I, therefore, conclude that the union high school at La Junta is entitled to both its proportionate share of the general funds and the benefit of the county tax.

Very respectfully,

CHAS. C. POST,  
Attorney General.  
GEO. M. POST,  
Assistant.



# EXAMINATION QUESTIONS.

---

COUNTY.

REGULATIONS GOVERNING COUNTY EXAMINATIONS OF TEACHERS.  
DIRECTIONS TO APPLICANTS FOR TEACHERS' CERTIFICATES.  
QUESTIONS FOR THE COUNTY EXAMINATIONS OF TEACHERS,  
1900-1901 AND 1902.

---

STATE.

STATEMENT OF CANDIDATES FOR STATE EXAMINATION.  
QUESTIONS FOR THE EXAMINATION OF APPLICANTS FOR STATE  
DIPLOMAS, 1901-1902.

---

KINDERGARTEN WORK.

KINDERGARTEN LAW.  
STATE KINDERGARTEN EXAMINATION QUESTIONS, 1901-1902.

---

STATE SUPERINTENDENT'S DEPARTMENT OF COLORADO BAR  
EXAMINATION.

RULE OF SUPREME COURT OF COLORADO.  
DIRECTIONS TO APPLICANTS.  
EXAMINATION QUESTIONS, 1900-1901 AND 1902.

---

ENTRANCE EXAMINATION, COLORADO COLLEGE OF DENTAL  
SURGERY.

DIRECTIONS TO APPLICANTS.  
EXAMINATION QUESTIONS, 1901-1902.

---

COUNTY SUPERINTENDENT OF SCHOOLS.

1900-1901, 1902-1903.



## EXAMINATION QUESTIONS.

### REGULATIONS GOVERNING COUNTY EXAMINATIONS OF TEACHERS.

To County Superintendents:

The following regulations in reference to county examinations for teachers' certificates are hereby prescribed, and should be carefully considered:

1. The questions to be used in these examinations will be forwarded to county superintendents and to deputies appointed by them, in sealed envelopes. These must be opened first 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 date and place of examinations, and the hour at which they will begin. Four half-day sessions should be provided for.

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. Applicants shall write on one side of each sheet of paper.

5. At the beginning of the examination, each applicant must be given an envelope with a number, by which he will be known during the examination, the name to be written only on slip furnished, and, with other items specified, sealed in said envelope.

6. All answer papers shall be examined and graded by number before the envelopes which contain the names of the applicants are opened.

7. Applicants shall not be allowed to take any part of the examination excepting at the time designated.

8. Answer papers of applicants that have been examined in any other county shall be accepted only when forwarded by the superintendent of that county, accompanied by a certified statement from the superintendent that the set forwarded is the only one written by the applicant and submitted for grading at that examination. Manuscripts forwarded require first-class postage (full letter postage).

9. Applicants shall not be allowed to leave the room until their work has been completed and handed to the examiner.

10. A written certificate or a statement with references of good character shall be required of the applicant, if the county superintendent deem it necessary; also, one of past success in teaching. Applicants under 18 years of age shall not receive a certificate. Applicants who make use of books or memoranda during examination shall not receive a certificate.

11. The answer papers, arranged and filed in good order, must be collected at the expiration of each session.

12. (a) In grading, allow the same number of 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 60 per cent. "Not more than two certificates of the third grade shall be issued to the same person."

13. The standing attained by applicants shall be written in ink upon all answer papers. Papers shall be endorsed in ink by the county superintendent, who shall place them on file in his office for at least three months.

14. Practical experience in teaching shall be considered in issuing a certificate of any grade.

15. Certificates should be dated upon the date of the examination.

16. Applicants for certificates of the first grade shall have taught successfully for at least one year.

17. In addition to the regular certificate blanks, statement of standing blanks will be forwarded to the county superintendents, in order that applicants may receive their standing in case of failure.

18. Private examinations shall not be lawful.

19. A report of the result of each examination must be rendered by each county superintendent to the Superintendent of Public Instruction, whether any applicants present themselves or not.

20. If, for attending Normal Institute, 5 per cent. is added, it must be estimated on the average attained, and not on 100 per cent. as a basis.

HELEN L. GRENFELL,  
*Superintendent of Public Instruction.*

---

#### 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.





MONTE VISTA HIGH SCHOOL, DISTRICT 9, RIO GRANDE COUNTY, COLO.



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.

No. .... COUNTY, COLORADO.

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?.....  
.....  
.....  
.....

QUESTIONS FOR THE COUNTY EXAMINATION OF TEACHERS,  
DECEMBER 21 AND 22, 1900.

FIRST DAY. A. M.—WRITING.

1. Name in order of importance three essentials of good penmanship.
2. Describe a good position for writing.
3. Of what may a recitation in this subject consist?
4. How should the light fall upon the desk in writing?
5. Suggest different methods for criticising and correcting errors in this subject.
- 6-10. Remaining credits will be based on writing in papers presented by applicants.

ARITHMETIC.

1. In division of decimals how would you lead a child to understand where in the quotient the decimal point should be placed? Illustrate.
2. A boy earned 15 cents a day for prompt attendance during the 200 school days of the year, and forfeited 12 cents each day he was tardy. At the end of the year he received \$29.73. How many days was he punctual? Give complete analysis.
3. A can build  $\frac{1}{4}$  of a certain wall in 8 days. B can build  $\frac{1}{5}$  of the same wall in 10 days. How long will it take them to build the wall working together?
4. A druggist purchased  $19\frac{1}{2}$  ounces of quinine at 40 cents an ounce avoirdupois, and sold it at 60 cents an ounce apothecaries' weight. How much did he gain?
5. When it is 4:30 p. m. at Berlin it is 52 minutes,  $9\frac{1}{5}$  seconds past 10 a. m. at Boston, longitude  $71^{\circ} 3' 58''$  west. What is the longitude of Berlin?
6. What will it cost to cover a room 24 feet long and 18 feet wide with carpet 27 inches wide, at \$1.25 a yard, allowing 5 yards for matching: the strips to be laid lengthwise?
7. Define the following terms: (1) analysis; (2) rule; (3) principal; (4) annual interest; (5) ad valorem duty; (6) liabilities; (7) bank discount; (8) cylinder; (9) exponent; (10) evolution.
8. What principal at 5% will yield an interest of \$159.82 in 3 years, 8 months, 18 days?
9. How much interest is due at the end of 4 years, 9 months on a note for \$460 at 6% interest payable annually, but remaining unpaid?
10. Find the cost of fencing a circular driving park 40 rods in diameter, at \$1.25 a rod?

## FIRST DAY, P. M.—SCHOOL LAW.

1. How are school districts classified? How many directors in each class?
2. Name five legal duties of a school board.
3. When and for what purpose is the school census taken?
4. What is the maximum limit of general tax levied by the county for school purposes?
5. For what causes may a teacher's certificate be annulled?

## PHYSIOLOGY.

1. (a) What are the distinguishing characteristics of striped muscle?  
(b) What is necessary to build up a vigorous muscular system?
2. (a) State as fully as you can the parts comprising the blood.  
(b) To what is its color due?  
(c) What is the special function of the red corpuscles?
3. (a) Describe a complete circulation of the blood, beginning with the right auricle.  
(b) Where in the circulatory system are valves found?
4. (a) What is lymph?  
(b) What are its functions?  
(c) What is its source?  
(d) What becomes of its excess?
5. (a) What is the function of the crystalline lens of the eye?  
(b) Of the iris?  
(c) What is the cause of astigmatism?

## GEOGRAPHY.

1. South of the equator, in our winter season, the days are longer than the nights. Why?
2. Account for the formation of the Gulf Stream, describe its course and name the countries affected by its influence.
3. What would be the probable cargo of a vessel loading at (a) St. Johns, Newfoundland; (b) Havana; (c) Para; (d) Calcutta; (e) Odessa?
4. Describe two of the largest rivers of the Pacific Coast.
5. In what parts of the United States is salt obtained? How?
6. Locate five navy yards of the United States.
7. Locate and tell for what noted: Sheffield, Hammerfest, Athens, Cape Nome, Philippine Islands.
8. What mountains are on the boundary between (a) Siberia and European Russia; (b) France and Spain; (c) Norway and Sweden; (d) Tennessee and North Carolina; (e) Montana and Idaho?

9. Locate five important cities of South America and tell for what each is noted.

10. Write about fifty words on the location, climate and productions of Puerto Rico.

#### THEORY AND PRACTICE.

1. Define and illustrate "inductive method."
2. What is Psychology? Of what special use to teachers?
3. State three advantages to be derived from drawing as a study.
4. What ideas of History should be developed before the text-book is begun.
5. State in about six lines your opinion as to the desirability of using corporal punishment in schools, with reasons.

#### SECOND DAY, A. M.—U. S. HISTORY.

1. Name five leading events in the history of Virginia.
2. What was the Monroe Doctrine? Presidential Succession Act? Embargo Act?
3. Locate and tell for what noted: Shiloh, Valley Forge, Fortress Monroe, Santiago and Gettysburg.
4. What is meant by Protective Tariff? Internal Revenue? "16 to 1?"
5. Name the most decisive battle of the Revolution. State the plan of the aggressive side.
6. In what period of our history was each of the following noted, and for what: Ethan Allen, Henry Clay, Marquette, Stephen A. Douglass, Miles Standish?
7. Name five leading events in the history of slavery.
8. Name in order the parts of territory acquired, stating how each part was acquired.
9. Name two Democratic, one Whig, and two Republican presidents prior to 1880, and one important event in each administration.
10. Name five events of the present administration which you think should be incorporated in our school histories.

#### ORTHOGRAPHY.

1. (a) Of what does Orthography treat?  
(b) What is spelling?
2. Define or use correctly: dessert, desert', des'ert; cercal, scrial; correspondents; correspondence; strategy; stationary; statlonery.
3. Accent and mark diacritically the following words: Italicise, vaccinate, artificial, hygiene, finance, illustrate, do, due, incomparable, neuralgia, strata.

4. Define and illustrate each of the following suffixes: (a) some, (b) ly, (c) kin, (d) ful, (e) ish.
5. What are synonyms and antonyms? Give examples of each.
- 6-10. Will be graded from manuscripts in Science and Geography.

## NATURAL SCIENCES. (ANSWER ANY TEN.)

1. How was coal formed?
2. State the difference between physical and chemical changes.
3. Explain the formation of the Louisiana soil.
4. Sketch the outline of any flower. Name and classify it.
5. The rate of vibration of the pendulum varies in different parts of the earth's surface. State two reasons for this.
6. Describe the stages of development of a butterfly.
7. Define refraction, cotyledon and ruminant.
8. What causes tides? When are they highest?
9. What is meant by evolution?
10. Classify according to duration of life; corn, grapes, carrot, pine and cabbage.
11. Describe oxygen.
12. Give the probable history of the common round pebbles.
13. Name four leading constituents of the air and the use of each.
14. Diagram and name the essential parts of an air pump.
15. What is meant by conservation of energy and correlation of forces?

## SECOND DAY, P. M.—CIVIL GOVERNMENT.

1. Name all the steps by which laws are usually enacted.
2. What is required in Colorado to enable one to be a voter? To be eligible to the governorship? To the U. S. senatorship?
3. Into how many congressional districts is Colorado divided? When is the number liable to be changed? Why? How?
4. What is meant by reciprocity treaty? Common law? Naturalization?
5. Name six legal rights secured to each citizen by the U. S. constitution.

## GRAMMAR.

1. In the expression of thought, what is the province of grammar? Of logic? Of rhetoric?
2. When does a common noun become proper? Give two illustrations.
3. How is the possessive case of nouns formed?

4. Write a sentence whose subject is (a) an infinitive; (b) a clause.

5. Write the plural of the following nouns: Hero, brother-in-law, handful, gulf, phenomenon, axis, valley, man-servant, solo, thief.

6. Give ten cases where a capital letter should be used.

7. Write sentences illustrating the use of that (a) as a relative pronoun; (b) as a conjunction; (c) as an adjective; (d) as a pronominal adjective.

8. What do you understand by strong verbs? From what language were the strong verbs derived?

9-10. A more perfectly fitted and furnished character has never appeared on the theater of human action than when, reining up his war-horse beneath the majestic and venerable elm, still standing at the entrance of the old Watertown road upon Cambridge Common, George Washington unsheathed his sword, and assumed the command of the gathering armies of American liberty.

1. Classify as principal, objective, adjective or adverbial all the clauses.

2. Give the mode and tense of the following verbs: (a) has appeared, (b) unsheathed.

3. Give the syntax of *reining*, and parse *than* and *when*.

4. Give the modifiers of *elm*.

#### READING.

1. In what does good reading consist?
2. What is the difference between reading and elocution.
3. State five things to be taught in reading.
4. How may a child be taught to read in a natural tone?
5. What is the value of punctuation marks in reading?



QUESTIONS FOR THE COUNTY EXAMINATION OF TEACHERS.  
MARCH 15 AND 16, 1901.

FIRST DAY, A. M.—ORTHOGRAPHY.

1. Define—prefix; suffix. Mention five of each and use them in words.
2. Define the following words and write a synonym for each: amass; depart; ascend; righteous; forward.
3. Mark the vowel sounds in these words: path; bade; ravine; do; urge; cinder; wolf; unkind; syntax; energy.
4. Choose either first or fifth grade, and state what work in orthography should be covered in that grade.
- 5-10. Be careful of your spelling. Two points will be deducted for each misspelled word found in your physiology and grammar papers.

ARITHMETIC.

1. Explain the effect of removing the cipher in each of the following: 750, .075, .750, 075.
2. Write full analysis for the following: A man bought horse and carriage for \$280;  $\frac{2}{3}$  of the cost of the carriage was  $\frac{2}{3}$  of cost of horse; what was the cost of each?
3. Arrange in form of a bill the following business transactions of John Lewis, a carpenter, in account with William Finch, a bookseller of Pueblo, Colo.:
 

March 1, 1898—Lewis bought of Finch, 1 Arithmetic, at 60 cents; 1 Dictionary, at \$10; 1 Geography, at \$1.20; 1 Lessons in English, at 60 cents.

March 7, 1898—Lewis put up shelves in Finch's store, for which Finch credited him on account \$5.

April 16, 1898—Lewis paid Finch \$2.50 on account.

May 1, 1898—Lewis paid cash to balance account.

Make out the preceding account and receipt it.
4. What will be the expense of plastering a room 18 feet long, 15 feet wide, and 8 feet high, at 30 cents a square yard, allowing 150 square feet for doors, windows, etc.?
5. A tax of \$24,750 is levied on a town, the assessed valuation being 1.5 mills on a dollar. What was the value of the property? What tax does a man pay on property valued at \$1,100, of which \$400 is exempted?
6. A bookseller deducts 10% from the market price of his books, and after this has a gain of 25%; he sells a book for \$7.20. Find cost of book and what per cent. the marked price is in advance of the cost.
7. Write the rule for finding the time, where the principal, interest and rate are given, and give example illustrating.

8. A gentleman left Denver and traveled until his watch was 1 hr. 3 min. too slow. How many degrees had he traveled, and in what direction?

9. Three workmen dig a ditch 20 rods long and 3 feet wide in 10 days. How long will it take 5 workmen to dig a ditch 45 rods long and 4 feet wide?

10. The rafters of a house are 20 feet long and their ends are 30 feet apart; what is the height of the gable?

FIRST DAY, P. M.—WRITING.

1. How do you conduct a recitation in writing?
2. Why do children differ so greatly in the speed with which they write?
3. Do you prefer single or double-ruled paper for any grades? Why? Be specific.
4. (a) Define "good" writing.  
(b) Is great speed very essential? Why?
5. (a) Do you teach letters separately? Why?  
(b) Is there not a great saving of time and energy in teaching the word and sentence at the beginning rather than the letter? Justify your answer.

6-10. Copy in your best handwriting:

What flower is this that greets the morn,  
Its hues from heaven so freshly born?  
With burning star and flaming band  
It kindles all the sunset land:  
O, tell us what its name may be!  
Is this the Flower of Liberty?  
It is the banner of the free,  
The starry Flower of Liberty!

GEOGRAPHY.

1. Define axis,  
prime meridian,  
degree,  
equinox,  
solstice.
2. Name the five races of man and name the continental home of each.
3. Classify the following plants by zones:  
coffee,  
mahogany,  
wheat,  
olives,  
potatoes.

SCHOOL, AT HAYDEN, DISTRICT 2, ROUTE COLONY, COLO.





4. What has determined the location of the following cities: New York, Chicago, Pittsburg, Seattle, Denver?

5. Through what waters would a ship sail in traversing the shortest route from (1) Galveston to Bangor; (2) Richmond to Harrisburg; (3) Chicago to Toledo?

6. What is the condition of agriculture in the Transvaal? Why? What is the chief industry?

7. What nation or nations have control of the Nile River? Of the Suez Canal?

8. Write of Australia, as regards (a) size; (b) place among the oceans; (c) position in the heat and wind belts; (d) highlands and lowlands.

9. Locate the following: (a) Lake Constance; (b) the Valdai Hills; (c) St. Gothard tunnel; (d) Iberian Peninsula; (e) Monaco.

10. What changes will have to be made in our geographies as a result of the war with Spain?

#### PHYSIOLOGY.

1. Describe the principal bones of the skull and the joints connecting them.

2. Write an outline, such as might be used on the blackboard, for a review of the subject of *digestion*, naming each special organ with its function, and the fluid used or secreted by it.

3. Of what is blood composed? What is its work?

4. Describe the structure of the lungs. Name three diseases of the lungs.

5. Why are muscles arranged in pairs? Define voluntary muscles; involuntary muscles.

6. Briefly describe the brain as to (a) location; (b) construction; (c) function.

7. Define—sensory nerves; motor nerves; olfactory nerves; optic nerve.

8. What is perspiration? How is it produced? Of what benefit is it to the body?

9. Explain the process by which an external sound reaches the brain.

10. State the effect of alcoholic indulgence on the capillaries; on the nerves; on the heart.

#### THEORY AND PRACTICE.

1. What is meant by correlation of studies? Illustrate.

2. Name three conditions specially helpful in securing attention.

3. Suggest some effective way of preventing tardiness.

4. (a) Give three advantages, or benefits, which a teacher gains in attending educational meetings for teachers. (b) What educational meetings have you attended during the past year?

5. (a) What may a teacher do to induce his patrons to assist him in promoting the general welfare of the school? (b) What have you done along these lines?

SECOND DAY, A. M.—HISTORY.

1. Trace voyage of Columbus in 1492. Trace voyage of Gama, of Vespucius, of Magellan.

2. Give location, commanders, method of attack, result and effect of the battle of Quebec.

3. Who was John Jay? Give brief account of the most important duty he rendered the nation.

Write briefly of John Marshall and state the most important service he rendered while in office.

4. State purposes of Burgoyne's campaign and consequences of his defeat.

5. Discuss the War of 1812 in regard to the following: Position taken by navy, terms of treaty, what the war did for this country.

6. By what parties has the protective tariff been endorsed? By what opposed? What is a protective tariff?

7. State decision in Dred Scott case and the effect of this decision upon the slavery question.

8. Write on following: Vicksburg; location, reason of its importance, commanders, result of siege, consequences upon War of the Rebellion.

9. What is reciprocity? International copyright? Civil Service Reform?

10. Name five persons prominent in the country's history during the past twenty years and state at least one reason for so thinking.

CIVIL GOVERNMENT.

1. In what courts is the judicial function of this state vested? State how the judge in each receives his office.

2. How may amendments to the State Constitution be made?

3. How may treaties be made? How ratified?

4. What are the duties of the Department of the Interior?

5. Describe the composition of the Electoral College, how chosen, and its business.

## SCIENCE.

(Answer the first three, and any seven of the remaining questions.)

1. State clearly your method of presenting this general subject to your school.
2. Where do the largest rain drops fall? Why?
3. Write a short paragraph about *liquid air*.
4. State two theories concerning coal formations.
5. What term will describe the following:—the rusting of iron; the rotting of wood; the burning of coal oil?
6. How is soil made?
7. What are the most important elements in soil?
8. State the causes of earthquakes.
9. Name and describe three kinds of leaves and mention an illustration of each.
10. Write a story about a frog, containing the facts you would care to give to the members of a third grade class.
11. Classify clouds.
12. Name a bird found in Colorado, describe it and give its habits.
13. What are you doing to help create in the hearts and minds of your pupils a tender feeling toward animals and plants?
14. Describe a dynamo.
15. Describe the internal structure of a telescope.

## SECOND DAY, P. M.—SCHOOL LAW.

1. What qualifications are necessary to entitle one to vote for director at the annual school meeting? What additional qualifications to vote on a question of creating a debt?
2. When is the annual school meeting held? State three powers reserved to the electors in third class districts.
3. Give two powers of the school board in first class districts not possessed by boards in third class districts. When does a district become first class?
4. State two advantages of first grade certificates over other grades issued by the county superintendent. What is meant by an "endorsed" certificate? When may a "like grade" certificate be issued?
5. State five duties of a county superintendent.

## GRAMMAR.

1. Explain briefly the meaning of the following words and use them in sentences: want, wish, affect, effect, stop, stay, may, can, delay, defer.

2. Re-write the following sentences, inserting the proper forms of the verb *be*; justify each form:

Either John or you ——— to blame.

Neither John nor I ——— to blame.

Neither you nor he ——— to blame.

The committee ——— large.

The committee ——— discouraged by adverse criticism.

"Young's Night Thoughts" ——— an excellent poem.

A block and tackle ——— used.

Every man, woman and child ——— saved.

The wages of sin ——— death.

3. Define and give an illustration of each of the following: Intransitive verb; copula; attribute; relative pronoun; compound sentence.

4. State definitely your method of developing a language lesson with a third grade class, using a story to suggest the thoughts of the composition.

5. Parse the underscored in the following sentence:

Haply some hoary-headed swain may say,  
 "Oft have we seen him at the peep of dawn,  
Brushing, with hasty step, the dews away,  
 To meet the sun upon the upland lawn."

6. Give a synopsis of the verb *bear* in the active voice.

7. Classify sentences according to *use* and *form*. Illustrate each.

8. Classify elements according to *use*, *form* and *modifications*. Illustrate each.

9. Write the singular and plural possessive forms of the following: Man, child, sheep, man-servant, father-in-law, loaf, gulf, mother, hoe, flag.

10. Write a letter of fifty words.

## READING.

1. How does reading compare with other common school branches in importance?

2. Explain importance of self-control and naturalness in reading and show how each may be developed.

3. The natural movements in reading are three—rapid, moderate, and slow. Give some quotation or sentence to illustrate each.

4. Define (*a*) expression, (*b*) emphasis, (*c*) force, (*d*) articulation, (*e*) pronunciation.

5. What is classic literature? Mention some examples.



QUESTIONS FOR THE COUNTY EXAMINATION OF TEACHERS.  
AUGUST 16 AND 17, 1901.

FIRST DAY, A. M.—ORTHOGRAPHY.

1. Outline a specimen lesson in spelling.
2. Define (a) mute, (b) orthoepy, (c) semivowel, (d) diphthong.
3. Illustrate three uses of the apostrophe.
4. Discriminate between the meaning of the words in each of the following groups:  
Affect, effect; precedence, precedents; principal, principle; presence, presents; plaintiff, plaintive.
5. Mention some of the difficulties with which pupils meet in learning to spell English words.
- 6-10. Fifty credits to be given upon spelling of all papers submitted by applicant.

ARITHMETIC.

1. Add ninety-six hundredths, seven and three thousand four ten-thousandths, eight thousand ten, ninety-three hundred-thousandths, and one hundred twenty-four thousand six hundred fifty.
2. If a miner weighs on a grocer's scale 2 pounds of gold and the mint pays him \$18 per Troy ounce, how much does he receive for this amount of gold?
3. Of what factors is the greatest common divisor of two or more quantities composed? The lowest common multiple? Illustrate each answer by an example.
4. Divide 0.75 of  $17\frac{3}{4}$  by  $\frac{4}{5}$  of 0.035, giving the answer the form of a decimal number. Show by discussion and by examples how to teach pupils to place the decimal point correctly in the quotient.
5. How many gallons of water will fill a cubical tank two feet each way, inside measurement?
6. Give two numbers whose ratio is  $\frac{1}{4}$ ;  $\frac{5}{11}$ ;  $1.12\frac{1}{2}$ ; 350%.
7. Find by proportion the interest of \$1.547 at 7% for 2 years, 3 months, 15 days.
8. A bond pays 5% simple interest. How must I buy it so as to receive 6% on my investment?
9. By selling cigars at \$7.00 per hundred  $\frac{3}{11}$  of their cost is gained. How must they be sold to gain  $\frac{3}{5}$  of the cost?
10. How find the area of a circle? Of a triangle? Of a parallelogram? Of a trapezoid? Tell how you develop one of these processes with pupils in Arithmetic.

## FIRST DAY, P. M.—PHYSIOLOGY AND HYGIENE.

1. Describe the structure of the skin, and give its function.
2. Describe the process by which a broken bone is repaired.
3. Describe the structure of the spinal column.
4. Discuss the subject of gymnastics, or physical culture in the school room.
5. What is digestion?
6. Describe the process of digestion from the time food is taken, until it becomes a part of the body.
7. How does the cooking of food pave the way for easy digestion?
8. Describe and locate the diaphragm and give its principal function.
9. Describe the effect of alcohol upon the heart; upon the brain.
10. Discuss the subject of ventilation in the school room.

## WRITING.

1. Explain the principles of the system of penmanship you use and teach. Ten credits.
2. Name three characteristics of good penmanship, and tell how each may be acquired. Ten credits.

Note—The examiner should note carefully the position assumed by each applicant while writing this examination, the manner of holding the pen or pencil, and the movements employed. Forty credits should be given for correctness in these items.

Note—Forty credits are assigned on general appearance of all manuscripts submitted.

## GRAMMAR.

1. Illustrate all the ways of using nouns in the nominative case.
2. Write the plurals of the following words: Topaz, lathe, arch, fife, pony, zero, index, brother, sail, clay.
3. Diagram or analyze:  
The first message ever *sent* by a *recording* telegraph was forwarded May, 1844, between Washington and Baltimore, in these sublime words: "*What hath God wrought?*"
4. Parse the italicized words in the above.
5. Give *what* you have. To *some one* it may be *better than* you dare *think*. Parse italicized words.
6. What are the "elements" of the sentence? Illustrate.
7. Discuss comparison of adjectives and illustrate by appropriate examples.
8. Give synopsis of the verb *take* in the active voice, indicative mood, third person and plural number. Give all the participles of the same verb.

9. Pastor John Robinson of the pilgrim church of leyden holland once wrote to captain myles standish after that valiant soldier had fought a battle with the natives oh how happy a thing it would have been if you had converted some before you killed any.

Place capitals and marks of punctuation correctly in the above sentence, giving the rule for each.

10. Classify the adverb clauses and their introductory words in the following sentences:

1. He lay where he fell.
2. Make hay while the sun shines.
3. She does as she likes.
- 3a. They are better than we had expected.
4. He was silent because he was angry.
- 4a. I am sorry that I did so.
5. They shouted till the woods rang.
6. He could not do it, though he tried hard.
7. Ye shall not touch it, lest ye die.

#### READING.

1. What relation should "phonics" have to reading? Why?
2. With what studies may reading properly be correlated? What grades may, with profit, be combined in reading classes?
3. Give and illustrate two principles which should guide you in selecting material for reading in a certain grade.
4. In the reading class, to what extent and for what purpose should the attention of the pupil be directed to the marks of punctuation?
5. Write a brief biographical sketch of some author about whom you have studied during the year.

#### SECOND DAY, A. M.—HISTORY.

1. Briefly discuss the social and financial condition of the people of Europe at the time America was discovered and describe the effect of the discovery of America upon the social and financial conditions of Europe.
2. Who discovered the continent of North America? When? Where?
3. What European nations gained a foothold in North America, and upon what was the claim of each nation based?
4. Contrast the character of the Massachusetts colonists with that of the Virginia colonists.
5. What causes led to the Revolutionary War?
6. How were the colonies governed during the Revolution? How during the interim between the Revolution and the adoption of the Constitution?

7. What is the Monroe Doctrine? Name two occasions when this doctrine was enforced by the United States.
8. Connect the following dates with their proper historical events: 1776; 1876; July 4, 1863; July 3, 1898; May 1, 1898.
9. Give brief account of the admission of Colorado as a state.
10. Give brief accounts of the chief events of the public service of the late Benjamin Harrison.

## CIVIL GOVERNMENT.

1. What is the Constitution, and what is its purpose?
2. What is patriotism? Name some way by which we can show and prove our patriotism.
3. What is meant by the expression "legal tender," as used in the Constitution?
4. What is a patent? A copyright?
5. Distinguish between the militia and the regular army.

## GEOGRAPHY.

## I. North America:

1. Name ten important indentations of the coast.
2. Name five drainage systems.
3. Name, in order, the states bordering on the Mississippi, with their capitals.
4. Colorado:
  - (a) Name the five most important rivers.
  - (b) Name the five largest cities.
  - (c) Bound the county in which you are writing and name the county seat of each contiguous county.
  - (d) Name some locality specially noted for strawberries, watermelons, peaches, grain, coal, gold, silver and building stone. (Fifty credits.)

## II. South America:

1. Name ten countries with their capitals.
2. Name five important seaports and the most important export from each.
3. Define the following: Pampas, Llanos, Silvas, cinchona, caoutchouc.
4. Name the three drainage systems, and two of the largest branches of the Amazon. (Twenty-five credits.)



MAIN GROUP OF BUILDINGS OF THE GREELY SCHOOL SYSTEM, DISTRICT 6, WELD COUNTY, COLO.



## 111. Europe:

1. Name ten countries with their capitals, and indicate the form of government by a letter placed after the name of each country.
2. Name and locate five mountain ranges.
3. Describe five rivers.
4. Name ten indentations of the coast. (Twenty-five credits.)

## SECOND DAY, P. M.—SCIENCE.

*(Answer any ten questions, numbering them as printed. No more than ten answers will be considered.)*

1. How is the volume of any gas affected by change of pressure? By change of temperature? What is meant by absolute zero?
2. Name the chief agencies in erosion. Explain the connection between the peculiarities of the climate of Colorado and those of the valley and the bed of the Platte river.
3. Define atomic weight. In what terms is it expressed? Give the molecular weight of water.
4. Give the more important characters of *Vermes* or of *Mollusks*.
5. Name a perfect flower and an imperfect one. Tell how the latter is imperfect. Name a plant whose corolla is irregular and describe the corolla.
6. What is meant by the specific heat of a substance? What is the unit of heat?
7. Describe dip, fault, strike, dike and vein. State a theory regarding the formation of veins and the deposit of precious minerals in them.
8. Give the theory of geyser eruptions.
9. Describe respiration in insects, in fishes and in mammals.
10. Describe three widely different fruits and show how each is adapted to securing dissemination of the seeds of the plant which produces it.
11. Give the direction of the trade winds as related to the rotation of the earth.
12. Classify any sandstone and account for its formation.
13. Define combustion. Give example of a compound produced by incomplete combustion. Of one produced when the combustion is complete.
14. Describe and explain the monsoons of the Indian ocean.
15. Define *carpel*, *dentate*, *divided*, *inferior* and *incomplete* and either apply each word properly or illustrate its meaning by diagram.

## SCHOOL LAW.

1. (a) What officials constitute the State Board of Education?  
(b) Who are the present incumbents?
2. Who is the legal interpreter of the School Law of this state?
3. Name, in order, the officials specially charged with the execution of the school laws.
4. What is the relation of the teacher to the school board?
5. Where and when must county examinations be held?
6. Name all the different kinds of teachers' license, or certificate recognized in this state, and tell by what authority each is issued.
7. For what causes may a teacher's certificate be revoked?
8. (a) Name all the sources from which school revenues are derived.  
(b) State specially the difference between the general and special school fund.
9. What special branches are required to be taught in all schools?
10. What reports must teachers make?

## THEORY AND PRACTICE.

1. Name three physical conditions necessary to proper study.
2. Discuss the value of (a) oral work, (b) written work, as to definite results to be secured therefrom.
3. State some of the objections to the marking system as a means of measuring the work of pupils.
4. Should pupils in primary and intermediate grades be required to prepare lessons when out of school? Give reasons.
5. What is the advantage of studying the derivation of words as an aid in learning to spell?



QUESTIONS FOR THE COUNTY EXAMINATION OF TEACHERS FOR  
FIRST, SECOND AND THIRD GRADE CERTIFICATES,  
DECEMBER 20 AND 21, 1901.

Before taking this examination, every applicant is required to pay a fee of one dollar to the county superintendent. See School Law, Sec. 81a.

FIRST DAY, A. M.—ARITHMETIC.

1. Give three good methods of teaching addition in order that the work may be done by the pupil rapidly and accurately.

2. Give three methods by which factoring may be taught successfully.

3. Give the two equal factors of each of the following numbers: 169, 576, 961, 2025, 1681.

4. Simplify:  $2\frac{1}{3} - \frac{7}{8} \times \frac{16}{21} - \frac{5}{4}$   
 $\frac{3\frac{2}{3} \times \frac{3}{22} \div 1\frac{1}{5}}$

5. In the reprint of a book consisting of 810 pages, 50 lines instead of 40 are contained in a page, and 72 letters instead of 60 in a line. Of how many pages will the new edition consist?

6. If a steamer sails 9 miles an hour down stream and 5 miles an hour up stream, how far can it sail down stream and return in 28 hours?

7-10. A room is 24x18x9 ft.

(1) What will it cost to plaster the walls and ceiling at 75 cents per sq. yd.?

(2) What will carpet that is 27 inches wide cost at \$1.25 per yd.?

(3) What is the length of the longest *straight* line that can be drawn between two points in the room?

PENMANSHIP.

1. Name the materials with which each pupil in penmanship should be provided.

2. Give some points in favor of the vertical system.

3. How much time should be devoted daily to penmanship?

4. What exercises are advisable for pupils aside from copy-book exercises?

5. Can small children use the muscular movement?

6-10. Fifty credits to be given on penmanship shown in answering foregoing questions.

## FIRST DAY, P. M.—HISTORY.

1. Discuss the importance of Magellan's voyage.
2. When, where and why was the first Spanish settlement made in the United States?
3. What religious freedom was permitted in Massachusetts? Rhode Island? Maryland?
4. Define: Virginia Resolutions, Ordinance of 1787, X. Y. Z. Mission, Forty-niners, Trent Affair.
5. When, how and from whom has the present territory of the United States been acquired?
6. What have been the financial issues before the country since 1880?
7. Name the decisive battles in these wars and tell why decisive: French and Indian, Revolution, Civil War, Spanish-American.
8. Give a brief account of the exploration and settlement of Colorado. How was its territory acquired?
9. How do you teach history in the primary grades? What text book do you prefer in the eighth grade? Why?
10. Name five selections of good literature to be used in teaching history. Name five famous pictures which should be of interest to the history class.

## ORTHOGRAPHY.

1. Discriminate between the meanings of the words in the following groups: Bring—fetch; vocation—avocation; seem—appear.
2. Mark the vowels in the following words: Fall, for, rude, care, firm, last, what, term, push, there.
3. Syllabify and mark accented syllables in the following words: Placard, lucrative, irreparable, program, hyperbole, aspirant, inquiry, franchisee, maniacal, complaisance.
4. Write a brief argument for either oral or written spelling.
5. Which kind of spelling lesson do you consider better, a list of words or a paragraph? Give reasons for your answer.
- 6-10. Fifty credits to be given for the spelling in the papers on Grammar and Science.

## GRAMMAR.

1. (a) What parts of speech usually denote objects?  
(b) Participles partake of the nature of what other parts of speech?
2. What number-form of the verb is used  
(a) When the subjects are connected by the word *or*?  
(b) When the subjects are singular nouns connected by the word *and*?

3. (a) Classify clauses with regard to use.  
(b) Write sentences illustrating each class.
4. What is the value of analysis in the study of language?
5. What part of speech is each of the italicized words in the following sentences:
  - (a) He was *there* yesterday.
  - (b) The warrior looked *fierce*.
  - (c) I feel *warm* in this coat.
  - (d) It tastes *strong*.
6. Correct whatever is incorrect in the following sentences:
  - (a) I expect you are angry with me.
  - (b) He learns his pupils many valuable lessons.
  - (c) Do set down and rest yourself.
  - (d) The driver got his leg broken in the accident.
  - (e) He has got his money from the bank.
  - (f) I have lain my book on the shelf.
  - (g) Such men as he commands our respect.
7. Parse the italicized words or phrases in the following sentences:
  - (a) Here is a messenger *come* from the general.
  - (b) Now is the time *to begin*.
  - (c) She *must have been* anxious about the pupils.
  - (d) I found *a few* pennies.
  - (e) This is a result for *which* I labored.
  - (f) The *enemy* approaching, we crossed the river.
  - (g) I, *as well as* he, was in trouble.
8. Express by means of a diagram the analysis of this sentence:
 

'Tis midnights holy hour, and silence now  
Is brooding, like a gentle spirit, o'er  
The still and pulseless world.
9. Punctuate the following stanzas:
 

Give me my bow said Robin Hood  
An arrow give to me  
And where tis shot mark thou that spot  
For there my grave shall be.
10. Write a letter to some person of note, asking for a recommendation with a view to obtaining a position to teach.

## THEORY AND PRACTICE.

1. What is meant by manual training, and what is its purpose?
2. What powers are trained by the study of mathematics? By the study of the sciences?
3. Illustrate the principle of self-activity in education.

4. What are the characteristics of a good recitation and what methods do you use to obtain them?

5. Mention three books on education with which, in your judgment, a teacher ought to be familiar, and state your reasons.

SECOND DAY, A. M.—CIVIL GOVERNMENT.

1. From what sources does the United States derive its revenues?

2. Give a list of all the educational and penal institutions supported by this state.

3. Define treason, tariff, veto, export, habeas corpus.

4. Give the various methods of electing a president.

5. Who is the presiding officer of the House of Representatives? How is he chosen?

6. How are territories represented in congress?

7. Name the cabinet officers in the order of their succession to the presidency.

8. What qualifications may a state require of voters for a representative in congress?

9. Answer the following points regarding United States Senators:

- (a) qualifications,
- (b) length of term,
- (c) how elected,
- (d) salary.

10. What power has congress over commerce?

GEOGRAPHY.

1. Define Glaciers—Moraines—Chinooks—Inlets—Tides—Fiords—Tundras.

2. Locate Tuskegee, Tacoma, Virginia City, Tahlequah, Havana, Callao, Tientsin, Belfast.

3. Name a section from which each of the following is obtained: cork, sponge, licorice, tin, sugar (cane), sugar (beet), quicksilver.

4. Name and locate three isthmuses. If important, state why.

5. What has recently given prominence to Bulgaria and Turkey?

6. Describe the form of government in Alaska.

7. Name at least five states and territories of the U. S. in which irrigation is used.

8. What recent discovery in two of the U. S. has greatly increased the fuel supply? Name the two states.

9. What islands have come to the United States recently by

- (a) annexation,
- (b) conquest;
- (c) For the purpose of forming a State Government?

10. What islands are included in the Malay Archipelago?

## SCHOOL LAW.

1. Who has power to revoke certificates? Diplomas?
2. What is a school year? A school month?
3. What constitutes a legal warrant?
4. For what purposes may the general fund be used? The special fund?
5. What is the law governing the teaching of the effects of alcohol and narcotics? What is the penalty for failure to comply with the law?

## SECOND DAY, P. M.—PHYSIOLOGY.

1. Define anatomy, physiology and hygiene.
2. What is meant by the terms; cell tissues, organs and system, or apparatus, when used in physiology?
3. What is respiration? Name its organs.
4. What are the objects of respiration?
5. Describe the greater and the lesser circulation.
6. What is the pulse?
7. What is meant by the lymphatic circulation?
8. Name the principal fluids of the body.
9. (a) Describe the organ of taste, and state what gives the sensation of taste.  
(b) Why do we need food?
10. What are some of the physiological objections to the use of alcohol?

## NATURAL SCIENCE.

1. Why should "science lessons" be given in the grade schools?
2. (a) Does water boil at a lower temperature in Boston or Denver?  
(b) Why?
3. State the distinction between adhesion and cohesion.
4. (a) Name the geological ages in order, beginning with the oldest.  
(b) In which age was coal formed?
5. State concisely the essential characteristics which mark these two branches of animal life—vertebrates and articulates.
6. Define terms and give one example each of: annual plants, biennial plants, and perennial plants.
7. Distinguish between endogenous and exogenous stems. Make a cross-section drawing of each.

8. State the function of leaves in plants.
9. Why are tides higher at some places than at others in the same season of the year?

Name the prismatic colors in natural order.

READING.

1. Distinguish amongst réading, elocution and oratory.
2. How will you cultivate distinct articulation?
3. Describe some exercise in phonics. In what grade would you introduce phonic drills? What is the value of phonic work?
4. Give a list of the first ten words that you would teach a child.
5. What can you say of the writings of (a) Theodore Roosevelt; (b) the late John Fiske?

QUESTIONS FOR THE COUNTY EXAMINATION OF TEACHERS FOR  
FIRST, SECOND AND THIRD GRADE CERTIFICATES.  
MARCH 21 AND 22, 1902.

FIRST DAY, A. M.—ARITHMETIC.

1. Explain and illustrate the difference between common and decimal fractions. Should they be taught separately or at the same time?
2. Write a promissory note, a check, a receipt.
3. The number of deaths in a certain city in 1879 was 1,950, which was equal to  $3\frac{1}{4}\%$  of the population; what was the population?
4. A note of \$65.80 dated Feb. 20, 1878, and bearing interest at  $7\%$  was paid June 25, 1880; what was the amount paid?
5. If it cost \$84 to shingle a roof 36 ft. long and 21 ft. wide, what will it cost to shingle a roof 33 ft. long and 27 ft. wide?
6. A man bought Michigan Central R. R. stock at 120, and sold at 124; what per cent. of the investment did he gain?
7. How many rods of fence will enclose 10 acres in the form of a square?
8. Two men start from the same point. One travels 52 miles north and the other 39 miles west; how far apart are they? Make drawing.
9. What is the bank discount on \$125, payable in 90 days at  $8\%$ ? What the proceeds?
10. What is meant by standard time? How is Colorado located with reference to standard time?

ORTHOGRAPHY.

1. Write rules regarding words ending (a) in *e*, (b) in *y*.
2. Divide into syllables and indicate accent of the following words: abdomen, Beelzebub, inertia, inquiry, irrevocable.
3. Correct the spelling of the following: changable, concieve, desireous, municiple, obiesance.
4. Write a synonym for each of the following words: depict, felicitous, idolize, ply, thraldom.
5. Write an antonym for each of the following words: dissipate, indigenous, industry, mutinous, mysterious.
- 6-10. Fifty credits on spelling of all papers presented in the examination.

## FIRST DAY, P. M.—HISTORY.

1. Compare and contrast the colonists at Plymouth and Jamestown
2. What place has geography in the teaching of history?
3. Name the opening and the closing engagements of the Revolutionary war. Give dates.
4. Describe briefly the Peninsular campaign of the Civil war.
5. What was the Omnibus bill? The Kansas-Nebraska bill? Missouri Compromise?
6. Name five men who you think have had the greatest influence in moulding the history of our country. Give reasons for your choice.
7. Name members of President Roosevelt's cabinet.
8. Name four important questions which have come before the present U. S. Congress.
9. Trace the career of General Grant from the beginning of the Civil war to his death.
10. Give the most recent historical facts of interest to the U. S. concerning the Isthmus of Panama, Cuba, Danish West Indies.

## CIVIL GOVERNMENT.

1. For what purpose and by what authority was the present session of the Colorado legislature called?
2. How are members of the state legislature chosen?
3. Describe methods by which a bill may become a law of the United States.
4. Name five powers of congress.
5. Define treason, impeachment, militia and imposts.

## WRITING.

1. Make and name the principles of penmanship of the system you will use in your school.
2. What time of day do you select for the writing exercise? Give reason for your answer.
3. In teaching any letter, should its principles or its form be taught first? Why?
4. Discuss the use of the blackboard in writing lessons.
5. What are the advantages and disadvantages of the "Sentence Method" of teaching writing?
- 6-10. Credits to be given on penmanship of manuscripts submitted.



## PHYSIOLOGY.

1. Define hygiene, and give three examples to show how the non-observance of hygienic laws is particularly injurious in ordinary school work.
2. Name three important juices which act on the food during digestion, and the office of each.
3. Name three important uses of the skin.
4. What is the difference between voluntary and involuntary muscles? Give examples of each.
5. Describe the heart as to location, size, structure and function.
6. Explain the serous, the mucous and the synovial membranes.
7. Distinguish between a sprain, a fracture and a dislocation.
8. Raising the body on tiptoe illustrates what class of levers? Explain.
9. Name the three divisions of the ear and describe each.
10. Explain briefly reflex action.

## SECOND DAY, A. M.—GRAMMAR.

1. Write plurals of alderman, c. chimney, court-martial, fairy, mouthful, Mr. Smith, stratum, thesis, thief.
2. Give comparative and superlative degrees of bad, beautiful, cool-headed, fore, good-natured.
3. Give meanings of prefixes, ab, ad, ante, bene, circum, inter, post, retro, sub, trans.
4. Write sentences illustrating the proper use of the dash, quotation within a quotation, parenthesis, diaeresis and caret.
5. Analyze or diagram the following sentence: Young men who spend many years at school and college are too apt to forget the great end of life, which is to be and to do, not to read and brood over what other men have been and done.
6. Explain and write sentences to show differences of meaning between accept and except, much and many, most and almost, learn and teach, funny and odd.
7. Use sentences containing
  - a relative clause.
  - a noun used independently or absolutely.
  - a word containing a diphthong.
  - a phrase used adjectively.
  - a simple subject and compound predicate.
8. It had long been the fixed principle of Caesar's philosophy that the only way to enjoy life was to banish the fear of death.

Parse first *verb*, *adverb*, *proper noun*, *conjunction*, *object of a preposition*, in the sentence above.

9. Correct the following sentences and give reasons for the correction:

1. These sort of people are disgusting.
2. Whom do you think it was?
3. I have drove the cows home.
4. The general with all his soldiers were taken.
5. He was the oldest of the two boys.

10. Supply appropriate pronouns in the following sentences and give reasons for the case used.

I can walk as rapidly as \_\_\_\_\_.

\_\_\_\_\_ do you think will be selected?

I cannot let you and \_\_\_\_\_ play together.

\_\_\_\_\_ is that for?

He is a man \_\_\_\_\_ I know is honest.

#### NATURAL SCIENCE.

(Answer first five and any five of the others.)

1. Explain the difference between a physical change and a chemical change in matter.
2. What are dicotyledonous plants? Give an example.
3. (a) Of what is granite composed? (b) Name five kinds of quartz.
4. Define the terms zenith, nadir, ecliptic, solstice, and write ascension.
5. (a) What causes the eclipse of the sun? (b) of the moon?
6. Give the universal law of gravitation.
7. (a) Define specific gravity. (b) Tell how to find the specific gravity of a solid heavier than water.
8. Give the composition of air, water, common salt, copperas and sulphuric acid.
9. How do you obtain the molecular weight of a compound?
10. Why are the winds, coming off the snow-capped mountains, the warmest winter winds we have in Colorado?
11. What is an Isothermal Line?
12. Explain the difference between organic and inorganic matter.
13. What is the hardest substance known and of what element is it a form?

#### READING.

1. In a reading lesson, what should be taught besides the reading?
2. Give and illustrate two principles which should guide you in selecting material for reading in a certain grade.
3. Define *pitch*, *quality*, *emphasis*, *figure of speech*, *blank verse*.
4. Of what modulations is the voice capable?
5. Outline the story of a poem by either Longfellow or Whittier. What can you say of its author?

## SECOND DAY, P. M.—GEOGRAPHY.

1. Name the three general divisions of geography and define each.
2. (a) Explain how rain is produced. (b) Account for the great rainfall at Sitka and the slight fall at Lima.
3. How does the drainage of North America influence the location of commercial cities?
4. Name all the bodies of water a vessel would sail over in a voyage from Chicago to Odessa.
5. Describe the Gulf stream and explain what causes it.
6. Locate the tropics and polar circles and tell why they are located as they are.
7. Tell what the following are and where they are located: Frankfort, Guam, Fort Wayne, Tasmania, Crimea, Volga, Milan, Detroit, Nicaragua and Bahia.
8. (a) What is the Weather Bureau of the United States? (b) What is its object?
9. Name six articles in the production of which the United States exceeds any other nation in the world.
10. Describe the following rivers: Connecticut, Muskingum, Orange, Ebro and Lena.

## SCHOOL LAW.

1. From what sources are the funds obtained for the maintenance of the schools of a district?
2. State fully the provisions of the law relating to the teaching of the English language, Spanish, German, hygiene, humane treatment of animals.
- 3 to 5. State fully the provisions of the school law regarding requirements made of teachers.

## THEORY AND PRACTICE.

1. Under what conditions, if any, do you find corporal punishment a necessity?
2. What means to you employ for the development and training of (a) the memory? (b) the imagination?
3. Explain the difference between deductive and inductive methods of teaching.
4. (a) To what extent do you prepare the lessons you are expected to hear? (b) What educational maxims have you found useful in your work?
5. Compare the value of the knowledge pupils obtain with the intellectual power acquired in obtaining this knowledge.

QUESTIONS FOR THE COUNTY EXAMINATION OF TEACHERS FOR  
FIRST, SECOND AND THIRD GRADE CERTIFICATES.  
AUGUST 15 AND 16, 1902.

FIRST DAY, A. M.—ARITHMETIC.

1. What is the value of

$$\left( \frac{12 - .6 + 16 - .8 - 17}{2} \div \frac{4}{2} \right) \div 18\frac{3}{4}$$

2. A carpenter alone can build a house in 36 days, and with the help of his son can build it in 24 days. In how many days can the son alone build the house?

3. Reduce 32 oz. Av. to oz. Troy.

4. A man bought a number of sheep for \$225; 10 of them having died, he sold 4-5 of the remainder for cost and received \$150 for them. How many did he buy?

5. When is a number exactly divisible by 2, by 3, by 4, by 5, by 8, by 9, by 10?

6. The contents of a cistern are 1,728 cu. ft., the length being 2 times the breadth and the breadth 2 times the depth. What are the dimensions?

7. How large a draft payable in 42 days after sight can be bought for \$247.59, exchange being  $\frac{3}{4}$  per cent. discount and interest 8 per cent.?

8. Bought a lot of glass; lost 20 per cent. by breakage; at what per cent. above cost must I sell the remainder to clear 10 per cent. on the whole?

9. Of two pieces of land, the one a circle 18 rods in diameter, the other a triangle whose hypotenuse is 30 rods and whose base is 24 rods, which is the larger and how much?

10. A, B and C are to share \$1,200 in the proportion of 3, 4 and 5, respectively. B dies. How should the whole sum be divided between A and C?

WRITING.

1. Discuss the three systems of penmanship, the slant, the semi-slant and the vertical, stating your preference, and giving reasons therefor.

2. Of finger movement, fore-arm movement and whole-arm movement, which should be used principally, and what attention should be given to the other two?

3. Give the advantages and disadvantages of using a black-board copy in the writing lesson.

4. Discuss the value of rhythm in writing. Could a piano be used to advantage in the writing drill?

5. Describe the seating and lighting of an ideal writing room.

6-10. (Fifty credits to be given on the penmanship of manuscripts submitted.)

FIRST DAY, P. M.—GRAMMAR.

1. Decline in singular and plural, I, thou, you, he, she, it, who, and whosoever.

2. Write the possessives, singular and plural, of gypsy, enemy, attorney, thief, chief, albino, child, mouse, father-in-law, and Duke of York.

3. Illustrate five ways in which a noun may be in the objective case. (Omit by apposition.)

4. Write a sentence containing:

- (a) A noun possessive by apposition.
- (b) Two or more nouns denoting joint ownership.
- (c) Two or more nouns denoting separate ownership.

5. (a) Give principal parts of lie, lay, sit, set, rise and raise.

(b) Write the third person singular, active and passive, of *see* in all tenses of the indicative.

6. (a) Write all the infinitives and participles of *choose*.

(b) Write sentences using the participle as a noun and the infinitive as an adjective and as an adverb.

7. Write a sentence containing:

- (a) A prepositional adverb phrase.
- (b) A participial adjective phrase.
- (c) An infinitive noun phrase.

8. (a) Write a compound sentence having both clauses complex.

(b) Write a complex sentence having both clauses compound.

(c) Show by analysis or diagram two different meanings for the following:

“He can learn where you are.”

9. In the following sentences choose the right word and give reasons:

(a) Each of our party (was were) carrying (our his their) lunch with (us him them).

(b) Neither he nor I (are am is) to blame.

(c) (Who Whom) do they say is to teach our class?

(d) It is her beauty, and not her talents, that (attracts attracts) attention.

(e) (He Him) (who whom) ye ignorantly worship declare I unto you.

10. Analyze or diagram the following, and parse the words in italics:

“One successful battle for liberty quickens and exalts that proud and emulous spirit from which *are called* forth the civilization and arts *that* liberty should produce, more rapidly than *centuries* of repose.”

## ORTHOGRAPHY.

1. Copy the following words, correcting errors in spelling:  
Diphtheretic, chocalate, vegetable, boquet, weird, Plebian, vermilion, colossal, separate, symetrical.
2. Write the present participle of  
Begin, traffic, suffer, conceal, shoe, vie, singe, humbug, parallel, occur.
3. Write the plural of  
Monkey, echo, gas, crisis, elf, colloquy, clef, cameo, dormouse, Mus-selman.
4. Syllabify and accent  
Vagary, metallurgy, telegraphy, gondola, indisputable, orthoepy, gladiolus, inexorable, integral, interlocutor.
5. Write the phonic spelling of  
Zoology, yacht, bronchitis, cerement, languor, brooch, gneiss, saith, phthisic, phthisis.
- 6-10. (Fifty per cent. on spelling of words in papers on physiology and science.)

## CIVIL GOVERNMENT.

1. In case of a failure of the electors to elect a vice-president, how is the vice-president elected, and how many have been elected in that way?
2. (a) How many amendments have been made to the Constitution of the United States since its adoption?  
(b) What were the objects of the 13th, 14th and 15th amendments?
3. How many representatives will Colorado have in the 58th Congress?
4. (a) How many amendments were proposed to the Constitution of our state by the last regular session of the legislature?  
(b) Give the substance of any three of the proposed amendments.
5. What three measures of national importance were enacted by the last Congress.

## THEORY AND PRACTICE.

1. Define education, teaching. Distinguish amongst instructing, developing, training.
2. Should a pupil recite in his own language or in that of the text-book? Why?
3. State the comparative advantages of class instruction and individual instruction.
4. Explain briefly the "Culture epoch" theory.
5. At what time would you correct an erroneous expression used by a pupil in recitation? Why?



RURAL SCHOOL AT DISTRICT 10, BOLTIDER COUNTY, COLO.





## SECOND DAY, A. M.—PHYSIOLOGY.

1. Of what value do you consider physiology relatively to other studies of the curriculum? Why?
2. What is meant by coagulation of the blood? Importance?
3. What are the functions of the sympathetic system?
4. State the differences between tendons and muscles. Largest tendon in the body. Locate.
5. Name three common defects of vision. How caused and how remedied?

## SCIENCE—(ANSWER ANY TEN.)

1. Explain the use of salt in freezing ice cream.
2. (a) Why does it require more time to cook vegetables in Colorado than in Louisiana?  
(b) How might this time be shortened?
3. Mention some locality suggested by these terms: Dike, cascade, geyser, glacier, canon.
4. (a) Explain the formation of true mountains.  
(b) Explain the formation of coastal plains.
5. It is said that when smoke rises vertically from the chimney it indicates fair weather. Have you any scientific grounds for asserting either the truth or falsity of this belief?
6. Explain how the presence of lakes is evidence of the geological newness of a country.
7. (a) What is the composition of sea water?  
(b) How does the temperature of the surface vary?  
(c) What is the temperature of the deep waters?
8. (a) What is meant by specific gravity?  
(b) A piece of rock weighs 5 lbs. in the air, and 3 lbs. in water; what is its specific gravity?
9. (a) Name five acid-forming and five base-forming elements.  
(b) Give the chemical and physical properties of one of the elements you have named.
10. (a) What is meant by oxidation and reduction?  
(b) Give an example of each process.
11. Mention five ways provided by nature for the dissemination of seeds.
12. (a) Name three functions of the leaf.  
(b) Give reason for the broad foliage of the tropical plant and the narrow needles of the pine.
13. (a) Why is one plant or animal said to be higher than another?  
(b) Name one of the lowest and one of the highest of both plants and animals.

14. On what part of the earth's surface are volcanoes most numerous?
15. Tell of the formation of the following:
- (a) sand bars.
  - (b) deltas.
  - (c) glaciers.
  - (d) petroleum deposits.
  - (e) coal beds.

## SCHOOL LAW.

1. (a) What is a school census?  
(b) When taken?  
(c) Of what value is it to the district?
2. (a) What is the fee for teachers' examination?  
(b) For what purpose is the money obtained from this source used?  
(c) How is it apportioned?
3. (a) How does a district proceed to issue bonds?  
(b) For what amount may a district be bonded?
4. What is the "General Fund," and from what sources is it derived?
5. What provision is in the Constitution regarding text-books?
6. (a) What districts may have kindergartens?  
(b) How are kindergartens supported?
7. How are vacancies filled in the board of directors of first-class districts?
8. How may districts be united?
9. How may districts be annulled?
10. (a) What is the "Special Fund?"  
(b) For what purposes may it be used?

## SECOND DAY, P. M.—GEOGRAPHY.

1. (a) What is the general character of the government of Europe?  
(b) Of North and South America?  
(c) Of Asia?  
(d) Of Africa?
2. (a) Of what does the Chinese Empire consist?  
(b) Locate China and Manchuria.  
(c) Locate Peking, Shanghai and Hongkong.
3. What reason can you give for the slow progress of civilization in South America?
4. In teaching the important cities of the world, you should fix in the child's mind why important and what he would see should he visit

them. State what you would teach in regard to Athens, Milan, Cologne, Paris, London, San Francisco, New Orleans, St. Paul, Washington.

5. Trace a railroad trip from Washington to Denver, naming roads traveled, states and important cities passed through.
6. (a) Define commercial geography.  
(b) State the influence of rainfall and wind upon commerce.
7. (a) Name the principal crops of the United States, and tell in which section each is raised.  
(b) Name the mineral products and tell in which section each is found.  
(c) Name the manufactured articles and tell in which section each is made.
8. (a) Name and locate the five largest seaports of Europe. How do they compare in population with New York, Philadelphia, Boston, Baltimore and San Francisco?  
(b) Name and locate the five largest interior cities of Europe, and compare their population with that of Chicago, St. Louis, Cleveland, Buffalo and Cincinnati.
9. Give location of the following islands: Madcira, Zanzibar, Mauritius, Mindanao, Galapagos, Trinidad, Ceylon, Azores, Malta, Crete.
10. Locate Mont Pèlèe. What is its recent history?

#### READING.

1. How do you teach young pupils to learn the pronunciation of new words? What would you recommend to older pupils?
2. Give an outline showing what you attempt to teach a class of advanced pupils in reading.
3. Write a sentence that should be read with a rising inflection. One that should be read with a falling inflection. One with a mixed inflection.
4. Write the names of four books which you consider especially suitable for supplementary reading and tell in what grade or about what age each should be used.
5. Name two living writers whose works you consider will be of permanent fame.

#### HISTORY.

1. What effect did the discovery of America have on Europe?
2. (a) When was slavery introduced into America?  
(b) How many of the colonies held slaves at the close of the Revolutionary War?  
(c) What invention made slave labor profitable?
3. What three compromises were made before the Constitution could be agreed upon by the convention of 1787?

4. How did the "Whiskey Rebellion" strengthen the government under the Constitution?
5. What effect did the building of the Erie canal have upon the business of our country?
6. Why did the Southern States secede?
7. Write a brief account of the decisive battle of the Civil War, giving the date. How does this battle rank with the other great battles in the world's history?
8. Name the presidents who have died in office and the vice-presidents who succeeded them.
9. What is meant by "The Gold Reserve" and for what purpose is it used?
10. (a) Who is president of Cuba?  
(b) When was he inaugurated?  
(c) What is his salary?

QUESTIONS FOR THE EXAMINATION OF APPLICANTS FOR STATE  
DIPLOMAS—AUGUST 21, 22 AND 23, 1901.

STATEMENT OF CANDIDATE FOR STATE EXAMINATION.

State examination held at Denver, Colorado, August ..

Name .....

Age .....

Address .....

Unexpired first grade certificate was issued, where?.....

When? .....

Where educated? .....

Years of experience as a teacher?.....

Number of years' experience as a teacher outside of Colorado?.....

Where? .....

Number of years' experience as a teacher in Colorado?.....

Where? .....

References as to successful teaching?.....

References as to personal character?.....

FIRST DAY, A. M.—ALGEBRA (ANSWER FIVE QUESTIONS).

1. Expand  $(a+b)^8$  by the binomial theorem, and state in detail how the co-efficient of the fourth term was found.

2. Give rules for the divisibility of  $a^n+b^n$  by  $a+b$ , and where possible write out the quotient of—

$a. \frac{a^3 + b^3}{a + b}$	$b. \frac{a^3 - b^3}{a + b}$	$c. \frac{a^3 + b^3}{a - b}$	$d. \frac{a^3 - b^3}{a - b}$
$e. \frac{a^4 + b^4}{a + b}$	$f. \frac{a^4 - b^4}{a + b}$	$g. \frac{a^4 + b^4}{a - b}$	$h. \frac{a^4 - b^4}{a - b}$

(The lower case letter in front of code expression is merely the number of the expression— $a, b, c$ , etc.)

3. Solve  $ax^2+bx+c=0$ , and state conditions which must be fulfilled by the co-efficients in order that the roots shall be—

$a$ —equal;  $b$ —unequal and real;  $c$ —unequal and imaginary;  $d$ —reciprocals;  $e$ —numerically equal but opposite in sign;  $f$ —one finite and the other infinite;  $g$ —one finite and the other zero.

4. Solve—

$$x+y=10$$

$$x-y=4$$

by three methods.

5. Extract the fifth root of 4084101, using for a working formula the expansion of  $(a+b)^5$ .

6. A is now one-third again as old as B; ten years ago he was twice as old. What is the present age of A and of B?

7. A druggist having a four-quart bottle full of absolute alcohol sells a portion to a customer, and fills up the bottle with water; later he sells an equal portion of the mixture to a second customer, again filling up the bottle with water; the mixture is then found to be seventy-five per cent. pure alcohol. How much pure alcohol did each customer buy?

## CIVICS.

1. Name the three departments of government and define functions of each.

2. Discuss the Department of State and give officers in charge of our foreign affairs, with duties of each.

3. Discuss briefly "Reciprocity," "Expansion," and "Balance of Trade."

4. Give a synopsis of the various courts—State and National.

5. Discuss the "Bureau of Education" and state to what department it belongs.

## BOTANY.

1. Contrast the germination of the bean, pea, and corn. Illustrate with diagrams.

2. What is an exogen; an endogen? Name three ways in which plants may be placed in these divisions.

3. Make a diagram and name the parts of a complete leaf; of a complete flower.

4. Define fertilization; pollination. What are some of the ways in which pollination is effected?

5. What is the advantage to the plant of cross fertilization? What are some of the contrivances that favor cross fertilization?

6. Outline a term's work for a class of beginners in botany.

7. What is the difference between a fruit and a seed? Illustrate.

8. What is the meaning of the phrase "Struggle for Existence?" Illustrate.

9. What is a parasite? A saprophyte? Give examples.

10. Contrast the potato with the beet; the onion with the turnip.

## FIRST DAY, P. M.—PHYSICS.

1. Define work and energy, and state the relation between them.

2. State the principles of the hydraulic press.

3. State clearly the distinction between weight and mass.

4. Describe briefly an experiment showing that a material body possesses inertia.
5. Define thermal capacity. What is the specific heat of water?
6. Draw a diagram representing the lines of force of a horseshoe magnet.
7. Describe and explain the action of a telephone receiver.
8. State Ohm's law, and give an illustrative example of it.
9. What is meant by the phenomenon of resonance?
10. What is a spectrum, and how can one be produced?

## ENGLISH LITERATURE AND RHETORIC.

1. Explain fully what you understand by the organic nature of the paragraph.
2. How would you apply the fundamental laws of paragraph structure, of description, of narration, to the teaching of oral composition?
3. What features of diction do you regard as affecting most strongly the style of a writer?
4. Show the large relations of the epic and the drama, as forms of literature, to the stage of human consciousness and the development of national life of which they are expressions.
5. Discuss either *Macbeth* or *Julius Caesar* as an example of dramatic structure.
6. Discuss the significance for the history of English prose of the Queen Anne writers; or speak of the chief causes which have led to the preëminence of England among European states.

## ZÖÖLOGY. (ANSWER ANY EIGHT QUESTIONS.)

1. What are the distinguishing characters of the vertebrata? Of the mammalia?
2. Mention as many as you can of the points of resemblance and points of difference existing between plants and animals in general.
3. How does the mechanism of respiration in fishes differ from that of aquatic gill-bearing larvæ of insects?
4. Define cell, nucleus, centrosome, chromosome, protoplasm.
5. How does an amœba respire, take food, and reproduce?
6. How do the following animals respire: Infusoria, oysters, frogs, snakes, and grasshoppers?
7. What are the characters that distinguish the Cœlenterata? Mention examples of this phylum.
8. In a hive of bees what different kinds of individuals are found? What is the work of each?

9. Describe the circulatory system of the fish.
10. Define parthenogenesis, oviparous, viviparous.
11. State as concisely as you can the Darwinian theory of the origin of species.

## SECOND DAY, A. M.—TRIGONOMETRY.

1. An angle "A" is less than  $90^\circ$ .  $\cos A = \frac{12}{13}$ . Find the values of the other 5 functions without using the formulæ of No. 3.
2. Give the algebraic signs of the six functions in all four quadrants. (It is best to tabulate the answer to this.)
3. Prove the formulæ—
 
$$\sin^2 A + \cos^2 A = 1$$

$$\sec^2 A = 1 + \tan^2 A$$

$$\csc^2 A = 1 + \cot^2 A$$
4. What is meant by "The Solution of a Triangle"? In any plane triangle, what elements must be given to make the solution possible?
5. Draw a diagram, illustrating a case in which two solutions of a triangle are possible from the given data. (Give your own data.)
6. Give a diagram of the following problem and a complete outline of the method of solving it. Do not give actual solution. From the top of a lighthouse, 200 feet above the sea, the angles of depression of two boats in line with the lighthouse are observed to be  $14^\circ$  and  $32^\circ$  respectively. What is the distance between the boats?  
(Answer only five of the above questions. No more.)

## GERMAN.

1. Decline the German personal pronouns.
2. Decline singular and plural—*the new house, my old neighbor, this city*.
3. Seven prepositions used only with the Dative case.
4. Write the present tense of *werden*; the perfect of *sein*.
5. Make sentences showing four tenses of a verb in the passive voice.
6. Names of the days, the months.
7. Principal parts of verbs meaning to *run*, to *eat*, to *stand*, to *lie*.
8. Translate into German: I do not know who said it. We are glad she is well again.
9. Whose horse is this? He had arrived too late. A friend has invited us to go into the country.
10. We have received and read the letters. The voice of the angry man was loud and disagreeable.



## FRENCH.

1. Give the principal parts of: Avoir, être, finir, rendre, parler.
2. Give the principal parts in French of to go, to run, to sleep, to eat, to sell.
3. Translate into English: "Un évêque avait été inutilement à Rome chercher un chapeau de cardinal. En étant revenu fort enrhumé, quelqu'un lui dit qu'il ne fallait pas s'en étonner, puisqu'il était venu de si loin sans chapeau."
4. Give the rules for the use of avoir and être in French when used as auxiliaries in compound tenses. Explain the difference between "j'ai chanté" and "je suis allé," which are both translated by the same auxiliary in English.
5. Give the most general rules governing the use of the subjunctive, and illustrate each rule with a French sentence. Translate your sentences into English.
6. Translate into French: "I do not believe that your sister is sick. I know that your brother is well. He is the strongest man I have seen, and I hope that he will come to see me. Do you believe that he has the books of which I was speaking? If he hasn't them, I shall be obliged to buy those which we have seen this morning at the bookseller's. I am going there to-morrow. I love books and I have many of them."
7. Give the rule for the formation of adverbs.
8. Mention several conjunctions followed by the subjunctive.
9. Mention several conjunctions followed by the indicative.
10. Translate into English: "A moi, à moi, mon capitaine," s'écriait un soldat; "à moi, je tiens un prisonnier." "Eh bien," lui dit le capitaine; "amène-le." "Je ne demande pas mieux; mais il ne veut pas me lâcher."

## LOGIC.

1. Define Judgment both as a *process* and as a *product*, and distinguish between Judgment and Reasoning.
2. Explain Intension and Extension of Terms, and illustrate each.
3. Explain "Distribution of Terms," and illustrate.
4. Give a syllogism containing an "undistributed middle."
5. Explain Inductive and Deductive Reasoning, and state leading sources of error of each.

## SECOND DAY, P. M.—GEOMETRY.

1. Define: Trapezium, rhomboid, circular segment, polyhedron, lune, zone, polar triangle, truncated prism.
2. Prove that the median of a triangle is less than half the sum of the two adjacent sides.

3. In a right triangle what relation exists between the altitude upon the hypotenuse and the segments into which it divides the hypotenuse. Prove your statement.

4. How are the following angles measured? An angle formed (1) by two chords intersecting within a circle; (2) by two secants intersecting without a circle; (3) by a tangent and a chord drawn to the point of contact; (4) by a tangent and a secant intersecting without the circle.

5. State the theorem for the lateral area of each of the following: (1) prism; (2) cylinder; (3) cone of revolution; (4) right pyramid; (5) state theorem for the area of a sphere.

6. State theorem for the volume of each of the following: (1) pyramid; (2) cylinder, (3) frustum of a cone; (4) truncated triangular prism; (5) sphere.

7. Prove (4) in No. 6.

8. Compute the area of a spherical triangle the angles of which are  $120^\circ$ ,  $270^\circ$ ,  $110^\circ$  respectively, and the radius of the sphere is ten feet.

9. Compute the area and volume of a sphere if its radius is numerically equal to  $\frac{1}{3}$ .

10. State and prove the theorem which to your mind admits of one of the prettiest demonstrations in all geometry.

CHEMISTRY.—(ANSWER FIVE, NOT MORE.)

1. How do you distinguish between an element, and a compound?

2. What do you understand by an element being in the "nascent" state?

3. State the atomic theory, and the observations which led to its adoption.

4. Define affinity and valence. Distinguish between these two properties according to your concept.

5. Name the elements which belong to the Halogen group. Select one of these and describe its occurrence in nature, properties, uses, etc.

6. What is an hydroxide? Give the names and formulae of three examples.

7. The atomic weight of Potassium is 39, of Oxygen 16, and of Nitrogen 14. What % of each of these elements does  $\text{KNO}_3$  contain?

8. Explain the use of the "ic," "ous," "ate" and "ite" terminations, and also of the prefixes "per" and "hypo."

9. Name the following compounds:  $\text{H}_3\text{P O}_3$ ,  $\text{Na}_2\text{S O}_3$ ,  $\text{H N O}_3$ ,  $\text{K}_2\text{Cr}_2\text{O}_7$ ,  $\text{H}_2\text{O}_2$ .

GENERAL HISTORY.

1. Summarize the main contributions made by the ancient nations to European civilization.

2. Discuss the nature of the greatest Hebrew and of the greatest Greek ideal in their relation to modern life.

3. Give the main effects of the capture of Constantinople by the Turks in 1453.
4. Note four places in the history of the Christian church, and trace the religious and social effects of the Reformation in any one country.

## THIRD DAY, A. M.—PHYSICAL GEOGRAPHY.—(ANSWER ANY EIGHT.)

1. What are the dynamical forces that have acted, and now act to change the relief of the earth?
2. State what is the effect of the change of Latitude on climate, and what in equal Latitudes, is the cause of difference in isothermal lines of temperature?
3. Define what is meant as a Penepaine?
4. What is the usual meridian that is employed in Navigation and Astronomy in the United States?
5. What other meridian is often used in the United States?
6. What is meant when we call the earth a Geoid?
7. What, if any, is the retarding force that daily acts upon the earth?
8. What is the force that acts on the waters of large rivers, whose course is north and south?
9. What is the difference between the Equatorial and Polar diameters of the earth?
10. State what is the shape of the earth, and in what does it differ from a true oblate Spheroid in north or south Hemispheres?
11. Can you give the usual accepted increment of temperature, as you descend in the earth; and what is accepted as the rule of surface temperature in degrees Fahrenheit, or Centigrade?

## LATIN.

1. Translate the following from Cæsar's Gallic War:

"Erant hæc difficultates belli gerendi, quas supra ostendimus, sed multa Cæsarum tamen ad id bellum incitabant: iniuriæ retentorum equitum Romanorum, rebellio facta post deditionem, defectio datis obsidibus, tot civitatum coniuratio, imprimis, ne hac parte neglecta reliquæ nationes sibi idem licere arbitrentur. Itaque cum intellegeret omnes fere Gallos novis rebus studere et ad bellum mobiliter celeriterque excitari, omnes autem homines natura libertati studere et condicionem servitutis odisse, priusquam plures civitates conspirarent, partiendum sibi ac latius distribuendum exercitum putavit."

2. Point out all the Ablative Absolute constructions in the chapter and state what they express. Name other ideas expressed by the Ablative Absolute.
3. Explain the use of the mood in the following:  
Arbitrentur, intellegeret, and conspirarent.

4. Translate these closing lines of the 2d book of the Aeneid:  
 Sic demum socios consumpta nocte reviso.  
 Atque hic ingentem comitum adfluxisse novorum  
 Invenio admirans numerum, matresque, virosque.  
 Collectam exsilio pubem, miserabile vulgus.  
 Undique convenere, animis opibusque parati,  
 In quascumque velim pelago deducere terras.  
 Iamque iugis summæ surgebat Lucifer Idae  
 Ducebatque diem, Danaïque obsēssa tenebant  
 Limina portarum, nec spes opis ulla dabatur;  
 Cessi et sublato montes genitore petivi.
5. Mark the scansion of the second, third and fourth lines.

## PEDAGOGY.

1. Give the etymology of the word "pedagogy" and interpret it in accordance with the modern notion of teaching.
2. Is there such a thing as science of teaching? If so, upon what is it based?
3. Upon what principles would you make out a course of work in English from the primary to the Grammar schools? Give the course.
4. In the teaching of Penmanship, what Psychological principles are involved?
5. Give a full description of teaching plans in accordance with the Herbartian Pedagogy.

## THIRD DAY, P. M.—PHYSIOLOGY. (ANSWER TEN.)

1. Name six of the body tissues and state what their functions are.
2. Suppose a blood corpuscle in the inferior vena cava; describe its route on into the aorta. Name in order the chambers and valves of the heart or blood-vessels that it passes.
3. Name the organs of the chest cavity. What are the functions of the liver? What is the peritoneum?
4. What are the functions of the blood? What is lymph?
5. Locate the following bones: Sacrum, axis, fibula, scapula and vomer.
6. What are the functions of the skin? Of what layers is it composed?
7. What is the normal surface temperature in man? Pulse rate in adult male? Respirations per minute?
8. State what you know of the effects of alcoholic drinks upon the body during health. When, if ever, should alcoholic drinks be used?
9. To a person in health, what are the benefits of the bath? What rules can you lay down for the regulation of the bath for healthy people?

10. Why is it necessary to ventilate living rooms? What rules can you give for the ventilation of such rooms?

11. What are the causes of long-sight (*hypermetropia*), short-sight (*myopia*), and astigmatism?

GEOLOGY AND MINERALOGY. (ANSWER FIVE QUESTIONS, NOT MORE.)

1. Give the necessary mineral components of granite, gabbro and phonolite.

2. Discuss the formations of soils.

3. Under what conditions are deltas and estuaries formed?

1. Explain the formation of peat-bogs.

5. How are metamorphic rocks formed? Name three kinds.

6. Of two sandstones one has for its cementing material iron oxide, the other carbonate of lime. Which is the most enduring and why?

7. Explain the formation of the "hog-backs" along the flanks of the Rocky mountains.

8. Explain the terms "dip," "strike," "anticline," and "syncline."

9. Name the eras into which geological time is divided, and the corresponding principal rock systems.

10. In which of these did Vertebrates, Reptiles, Mammals, Amphibians and Birds first occur?

ASTRONOMY. (ANSWER FIVE QUESTIONS.)

1. Describe briefly the four different systems of co-ordinates used in locating the position of a heavenly body.

2. Does the Man in the Moon ever witness a total eclipse of the earth? Give reasons for the answer.

3. Explain three corrections which must be applied in the accurate determination of the sun's true altitude at a given moment. For what special positions of the sun will these corrections be zero?

4. State clearly your opinion of Professor Pickering's recent statement that he has found snow on the moon.

5. State Kepler's three laws.

6. Explain the seasons, and state why in the Southern Hemisphere the Summer is hotter and the Winter colder than the corresponding seasons in the Northern Hemisphere.

QUESTIONS FOR THE EXAMINATION OF APPLICANTS FOR STATE  
DIPLOMAS—AUGUST 20, 21 AND 22, 1902.

FIRST DAY, A. M.—ALGEBRA.

1. By the sum and difference therein, find the product of  $(a+b-c)$   
 $(a-b+c)$   $(a^2+b^2+c^2-2bc)$ .
2. Find two factors of  $a^4+b^4-c^4-d^4-2a^2b^2-2c^2d^2$ .
3. Find two factors of  $a^{12}+b^{12}$ .
4. Rationalize the denominator of  $\frac{3}{\pm \sqrt{x^2 + a^2} - x}$
5. Given  $x = \frac{ay + b}{cy - a}$ ; solve for  $y$ , and find the value of  $x$  when  
 $x = y$ .
6. Form the quadratic equation whose roots are  $1\frac{1}{3}$  and  $-1\frac{1}{4}$ .
7. If  $m$  and  $n$  are the two roots of  $ax^2+bx+c=0$ , prove that  $m+n=$   
 $-\frac{b}{a}$ , and that  $m.n = -\frac{c}{a}$ .
8. I paid \$3 for some muslin; if I had received 3 more yards for  
the same money, each yard would have cost me five cents less. How many  
yards did I buy, and what did I pay per yard?
9. Find all six roots of  $x^6-1=0$ .
10. Find all values of  $x$  and  $y$  in  $x^2+y^2=41$ , and  $x+y+\sqrt{x+y}=12$ .

CIVICS.

1. Give the nature of the first ten amendments to the Constitution,  
stating when adopted.
2. Public education is a matter of state, not national, control.  
Discuss and give reasons therefor.
3. Is suffrage a right, or merely a privilege? Discuss.
4. Give the main sources of national revenue.
5. Describe the method of nominating presidential candidates.

POLITICAL ECONOMY—(ANSWER ANY SEVEN QUESTIONS).

1. Define value, wealth, capital, rent, and price.
2. What are the factors of production? Illustrate.
3. A and B are two clerks, each receiving \$1,000 a year. A spends  
all of his salary upon his living; B saves one-half of his and deposits it  
in a savings bank. Which do you consider the greater benefactor of his  
country from an economic standpoint?
4. What are the advantages of manufacturing on a large scale?

5. What determines the price of commodities of which the production is controlled by a trust?
6. Can there be a general rise or fall in the values of commodities? Why?
7. What is meant by the law of diminishing returns from natural agents?
8. What is inconvertible paper money? What determines its value?
9. What is the Bucklin act? What do you think of the merits of its provisions?
10. Would it be to the advantage of the United States to remove the import duty upon sugar?

## BOTANY.

1. What is an embryo? Name its parts. What conditions are necessary for germination? How do the embryos of exogenous and of endogenous plants differ?
2. What are the functions of roots? How do roots take nourishment from the soil? Contrast the edible portion of a potato plant with the root stalk of any plant with which you are familiar.
3. What are the uses of stems? Why does the cottonwood grow tall, the dandelion short and the grapevine take on its peculiar form. Compare the structure of a dicotyledonous with a monocotyledonous stem.
4. Of what use are flowers to plants? What is pollination? Fertilization? How may pollination be effected?
5. When are plants said to be monœcious? Dioecious? Describe a complete flower. Describe any flower of the order compositæ.
6. What is the test for starch? Make a diagram of a grain of potato starch.
7. What is protoplasm? Describe the movements of protoplasm in plants.
8. Describe some of the means that plants have for protection against conditions of environment. Also against insect and animal enemies.

## FIRST DAY, P. M.—PHYSICS.

1. Explain briefly capillary action as a result of surface tension.
2. Define the following: Force, work, energy, power, and acceleration.
3. How would you determine accurately the constant of gravitation?
4. Explain why the hand feels cool if moistened with alcohol. Explain how this cooling effect can be increased.
5. Explain the production of electricity by means of the electrophorus.

6. State the laws according to which the mechanical forces between two currents of electricity act.
7. State the laws connecting the electrical resistance of a wire with its length and cross-section.
8. Draw a diagram representing the wire connections of a telephone transmitter and receiver.
9. What overtones can a vibrating wire of a piano have?
10. State the laws for the reflection and refraction of light. How would you illustrate them before a class of students.

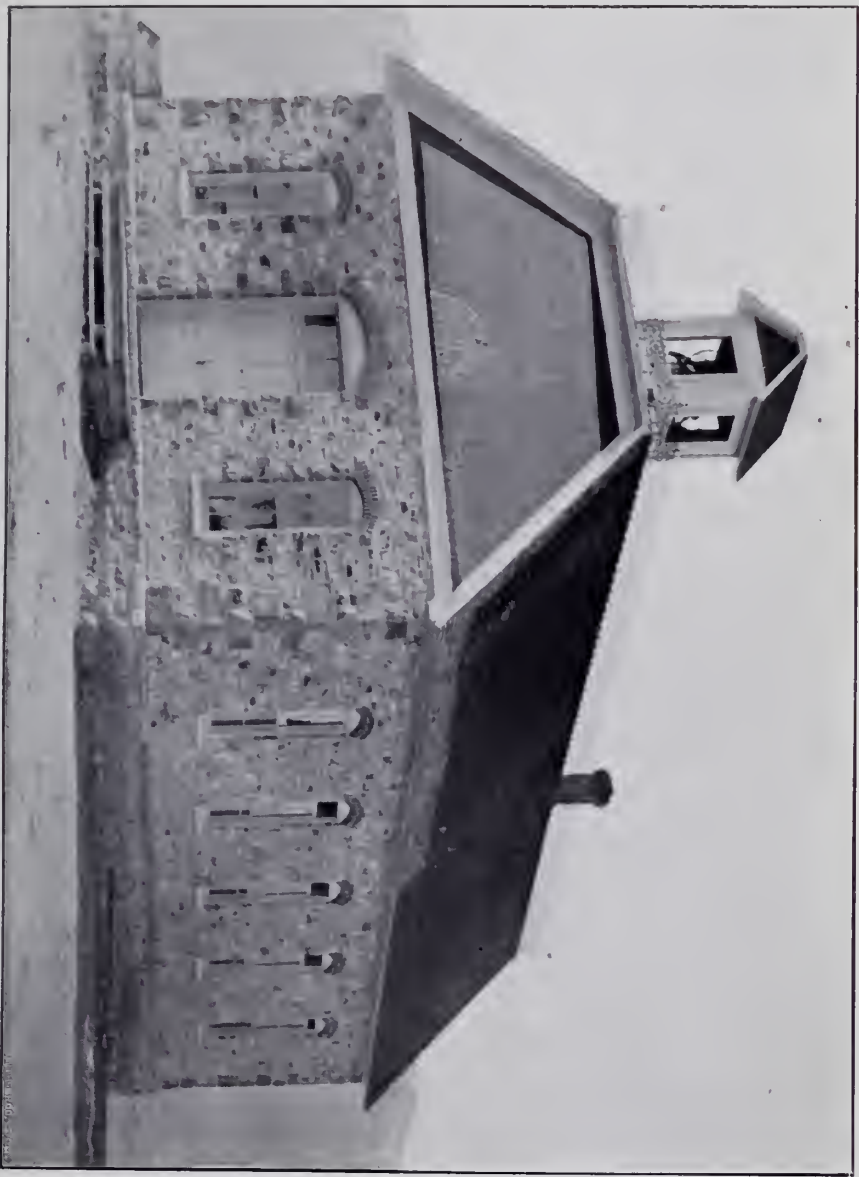
## RHETORIC.

1. What relation to the theme of a piece of literature has its structure?
2. What qualities of style do you think most clearly subserved by good paragraph unity, paragraph mass (emphasis), and paragraph rhythm respectively?
3. Do you think there is advantage in teaching children the "steps" of the narrative (situation, happening, culmination, solution); if so, what advantage?
4. Discuss the relation of style of the Latin and the Saxon element in our vocabulary.
5. Give three suggestions which you would offer pupils for the management of their sentences.

## ENGLISH LITERATURE.

1. Discuss two characteristics which you regard as those of great literature (as distinguished from merely good literature).
2. Compare Elizabethan prose with Queen Anne prose.
3. Discuss two factors which you would especially emphasize in teaching the history of literature.
4. What means should you use in helping pupils to grasp a Shakespeare play *as a whole*?
5. Discuss three aspects which you think important of any one of the following pieces of literature:
  - Carlyle: Essay on Burns.
  - Wordsworth: Tintern Abbey.
  - Macaulay: Essay on Milton.
  - Shelley: Hymn to Intellectual Beauty.
  - Matthew Arnold: Any one of the Essays in Criticism.





SCHOOL, AT WESTLAFFE, DISTRICT 2, CUSTER COUNTY, COLO.



## ZOOLOGY. (SELECT TEN.)

1. Define protoplasm, cell, and tissue. Draw a cell and label all parts as fully as you can.
2. What are the three general methods of reproduction in the animal kingdom? Define each. What is conjugation?
3. Draw an amoeba and label the parts. How does an amoeba take food? How does it increase in numbers?
4. Describe the alimentary canal of a sea anemone, or any coral polype. Describe the nervous system of a jelly fish.
5. Define parthenogenesis, and alternation of generations, and give examples.
6. When is an animal oviparous? When viviparous? Define exoskeleton and give examples.
7. How do the following animals respire? Amoeba, oyster, frog, snake, seal, and whale?
8. Name in order all the parts of the alimentary canal of a pigeon; of an ox.
9. Explain what is meant by a natural classification of animals. What would be an artificial classification?
10. What are some of the facts that support most strongly the theory of evolution or common descent?
11. Place the following animals in their proper phyla or branches of the animal kingdom: Paramoecium, jelly fish, sponge, snail, tapeworm, turtle, lizard, spider, and lobster.
12. How many chambers in the heart of each of the following: Oyster, turtle, fish, crocodile, bird, cat, man?

## SECOND DAY, A. M.—TRIGONOMETRY.

1. Define cosine, cotangent, cosecant. Assuming that  $\frac{22}{7}$  is the circular measure of two right angles, express the angle  $A^\circ$  in circular measure.
2. What relation exists between the sine and cosine of any angle (A)? The cosecant of a certain angle is 4; find the other functions.
3. Trace the changes in sign and magnitude of sine A, as (A) changes from  $0^\circ$  to  $180^\circ$ .
4. The minute hand of a clock is 3 feet 6 inches in length; find how far its point will move in 45 minutes, it being assumed that  $\pi = \frac{22}{7}$ .
5. When one side and two adjacent angles of a triangle are given, show how to solve the triangle.

## GERMAN.

1. Full declension of *mein* and *dieser*.
2. Singular and plural of German nouns meaning *man*, *garden*, *friend*, *house*, *street*.
3. Compare five German adjectives.
4. Write synopsis in third person, singular of *sein* and *haben*.
5. Two uses of subjunctive, with examples.
6. Principal parts of *to see*, *to go*, *to become*, *to eat*, *to fall*.
7. Translate into German:
 

The school will begin at nine o'clock.  
Have you forgotten what was said?
8. I have written my brother a long letter. He can work rapidly if he will.
9. Pardon me. The book lies behind your chair. The dog stood before the door.
10. Children, be diligent. We do not like to write German exercises.

## FRENCH.

1. Translate into English:
 

Personne, dans cette assemblée surhumaine, n'ent l'air de s'apercevoir de la présence de Charles et des trois personnes qui l'accompagnaient. A leur entrée, ils n'entendirent d'abord qu'un murmure confus, au milieu duquel l'oreille ne pouvait saisir des mots articulés; puis le plus âgé des juges en robe noire, celui qui parassait remplir les fonctions de président, se leva, et frappa trois fois de la main sur un in-folio ouvert devant lui. Aussitôt il se fit un profond silence. Quelques jeunes gens de bonne mine, habillés richement, et les mains liées derrière le dos, entrèrent dans la salle par une porte opposée à celle que venait d'ouvrir Charles XI. Ils marchaient la tête haute et le regard assuré.
2. Translate into French:
  - (a) I have some bread.
  - (b) Have you good horses?
  - (c) We shall have no water.
  - (d) She has had some good meat.
  - (e) If you have meat, give me some.
3. Give the principal parts of five regular verbs in the sight passage.
4. Give the principal parts of all the irregular verbs in the sight passage.

## 5. Inflect in French:

- (a) I go.
- (b) Shall I be able?
- (c) I have cut myself.
- (d) Do I not wish?
- (e) It is necessary for me to go. (Two ways).

## 6. Translate into English:

Sire, mon père est mort; mes yeux ont on son sang  
 Couler à gros bouillons de son généreux flanc:  
 Ce sang qui tant de fois garantit vos murailles,  
 Ce sang qui tant de fois vous gagna des batailles,  
 Ce sang qui tout sorti fume sucore de courroux  
 De se voir répandu pour d'autres que pour vous  
 Qu'au milieu des hasards n'osait verser la guerre,  
 Rodrigue en votre cour vient d'en couvrir la terre.

—Le Cid, Act II.; scene 8.

## 7. Translate into French:

- (a) Which of these two hats do you prefer, his or mine?
- (b) I like your hat, but I do not like your brother's.
- (c) I fear that you are sick.
- (d) Do you believe that she is loved?
- (e) It was necessary for the man to go away.
- (f) Do you come from Paris? Yes, I come from there and my brother is going there soon.

8. Mention briefly a few uses of the subjective mood; of the imperfect indicative.

9. Mention six French authors, giving the name of some one of their works.

10. Discuss the arguments for and against the so-called "natural method" of learning French.

## LOGIC.

1. Define syllogism and explain its elements.
2. Define judgment as an act, and reasoning as a process.
3. Illustrate the extension and intension of terms or concepts and deduce the general law.
4. What is a theory, and how may one be verified?
5. Discuss this reasoning:

Some gases by compression become liquid. Air is a gas.  
 Air may be changed to a liquid by compression.

## SECOND DAY, P. M.—GEOMETRY.

1. Define trapezium, rhomboid, concave polygon, sector of a circle, prism.
2. What does the sum of the interior angles of any polygon equal? Prove your statement.
3. The medians of a triangle meet at a point. Prove.
4. Discuss the "Theory of Limits."
5. Divide the line A-B into seven equal parts.
6. Between two lines not in the same plane one common perpendicular can be drawn, and only one.
7. What does the volume of a pyramid equal? Prove your statement, using a triangular pyramid.
8. The sum of the angles of a spherical triangle is greater than  $180^\circ$  and less than  $540^\circ$ . Prove.
9. Given a sphere ten feet in diameter. Find the circumference of a great circle, the area of the surface, and the volume of the sphere.
10. Find the area in square feet of a spherical triangle on the surface of the sphere in example 9 when the angles are  $100^\circ$ ,  $120^\circ$ ,  $140^\circ$ .

## CHEMISTRY.

1. Define element; atom; molecule; radical; acid; base; salt.
2. What is the hypothesis of Avogadro? How may its principle be applied to the determination of molecular weights?
3. Give a description of the element Carbon and of its important compounds.
4. Name and formulate the oxides of Nitrogen, and show how they conform to the law of multiple proportions.
5. What elements are precipitated as sulphides by Hydrogen Sulphide in acid solution? What in alkaline solution? Give the formula of the sulphide in each case.
6. What is the periodic law? Describe how this law has been of value in the development of Chemistry.

## GENERAL HISTORY.

1. What four kingdoms were formed from the empire of Alexander?
2. Sketch briefly the Punic wars.
3. Name the members of what is known as the First and Second Triumvirate.
4. Name the leading writers of Greece and Rome.
5. Describe Monasticism and state benefits, if any.
6. Describe the Renaissance.

THIRD DAY, A. M.—PHYSICAL GEOGRAPHY. (ANSWER ONLY TEN QUESTIONS.)

1. State what influence the physical geography of their country has exerted upon—first, the Greeks; second, the Jews; third, the English.
2. Define—first, a coastal plain; second, a plateau. Explain their origin and give examples in the United States.
3. Define—first, an estuary; second, a fjord. Explain their origin and give examples.
4. Compare the west coasts of Norway and France. Explain any differences.
5. Compare the coast of Maryland and Virginia with that of Florida or Texas. Explain any differences.
6. Describe the Gulf Stream. On what is its course dependent, and how does it affect the shores it washes?
7. What is meant by erosion of the land? What are the principal agents of erosion?
8. When is a river said to be at grade? Point out the relation of falls, lakes and flood-plains to a river's physiographic history.
9. What are the principal physical features of the Mississippi Valley, and how are they related to the wealth of the United States?
10. Describe the Great Basin, stating its principal physical features. How are the drainage, climate and physical features related?
11. What is—first, a volcano; second, a crater? What can you say of the distribution of volcanoes? Name an active and an extinct volcano.
12. Compare the Rocky mountains and Appalachian mountains as to their main physical features. Show what differences in physical features arise from differences in geological age.

#### LATIN.

*Translate:*

"Quo *proelio* bellum Venetorum totiusque orae maritimae confectum est. Nam cum omnis juvenus, omnes etiam gravioris aetatis, in quibus *aliquid* consilii aut dignitatis fuit, eo convenerant, tum *navium quod* ubique fuerat in unum locum coegerant; quibus amissis, reliqui neque quo se reciperent, neque quemadmodum oppida defenderent habebant. Itaque se suaque omnia Caesari dediderunt."

Give constructions of words underscored. Account for the mood of these: *convenerant*, *reciperent*, and *defenderent*.

*Translate:*

Haec fatus, latos umeros subjectaque colla  
 Veste super fulvique insternitor pelle leonis,  
 Succedoque oneri; dextrae se parvus Iulus  
 Implicuit sequiturque patrem non passibus aequis;  
 Pone subit conjunx. Ferimur per opaca locorum;  
 Et me, quem dudum non ulla injecta movebant  
 Tela neque adverso glomerati ex agmine Graii,  
 Nunc omnes terrent aerae, sonus, excitat omnis  
 Suspensum et pariter comitique onerique timentem.

Mark the scansion of the seventh and ninth lines.

GENERAL PEDAGOGY. (ANSWER ANY SIX.)

1. Explain the advantages of Manual Training from (1) a brain standpoint; (2) an ethical standpoint.
2. In any lesson or recitation in Arithmetic you may select, describe two possible aims, one of which is more concrete than the other. Show fully the effects of each on the minds of the children.
3. Describe the advantages and disadvantages of (1) the "word-method," (2) the "sentence method," in teaching Primary Reading. How would you use these methods, if at all?
4. In what would you use Phonics? At what stage should the child know the alphabet? Give reasons.
5. Describe the advantages of a "study-recitation," and show how you would use it (1) in the primary grade; (2) in the grammar grade.
6. Explain briefly the Herbartian doctrine of Apperception.
7. To what extent is "isolation" in the school rooms beneficial? To what extent harmful? Discuss by means of illustrations.
8. To what extent and for what reason would you engage in the physical examination of the child? Discuss by means of illustrations.
9. Describe the doctrine of "Recapitulation," and show what place it has in the school room, if any.

PSYCHOLOGY. (ANSWER ANY EIGHT QUESTIONS.)

1. What is the New Psychology?
2. Give an account of the localization of the motor functions of the cerebral cortex.
3. What is reflex action? Give examples.
4. How do you distinguish sensation from perception?
5. What is meant by eye-minded and ear-minded children?
6. How do you account for retention as an element of memory?
7. What are concepts, and how are they formed?



8. Describe inductive and deductive reasoning.
9. What are instincts?
10. What is the physiological basis of habit?

## PHYSIOLOGY. (CHOOSE ANY TEN.)

1. Name ten chemical elements entering into the composition of the body; also three classes of organic compounds in the body.

2. Describe as fully as you can the white and red corpuscles of the blood. What are the functions of each?

3. What are the properties of white fibrous tissue? Where does it occur in the body? What are its functions?

4. Name the bones of the skull and give the number of each kind. What is a Haversian canal?

5. Define joint, articulation and suture. Name the different classes of joints and give examples of each.

6. What are the effects of alcohol and tobacco upon the healthy human body? Answer as fully as you can.

7. What glands furnish secretions to aid in digestion of food? What are the functions of the saliva? Locate the *appendix vermiformis*.

8. Describe a complete circulation of the blood, beginning with the left ventricle of the heart. Name in order the valves it would pass.

9. What is each of the following parts: (a) periosteum, (b) pericardium, (c) peritoneum, (d) duramater, (e) conjunctiva?

10. Describe the lymphatic system. Where does it originate? Where does it terminate? What is it for?

11. Give normal temperature, normal pulse rate and normal number of respirations per minute for adult man. What are the ways by which the air in a living room is made unfit for breathing?

12. Name all the layers of the skin. What glands occur in the skin? What are the functions of these glands?

## MINERALOGY AND GEOLOGY.

1. State the characteristic properties of garnet, orthoclase, mica, hornblende and augite.

2. Define igneous, plutonic, effusive and sedimentary; state how each of these terms is applied.

3. Describe the geological structure of the Front Range in Colorado, and give the geological formations concerned.

4. Describe the general effects of erosion upon bedded rocks that are, first, horizontal; second, gently inclined; third, steeply inclined and folded.

5. Describe one type of plant or of animal life characteristic of, first, Silurian; second, Devonian; third, Carboniferous; fourth, Mesozoic; fifth, Cenozoic.
6. Write an account, not less than 200 words long, of the antiquity of man.

## ASTRONOMY.

1. Explain the daily and the annual motion of the earth.
2. Explain azimuth and altitude of a star. Draw a suitable figure for illustration.
3. Describe the planetary system briefly, and give a short account of each of the planets.
4. Speak briefly of the following points in solar eclipses:
  - (a) How are they caused?
  - (b) Why do they not come twice a year regularly?
  - (c) Have you ever seen one?
  - (d) Describe the preceding and accompanying phenomena in the case of a total eclipse.
5. Explain briefly spectrum analysis, and explain how it may be used to ascertain something as to the constitution of certain heavenly bodies.

QUESTIONS FOR THE EXAMINATION OF APPLICANTS FOR STATE  
KINDERGARTEN DIPLOMAS, DENVER, COLO-  
RADO, AUGUST 22 AND 23, 1901.

## FIRST SESSION.—MISCELLANEOUS QUESTIONS.

1. What is your name and address?
2. How old are you?
3. What Kindergarten have you attended?
4. Have you taught Kindergarten?
5. Have you taught any school?
6. What schools have you attended and how long?

## HISTORY OF EDUCATION.

1. What was Rousseau's influence upon German education?
2. What was the philosophic basis of Froebel's theory of education?
3. What is the underlying principle of the Herbartian pedagogy?
4. State the chief characteristics distinguishing the old and the new education?
5. What does Froebel mean by the term "organic unity" and how does it apply to education?

## PEDAGOGY.

1. What is the chief aim of the school?
2. Give a leading argument for an extensive course of study in the public schools and one against such course.
3. Name the steps of the Recitation.
4. Name some portions of his school work which a child should commit to memory.
5. Name some portions which should not be committed to memory.
6. What is attention? Name some methods of securing attention.
7. What is the relation of the Kindergarten to the First Grade?
8. State the principle involved in the presentation of the sphere and the cube.
9. State some of the ways in which the Kindergarten aids the development of the child's moral nature.
10. Distinguish between orderly freedom and disorderly noise in Kindergarten. Tell how you propose to maintain the former.

## SECOND SESSION.—THEORY.

1. State the principles upon which the Kindergarten is based.
2. State the essential difference between the doctrines of Comenius, Pestalozzi and Froebel. What was the motive of these reformers in the study of education? In what way were they alike?
3. What is the first thing to be taken into consideration in the training and teaching of a young child? Why?
4. What significance does Froebel place upon the plays of childhood?
5. Upon what two instincts are the plays of children based? How should these instincts be dealt with?
6. What psychological truths do you consider to be of the greatest value to the kindergartner?
7. What does "child-study" include? Why should it be encouraged?
8. Give a brief survey of the growth of the Kindergarten, especially in America. In what ways has the influence of the Kindergarten been felt?
9. In what way does the knowledge of history and literature aid the teacher in the study of child-nature and child-development?

## PRACTICE.

1. Define "self-expression." Name six modes of self-expression that a child would naturally use in the Kindergarten.
2. Give a brief outline of the year's work in Kindergarten.
3. (a) Of what value are the stories in the Kindergarten?  
(b) Name ten suitable Kindergarten stories.
4. Would you strengthen and develop the imagination of the child? if so, why?
5. Explain the function of Froebel's "gifts" and "occupations." Has modern psychology modified the use of Kindergarten material? Illustrate.
6. How should the child be brought into contact with nature?
7. Describe the use of out-door plays, field excursions and gardening.
8. Why is good music an essential factor in the Kindergarten? Have you sufficient knowledge of vocal and instrumental music to enable you to conduct the Kindergarten songs, marches, etc.?
9. What qualifications to begin work in the primary grade has a child trained two years in a Kindergarten over the child trained in an ordinary home?
10. What should be the nature of the discipline and the punishment of the Kindergarten child?

## PSYCHOLOGY.

1. Define Rational, Empirical, Physiological and Genetic Psychology.
2. What is meant by the introspective, experimental and comparative methods in Psychology?
3. Name the laws of Association of Ideas. Briefly describe each.
4. What explanations have been given of the so-called revival of an idea after its disappearance from consciousness? Which do you prefer?
5. Define Apperception. Illustrate its use in teaching.
6. How can Imagination be cultivated in the School?
7. Distinguish Inductive and Deductive Reasoning. Illustrate each.
8. Define Reflex Action. What is its physiological basis?
9. Mention some contributions Child Study has made to our knowledge of Psychology.
10. How is Psychology related to Pedagogy?

QUESTIONS FOR THE EXAMINATION OF APPLICANTS FOR STATE  
KINDERGARTEN DIPLOMAS. DENVER, COLORADO.  
AUGUST 20 AND 21, 1902.

---

KINDERGARTEN LAW.

An Act to empower the school board of any district to establish and maintain free kindergartens for the instruction of children between three and six years of age. Approved and in force March 14, 1893. [L. '93, p. 436.

Free Kindergartens May Be Established—Cost.

Section 1. The school board of any school district in the state shall have power to establish and maintain free kindergartens in connection with the public schools of said district, for the instruction of children between three and six years of age, residing in said district, and shall establish such courses of training, study and discipline and such rules and regulations governing such preparatory or kindergarten schools as said board may deem best; Provided, That nothing in this act shall be construed to change the law relating to the taking of the census of the school population or the apportionment of state and county school funds among the several counties and districts in this state; Provided, further, That the cost of establishing and maintaining such kindergartens shall be paid from the special school fund of said districts, and the said kindergartens shall be a part of the public school system and governed as far as practicable in the same manner and by the same officers as is now, or hereafter may be, provided by law for the government of the other public schools of the state; Provided, further, That teachers of kindergarten schools shall have a diploma from some reputable kindergarten teachers' institute, or pass such examination on kindergarten work as the kindergarten department of the State Normal School may direct. [L. '93, p. 436, Sec. 1; 3 Mills Ann. St., Sec. 4015 g.

1. See Constitution, Art. IX, Sec. 11.

---

FIRST SESSION—MISCELLANEOUS QUESTIONS.

1. Name and address?
2. Age.
3. Where born.
4. In what schools were you educated?
5. What educational papers do you read?
6. To whom can you refer as to your ability as a teacher?
7. Do you hold a kindergarten diploma?
8. Where did you study kindergarten?

9. How long and where have you taught kindergarten?
10. Did you ever do any other teaching?
11. Are you a musician?
12. Do you sing?

## HISTORY OF EDUCATION.

1. What was and is Herbart's influence on education?
2. What is the fundamental principle underlying the Herbartian pedagogy?
3. What has Rousseau written relative to education, and what influence had he upon educational thought?
4. What was Froebel's ideal of the religious training of the child?

## KINDERGARTEN MANAGEMENT.

1. Explain your ideas of discipline in a model kindergarten.
2. If a child willfully refuses to do his work, what would you do with him?
3. How may one kindergartner successfully deal with twenty children of two grades in Gift and Occupation work?

## GIFTS AND OCCUPATIONS.

1. What actual knowledge does a child gain from the gifts and occupations?
2. Give a table showing gifts and occupations in logical sequence.
3. Give an outline of the first year's work in the gifts for children four years of age.
4. Give a second year's outline of work in the occupations.
5. How may we make the gifts and occupations a means of expression of the inner life of the child?
6. Trace the connection between the gifts and occupations and various branches of the industrial world.

## SECOND SESSION—MUTTER AND KOSE LIEDER.

1. Describe the Mutter and Kose Lieder.
2. With whom did you study it?
3. Tell why Froebel wrote the book.
4. What did he say of it?
5. What is said of the book poetically, musically and as to drawing?
6. Give physiological basis for the book.
7. Give psychological basis for the book.
8. Give central thought of six songs and make practical application.

## GARDEN WORK.

1. What does Froebel say of garden work for children?
2. What place should garden work occupy in the daily program?
3. How may it be made the basis for science work with the children?
4. Give an outline of lessons in plant life for a two-years' course for the children from five to seven years of age.
5. Give an outline of studies in animal life for the same period.
6. How may the science work be closely connected with the gifts and occupations, the songs and games in the daily kindergarten work?

## THIRD SESSION—PHYSICAL CULTURE.

1. What system of physical culture do you consider best adapted to the kindergarten, and why?
2. What training have you had?
3. What relation does physical training bear to the mental and moral training?

## PSYCHOLOGY.

1. What do you understand by physiological psychology?
2. Explain memory from the standpoint of physiological psychology.
3. Discuss the muscular sense.
4. What is the relation of automatism to education?
5. What do you understand by fatigue? What about its relation to education?

## PEDAGOGY.

1. What is a recitation—the steps in its preparation?
2. What relation does the kindergarten philosophy sustain to education?
3. What is the value of music in the kindergarten?
4. What place has Nature Work in the kindergarten.

## STORIES.

1. Dividing children's literature into two classes—realistic and imaginative—what can you say of each as regards child culture?
2. Give in outline a good realistic story for a six-year-old child.
3. What importance do you attach to story telling in the kindergarten?



STATE SUPERINTENDENT'S DEPARTMENT OF COLORADO BAR  
EXAMINATION.

---

BAR EXAMINATION.

The rules governing admission to the bar of Colorado, adopted by the Supreme Court September 13, 1897, and amended May 4, 1898, make the following provision:

"(c) Applicants who are not members of the bar, as above prescribed, shall present a thirty count certificate from the regents of the University of the State of New York, or shall satisfy said committee that they graduated from a high school or preparatory school whose standing shall be approved by the committee, or were admitted as regular students to some college or university, approved as aforesaid, or before entering upon said clerkship or attendance at a law school, or within one year thereafter, or before September 13, 1899, they passed an examination before the State Superintendent of Public Instruction, in the following subjects: English literature, civil government, algebra to quadratic equations, plane geometry, general history, history of England, history of the United States, and the written answers to the questions in the above-named subjects shall be examined as to spelling, grammar, composition and rhetoric. The said examinations shall be conducted in connection with the regular county examination of teachers."

---

DIRECTIONS TO APPLICANTS.

1. At the head of every sheet of paper used in this examination write your number and the subject.
2. Use a separate sheet of paper for each subject.
3. Do not fold papers.
4. Number your answers to correspond with the questions.
5. Collusion between applicants, or any other act of dishonesty, will make worthless the examination.
6. The written answers to the questions in English literature, civil government, general history, history of England and history of the United States will be examined and marked as to spelling, grammar, composition and rhetoric.

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 in the envelope:

Name in full.....

Postoffice address.....

Age .....

Born in the state of.....

---

DECEMBER 21 AND 22, 1900.

NOTE TO APPLICANTS.—The written answers to the questions in English Literature, Civil Government, General History, History of England, and History of the United States will be examined and marked as to Spelling, Grammar, Composition and Rhetoric.

FIRST SESSION.—ALGEBRA.

1. Find the difference between  $(a+b)^3$  and  $a+b^3$  when  $a=6$  and  $b=8$ .

2. Add  $\frac{p-q}{pq} + \frac{r-p}{pr} + \frac{q-r}{qr}$

3.  $\left(x^4 - \frac{1}{x^4}\right) \div \left(x - \frac{1}{x}\right) = ?$

4. Factor

(1)  $x^2-x-20$ . (2)  $x^2-6x-91$ . (3)  $4x^4-x^2+2x-1$ .

(4)  $3a^2b^2-9ab-12$ . (5)  $6x^2+3xy+6y^2$ .

5. Simplify

$$\frac{3}{1 + \frac{3}{1 + \frac{3}{1 + \frac{3}{x}}}}$$

6. Two men who can do a piece of work separately in 15 days and 16 days, can with help of another do it in six days. How long would it take the third man to do it alone?

7. Solve:  $\frac{5}{3x} + \frac{2}{5y} = 7$ .

$\frac{7}{6x} - \frac{1}{10y} = 3$ .

8. Simplify:  $\frac{x+1}{x-1} + \frac{x-1}{x+1}$   
 $\frac{x+1}{x-1} - \frac{x-1}{x+1}$

SCHOOL AT COREY, DISTRICT 9, DELTA COUNTY, COLO. JULY 1902.





9. Solve:  $\frac{ax^2 + a + ax}{b - cx} = \frac{ax}{c} + 0.$

10.  $(x-a)(x-b) = (x-a-b)?$

## UNITED STATES HISTORY.

1. When and how did the United States acquire the Northwest and Louisiana Territories, and name the States formed from each.

2. Name the thirteen original States.

3. Upon what battle did the issuing of the Emancipation Proclamation depend?

4. What battle was the turning point of the War of the Rebellion?

5. What was the population of the United States at the beginning? Now?

6. Area of territory then and now?

7. In what way have the negroes been disfranchised in some States?

8. Tell when gold and silver were discovered in the United States, and the effects of each.

9. Name the Presidents who have served since Lincoln, in their order, and the time each served.

10. Name five important American inventions and the effects of each.

## SECOND SESSION.—GENERAL HISTORY. (ANSWER ANY EIGHT.)

1. Distinguish Ancient, Mediæval and Modern History, giving reasons for the classification.

2. At what periods were the following countries at the height of their power: Egypt, Phœnicia, Persia, Greece, Rome?

3. What Emperor of Rome made Christianity the State Church?

4. What was the work of Charlemagne?

5. In what nation did Mohammedanism arise? What is its status to-day?

6. Give a brief account of Frederick the Great.

7. What and when was the massacre of St. Bartholomew?

8. What battle made Napoleon master of Europe? What battle marked his downfall?

9. Give one fact in connection with each of the following places: Nantes, Genoa, Sebastopol, Lucknow, Port Arthur.

10. What was the "unification of Italy?" What recent event has brought Italian affairs into prominence?

## ENGLISH LITERATURE. (ANSWER ANY EIGHT.)

1. What was the work of Wycklif? Of John Mandeville?
2. Who was the author of "Utopia"? Of "The Faery Queen"?  
When did each flourish?
3. What is meant by "pastoral poetry"? Name examples.
4. What are the features of Elizabethan literature which render it unique.
5. In what line of composition besides the Drama did Shakespeare excel? Give a quotation from this class of his work.
6. Who was the "Wizard of the North"? Name four of his works.
7. Give an account of the Rosetta Stone.
8. In what department of literature did the following achieve distinction: Macaulay, John Stuart Mill, Browning, Robert Louis Stevenson?
9. Give some account of the literary work of the most prominent American writer of the Colonial period.
10. Name one of the chief works of the following and give a quotation from one of these authors: Irving, Poe, Webster, James Fennimore Cooper, Bryant, Longfellow, Thoreau, Emerson, Lowell, Harriet Beecher Stowe.

## THIRD SESSION.—ENGLISH HISTORY. (ANSWER ANY EIGHT.)

1. (a) What was Druidism?  
(b) What was the Heptarchy?
2. What was Alfred the Great's chief claim to distinction?
3. Name two of the greatest kings of the Plantagenet line.
4. Who was the conqueror of Wales and Scotland?
5. Give an account of the destruction of the Spanish Armada.
6. What can you say of the character of Cromwell? Of his influence upon history?
7. What was the Revolution of 1688?
8. In whose reign and during what war was the Duke of Marlborough leader?
9. (a) Name in order the last six, including the present, of England's sovereigns. (b) To what house did they all belong?
10. What constitutes the Legislative Department of England's government?
11. Give four of the leading issues in England to-day.

## GEOMETRY.

Prove:

1. The diagonals of a parallelogram divide each other into equal parts or mutually bisect each other.
2. In a right triangle the square of the hypotenuse is equivalent to the sum of the squares of the arms.
3. Triangles which are mutually equiangular are similar.
4. Define: A plane, a locus, a postulate, space, magnitude.
5. The angle at the vertex of an isosceles triangle is  $40^\circ$ . Find the angle formed by the bisectors of the base angles.
6. Prove that the middle portion of the hypotenuse of a right triangle is equi distance from the three vertices.
7. What is the locus of the centers of all circles having a given radius and touching a given straight line?
8. How many degrees in the arc between two parallel chords, of which one is diameter and the other equal to the radius?
9. The chord of an arc is 24 inches and the height of the arc is 9 inches. Find the diameter of the circle.
10. Find the area of the largest circle that can be made from a square piece of wood whose side is 2 feet 11 inches long.

## CIVIL GOVERNMENT. (ANSWER ANY EIGHT.)

1. How is a territory made a state?
2. Who appoints the committees of the United States Senate?
3. Standing committees of the House—
  - (1) How appointed?
  - (2) Importance of the committees.
  - (3) Name five important committees and give their jurisdiction.
4. What is a Congressman at large?
5. Name the order in which the members of the cabinet succeed to the presidency in case of the death of the president and vice president.
6. Who make the treaties of the United States?
7. State wherein the Articles of Confederation were weak.
8. How is the president of the United States notified that he is elected?
9. Name the Cabinet officers and state duties of each.
10. How is the Constitution of the United States amended?

MARCH 15 AND 16, 1901.

NOTE TO APPLICANTS.—The written answers to the questions in English Literature, Civil Government, General History, History of England and History of the United States will be examined and marked as to Spelling, Grammar, Composition and Rhetoric.

## FIRST SESSION.—ALGEBRA.

1. Simplify  $\frac{\sqrt[3]{-125a^3 x^3 z}}{\sqrt[4]{100a^4 x^4 y^2}}$
  2. Indicate the prime factors in the L. C. M. of  $2x^2+10x-28$ ,  $x^2-8$  and  $x^2+10x+25$ .
  3. Find the perimeter of a rectangle whose area is  $x^2-7x+12$ .
  4. Expand  $(a-b)^3$  and  $(\sqrt{-3}-\sqrt{-2})^2$ .
- $$\frac{3}{x} + \frac{1}{y} = \frac{5}{4} ; \frac{2}{x} - \frac{3}{y} = -1.$$
5. The area of a certain square is just the same as the area of a rectangle six yards longer and four yards narrower. Find the dimensions.
  6. Find the value of  $x$  and  $y$  in the following:
  7. Analyze: A courier travels  $A$  miles daily and after  $N$  days is pursued by another who travels  $B$  miles daily. In how many days will the second overtake the first?
  8. From  $5a(2x-a) - (a^2-z)$  take  $-5ax+z$ .
  9. Find the square root of  $m^2-2m-1-\frac{2}{m}+\frac{1}{m^2}$
  10. At what time between 10 and 11 o'clock will the minute and hour hands of a clock be at right angles from each other?

## UNITED STATES HISTORY.

(Answer any two of the first four, and the remaining six.)

1. Why was the Jamestown colonization effort a failure in the beginning?
2. By what name was the Great Constitution of the Carolinas known? Who designated it? Was it a success or a failure?
3. What were the four causes named by the United States for the War of 1812? What was gained by the United States by this war?
4. What was the critical period in our history, and why so called?
5. Name the periods at which great changes were made in the division of political parties. What were the causes of the changes?



6. Give a brief sketch of the manner in which we obtained possession of Oregon and any difficulties arising from our claim.
7. Make an outline of our history covering the decade between 1850 and 1860.
8. What is meant by (a) Civil Service Reform, (b) Imperialism?
9. Give an account of the life and public service of John Marshall.
10. State a striking historical fact in connection with each of the following names:
  - (a) Peter Stuyvesant.
  - (b) Patrick Henry.
  - (c) Paul Revere,
  - (d) Aaron Burr,
  - (e) John C. Calhoun.

## SECOND SESSION.—CIVIL GOVERNMENT.

1. Name the three inalienable rights specified in the Declaration of Independence.
2. (a) Explain in full the method of electing a United States Senator. (b) Who has been recently elected to the United States Senate from Colorado? (c) When will the next Senator from Colorado be elected?
3. What does the Constitution say on the acquisition of new territory? On the admission of states? The government of territories?
4. State the views of the strict-constructionist and loose-constructionist on interpreting the Constitution, giving illustrations from history.
5. Explain how the District of Columbia is governed.
6. How are the officers of volunteer regiments appointed? Officers in the regular army? Officers in the United States navy?
7. Name the bureaus in the treasury department, and name the leading duties of the Secretary of the Treasury.
8. Give an outline of the several grades of United States Courts. Explain the manner of appointment and term of office of a judge of the Federal Courts.
9. What system of voting is in use in Colorado? What is its object?
10. (a) When does the present Congress expire?  
 (b) What will the next Congress be called?  
 (c) How many members of the House of Representatives in Congress from Colorado?

## ENGLISH HISTORY.

1. Name, with dates, five important events in English History in the reign of Queen Victoria, and tell why they are important.
2. Name the two most powerful Prime Ministers of Victoria's reign, and state to what party each belonged.

3. Who was Simon de Montfort, and what was his great achievement?
4. Give an account of the origin of the House of Commons.
5. How did the Reformation affect British political institutions?
6. Write an account of the personality and governing policy of James I. Give two instances of the application of his policy.
7. Show why England has been most successful in colonization.
8. Name the possessions of the British Empire under the following heads:
  - (a) European,
  - (b) Asiatic,
  - (c) African,
  - (d) American.
  - (e) Of what benefits to England are these possessions?

ENGLISH LITERATURE. (ANSWER ANY EIGHT.)

1. At what periods and owing to what historical events has the Latin contributed words to the English language? Illustrate.
2. Give an outline of Shakespeare's Hamlet or Macbeth.
3. What was Pope's greatest work? What are his special merits and defects?
4. Distinguish between epic poetry and lyric poetry and name a famous example of each.
5. Who was the most famous Scottish poet? Give a quotation from his works.
6. Name a good biography of Samuel Johnson, of Frederic the Great, of Napoleon Bonaparte and of Lord Nelson.
7. What author's home was at Abbotsford? Sunnyside? Harvard? Concord? Cambridge, Mass.?
8. Give an example of the modern realistic school of fiction; one of the modern romantic; one of the analytical novel.
9. Name two present American writers from each of these sections: East, South and West.
10. Write a few words descriptive of the style of each of the following:
 

Mark Twain,  
William Dean Howells,  
James Lane Allen,  
Mary E. Wilkins,  
Charles Egbert Craddock.

## THIRD SESSION.—GEOMETRY.

(Answer the first and any four others.)

1. Define angle, chord, apothem, rhombus and corollary.
2. To what is the sum of the interior angle of a decagon equal? Prove it.
3. The angle at the vertex of an isosceles triangle is 15 degrees. Find the exterior angle made by producing the base.
4. Prove that an inscribed angle is measured by one-half of the arc intercepted by its sides.
5. Prove that through three points not in the same straight line one circumference and only one can be drawn.
6. Tell how to divide any given straight line into seven equal parts.
7. Prove that like powers of the terms of any proportion are in proportion.
8. Two squares have sides of six and eight inches respectively. Find the area of the inscribed circle of a square equivalent to the sum of the two squares.

## GENERAL HISTORY.

(Answer first four and any four of the rest.)

1. Give a brief account of the recent disturbance in China. What is the nature of the terms dictated by the Powers?
2. Give an account of the winning of independence by Switzerland. What two political doctrines of to-day originated and are in use by the Swiss?
3. What was the Salic Law? In what country did it originate?
4. What country has been governed by the House of Hapsburg and who is the present representative?
5. Give an account of the causes of the loss of independence by the Greeks.
6. Write on the condition, possessions and influence of the Church in the Middle Ages.
7. Who were the Goths and the Vandals?
8. Give the meaning of the following:
  - (a) A Roman Triumph;
  - (b) The Hegira;
  - (c) A Tournament;
  - (d) A Papal Bull.
9. What country was the scene of the longest conflict between the Christians and the Moslems? What two nations were engaged?
10. Name the nations which formed the Holy Alliance. State its purpose. What was its result?

DECEMBER 20 AND 21, 1901.

NOTE TO APPLICANTS.—The written answers to the questions in English Literature, Civil Government, General History, History of England and History of the United States will be examined and marked as to Spelling, Grammar, Composition and Rhetoric.

## FIRST SESSION.—ALGEBRA.

1. Find the perimeter of a rectangle whose area is  $6x^2+5x-4$ .
2. I have fifty cents in dimes, nickels and pennies. The number of coins is sixteen, and there are half as many dimes as nickels. How many coins of each kind?
3. Simplify:  $2a [2a \{2a - (2a - a)\}]$ .
4. Multiply:  $\left(1 + \frac{x+y}{x-y}\right)$  by  $\left(1 - \frac{x-y}{x+y}\right)$
5. Define reciprocal, elimination, surd and exponent.
6. Extract the square root of:  $\frac{c^4}{4} + \frac{x^2}{c^2} + \frac{c^3}{x} \quad cx + \frac{c^2}{x^2} \quad 2$ .
7. If it costs \$23.20 to fence a field six and one-fourth times as long as wide, what should it cost to fence one of same area in the form of a square?
8. Analyze: A can row 15 miles down a river in 3 hours, but it takes 5 times as long to row the same distance up the river. At what rate can he row in still water?
9. Multiply:  $4 \sqrt{a} + 2 \sqrt{b}$  by  $4 \sqrt{a} + 3 \sqrt{bc}$ .
10. Find the entire area of a cube whose contents is  $a^3 + 3a + \frac{3}{a} + \frac{1}{a^3}$

## GENERAL HISTORY. (ANSWER EIGHT, INCLUDING LAST TWO.)

1. Distinguish amongst the Stone Age, the Bronze Age and the Iron Age, and state whether the classification relates to specific divisions of time or to stages of progress.
2. What is the oldest civilized nation of which we have record? Name some of the salient features and events of that civilization.
3. Write a brief account of the "Age of Pericles."
4. What elements of Roman civilization are apparent in modern civilization?
5. Name three important events of the fifteenth century.
6. Give a brief account of the rise of the Papal power.
7. When did Feudalism flourish and what were its chief characteristics?

8. Name some of the principal events of the reign of Louis XIV. of France.
9. Discuss the condition of China at the present time.
10. What wars are in progress in the world to-day?

## SECOND SESSION.—UNITED STATES HISTORY.

1. What was the course of the United States with regard to the French Revolution?
2. State in what presidential administration each of the following events occurred:
  - (a) Whiskey Rebellion.
  - (b) Trial trip of the first steamboat.
  - (c) Battle of New Orleans.
  - (d) Opening of the Erie Canal.
  - (e) The Centennial Exposition at Philadelphia.
3. Why did slavery die out in the northern colonies and flourish in the southern?
4. In what foreign countries have U. S. soldiers fought?
5. What causes led to the Panic of 1837?
6. Give briefly the history of the Public Lands since 1780.
7. What changes have been made relating to Suffrage in the United States since the adoption of the Constitution?
8. What is meant by "reciprocity?" What distinguished American statesman advocated it?
9. Discuss the recent decision of the Supreme Court regarding the insular cases.
10. Give a sketch of the public life of the late President McKinley.

## CIVIL GOVERNMENT.

1. Distinguish between an absolute monarchy, or despotism, and a limited or constitutional monarchy, and give examples of each.
2. (a) Describe the electoral college.  
(b) How has it departed in practice from the intention of the framers of the Constitution?
3. Give the substance of each of the last three amendments to the Constitution.
4. Name the three classes of cases in which the United States courts have jurisdiction, with the reason in each case.
5. What is a treaty? How and by whom are treaties made?
6. Define the following terms: Quorum, extradition, civil service reform, autonomy, body politic.
7. What is "eminent domain?" Upon what principle does it rest? Cite a case illustrating its exercise.

8. How is money raised to defray the expenses of the government of the United States? Of Colorado? Of a county? Of a town?
9. Of how many members does the Supreme Court of Colorado consist? How are they chosen and for how long a term?
10. Distinguish constitutional, statute and common law.

## ENGLISH LITERATURE. (ANSWER EIGHT.)

1. Define literature. What is the relation between the civilization and the literature of a people?
2. Classify the principal forms of prose literature and give an example of each.
3. Describe two works written before the Norman Conquest.
4. Speak of two of the following Shakespearian characters and state with what play they are connected: Rosalind, Desdemona, Laertes, Cassius.
5. Name the author and the object of two of the following satires: (a) Rape of the Lock, (b) Hudibras, (c) English Bards and Scotch Reviewers, (d) Gulliver's Travels.
6. Discuss Macaulay as historian, essayist and poet.
7. Give the author and title of the work in which any *one* of the following characters appears, and show his relation to the development of the story: Becky Sharp, Tito Melema, Sidney Carton, Romney Leigh.
8. What can you say of the known works of Bacon? Of the Bacon-Shakespeare controversy?
9. Name the chief work and speak of its character and influence written by each of the following: Harriet Beecher Stowe, Ralph Waldo Emerson, Henry George.
10. In what two lines of writing did John Fiske engage? Name some works of each class.

## THIRD SESSION.—GEOMETRY.

(Answer the first and any four of the others.)

1. Define angle, secant, isosceles triangle, mean proportional and altitude, and illustrate each.
2. Prove that the perpendicular is the shortest line that can be drawn from a point to a straight line.
3. Prove that an angle formed by a tangent and a chord is measured by one-half the intercepted arc.
4. Prove that the bisector of an angle of a triangle divides the opposite side into segments proportional to the other two sides.
5. Prove that the area of a triangle is equal to one-half of the product of its base by its altitude.

6. Take two squares whose edges are one inch and three-fourths inch, respectively, and construct a square equivalent to the difference.
7. Prove that two regular polygons of the same number of sides are similar.
8. By construction inscribe a regular hexagon within a circle having a diameter of one inch.

## ENGLISH HISTORY.

1. What were two former names of Great Britain?
2. Give an account of the Anglo-Saxon conquest.
3. What date marks the merging of the histories of England and Scotland?
4. Name the founder and three more kings of the Plantagenet family.
5. (a) How was political power transferred from the aristocracy to the middle classes?  
(b) What power of the sovereign has passed from him during the last two centuries?
6. Outline briefly the chief events of Queen Elizabeth's reign.
7. Give the principal points in the work done for England by William of Orange.
8. What unjust laws hastened the American Revolution?
9. Name the most famous prime ministers of Queen Victoria's reign.
10. What were the principal features of the reign of Alfred the Great? How has his memory recently been celebrated?

## MARCH 21 AND 22, 1902.

NOTE TO APPLICANTS.—The written answers to the questions in English literature, civil government, general history, history of England and history of the United States will be examined and marked as to spelling, grammar, composition and rhetoric.

## FIRST SESSION—ALGEBRA—(ANSWER ANY EIGHT).

1. Find two numbers such that one may be  $a$  times as great as the other, and their sum equal to  $b$ .
2. Multiply  $(\frac{1}{2}a^2 + \frac{1}{3}a) + \frac{1}{4}b$  by  $\frac{1}{2}a - (\frac{1}{3}b^2 - a)$ .
3. Factor:  
 $25a^4b^2n^2 + 9a^2n^2b^4 - 30an^4bn^3$ ;  $2+x-x^2$ ;  $3x^2+21x-24$ .
4. Simplify by removing brackets:  
 $\frac{1}{2}x - \frac{1}{2}(2y - \frac{1}{2}z) - [x - \{ \frac{1}{2}x - (\frac{1}{3}y - \frac{1}{4}z) \} - (\frac{2}{3}y - \frac{1}{2}z)]$ .

5. Multiply  $\frac{1}{2} \sqrt{\frac{a}{b}}$  by  $\frac{1}{3} \sqrt{\frac{b^2}{a^2}}$

6. Twice B's age exceeds A's age by 6 years; and one-half of A's age is less than B's age by 3 years; find their ages.

7. A boat sails up stream at the rate of  $a$  miles per hour, and down stream at the rate of  $b$  miles per hour. How far can it go and return in  $c$  hours?

8. Solve: 
$$\begin{cases} \frac{c}{x} + \frac{n}{y} = a \\ \frac{n}{x} + \frac{c}{y} = b \end{cases}$$

9. If the base of a triangle be increased 4 feet and the altitude be increased 2 feet, the area will be increased 20 square feet; but if the base be increased 2 feet and the altitude diminished 1 foot, the area will be increased 1 square foot. Find the base and altitude.

10. Find the square root of

$$n^2 + 4n^3 + 4n^2 + 2n + 4 + \frac{1}{n^2}$$

GENERAL HISTORY—(ANSWER EIGHT.)

1. Classify according to race and family the following peoples: (1) The Highlanders of Scotland, (2) Swedes, (3) Turks, (4) Arabs, (5) Spanish, (6) Hindoos, (7) American Indians, (8) Filipinos.

2. (a) Who laid the foundation of the Roman empire?  
(b) Who was the greatest Roman general?

3. What were the two leading Greek states? Which of the rivals finally overcame the other?

4. Mention some of the arts and sciences of modern civilization practiced by the ancients.

5. What were the characteristics of chivalry, and what was its influence on the civilization of Europe?

When did it prevail?

6. Of what country was each of the following the ruler: Peter the Great, Gustavus Adolphus, Henry of Navarre? Note briefly the principal events in the life of any one of the three.

7. Give an account of the movements of Napoleon during "The Hundred Days."

8. Tell of the origin and growth of the Dutch Republic.

9. Compare the powers of the monarch of England with those of the President of the United States.

10. In what branch of learning or literature, or for what public services, is each of the following noted: Gladstone, Bismarck, Cavour, Tolstoi, Huxley, Florence Nightingale, Lord Roberts, Admiral Schley, Christian DeWet, Ellen M. Stone.



## SECOND SESSION.—UNITED STATES HISTORY.

1. Give nationality of each of the following explorers, and tell what part of America was explored by each: (a) Narvaez, (b) Henry Hudson, (c) Cartier, (d) John Cabot, (e) Frobisher.
2. Account for the names: America, Virginia, Maryland, Vermont, New York.
3. What were the "Intolerable Acts of Parliament?"
4. Describe briefly the financial condition of the country at the beginning of Washington's administration. What financial measures were adopted?
5. State the purpose of and political results of the Hartford convention.
6. What states have been formed wholly, and what states partially, from the Louisiana Purchase?
7. (a) Give some account and explanation of the expansion of the country from 1820 to 1860.  
(b) Name three military men that were presidents during this period.
8. State the important events in the campaign against Richmond.
9. Mention the names of two tariff measures and one financial measure passed by Congress within the last twenty years.
10. Write of the public services of Theodore Roosevelt.

## CIVIL GOVERNMENT.

1. State some restrictions placed upon the individual state by the Federal Constitution, and give reasons for the restrictions.
2. What is the highest court in the United States? How are the judges of this court chosen, and how long do they serve?
3. What is the extent of the jurisdiction of a justice of the peace, (a) as to the amount of money involved; (b) as to persons charged with crime?
4. How do the duties of ministers to foreign countries and of consuls differ?
5. What is the difference between a criminal and a civil action?
6. What is a capital offense? State two rights which the Constitution guarantees to an accused person.
7. What is meant by *Civil Service*, *Caucus*, *Subpoena*, *Petit Jury*?
8. Why may the national House of Representatives be considered as directly representing the people, and the Senate as representing the several states?

9. State the difference between liberty and anarchy. What do you consider the greatest safeguard of our liberty as a people?
10. What are the provisions for the assembling of the Legislature of Colorado, (a) in regular session, (b) in special session? What is the chief purpose for the present extra session?

## ENGLISH LITERATURE. (ANSWER TEN.)

1. Give some idea of the literature in England before Chaucer's time, and mention examples.
2. What of Chaucer's writings have you read? What do you think of Chaucer's style?
3. What part did John Milton take in the struggle for English liberty?
4. What kind of literature flourished in Addison's time? What did Addison contribute to that literature?
5. Who wrote: *The Faerie Queene*? *The Ring and the Book*? *Tom Jones*? *Alexander's Feast*? *The Virginians*? *Robinson Crusoe*? *The Idyls of the King*? *Sartor Resartus*? *The Ancient Mariner*? *Childe Harold's Pilgrimage*?
6. Describe one of Rudyard Kipling's writings, and give your opinion of it.
7. Name two early American writers, and discuss briefly the nature of the writings of each.
8. Compare the literary styles of Daniel Webster and Abraham Lincoln.
9. Discuss one of the following books: *The Crisis*, David Harum, Hugh Wynne, Janice Meredith, *The Choir Invisible*, *To Have and to Hold*, *The Seats of the Mighty*, *The Workers*, *The Sky Pilot*, *The Right of Way*.
10. What great names do you know in American newspaper literature? Why are they great?
11. What American historian died in 1901? Give an idea of the scope and value of his work.
12. What magazines do you read? Why?

## THIRD SESSION—GEOMETRY. (ANSWER ANY EIGHT.)

1. Give some of the axioms on which the science of geometry rests.
2. Prove that every equilateral triangle is also equiangular.
3. How many sides has a polygon the sum of whose interior angles is 48 right angles?
4. Each exterior angle of a certain regular polygon is  $10^\circ$ ; how many sides has the polygon?
5. Find the area of an equilateral triangle of which one side is 16 inches.

6. Prove that in the same or equal circles, equal chords subtend equal arcs.
7. Construct a square that shall have a given ratio to a given square.
8. Show that if four quantities are in proportion, they will be in proportion by inversion.
9. Construct a circle whose area is equal to the sum of two given circles.
10. Show that, if the diameter of a circle be one of the equal sides of an isosceles triangle, the base will be bisected by the circumference.

## ENGLISH HISTORY. (ANSWER ANY EIGHT.)

1. Name in order the different peoples that have lived in Britain.
2. Name three important changes made by William of Normandy on his settlement in England.
3. Name with dates three important documents contributing to English political liberty.
4. Name three important battles of the Hundred Years' War, and give a detailed description of one of them.
5. Give either the social features of the Wars of the Roses, or the results to England and to France of the Hundred Years' War.
6. Give the means of raising money employed by the first two rulers of the House of Stuart.
7. In the case of ship-money, give (a) the arguments for the *King*; (b) the arguments for *John Hampden*.
8. (a) What were the opposing parties in the time of Oliver Cromwell? (b) What government did Cromwell establish?
9. What is the significance of the following dates: 901? 1066? 1346? 1605? 1688? 1757? 1832? (Five only required.)
10. Define any three of the following: Pride's Purge, Morton's Fork, Statute of Appeals, Act of Supremacy, Danelagh, Statute Against Maintenance and Livery.
11. In what war is England engaged at the present time? Give brief account of progress to date, naming leaders of opposing forces.
12. What party is in the supremacy in England at the present time? Name the present premier.

## PERSONS WHO PASSED THE BAR EXAMINATION IN 1901.

Berry, Harry, Colorado Springs.

Dietz, George C., Denver.

Walters, Vachel, Glenwood Springs.

## PERSONS WHO PASSED THE BAR EXAMINATION IN 1902.

Meyer, Frank B., Denver.

Wellman, Frank A., Denver.

ESCALANTE SCHOOL HOUSE, HOT SPRINGS, DISTRICT 1, DELTA COUNTY, COLO.



THE LAMBERT CO.



## ENTRANCE EXAMINATION COLORADO COLLEGE OF DENTAL SURGERY.

## DIRECTIONS TO APPLICANTS.

1. At the head of every sheet of paper used in this examination write your number and the subject.
2. Use a separate sheet of paper for each subject.
3. Do not fold papers.
4. Number your answers to correspond with the questions.
5. Collusion between applicants, or any other act of dishonesty, will make worthless the examination.
6. The written answers to the questions in Grammar and Composition will be examined and marked in connection with the examination in Orthography.

OFFICE OF STATE SUPERINTENDENT,  
DENVER, COLORADO.

.....19.....

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 in the envelope:

Name in full .....

P. O. Address .....

Age .....

Born in State of .....

QUESTIONS FOR DENTAL COLLEGE ENTRANCE EXAMINATION,  
DENVER, COLORADO, OCTOBER 1 AND 2, 1901.

FIRST SESSION—ARITHMETIC.

1. Define the following terms: Commission, trade discount, tax, insurance, premium, consignee, bonds, dividend, exchange, par value.

2. Work by cancellation:

$$(a) \frac{57 \times 148 \times 64}{36 \times 19 \times 4}$$

$$(b) \frac{75 \times 125 \times 33 \times 28}{14 \times 16 \times 150}$$

3. Multiply 349 miles, 240 rods, 9 feet, by 24.

4. A saves  $\frac{1}{2}$  of his income, and B, having the same income, spends  $1\frac{1}{3}$  times as much as A, and finds himself \$75 in debt at the end of the year. What is the income of each ?

5. Make out a receipted bill, dated January 27, 1898, in New York, for goods purchased by John Graham from the firm of C. K. Miller & Co., containing the following items: Three barrels of salt at \$1.30, 60 pounds sugar at 11 cents, 14 hams (10 pounds each) at 14 cents per pound, 25 bushels of potatoes at 90 cents, 9 barrels of apples at \$1.40, 2 pounds of honey at 12 cents.

6. How many yards of Brussels carpet are required for a room  $20\frac{1}{4}$  feet wide and 25 feet long, the strips to run lengthwise?

7. Find the amount due September 22, 1896, on the following note:

\$408.45

Denver, Colo., May 15, 1896.

On demand I promise to pay George A. Wood, or order, four hundred eight and 45-100 dollars, with interest at  $4\frac{1}{2}\%$ .  
Value received. FRANK BLAKE.

8. Define the following: Partnership, capital, assets, liabilities, net proceeds.

9. If an alloy contain 18 pounds of silver and 1 pound of copper, how much copper must be added that 10 pounds of the alloy may contain 9 parts silver and 1 part copper?

10. A merchant buys paper at \$1.40 a ream and sells it at a cent a sheet; what is his profit on  $1\frac{1}{2}$  reams? Give analysis.

#### SECOND SESSION—GEOGRAPHY.

1. How may the United States be divided as to its physical features?

2. Name the chief manufacturing, chief agricultural and chief mining states.

3. Name and locate five of the principal commercial cities.

4. Name and locate the new island possessions of the United States and the principal seaport of each.

5. Into what two general directions does the divide turn the drainage of Europe? Name three rivers on each slope.

6. Name three peninsulas of Asia.

7. What country of Asia has recently been a center of interest, and why?

8. Name three great river systems of South America.

9. Name the divisions and chief cities of the largest island in the world.

10. Describe the Hawaiian Islands, with reference to location, climate, principal productions and character of natives.



## HISTORY.

1. What three countries were the chief contestants for the possession of American soil before the Revolution?
2. Name five leading American generals of the Revolution.
3. When was the Constitution of the United States adopted and when and where was the first president inaugurated?
4. What were the chief causes of the Civil War? Give the dates and places of its opening and closing battles.
5. Give the order of succession to the presidency in the event of the death of both president and vice president.
6. State briefly what were the chief events of President McKinley's first administration.

## ORTHOGRAPHY.

1. Give abbreviations for:  
 Doctor of Medicine.  
 Doctor of Laws.  
 Doctor of Divinity.  
 In the year of our Lord.  
 Therefore.  
 The same.  
 Pennsylvania.  
 Hawaiian Islands.  
 Pennyweight.  
 By the hundred.
2. Define: Symbol, current, superfluous, recitative, analogy.
3. Use in sentences the following words: Too, seam, recipe, lore, tome.
4. Spell correctly: Oseous, dizzern, fronteer, pugnacious, gullable.
5. Give rule for doubling final consonants and some exceptions.
- 6-10. Marked on spelling of all papers in this examination.

## THIRD SESSION.—ALGEBRA.

1. What is a positive quantity? What is a negative quantity? Give an example of each.
2. Find the sum of
  1. 6 and  $-3$ .
  2. 6,  $-2$  and 7.
3. Expand:  
 $(3a+b)(3a+b)$ .
4. Find the cube of  $2a^2b$ .
5. Divide:  $a^2b^2c^4d^7$  by  $-2ab^2cd^5$ .

6. A woman sold some eggs, and with the money bought 8 pounds of sugar and 5 pounds of coffee. If the sugar cost  $a$  cents a pound, and the coffee cost  $b$  cents a pound, how much did she receive for the eggs?

7. The sum of 3 consecutive whole numbers is 84, what are the numbers?

8. Simplify the following:

1.  $x-(y-z)$ .

2.  $5x-(2x+y)$ .

9. A man paid yearly a certain amount of money for taxes and twice that amount for improvements, and received for rent three times as much as he paid out for improvements. If his net gain per year was \$300, what were his taxes per year?

10. Factor:

1.  $ax-ay-bx+by$ .

2.  $cx+y-dy+cy-dx+x$ .

CIVIL GOVERNMENT.—(ANSWER ANY FIVE.)

1. Name the three departments of our national government.
2. Describe the ordinary process of admitting a state into the Union. When was Colorado admitted?
3. What is meant by the "veto power"?
4. Name five powers of congress.
5. Name an officer of a town or city government; of the state government; of the national government.
6. (a) Give the number of representatives and of senators composing the legislature of this state. (b) For how long are they elected? (c) How often does the legislature meet?
7. What is the meaning of capital punishment? Is it allowed in Colorado?

FOURTH SESSION.—PHYSIOLOGY.—(ANSWER ANY SIX.)

1. What are the uses of muscles?
2. What are voluntary muscles? Give three examples.
3. Define circulation and name the blood vessels.
4. What is meant by abdominal respiration and chest respiration? Which should be used?
5. Name the parts of the alimentary canal.
6. What is reflex action?
7. Describe the process by which a broken bone is repaired.
8. Locate the salivary glands and speak of their importance in digestion.

9. What can you state of the importance of lime in the body? In what does it occur?

10. Distinguish between the organic and inorganic substances in food and give examples of each.

PHYSICAL GEOGRAPHY.—(ANSWER ANY SIX.)

1. Of what is soil made? Name two things that plants take from it.
2. How do trees change in appearance as one ascends a mountain? What is meant by timber line?
3. What are avalanches?
4. What is the inlet of a lake? The outlet? The head? The foot? Why have some lakes no outlet?
5. What is the depth of the ocean? The character of the bottom?
6. Explain the formation of coral islands.
7. What is meant by trade winds and anti-trade winds?
8. What is meant by erosion? Give a Colorado example.
9. What is peat? Bituminous coal? Anthracite coal?
10. What factors determine the temperature of a country?

GRAMMAR AND COMPOSITION.

1. What is language? What is grammar?
  2. Use each part of speech in sentences, naming each.
  3. Name the different kinds of sentences.
  4. Write a sentence containing a noun in the possessive case, and one containing a pronoun in the objective case, indicating each. Parse the noun.
  5. Write a sentence containing the present potential form of the verb *see*. Parse the verb.
  6. Write the plural of the following words: Monkey, city, you, I, sheep.
  7. Analyze or diagram the following: That we should learn to govern ourselves is essential to all good government.
- 8-10. Write a business letter of about 100 words, with a view to its being marked in spelling, capitalization, punctuation and grammatical construction.

QUESTIONS FOR DENTAL COLLEGE ENTRANCE EXAMINATION,  
DENVER, COLORADO, JANUARY, 1902.

FIRST SESSION.—ARITHMETIC.

1. Change  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{5}{6}$  and  $\frac{7}{8}$  to decimal fractions.
2. What part of 1 and  $\frac{1}{4}$  feet are 3 and  $\frac{1}{8}$  inches?
3. (a) A farmer lost 36 cattle, or, 5 per cent. of his herd. How many had he at first?  
(b) How much will he receive for the remainder at \$30 a head?
4. A works six days a week for 44 weeks of the year. What per cent. of the time is he idle, counting 300 working days to the year?
5. Make out a receipted bill, dated February 5, 1900, in Chicago, for goods purchased by C. R. Brown from J. B. Day & Sons, containing the following items: 30 lb. coffee @ 28c, 46 lb. Formosa tea @ 75c, 5 lb. cocoa @ 52c, 227 lb. granulated sugar @ 6c, 12 cans tomatoes @ 13c, 10 cans peas @ 14c, 10 cans corn @ 9c.
6. How many rolls of paper, 12 yards long and 1 foot 8 inches wide, will be required to paper a room 18 feet long, 12 feet wide and 9 feet high, no allowance being made for windows and doors?
7. Define: A Negotiable Note, Days of Grace, Discount, Net Price, Assessment, Dividend, Base, Rate, Percentage, Premium.
8. Find the simple interest on \$825 for 5 years, 11 months and 15 days, at 9 per cent. interest.
9. Draw the following: Parallel, vertical, horizontal and oblique lines; right, obtuse and acute angles; triangle, rectangle, circle, diameter, radius and cone.
10. Give analysis: How many bushels of potatoes, at 25c a bushel, will pay for 16 yards of cloth @  $87\frac{1}{2}$ c a yard?

---

SECOND SESSION.—GEOGRAPHY.

1. Define the following and give an example of each: island, archipelago, peninsula, cape and mountain
2. Name the most important river that flows into the Gulf of Mexico, the Pacific Ocean, the Caspian Sea, the Black Sea, the Arctic Ocean.
3. Locate the principal gold mining regions of the United States; the chief oil regions; the main coal fields; the most noted salmon fisheries; the largest oyster beds.
4. Name the countries of South America. Which two are now at war with each other?
5. Name the six great powers of Europe, with their capitals, and the names of their rulers.

6. Locate the following and state to what country each belongs: (1) Philippine Islands, (2) Porto Rico, (3) Hawaiian Islands, (4) Canary Islands, (5) Vancouver.

7. From what countries do the following come: Coffee, tea, indigo, rubber, pepper?

8. Which states in the Union touch

(a) the Atlantic Ocean?

(b) the western banks of the Mississippi?

(c) the Great Lakes?

#### U. S. HISTORY.

1. What ideas of the size and shape of the world prevailed in the time of Columbus? Give the date and place of the discovery of America.

2. What discoveries were made by (a) Ponce de Leon, (b) Balboa?

3. Give a brief account of the settlement of Virginia, with dates.

4. By what nationality was New York largely settled?

5. Describe a naval battle of the War of 1812.

6. Name two American and two British generals engaged in the Revolutionary War.

7. What can you say of the service of Abraham Lincoln to his country?

8. Who was John Brown?

9. Name the wars waged by the United States since the Revolution, including the one at present in progress.

10. What portion of Colorado was acquired through the Louisiana Purchase?

#### ORTHOGRAPHY.

1. (a) What is an elementary sound?

(b) How many elementary sounds in the English language?

(c) What represents these sounds?

2. Give a synonym for each of the following words: Jaunt, grieve, guard, gift, glance, fraud, dismay, irritable, frugal, luck.

3. Mark the vowels and the accented syllables of the following: Precedence, inquiry, iota, legendary, apparatus.

4. Define derivative words. Form derivative words by using the following prefixes: Semi, con, super, re, uni.

5. Spell correctly: Skedule, similler, munissipal, incandessent, reseeve.

6-10. Marked on spelling of all papers in this examination.

## THIRD SESSION.—ALGEBRA.—(WORK ANY EIGHT.)

1. Define exponent, coefficient, binomial, polynomial, axiom.
2. Find the sum  $4a+7a^2c-8m^3$ ;  $7a+16m^3$ ,  $15a^2c-20m^2+17$ , and  $12m^3-5-22a^2c$ .
3. A gentleman gave 6 cents each to some poor children. Had he given them 9 cents, it would have taken 48 cents more; how many children were there?
4. From  $a^2+4ab+b^2$  subtract  $a^2-2ab+b^2$ .
5. Expand  $(a-2)(a-3)(a+2)(a+3)$ .
6. Divide  $a^3-1$  by  $a-1$ .
7. Given:  $\frac{x}{2} + \frac{x}{3} + \frac{x}{4} = 26$ . Find  $x$ .
8. Reduce:  $\frac{a}{2} - \frac{b}{a}$   
 $1 + \frac{1}{a}$  to a simple fraction.
9. Find one of the two equal factors of  $9m^2+2mn+4n^2$ .
10. How far may a person ride in a coach at the rate of ten miles an hour and walk back at the rate of 6 miles an hour, providing he is gone 8 hours?

## CIVIL GOVERNMENT.—(ANSWER ANY FIVE.)

1. When, where and by whom was the Constitution of the United States framed?
2. Name the different courts in which justice may be sought.
3. What is meant by a quorum?
4. Describe the Australian ballot system, as practiced in Colorado.
5. Name two powers belonging exclusively to the House of Representatives, two belonging exclusively to the Senate.
6. What power has the President over the Philippines?

## FOURTH SESSION.—PHYSIOLOGY. (ANSWER ANY SIX.)

1. (a) Name the organs contained in the chest cavity.  
(b) Name the organs contained in the abdominal cavity.  
(c) What separates these cavities?
2. Trace the process of digestion.
3. Define the terms contagion, epidemic, disinfectant, sanitation and emergency.
4. What is intemperance? Give some examples.
5. What is poison? Give some examples. What should be done in case of poison?

6. Describe the kinds of joints, giving an example of each.
7. Why does it tire one more to stand still than to move about?  
To stand than to sit?
8. What is the necessity of frequent bathing? Of caring for the teeth?

## PHYSICAL GEOGRAPHY.

1. What two motions has the earth? What changes are caused by them?
2. What are the causes of volcanic action? What noted volcanoes can you mention?
3. Define plateau, plain, delta, coral reef, earthquake.
4. Describe the formation of a glacier. What noted glacier can you mention?
5. Define a spring, a river, source of a river, a river basin.
6. What is a water-shed? Name two examples.
7. What is the cause of salt lakes? Name two noted salt lakes.
8. How does an irregular coast affect the commercial advantages of a country?

## GRAMMAR AND COMPOSITION.

1. What are the essential parts of a sentence?
2. What is meant by comparison of adjectives? Name the different degrees of comparison. Compare old, ill, little, large, good.
3. Give a rule for forming the plural of compound nouns. Give the plural of brother-in-law, knight-templar, man-servant, cup-defender, Miss Brown.
4. Define Interrogative Pronoun. Give an example?
5. What is an irregular verb? Give the principal parts of bid, blow, do, speak, weep.
6. Write a sentence containing *to*, *too* and *two*. Tell the part of speech to which each belongs.
7. State the kind of sentence, give subject and predicate and simple modifiers of subject and predicate in the following:  
Revolutions which are acted out in a day have often been years or centuries in preparation.
- 8-10. Write a business letter of about 100 words, with a view to its being marked in spelling, capitalization, punctuation and grammatical construction.

QUESTIONS FOR DENTAL COLLEGE ENTRANCE EXAMINATION.  
DENVER, COLO., SEPT. 30 AND OCT. 1, 1902.

## FIRST SESSION.—ARITHMETIC.

1. Express in Roman numerals: 39, 85, 760, 1902. Express in Arabic numerals: XVII, LXXIV, XCI, DCCC.
2. A man has two trees which he wishes to cut into logs of equal length. If the trees are 84 feet and 96 feet long and are cut into the longest logs possible, what is the length of the logs?
3. If a family use 2 qts. 1 pt. of milk per day, how many gallons will they use in a year?
4. A man owning  $\frac{5}{8}$  of a ship, sells  $\frac{3}{7}$  of his share for \$3,480. At this rate what is the value of the ship?
5. Make out a receipted bill for the following:  
Paul Skinner sold goods to George Dunn as follows: May 1, 1902, 3 gallons molasses at 25 cents per gallon, 50 pounds flour at \$2 per hundred weight, 6 pounds rice at 7 cents per pound; May 14, 200 pounds potatoes at 1 cent per pound; May 20, 5 pounds coffee at 35 cents per pound, 100 pounds sugar at 6 cents per pound.
6. The longitude of Boulder is  $105^{\circ} 10'$  west; Rome is  $12^{\circ} 27'$  east. When it is 9 A. M. at Boulder, what is the time at Rome?
7. Find the cost of 38 boards 16 ft. long, 10 in. wide and 1 in. thick at \$18 per thousand.
8. Make out a note for \$87.50 dated Aug. 8, 1897, payable Mar. 25, 1899, interest at 10 per cent., and find amount of note.
9. Solve by proportion: How high is a church spire whose shadow is 162 ft. long, when a flag staff 60 ft. high casts a shadow 72 ft. long.
10. Define Decimal, Reduction, Insurance, Taxes, Exchange.

## SECOND SESSION.—GEOGRAPHY.

1. Name and locate the seas touching the coast of Europe.
2. Name the important mountain chains of Asia.
3. What is the climate of the interior of Australia? Name some animals native to that continent.
4. What are capes? Name and locate three.
5. Describe the Mississippi, the Amazon.
6. What and where are: Honolulu, Luzon, Havana, San Juan, Carolines, Cavite, Matanzas, Madagascar, Nicaragua, St. Pierre.
7. Tell of the climate and name two important industries of Alaska.



8. Name five leading products of the United States, giving the location of each.

9. Name five leading Republics of the world, omitting the United States.

10. Considering the area of Colorado 100,000 square miles, give the areas approximately of the following: Arizona, Kansas, Indiana, Texas, Spain, Ireland, France, California, Florida, Cuba.

#### UNITED STATES HISTORY.

1. Tell briefly with dates the story of Columbus' discovery.

2. Who was Sir Walter Raleigh and what was his connection with American history?

3. What early settlement was made by the Dutch, the Puritans, the Quakers, the Roman Catholics, the French?

4. Name the thirteen original states.

5. When was our constitution adopted and why was our form of government then changed?

6. What territory was included in the Louisiana purchase? Of what country was it purchased and at what price? In the administration of what president was it purchased? Give date.

7. State some prominent act or office of the following: Lafayette, Oliver Hazard Perry, John Hancock, Pontiac, James Monroe, Ulysses Grant, Cyrus W. Field, Henry Clay, Harriet Beecher Stowe, George Dewey.

8. What attack began the Civil War?

9. What unusual procedure occurred in the election of President Hayes?

10. Give brief account of the public services of William McKinley.

#### ORTHOGRAPHY.

1. Define vowel, consonant, diphthong, prefix, suffix, accent.

2. Define, and illustrate by using in a sentence, each of the following: avarice, calyx, utilize, essence, transient.

3. Add, making necessary changes in spelling: *ment* to *accompany*; *able* to *change*; *able* to *cure*; *er* to *soon*; *ing* to *copy*; *s* to *valley*; *s* to *cargo*; *s* to *cameo*; *ing* to *imagine*; *ed* to *equip*.

4. Use in a sentence each of the following: their, there; cereal, serial; right, write, rite; to, too, two; root, route.

5. Give a synonym of each of the following: famous, disaster, modest, injurious, caprice.

6-10. 50 credits on spelling of manuscripts in entire examination.

## GRAMMAR AND COMPOSITION.

1. Define Noun. Define Common, Proper, Abstract and Verbal Nouns.
2. How are adverbs compared? Give five examples.
3. Write a simple sentence, a complex sentence, a compound sentence.
4. Define phrase, clause, voice, tense.
5. Correct: "Notice—Walking, laying or setting on the grass is strictly forbidden." Give reasons for corrections .
6. Give principal parts of the following verbs: Sing, speak, write, ride, teach.
7. Analyze or diagram the following sentence. *The man, who cannot govern himself, is a slave.*
8. Parse words italicized in the foregoing.
9. What is good language? How do you acquire such?
10. Express your thoughts in not less than twenty lines upon one of the following topics: The eruption of Mont Pélée; The Sugar Beet Industry of Colorado; How to be a Good Citizen.

## THIRD SESSION.—ALGEBRA.

1. Define Exponent, Coefficient, Power, Root, Equation.
2. Find the sum of  $+16m$ ,  $-20m$ ,  $+8m$  and  $-3m$ .
3. A man bought a coat and a hat for \$24, and the coat cost twice as much as the hat; what was the price of each?
4. Expand:  $(4x + y)(4x + y)$ .
5. From  $-16b^2x^2$  subtract  $4b^2x^2$ .
6. If you add together  $\frac{1}{6}$  and  $\frac{1}{7}$  of a certain number, the sum will be 130; what is the number?
7. Given  $\begin{cases} 4x + y = 34 \\ x + 4y = 16 \end{cases}$  to find  $x$  and  $y$ .
8. Resolve  $4x^2 - 6xy$  into its factors.
9. Reduce  $\frac{4a^2 - 4x^2}{3(a+x)}$  to its lowest terms.
10. A man performed a journey of 624 miles. He traveled twice as far by railroad as by stage, and five times as far by steamboat as by railroad; how many miles did he travel by steamboat.

## CIVIL GOVERNMENT.—(ANSWER FIRST QUESTION AND ANY FOUR OF OTHERS.)

1. How many amendments will be submitted to the voters of Colorado at the next election? Give a statement of the import of two of these amendments.

2. In how many ways may a bill become a law? Explain.

3. Define Tariff, Free Trade, Reciprocity and Revenue.

4. What is meant by Jurisdiction? By Habeas Corpus?

5. Give time of election, term of office and some duties of the chief executive officer of Colorado.

6. What will be Colorado's total representation in the next Congress?

7. What is the present form of government of Cuba? Name its chief executive.

8. Why is government necessary? Distinguish between private and public rights. Give an example of each.

## FOURTH SESSION.—PHYSIOLOGY.

1. Define Hygiene.

2. What two functions of the skin render bathing important?

3. State the difference in structure and purpose between arteries and veins.

4. (a) Name the organs of respiration. (b) Why is ventilation necessary?

5. Explain the functions of the nerves.

6. Name two important disinfectants. Give general directions for their use.

7. Name the different kinds of joints and locate one of each kind.

8. How should we care for our teeth? Why should food be thoroughly chewed?

9. Why should we use neither tobacco nor alcohol? Explain fully.

10. What is the purpose of the circulation of the blood?

## PHYSICAL GEOGRAPHY.—(ANSWER ANY EIGHT.)

1. Name and describe the Zones.

2. Explain the formation of a delta. Name some examples.

3. What causes rain? Why does so little fall in Colorado? In what portion of our country is irrigation necessary?

4. Define plateau, glacier, crater, avalanche, clouds.

5. Name the principal ocean current of the North Atlantic, trace its course, and state its effect on climate of land masses.

6. What is the greatest longitude a place can have? Why? The greatest latitude? Why?

7. Define and give causes of each of the following: winds, waves, tides.

8. Compare the Rocky and the Appalachian mountains in direction, height and extent.

9. What are continental islands? In which ocean are they largest and most numerous?

10. How is the formation of salt lakes to be accounted for? Name two examples.

---

PERSONS WHO PASSED THE DENTAL COLLEGE EXAMINATION  
IN 1901.

Barber, Fred S., Denver.

Boyce, Fred D., Denver.

Burckhalter, Henry L., Denver.

Dolph, Herbert C., Denver.

Elliott, Benjamin F., Denver.

Guthrie, J. E., Denver.

Hadley, Edward E., Denver.

Hunt, Edward F., Denver.

Hunt, Fred G., Denver.

McDonald, Jasper L., Denver.

Murray, B. A., Denver.

Wolfson, Nathan, Denver.

Certificate issued on examination in Physiology and Grammar, with standings accepted in other branches, to

Walker, William B., Denver.

In 1901 the following candidates were passed on certificates of scholarship, held by them and issued by high schools, normal schools, etc.:

Coover, Charles W., Greeley.

Hannahs, Fred C., Denver.

Kerisen, Will, Trinidad.

King, Isaac C., Denver.

McCarty, Ira, Denver.

Owen, Edward A., Salida.

Schofield, Albert, Denver.

Shinn, Maysie, Leadville.

Smith, Joseph L., Denver.

PERSONS WHO PASSED THE DENTAL COLLEGE EXAMINATION  
IN 1902. (JANUARY 4, 1902.)

Brown, A. C., Denver.  
Clingan, Harry F., Denver.  
Mackey, Amos C., Denver.  
Page, W. E., Denver.  
Shaw, J. W., Denver.  
Smock, A. M., Denver.  
Stires, V. S., Denver.  
Certificate issued on credentials presented to  
Moore, Benjamin F., McGregor, Texas.

---

OCTOBER 1, 1902.

Dean, Harry William, Denver.  
Hall, F. B., Butte City, Mont.  
Ramsey, C. A., Denver.  
Safford, John L., Denver.

In 1902 the following candidates were passed on certificates of scholarship, held by them and issued by high schools, normal schools, etc.:

Adams, William C., Denver.  
Brannan, Samuel F., Denver.  
Shoemaker, Ralph C., Denver.  
Stark, Walter, Madison, S. D.  
Todd, Clement, Edgewater.  
Williams, La Verne, Carbondale.

## COUNTY SUPERINTENDENTS OF COLORADO, 1900-1901.

- Arapahoe—Miss Emma M. Herey, Denver.  
Archuleta—F. A. Byrne, Pagosa Springs.  
Baca—Miss Anna Watson, Springfield.  
Bent—Miss Florence Sargent, Las Animas .  
Boulder—W. C. Thomas, Boulder.  
Chaffee—Geo. P. DeWitt, Buena Vista.  
Cheyenne—Mrs. Julia Tinsley, Cheyenne Wells.  
Clear Creek—Mrs. M. A. Bowman, Idaho Springs.  
Conejos—G. W. Irvin, Sanford.  
Costilla—Charles Groenendyke, San Luis.  
Custer—A. P. Dickson, Westcliffe.  
Delta—Mrs. M. J. Browne, Delta.  
Dolores—Charles Engel, Rico.  
Douglas—Frank D. Ball, Castle Rock.  
Eagle—Grant Ruland, Red Cliff.  
El Paso—E. M. Collins, Colorado Springs.  
Elbert—Mrs. Anna C. Willard, Kiowa.  
Fremont—J. M. Hanks, Canon City.  
Garfield—Mrs. Lucy E. DeWitt, Glenwood Springs.  
Gilpin—Miss Minnie Frey, Central City.  
Grand—Miss Lizzie A. Sullivan, Sulphur Springs.  
Gunnison—Miss Mary E. Williams, Gunnison  
Hinsdale—Miss Alice Harrington, Lake City.  
Huerfano—William H. Clement, Walsenburg.  
Jefferson—C. O. Secrest, Golden.  
Kiowa—F. H. Maile, Galatea.  
Kit Carson—G. H. Hobart, Burlington.  
Lake—Mrs. Nettie Renfro, Leadville.  
La Plata—Seward S. Merry, Durango.  
Larimer—Miss Mary Gill, Fort Collins.  
Las Animas—J. W. Douthitt, Trinidad.  
Lincoln—E. I. Thompson, Hugo.  
Logan—Miss L. M. Dyer, Sterling.  
Mesa—Z. B. McClure, Grand Junction.  
Mineral—Mrs. L. D. Pollock, Amethyst.  
Montezuma—A. T. Sampson, Cortez.  
Montrose—Miss Emma Willis, Montrose.  
Morgan—Mrs. M. A. Clifford, Ft. Morgan.



HILL TOP SCHOOL, JOINT DISTRICT 30, DOUGLAS AND ELBERT COUNTIES, COLO.

© 1905-1906





- Otero—Mrs. Mary J. Anderson, La Junta.  
Ouray—Miss Minnie M. Holaday, Ouray.  
Park—Miss L. K. Remington, Fairplay.  
Phillips—S. H. Johnson, Holyoke.  
Pitkin—E. M. Scanlan, Aspen.  
Prowers—Miss M. H. Exline, Lamar.  
Pueblo—Mrs. Lois J. Shepherd, Pueblo.  
Rio Grande—G. A. Carpenter, Del Norte.  
Rio Blanco—W. H. Clark, Meeker.  
Routt—Miss Laura Monson, Steamboat Springs.  
Saguache—J. I. Palmer, Saguache.  
San Juan—Mrs. Ellen Carbis, Silverton.  
San Miguel—Mrs. A. F. Dare, Telluride.  
Sedgwick—C. F. Parker, Julesburg.  
Summit—Miss Lulu Buffington, Breckenridge.  
Teller—Mrs. Thera Satterlee, Cripple Creek.  
Washington—Mrs. Ella E. Garfield, Akron.  
Weld—J. E. Snook, Greeley.  
Yuma—Miss Minnie Cunningham, Yuma.

## COUNTY SUPERINTENDENTS OF COLORADO, 1902-1903.

- Arapahoe—Miss Emma M. Herey, Denver.  
 Archuleta—L. W. Smith, Pagosa Springs.  
 Baca—Miss Margaret M. Marsh, Springfield.  
 Bent—Miss Florence Sargent, Las Animas.  
 Boulder—W. C. Thomas, Boulder.  
 Chaffee—Gilbert A. Walker, Buena Vista.  
 Cheyenne—Mrs. Julia Tinsley, Cheyenne Wells.  
 Clear Creek—Mrs. M. A. Bowman, Idaho Springs.  
 Conejos—George W. Irvin, Sanford.  
 Costilla—Charles Groenendyke, San Luis.  
 Custer—Asa P. Dickson, Westcliffe.  
 Delta—Miss Alice A. Royce, Delta.  
 Dolores—Mrs. Lizzie Kelly, Rico.  
 Douglas—Frank D. Ball, Castle Rock.  
 Eagle—Grant Ruland, Red Cliff.  
 Elbert—Mrs. May A. Georgia, Kiowa.  
 El Paso—E. M. Collins, Colorado Springs.  
 Fremont—George E. Colgate, Canon City.  
 Garfield—Mrs. Lucy E. DeWitt, Glenwood Springs.  
 Gilpin—Miss Ida Kruse, Central City.  
 Grand—Elmer R. Bacchus, Sulphur Springs.  
 Gunnison—Miss Fannie Burnett, Gunnison.  
 Hinsdale— { Joel W. Todd /  
                   } Mrs. Alma Elder / Lake City.  
 Huerfano—Patrick W. Sweeney, Walsenburg.  
 Jefferson—Miss Ida L. Crawford, Golden.  
 Kiowa—F. H. Malle, Sheridan Lake.  
 Kit Carson—John F. Stott, Burlington.  
 Lake—Mrs. Lizzie W. Jones, Leadville.  
 La Plata—Miss Edith M. Young, Durango.  
 Larimer—Miss Mary E. Gill, Fort Collins.  
 Las Animas—J. W. Douthit, Trinidad.  
 Lincoln—E. I. Thompson, Hugo.  
 Logan—Miss L. M. Dyer, Sterling.  
 Mesa—Z. B. McClure, Grand Junction.  
 Mineral—Mrs. Laura Vanhorn, Amethyst.  
 Montezuma—E. N. Lowe, Mancos.  
 Montrose—Miss Emma Willis, Montrose.

- Morgan—Mrs. M. A. Clifford, Fort Morgan.  
Otero—Miss Mary Lyons, La Junta.  
Ouray—Miss Minnie M. Holaday, Ouray.  
Park—Miss M. V. Remington, Fairplay.  
Phillips—Miss Madge A. Crouner, Holyoke.  
Pitkin—Mrs. Edith M. Bailey, Aspen.  
Prowers—J. A. Rosebrough, Lamar.  
Pueblo—Miss Lulu White, Pueblo.  
Rio Blanco—Charles F. Brown, Meeker.  
Rio Grande—G. A. Carpenter, Del Norte.  
Routt—Miss Verna M. Bartz, Steamboat Springs.  
Saguache—W. E. Gardner, Saguache.  
San Juan—Mrs. Ellen Carbis, Silverton.  
San Miguel—Miss Belle M. Watson, Telluride.  
Sedgwick—C. F. Parker, Julesburg.  
Summit—Miss Lulu Buffington, Breckenridge.  
Teller—Mrs. Thera Satterlee, Cripple Creek.  
Washington—Mrs. Alta M. Tuttle, Akron.  
Weld—J. E. Snook, Greeley.  
Yuma—Miss Minnie Cunningham, Yuma.



## DISTRICT NORMAL INSTITUTES.

---

LIST OF NORMAL INSTITUTES.

CERTIFICATES ISSUED BY STATE BOARD OF EDUCATION.

DISTRICT NORMAL INSTITUTE REPORTS, 1901.

DISTRICT NORMAL INSTITUTE REPORTS, 1902.



## DISTRICT NORMAL INSTITUTES.

---

### NORMAL INSTITUTE CERTIFICATES ISSUED BY STATE BOARD OF EDUCATION.

All institute certificates issued prior to January, 1902, are null and void by order of State Board of Examiners.

- J. H. Allen, Canon City, conductor and instructor.
- Ira M. DeLong, Boulder, conductor and instructor.
- Aaron Gove, Denver, conductor and instructor.
- L. C. Greenlee, Denver, conductor and instructor.
- J. F. Keating, Pueblo, conductor and instructor.
- W. H. Miller, Grand Junction, conductor and instructor.
- H. S. Phillips, Denver, conductor and instructor.
- J. Raymond Brackett, Boulder, instructor.
- Helen A. Dewey, Grand Junction, instructor.
- J. L. Donahue, Denver, instructor.
- J. W. Ellison, Alcott, instructor.
- Martha Hyde, Leadville, instructor.
- Mrs. Cornelia Miles, Denver, instructor.
- Sudie E. Morrison, Denver, instructor.
- Lura D. Patrick, Denver, instructor.
- James E. Snook, Greeley, instructor.
- Charles J. Ling, Denver, conductor and instructor.
- C. W. Bigelow, Denver, conductor and instructor.
- A. J. Fynn, Denver, conductor and instructor.
- P. K. Pattison, Westfield, N. Y., conductor and instructor.
- D. E. Phillips, University Park, conductor.
- J. B. Ragan, Denver, conductor and instructor.
- George W. Wyatt, Denver, conductor and instructor.
- J. W. Hamer, Walsenburg, conductor.
- Lulu Barnes, Denver, instructor.
- P. L. Clarke, Idaho Springs, instructor.

Clara J. Coney, Denver, instructor.  
Essie Edwards, Denver, instructor.  
O. S. Davis, Carbondale, instructor.  
Herbert Griggs, Denver, instructor.  
A. D. Hoenshel, Georgetown, instructor.  
Charles A. Hollingshead, Denver, instructor.  
C. P. Lamon, Chicago, instructor.  
Mary Mack, Denver, instructor.  
P. L. Lord, Florence, conductor and instructor.  
James McNary, Las Vegas, N. M., instructor.  
J. A. Miller, Victor, conductor and instructor.  
George R. Momyer, Holly, instructor.  
George W. Smith, Boulder, instructor.  
Mabel Stonaker, Pueblo, instructor.  
Gwilym Thomas, Denver, instructor.  
Arthur Allin, Boulder, conductor and instructor.  
N. M. Fenneman, Boulder, conductor and instructor.  
E. R. Jones, Lamar, conductor and instructor.  
Arthur E. Bennett, Fayette, Iowa, conductor and instructor.  
F. H. Clarke, Central City, conductor and instructor.  
Fred Dick, Denver, conductor and instructor.  
D. R. Hatch, Denver, conductor and instructor.  
Edgar Kesner, Salida, conductor and instructor.  
M. F. Miller, Denver, conductor and instructor.  
C. V. Parker, Trinidad, conductor and instructor.  
W. W. Remington, Montclair, conductor and instructor.  
M. F. Libby, Boulder, conductor and instructor.  
Charles A. Burbank, Trinidad, instructor.  
Eleanor M. Bush, Leadville, instructor.  
Elizabeth B. Church, Denver, instructor.  
Adella Condit, Denver, instructor.  
Effie Cossel, Rico, instructor.  
E. M. Cunningham, Loveland, instructor.  
L. E. DeHaven, El Moro, instructor.  
J. H. Dodds, Denver, instructor.  
Laura Force, Denver, instructor.  
W. S. Glass, Canon City, instructor.  
Luan B. Hannah, Denver, instructor.  
M. Isabel Holloway, Denver, instructor.  
O. E. Jackson, Holyoke, instructor.  
C. W. Jones, Pueblo, instructor.



- Mrs. Elizabeth S. Knapp, Yonkers, N. Y., instructor.  
M. Adda Lamb, Denver, instructor.  
Mrs. Emma G. Leake, Denver, instructor.  
Louis Lepper, Leadville, instructor.  
J. William Mahin, Denver, instructor.  
Catharine McChesney, Harman, instructor.  
Louisa McDermott, Breen, instructor.  
Harry L. McGinnis, Salida, instructor.  
Emma Mitchell, Denver, instructor.  
U. S. Parker, Ouray, instructor.  
Fred G. Person, Berthoud, instructor.  
Frank W. Smith, Lincoln, Neb., instructor.  
J. A. Smith, Parachute, instructor.  
Harriet Squier, Denver, instructor.  
Clay Tallman, Del Norte, instructor.  
Mattie J. Tulley, Denver, instructor.  
Luella Tupper, Stevens Point, Wis., instructor.  
Daniel Ward, Pueblo, instructor.  
Myrtie J. Wells, Denver, instructor.  
James B. Westhaver, Denver, instructor.  
Sara Whedon, Ann Arbor, Mich., instructor.  
U. O. Anderson, Monte Vista, instructor.  
F. A. Boggess, Fowler, instructor.  
J. E. Buchanan, Cheney, Wash., instructor.  
Dr. E. G. Lancaster, Colorado Springs, instructor.  
Susanna McChesney, Harman, instructor.  
Camilla B. Roberts, Denver, instructor.  
Grant Ruland, Basalt, instructor.  
H. L. Shantz, Colorado Springs, instructor.  
Ella E. Stratton, Cripple Creek, instructor.  
Adele E. Vaughn, Pueblo, instructor.  
Miss Lake G. Watson, New York City, instructor.  
Henry Houck, Harrisburg, Pa., conductor and instructor.  
Charles E. Chadsey, Denver, conductor and instructor.  
Edward Elliott, Leadville, conductor and instructor.  
E. E. Cole, La Junta, instructor.  
H. E. Smith, Canon City, instructor.  
L. A. Stueland, Brush, instructor.  
H. H. Wilson, Denver, instructor.  
C. P. Gillette, Fort Collins, instructor.  
R. Ernesti, Salida, instructor.

## DISTRICT NORMAL INSTITUTE REPORTS, 1901.

FIRST DISTRICT—LOGAN, MORGAN, PHILLIPS, SEDGWICK, WASHINGTON AND  
YUMA COUNTIES.

President—C. F. Parker, Julesburg, Sedgwick county.

Secretary—Miss L. M. Dyer, Sterling, Logan county.

Treasurer—Mrs. E. E. Garfield, Akron, Washington county.

Held at Sterling, July 29-August 9.

Conductor—G. W. Wyatt.

Instructors—E. M. Cunningham, Miss Laura D. Patrick.

Enrollment—66.

Financial statement—

Receipts—

From registration fees.....	\$ 67 00
From counties .....	132 00
	<hr/>
Total receipts.....	\$ 199 00
Balance of indebtedness.....	141 90
	<hr/>
Total .....	\$ 340 90

Disbursements—

Paid balance on previous indebtedness.....	\$ 150 00
Paid conductor .....	75 00
Paid instructors .....	88 00
Paid incidentals .....	27 90
	<hr/>
Total .....	\$ 340 90

REPORT OF NORMAL INSTITUTE AT STERLING, BY G. W. WYATT.

We tried to keep two objects before us in our work: First, to give an increased knowledge from an academical standpoint; second, pedagogical skill in presenting the different subjects to the children in the school room.

PROGRAM.

8:30—Opening exercises.

8:45—Arithmetic, first division, Wyatt; general method, second division, Lura Patrick.

9:15—History, second division, E. M. Cunningham; general method, first division, Lura Patrick.

9:45—Arithmetic, second division, Wyatt; history, first division, E. M. Cunningham.

10:15—Recess.

10:30—Grammar, first division, Wyatt; primary work, second division, Lura Patrick.

11:00—Geography, second division, E. M. Cunningham; primary work, first division, Lura Patrick.

11:30—Grammar, second division, Wyatt; geography, first division, E. M. Cunningham.

NOON.

2:00—Music.

2:30—Psychology or pedagogy, Wyatt.

3:00—School law or science, E. M. Cunningham.

3:30—Physical culture, Lura Patrick.

During the second week physiology substituted for geography, and civics for history for four days.

Lecturers: Representatives from the State Department of Public Instruction and the State Institutions.

---

SECOND DISTRICT—BOULDER, LARIMER AND WELD COUNTIES.

President—Miss Mary Gill, Fort Collins, Larimer county.

Secretary—W. C. Thomas, Boulder, Boulder county.

Treasurer—J. E. Snook, Greeley, Weld county.

Held at Boulder, July 29-August 9.

Conductor—Ira M. DeLong.

Instructors—James H. Hayes, George B. Cannon, Miss Eleanor Phillips, Miss Gill and J. E. Snook.

Enrollment—141.

Financial statement—

Receipts—

Balance on hand.....	\$ 90 06
From registration fees.....	141 00
From counties .....	282 00

Total ..... \$ 513 06

## THIRTEENTH BIENNIAL REPORT

## Disbursements—

Paid conductor .....	\$ 125 00
Paid instructors .....	255 00
Paid for incidentals.....	30 05
	<hr/>
Total .....	\$ 410 05
Balance on hand.....	103 01
	<hr/>
Total .....	\$ 513 06

## THIRD DISTRICT.—ARAPAHOE COUNTY.

Officer—Miss Emma Herey, Denver, Arapahoe county.

Held at Denver, Aug. 5-16. Second session held at Vernon, July 22-August 10.

Conductor—Miss Emma M. Herey.

Instructors at Denver—A. J. Fynn, W. W. Remington, A. W. Elder, Herbert Griggs, Miss Adella Condit, Miss Harriet Squier, Miss Lillian Newland.

Instructors at Vernon—M. E. Eagleton, Miss Catherine D. A. McChesney.

Enrollment (including both sessions)—518.

## Financial statement—

## Receipts—

From registration fees.....	\$ 518 00
From county .....	1,036 00
	<hr/>
Total .....	\$1,554 00

## Disbursements—

Paid lecturers .....	\$ 120 00
Paid instructors .....	1,280 00
Paid for incidentals.....	150 02
	<hr/>
Total .....	\$1,550 02
Balance on hand.....	3 98
	<hr/>
Total .....	\$1,554 00

## PROGRAM AT DENVER.—FORENOON.

8:40—Opening exercises.

8:45—Arithmetic, Elder; botany, Remington; drawing, Miss Squier; reading, Miss Newland.

9:15—Arithmetic, Elder; history, Miss Condit; American literature, Fynn; botany, Remington.

9:45—History, Miss Condit; psychology, Fynn; school law, Remington; nature study, Miss Squier; reading, Miss Newland.

10:15—Recess.

10:30—Arithmetic, Elder; physiography, Remington; primary methods, Miss Squier; reading, Miss Newland.

11:00—Civics, Elder; grammar, Miss Condit; pedagogy, Fynn.

11:30—Grammar, Miss Condit; American literature, Fynn; zoölogy, Remington; primary methods, Miss Squier.

AFTERNOON.

1:30—Music, Griggs; physical culture, Miss Newland.

2:00—Music, Griggs; physical culture, Miss Newland.

2:30—Lecture, Griggs.

In the second week physiology will be substituted for one period of history.

Lecturers—President James A. Baker, State University, Boulder, Colo.; President Slocum, Colorado College, Colorado Springs; President Z. X. Snyder, State Normal School, Greeley, Colo.; Mrs. Helen Grenfell, Superintendent Public Instruction; Superintendent Aaron Gove, District No. 1, Denver; Superintendent L. C. Greenlee, District No. 2, Denver; H. Valentine Kirby, Denver, Colo.; E. C. Stevens, Principal Clayton School, District No. 1.

FOURTH DISTRICT.—CLEAR CREEK, GILPIN AND JEFFERSON COUNTIES.

President—Miss Minnie Frey, Central City, Gilpin county.

Secretary—C. O. Secrest, Golden, Jefferson county.

Treasurer—Mrs. M. A. Bowman, Idaho Springs, Clear Creek county.

Held at Golden, Aug 5-15.

Conductor—W. H. Miller.

Instructors—J. W. Ellison, Miss Luan Hannah, Miss Johanna Reiss.

Enrollment—110.

Financial statement—

Receipts—

Balance on hand.....	\$ 76 31
From registration fees.....	108 00
From counties .....	220 00
From other sources.....	5 47

Total .....

\$ 409 78

## Disbursements—

Paid conductor .....	\$ 135 00	
Paid instructors .....	130 00	
Paid for incidentals.....	65 90	
		<hr/>
Total .....	\$ 330 90	
Balance on hand.....	78 88	
		<hr/>
Total .....		\$ 409 78

## REPORT OF INSTITUTE AT GOLDEN, FOURTH DISTRICT, BY W. H. MILLER.

As usual the demands gave us a crowded program and the question was, what to omit. The work started at 8 o'clock a. m. with a drill class in arithmetic.

The regular institute opened at 9 o'clock and after roll call the classes in music and primary methods went to their work. This was followed by work in grammar and arithmetic. This latter class was purely professional and discussed methods of presentation, especially as regards the opening up of subjects. Development lessons were given for each topic, analyses and forms of expressing work on paper or on the board were discussed, a most thorough series of development lessons were given on the subject of mensuration, and suggestions on plans for recitations, correction of work, rapid methods were brought out. This class in connection with the morning class in arithmetic, which was purely academic, made a course which was hard to equal.

In the grammar work only the difficulties were dealt with. A prominent part of this work was the drill on verb forms.

The work in geography followed and comprised two series of lessons; one on primary methods, principally for rural schools, and one on general geography. In all the classes method prevailed and while the work called for all the information at the command of the teachers, yet the work itself was a sample of an excellent method to be used daily in the classes. In the primary course, methods of field work and relating the geography to the environment of the child were made prominent. In the advanced course, relations were established throughout, and all were brought to a focus in the question, "What is each part of the world doing in the great economy of the world and what are the forces, related environment, and means by which this work is accomplished?"

The work in psychology and pedagogy occupied the rest of the time till noon. In this it was designed to answer the question "Why" for any phase of school work which came under discussion. The emotional nature of children received a good share of attention and was made the basis of talks on government and preparation for citizenship. Every phase of the mind was considered with a view to discovering why certain courses should be pursued in the school room, both as regards the presentation

of subject-matter and the personal treatment of the child. It was to be regretted that this class was not larger, but the desire to win a certificate led many to desert this class for those branches upon which they would be examined, and which recited at the same time the class in pedagogy was in progress.

The first class in the afternoon was a class in civil government which discussed the structure of our government from foundation stone to turret. This was followed by a class in history which dealt more with the philosophy of our progress than with anything else, but which brought out all the necessary points of our progress. Quiz classes were carried on for both of the above recitations.

The work in literature was an effort to show how literature should be developed in all our schools. The basis of the work was the original work of the author, and Hawthorn's Gentle Boy, Poe's Gold Bug, Burrough's Birds and Bees, and Dicken's Christmas Carol were used as samples. Copies of these works were placed in the hands of the teachers, and the work was conducted as a class in literature, treating the teachers as a class of pupils, and developing the lessons from that point of view. It was not long before the work began to tell and for a time the interest was great, but the work had to be abandoned for lectures, and the course was not finished. Enough was given, however, to show the value of such study in the elevation of literary standards among the pupils of all our schools.

The course in science was a new one and what was done with it has impressed us with the belief that it is exactly suited to the needs of institutes where but little time can be spared for work. It was developed upon the idea of *relation*. The course started with a piece of granite rock lying in a valley or picked up anywhere. It was decomposed to a certain extent; it was also out of place; it would form soil; certain forces were acting upon it; this soil would be eroded; water is a factor in erosion, etc., etc.

This discussion gave rise to the following points: Granite, composition, feldspar, mica, silicon, hornblende, decomposition of rocks, water as an agent, frost, roots, soil, seeds, sprouting plants, erosion, rain, snow, air, methods of erosion, canons, valleys, beds of streams, flood plains, banks, curves, loops, sand-bars, sifting power of water, carrying power of water, river valleys, deltas, floods, dykes, crevasses, sediment, alluvial deposits, ocean shores, oceans, evaporation winds, clouds, water, distribution, deserts, fertile regions, plants, elements of soil, roots, stems, leaves, flowers, fruits, decay, oxygen, air, nitrogen, carbon di-oxide, chemical action, physical action, atom, molecule, force, etc., etc.

While these recitations were in progress, classes were also discussing school-law and state government, primary number work, and elementary science, primary reading, etc., etc. Owing to the extent of ground covered, teachers attending were obliged to choose branches suited to their needs. The institute as a body did not discuss many subjects.

W. H. Miller was conductor. Prof. Ellison, Miss Preis and Miss Luan Hanna assisted.

Miss Hanna had all the primary work, Prof. Ellison had the history and civics, Miss Preis the music and Prof. Miller the rest.

FIFTH DISTRICT.—DOUGLAS, ELBERT, EL PASO AND TELLER COUNTIES.

President, E. M. Collins, Colorado Springs, El Paso county.

Secretary, Frank D. Ball, Castle Rock, Douglas county.

Treasurer, Mrs. Thera Satterlee, Cripple Creek, Teller county.

Held at Colorado Springs, August 5-16.

Conductor—Frank D. Ball.

Instructors—William Triplett, Charles Brookover, Miss Mary Mack, Miss Van Pelt.

Financial statement—

Receipts—

Balance on hand.....	\$ 110 00
From registration fees.....	178 00
From counties .....	356 00
Total .....	\$ 644 00

Disbursements—

Paid conductor .....	\$ 75 00
Paid instructors .....	412 00
Paid for incidentals.....	45 80
Total .....	\$ 532 80
Balance on hand.....	111 20
Total .....	\$ 634 00

SIXTH DISTRICT.—CHEYENNE, KIT CARSON AND LINCOLN COUNTIES.

President, G. H. Hobart, Burlington, Kit Carson county.

Secretary, E. I. Thompson, Hugo, Lincoln county.

Treasurer, Mrs. Julia Tinsley, Cheyenne Wells, Cheyenne county.

Held at Hugo, August 19-30.

Conductor—A. J. Fynn.



SCHOOL, AT PORTLAND, DISTRICT 3, FREMONT COUNTY, COLO.





Instructors—Miss Myrtie J. Wells, Superintendents Hobart, Tinsley and Thompson.

Enrollment—39.

Financial statement—

Receipts—

Balance on hand.....	\$ 9 68
From registration fees.....	34 00
From counties .....	61 00
	<hr/>
Total .....	\$ 107 68
Appropriated by Lincoln county.....	125 00
	<hr/>
Total .....	\$ 232 68

Disbursements—

Paid conductor .....	\$ 75 00
Paid instructors .....	50 00
Paid for incidentals.....	29 75
	<hr/>
Total .....	\$ 154 75
Balance on hand.....	77 93
	<hr/>
Total .....	\$ 232 68

PROGRAM OF INSTITUTE AT HUGO.

- 8:15—Opening exercises.  
 8:25—Psychology and Pedagogy, Fynn.  
 8:50—Arithmetic, Thompson.  
 9:15—Primary Methods, Wells.  
 9:40—School Law, Fynn.  
 10:05—Recess.  
 10:15—Grammar, Wells.  
 10:40—Geography, Hobart.  
 11:05—History, Fynn.  
 11:30—Recess.  
 11:40—Physiology, Tinsley.  
 12:05—General Lessons, Wells.  
 12:20—Gymnastics, Wells.  
 12:25—Literature, Fynn.

Doctor Phillips of Denver University was present three days, giving special lectures. Superintendent Grenfell and Mr. Fynn also gave lectures, each occupying an evening.

## THIRTEENTH BIENNIAL REPORT

## SEVENTH DISTRICT.—CUSTER, FREMONT AND PUEBLO COUNTIES.

President, A. P. Dickson, Westcliffe, Custer county.

Secretary, J. M. Hanks, Canon City, Fremont county.

Treasurer, Mrs. Lois J. Shepherd, Pueblo, Pueblo county.

Held at Pueblo, August 5-17.

Conductor—J. F. Keating.

Instructors—J. H. Allen, J. A. Miller, Charles J. Ling.

Enrollment—121.

Financial statement—

## Receipts—

From registration fees.....	\$ 115 00
From counties .....	244 00
	<hr/>
Total .....	\$ 359 00

## Disbursements—

Paid conductor .....	\$ 125 00
Paid instructors .....	215 00
Paid for incidentals.....	12 40
	<hr/>
Total .....	\$ 352 40
Balance on hand.....	6 60
	<hr/>
Total .....	\$ 359 00

## EIGHTH DISTRICT.—BACA, BENT, KIOWA, OTERO AND PROWERS COUNTIES.

President, F. H. Maile, Sheridan Lake, Kiowa county.

Secretary, Miss Florence Sargent, Las Animas, Bent County.

Treasurer, Mrs. Mary J. Anderson, La Junta, Otero county.

Held at Las Animas, August 19-31.

Conductor—Ira M. DeLong.

Instructor—Miss Eleanor Winn.

Enrollment—95.

Financial statement—

## Receipts—

From registration fees .....	\$ 95 00
From counties .....	190 00
	<hr/>
Total .....	\$ 285 00

## Disbursements—

Paid conductor .....	\$ 175 00
Paid instructor .....	75 00
Paid for incidentals.....	1 <sup>00</sup> 00
Total .....	\$ 264 00
Balance on hand.....	21 00
Total .....	\$ 285 00

## NINTH DISTRICT—HUERFANO AND LAS ANIMAS COUNTIES.

President—W. H. Clement, Walsenburg, Huerfano county.

Secretary—J. W. Douthit, Trinidad, Las Animas county.

Treasurer—John Fox, county treasurer, Trinidad.

Held at Trinidad, August 5-15, 1901.

Conductor—J. W. Hamer.

Instructors—C. W. Parker, C. A. Burbank, Miss Myrtie J. Wells.

Enrollment—66.

Financial statement—

## Receipts—

Balance on hand.....	\$ 26 50
From registration fees.....	63 00
From counties .....	132 00
Total .....	\$ 221 50

## Disbursements—

Paid conductor .....	\$ 65 00
Paid instructors .....	127 50
Paid for incidentals.....	16 00
Total .....	\$ 208 50
Balance on hand.....	13 00
Total .....	\$ 221 50

## REPORT OF INSTITUTE AT TRINIDAD, NINTH DISTRICT, BY J. W. HAMER.

The General Aim—To afford to teachers an opportunity of studying and receiving; of receiving practical professional training and instruction; of becoming acquainted with sensible and humane methods for

developing the child and for managing their schools; of securing the benefits of association and exchange of ideas; of participating in the Round Table talks.

**Civil Government—Aim:** A more thorough knowledge of the Constitution of the United States, respect for constituted authority and confidence in American officials in high places. Subject of each lesson: (1) Preamble and departments, (2) United States senate, (3) provisions common to both houses, (4) powers of congress, (5) powers of congress, continued, (6) prohibitions of the United States and of officers, (7) rights and prohibitions of states, (8) personal rights, (9) executive department, (10) judicial department.

**School Law—Aim:** A thorough study of the school law of Colorado. The school law issued by the State Department of Public Instruction was used as a text. Subject of each lesson: (1) The principal laws pertaining to the establishment of the public school system, (2) laws pertaining to the state department, (3) laws pertaining to the county, (4) laws pertaining to the school district, (5) revenue laws for the support of schools, (6) laws relating to teachers, (7) state examination questions.

**American Literature—**Three lectures upon the writings of Longfellow, Whittier and Holmes.

**Grammar—Aim:** A more comprehensive knowledge of the subject. How and what to teach, and especially endeavored to impress upon the teacher that the fundamental end to aim at in teaching children is to develop an easy and exact oral and written expression, and to store in the memory and to make automatic, sentences, quotations, and selections in prose and poetry that are representative of the best in English.

In the preparation of each lesson teachers were required to make out a list of sentences and paragraphs obtained from their grammars or other books, bringing out clearly the etymology or syntax of the noun, adjective, adverb, infinitive, respectively, according to the topic assigned for the day:

**Pedagogy—Aim:** To point out the things a teacher should know. Two lectures each were given on the following subjects: (1) The object of education, (2) the nature of the child, (3) the subject-matter used for the child's education, (4) how to teach the child, (5) how to manage and govern the child and school.

The other instructors presented the following:

Outline of work, Myrtie J. Wells, Denver.

The primary methods covered the work of the first three years. The subjects given were reading, numbers, language, geography, writing, nature study and special lessons in Speer method. Some work was done in folding and cutting by the teachers on special days. The thought emphasized in all the work was careful preparation of each day's work by the teacher before giving the lesson.

Outline of work, by Charles V. Parker, Trinidad. Besides giving some academic work in history, arithmetic, science, I aimed to present

what to teach and how to teach. In science we used the laboratory method as far as possible.

## PROGRAM.

- 8:45—Civil government, Hamer; advanced arithmetic, Parker.  
 9:30—Opening exercises.  
 9:45—School law, Hamer; elementary arithmetic, Parker.  
 10:30—Primary methods, Wells.  
 11:15—Grammar, Hamer; science, Parker.

## NOON.

- 1:30—Pedagogy, Hamer.  
 2:15—History, Parker; geography, Burbank.  
 3:00—Primary methods.  
 3:30—Round Table discussions or lectures.

Six lectures in school law and three in American literature. Forty minutes were given each.

Lecturers: Representatives of State Department of Public Instruction and State Institutions.

---

TENTH DISTRICT—CONEJOS, COSTILLA, MINERAL, RIO GRANDE AND SAGUACHE COUNTIES.

President—G. A. Carpenter, Del Norte, Rio Grande county.  
 Secretary—G. W. Irvin, Sanford, Conejos county.  
 Treasurer—Charles Groenendyke, San Luis, Costilla county.

Held at Alamosa, August 5-16, 1901.

Conductor—M. F. Miller.

Instructors—Ira J. Bradford, Miss Anna Scovill.

Superintendents—Carpenter and Groenendyke.

Enrollment—87.

Financial statement—

## Receipts—

From balance on hand.....	\$ 45 00
From counties .....	180 00
From registration .....	87 00
Total .....	\$ 312 00

## Disbursements—

Paid conductor .....	\$ 100 00
Paid instructors .....	120 00
	<hr/>
Total .....	\$ 220 00
Balance on hand.....	92 00
	<hr/>
Total .....	\$ 312 00

## REPORT OF INSTITUTE AT ALAMOSA, TENTH DISTRICT, BY M. F. MILLER.

## Outline of work:

Psychology—Relation of mind to nervous system; structure of nervous system; development, nutrition, fatigue and rest of cells; sense training and memory; imagination; divisions of thought; importance of clear percepts to clear concepts and thought; feelings and will; localization of function; laws of association; formation of habits; education of entire being.

Pedagogy—Leading educational principles, based on psychology; physical environment of the child, seating, lighting, heating and ventilating; the recitation; laws of interest; discipline; games; parents' meetings.

Primary Methods—Reading presented by the Idea method, including much thought and action at the beginning; later, much work in visualization. Nature work and language correlated with reading.

Literature in Primary Grades—What to give and how to give it.

Numbers—The Speer or Ratio method presented.

Busy Work—For first and second grades.

Geography for third grade; study of county and state; introduction of text book.

School Law—The school system of Colorado; general plan of organization, officers and their duties; school revenues, and the sources of same; difference between general and special funds; teachers' certificates, by whom issued and for what revokable; teachers, their duties, authority and relation to board; compulsory school law; special studies required. Work based on Snook's Guide to Colorado School law.

Arithmetic—Elementary, the fundamental processes, common and decimal fractions. In this work special emphasis was placed upon the importance of analyzing and developing the mathematical principles involved in every operation, the use of mathematical language in expressing relations, and such drill as will insure neatness, accuracy and rapidity.

Advanced Arithmetic—Principles of percentage and the five leading applications; ratio and proportion; involution and evolution; development of rules from algebraic formulas.



United States History—The development of society as resulted from heredity and environment; formation of our present government; slavery and its relation to our civil war; finances of United States; the tariff and labor questions; territorial development.

Civil Government—One week devoted to state government, the other to national government, following usual outlines.

Literature—Means and methods of preparation of lessons; manner of recitation; harmonious development of organs dependent upon thought; practical drill work in actual reading.

Mathematical Geography—The earth in its relation to the rest of the solar system; the earth's circles; day and night; the seasons; tides; phases of the moon; eclipses and transits.

Grammar—A review of the leading parts of technical grammar with special attention to common errors of speech and the clearing up of obscure parts.

Drawing—The Liberty Tadd System; practice in the units of conventional designs and their combinations; ambidexterity.

Physical Culture—Purpose and importance of this work; place in the daily program; drill in leading movements of the Preece system.

Vocal Music—Drill upon the staff notation; practice in singing national and other selected pieces.

Science—Reviews of elements of physics, chemistry, botany and zoölogy.

Diacritics—Marking and sounding; familiar words often mispronounced.

Vertical Writing—The McPherson system.

Physiology—Usual outlines followed.

#### ADDITIONAL NOTES.

Promptly at 9 o'clock of the first day the work began, with an excellent attendance. The work was largely a continuation of that of preceding sessions, that had proved so helpful to the members. With nearly the same corps of instructors this was possible.

The daily attendance of all the members of the executive committee was an element of great strength, as was also the fact that many of the members had just previously been in session, for four weeks, under the same management, in Conejos county Summer Normal School, provided through the wise planning of the county superintendent and the liberality of the county commissioners. The social element was duly recognized by introductions at intermissions, by a reception by the Alamosa teachers, and a field day picnic on the intervening Saturday.

On the intervening Sunday union educational services were held both morning and evening. At the former Dr. Phillips gave an excellent address: at the latter there was a platform meeting, at which short

addresses were made by the instructors, and also Professor C. F. Bell, Judge Holbrook, Rev. M. H. McLeod and Dr. Phillips. That meeting was in itself an inspiration.

To all sessions of the Institute, and especially to an excellent course of lectures, the public was invited, and responded well.

PROGRAM.

- 8:30 to 8:40—Opening exercises.
- 9:15—Psychology, Miller.
- 9:45—Arithmetic, Carpenter; physiology, Bradford.
- 10:05—Physical culture, Miller.
- 10:35—Primary methods, Miss Scovill.
- 10:50—Recess.
- 11:00—Phonics, Miss Scovill.
- 11:30—Science, Miller.
- 12:00—Civil government, Bradford; Speer method, Miss Scovill.

NOON.

- 2:00 to 2:25—Music.
  - 2:50—Grammar, Miller; history, Bradford.
  - 3:15—Drawing, Miss Scovill.
  - 3:25—Recess.
  - 3:50—Reading and literature, Bradford; school law, Carpenter.
  - 4:20—Pedagogy, Miller.
- Lecturers—Hon. Helen L. Grenfell, Dr. D. E. Phillips, Dr. Arthur Allin, Prof. J. L. Donahue and Superintendent M. J. Miller.

---

ELEVENTH DISTRICT.—ARCHULETA, DOLORES, LA PLATA, MONTEZUMA AND SAN JUAN COUNTIES.

- President—A. T. Samson, Cortez, Montezuma county.
  - Secretary—Seward S. Merry, Durango, La Plata county.
  - Treasurer—Mrs. Ellen Carbis, Silverton, San Juan county.
- Held at Mancos, July 29-August 9.  
 Conductor—D. E. Phillips.  
 Instructors—James T. Hicks, Miss Essie Edwards.  
 Enrollment—49.

## Financial statement—

## Receipts—

From registration fees.....	\$ 49 00
From counties .....	86 00
From donations .....	50 00
	<hr/>
Total .....	\$ 215 00

## Disbursements—

Paid conductor .....	\$ 100 00
Paid instructors .....	100 00
Paid incidentals .....	9 00
	<hr/>
Total .....	\$ 209 00
Balance on hand.....	6 00
	<hr/>
Total .....	\$ 215 00

## REPORT OF INSTITUTE AT MANCOS, ELEVENTH DISTRICT, BY E. D. PHILLIPS.

Purpose—Realizing that the intelligent teacher needs most of all adequate suggestions and professional inspiration, the work was presented with these objects in mind. To this end a number of important educational topics had been previously assigned many of the teachers with the instruction to prepare a paper of about fifteen minutes length to be read before the institute and then discussed. The results were most gratifying.

Psychology—This proved to be one of the most interesting and valuable topics discussed. Only well established facts bearing on the practical problems of education were presented. Each recitation was preceded by fundamental questions so as to create interest and provoke discussion. Importance was attached to the training of the senses, physical growth and manual training, in their reactions on mental and moral life.

Arithmetic—In all cases properly guided recitations are more productive than formal lectures. This is true in a greater degree of some branches than others. Problems in such topics as fractions, decimals, longitude and time, stocks and bonds were assigned so as to involve the points most difficult for the student. An attempt was made to bring out the best methods of presenting these difficulties.

History—The fundamental ideas presented under this head were (1) how and when to introduce history so as to lay a lasting foundation and (2) the fact that moral influence and a love for reading must be the fundamental aims of all history. Work was always taken up on topics assigned the day previous. Current history formed a part of the work. Time being limited, geography was taken up in connection with history.

General School Problems—This furnished an opportunity for practical pedagogical themes. Each day a definite problem and the various methods of solving it were stated and later discussed.

Literature—Several papers by teachers were directed along this line. The conductor paid special attention to juvenile literature.

Primary Work—This work Miss Edwards conducted in a very natural manner. She presented miscellaneous primary work, methods in reading, nature study and gymnastics. Miss Edwards aimed to illustrate each of her topics by instructing a class of children who had never been in school, at least four or five periods of twenty minutes each. This gave the teachers empirical evidence as to how her plans could be carried out, and removes the criticism which is often heard from teachers, that they would like to see how these "fine theories" can be carried out.

Prof. Hicks had charge of the music and aimed to show how music can be presented in our public schools and what may be accomplished in spite of our many difficulties.

This report must not be closed without reference to the interest which the people of Mancos took in the institute, both during the regular sessions and the evening lectures, of which there were six. But few things will contribute more to the advancement of the cause of education than a proper co-operation between parents and teachers. Miss Edwards conducted a profitable Mothers' meeting for the discussion of moral problems.

---

TWELFTH DISTRICT.—DELTA, GUNNISON, HINSDALE, MESA, MONTROSE, OURAY  
AND SAN MIGUEL COUNTIES.

President—Mrs. M. J. Browne, Delta, Delta county.

Secretary—Miss Mary E. Williams, Gunnison, Gunnison county.

Treasurer—Miss Minnie Holaday, Ouray, Ouray county.

Held at Gunnison, July 30-August 9.

Conductor—J. F. Keating.

Instructor—Miss Mabel Stonaker.

Enrollment—84.

Financial statement—

Receipts—

From registration fees.....	\$ 84 00
From counties .....	173 67

---

Total .....	\$ 257 67
-------------	-----------

Disbursements—

Paid conductor . . . . .	\$ 150 00
Paid instructor . . . . .	75 00
Paid incidentals . . . . .	5 88
	<hr/>
Total . . . . .	\$ 230 88
Balance on hand . . . . .	26 79
	<hr/>
Total . . . . .	\$ 257 67

THIRTEENTH DISTRICT.—CHAFFEE, EAGLE, GARFIELD, GRAND, LAKE, PITKIN, PARK, RIO BLANCO, ROUTT AND SUMMIT COUNTIES.

President—Grant Ruland, Red Cliff, Eagle county.

Secretary, Mrs. Lucy DeWitt, Glenwood Springs, Garfield county.

Treasurer, W. H. Clark, Meeker, Rio Blanco county.

Held at Glenwood Springs, August 5-16, 1901.

Conductor—H. S. Phillips.

Instructors—P. L. Clarke, O. S. Davis, Grant Ruland, Miss Martha

Hyde.

Enrollment—77.

Financial statement—

Receipts—

From registration fees . . . . .	\$ 77 00
From counties . . . . .	154 00
From Glenwood Springs school board . . . . .	40 00
	<hr/>
Total . . . . .	\$ 271 00

Disbursements—

Paid conductor . . . . .	\$ 100 00
Paid instructors . . . . .	131 00
Paid incidentals . . . . .	30 00
	<hr/>
Total . . . . .	\$ 261 00
Balance on hand . . . . .	10 00
	<hr/>
Total . . . . .	\$ 271 00

REPORT OF INSTITUTE AT GLENWOOD SPRINGS, THIRTEENTH DISTRICT,  
BY H. S. PHILLIPS.

Physiology—(1) Man's place in the animal world. Divisions of the study into Anatomy, Physiology and Hygiene. The cell, tissue, organ.

(2) The framework of the body. Bones, joints, diversions of skeleton. The Skin. Variations as in the hair and nails, structure, use. (3) Organs of digestion, and assimilation. Definition of terms. (4) Organs of circulation. The purpose of circulation. (5) Respiration and the organs involved. (6) Excretion. The organs and means by which it is carried on. Organs and glands. (7) Special senses and their physical organs. (8) The nervous system. (9) Stimulants and narcotics. (10) Laws of health.

History—(1) Historical study and its value. (2) History and its place in elementary schools. (3) Methods of teaching history and their relative values. (4) Period of discovery. (5) Colonization of America and contest for possession of same. (6) Colonial growth and separation from England. (7) Building the new nation and political growth from 1789 to 1860. (8) Slavery contest. (9) Mechanical and industrial progress. (10) The United States as a factor in the world's progress. Current questions. Territorial additions.

Science—The elements and fundamental terms used in Natural History, Physics, Chemistry, Astronomy. A few of the basic laws were studied with a view to preparing teachers for a better understanding of the physical world in the study of Geography. Practical correlations and means for Nature Study work also received attention. An endeavor to learn a few things well was the aim of these lessons.

Pedagogy—The first five lessons were devoted to the dominant educational ideas of the past, emphasizing that for which each country stood. A short history of educational progress. One lesson was given to the history of the public school system of the United States. The other five lessons were upon the practical conduct of the school. The art of study. The recitation. Discipline. Adaptation of curriculum to pupils. The first term of school.

#### PROGRAM.

- 8:45—Opening and roll call.
- 9:00—Pedagogy, H. S. Phillips.
- 9:30—Arithmetic, O. S. Davis.
- 10:15—Civics, P. L. Clark.
- 10:45—Primary Methods, Martha Hyde.
- 11:30—Physiology, H. S. Phillips.
- Noon.
- 2:00—Science, H. S. Phillips.
- 2:30—Grammar, P. L. Clark.
- 3:15—United States History, H. S. Phillips.
- 3:45—School Law, Grant Ruland.

Lecturers—Mrs. Helen L. Grenfell, State Superintendent of Public Instruction, and representatives of state institutions.

## DISTRICT NORMAL INSTITUTE REPORTS, 1902.

FIRST DISTRICT.—LOGAN, MORGAN, PHILLIPS, SEDGWICK, WASHINGTON  
AND YUMA COUNTIES.

President, C. F. Parker, Julesburg, Sedgwick county.

Secretary, Miss L. M. Dyer, Sterling, Logan county.

Treasurer, Miss M. A. Crouner, Holyoke, Phillips county.

Held at Julesburg, July 21-31, 1902.

Conductor—C. V. Parker.

Instructors—J. E. Buchanan, Miss Luan Hannah.

Enrollment—34.

Financial statement—

## Receipts—

From counties .....	\$ 68 00
From registration fees.....	34 00
From state fund.....	177 51
	<hr/>
Total .....	\$ 279 51

## Disbursements—

Paid conductor .....	\$ 75 00
Paid instructors .....	100 00
Paid incidentals .....	38 00
Previous indebtedness.....	141 90
	<hr/>
Total .....	\$ 354 90
Present indebtedness.....	75 39
	<hr/>
Total .....	\$ 279 51

## REPORT OF INSTITUTE AT JULESBURG, BY CHARLES V. PARKER.

The object of those in charge was to improve the teachers professionally, and to do the academic work incidentally. This plan met the hearty approval of all in attendance.

The attendance was less this year than usual, owing to the fact that a six-weeks' summer school was held in the southern part of the district, and a large number of teachers, who usually attend the institute were in attendance upon that. I heartily approve of the summer school and would suggest, if practicable, two summer schools be held in this district next summer, one in the northern part and the other in the southern part. If under the direction of thoroughly trained teachers, I know of no better way to give instruction in methods.

While I do not think that the institute should be a place in which to prepare for the examination, I am of the opinion that it should help teachers to meet the problems that will come to them in their school rooms. These problems can be met only by a broader scholarship on the part of the rank and file of teachers. The teacher, who is well prepared to teach more than he is expected to teach will make his own methods, and do it well. Too many of our teachers are teaching along the border land of their knowledge. When that is the case, pupils are not interested, and discipline is a difficult matter. I do not undervalue the importance of the method, but when there is a lack on the side of information, the best method ever devised will prove a failure. So I plead for a broader scholarship on the part of the teachers.

Many of our teachers in the country schools can not afford to meet the expenses necessary to take a course of training at the State Normal School, or at the State University. This is on account of the poor salaries paid. In many of the less favored school districts, the highest possible salaries are already being paid. To remedy this, the more favored districts must contribute more largely to the support of the outlying districts.

Until something is done for the country school and teacher in remote places, our Normal Institutes must do more or less academic work.

Lecturers: Hon. Helen L. Grenfell, Aaron Gove, superintendent District No. 1, Denver; H. A. Buchtel, chancellor Denver University; Dr. Lancaster, Colorado College; Dr. Z. X. Snyder.

---

SECOND DISTRICT—BOULDER, LARIMER AND WELD COUNTIES.

President—J. E. Snook, Greeley, Weld county.

Secretary—Miss M. E. Gill, Fort Collins, Larimer county.

Treasurer—W. C. Thomas, Boulder, Boulder county.

Held at Fort Collins, July 28-August 8, 1902.

Conductor—J. F. Keating.

Instructors—Ira M. DeLong, Eleanor Phillips, C. P. Gillette.

Enrollment—

Financial statement—

Receipts—

Balance on hand.....	\$ 106 01
From registration fees.....	136 00
From counties in district.....	272 00
From state fund.....	177 51

---

Total .....

\$ 691 52



## Disbursements—

Paid conductor .....	\$ 150 00	
Paid instructors .....	275 00	
Paid incidentals .....	37 00	
		<hr/>
Total .....	\$ 462 00	
Balance on hand.....	229 52	
		<hr/>
Total .....		\$ 691 52

---

 THIRD DISTRICT—ARAPAHOE COUNTY.

Officer—Miss Emma M. Herey.

Held at Denver, July 28-August 9, 1902.

Conductor—Miss Emma M. Herey.

Instructors—Superintendent Aaron Gove, Dr. Lancaster, Miss Sara Whedon, W. C. Bigelow, A. J. Fynn, Miss Catherine McChesney, Miss Harriet A. Squier, L. A. Stueland, Miss Bessie A. Force, Miss Camilla B. Roberts.

Enrollment—468.

Financial statement—

## Receipts—

From county .....	\$ 936 00	
From registration fees.....	468 00	
From state fund.....	177 51	
From balance on hand.....	1 95	
		<hr/>
Total .....		\$1,583 46

## Disbursements—

Total paid out.....	\$1,582 00	
Balance on hand.....	1 46	
		<hr/>
Total .....		\$1,583 46

---

 FOURTH DISTRICT—CLEAR CREEK, GILPIN AND JEFFERSON COUNTIES.

President—Mrs. M. A. Bowman, Idaho Springs, Clear Creek county.

Secretary—Miss Ida L. Crawford, Golden, Jefferson county.

Treasurer—Miss Ida Kruse, Central City, Gilpin county.

Held at Golden, August 4-14, 1902.

Conductor—F. H. Clark.

Instructors—W. W. Remington, Myrtie J. Wells and Homes Tupper.

Enrollment—93.

Financial statement—

Receipts—

From counties .....	\$ 178 00
From registration fees.....	93 00
From state fund .....	177 51
Balance on hand.....	78 88
	<hr/>
Total .....	\$ 527 39

Disbursements—

Paid conductor .....	\$ 140 00
Paid instructors .....	190 00
Paid incidentals .....	82 35
	<hr/>
Total .....	\$ 412 35
Balance on hand.....	115 04
	<hr/>
Total .....	\$ 527 39

REPORT OF INSTITUTE AT GOLDEN, FOURTH DISTRICT, BY F. H. CLARK.

The announcement for the institute stated that "It is the aim of the executive committee to have both academic and professional work presented, and it is requested that all prepare and present questions that have perplexed them, in order that special needs may be ascertained and met by the instructors." A desire for practical and helpful work was evident, and it was the purpose of the instructors to meet this demand in so far as it was possible for them to do so. The constant presence of the executive committee was a continual incentive and inspiration, and their oversight, counsel and direction did much towards making the session a success.

In Psychology—A series of lectures of the topics: Composition and growth of the brain and nervous system, heredity and environment, necessity of exercise, fatigue and nutrition to all mental growth, importance of recognizing the influence of age and previous training of the child in determining what instruction should be given, characteristics of (a) infancy, (b) childhood, (c) adolescence, (d) approaching maturity, study of temperaments of children.

Texts consulted: Donaldson's Growth of the Brain, Halleck's Education of the Central Nervous System, Oppenheim's Development of the Child, and Allen's Mind Studies for Young Teachers.



VASQUEZ SCHOOL, DISTRICT 32, JEFFERSON COUNTY, COLO.



In History—Series of talks on the Colonial era, the French war and the Revolution, the period of constitution making, the middle period, and Civil war and reconstruction. Authorities: Channing, Montgomery, Fisher, Sloane, Walker, Burgess and Dunning.

In Civics—Outline and study of the Constitution. Discussion of points of interest, seeking to give definite information along lines as called out by members of classes.

In Pedagogy—The Hebartian school, the purpose of education, the work of the teacher, essentials of the recitation, methods of education, underlying principles of the teaching process, helpful devices—their place in the school room, incentives and punishments, elements in character development.

Literature Talks—Literature in the school room, character, purpose, selection, adaptation to children, practical illustrations.

In Music—Two classes in music were organized—one for elementary, the other for advanced work in school music. Teachers took an active interest in these classes, and the practical results from the definite work done must be better music in the rural and graded schools. The work was definite, helpful, practical.

In Primary Work and Methods—Miss Myrtie J. Wells, instructor.—Lessons and methods of presentation for the first three grades. Subjects covered: Reading, number writing, spelling, language, geography, literature, and ethics. Work highly interesting and practical. Teachers very enthusiastic and outspoken in their satisfaction with the positive and suggestive nature of this work in primary methods.

#### PROGRAM.

8:00 a. m.—Arithmetic, Mr. Remington.

8:40 a. m.—Music, Mr. Tupper.

9:15 a. m.—Roll call, general announcements, etc.

9:30 a. m.—Psychology, Mr. Clark.

Geography (a), school law (b). Mr. Remington.

10:05 a. m.—Primary work, Miss Wells.

10:45 a. m.—Forenoon intermission.

10:55 a. m.—History (a), civil government (b) Mr. Clark.

11:35 a. m.—Grammar, Mr. Remington.

12:10 p. m.—Noon intermission.

1:45 p. m.—Nature study, Mr. Remington.

2:20 p. m.—Pedagogy, Mr. Clark.

2:55 p. m.—Physical culture, Miss Wells.

3:15 p. m.—Physical geography, science, Mr. Remington.

3:50 p. m.—Literature talks, Mr. Clark.

(a) First week of session.

(b) Second week of session.

## FIFTH DISTRICT.—DOUGLAS, ELBERT, EL PASO AND TELLER COUNTIES.

President—Frank D. Ball, Castle Rock, Douglas county.

Secretary—E. M. Collins, Colorado Springs, El Paso county.

Treasurer—Mrs. Thera Satterlee, Cripple Creek, Teller county.

Held at Colorado Springs, August 4-14, 1902.

Conductor—W. H. Miller.

Instructors—Miss Jameson, Prof. Shantz, Mrs. Knapp, Miss Heilman.

Enrollment—212.

Financial statement—

## Receipts—

From balance .....	\$ 243 63
From counties .....	302 00
From registration fees.....	212 00
	<hr/>
Total .....	\$ 757 63

## Disbursements—

Paid conductor .....	\$ 125 00
Paid instructors .....	400 00
Paid incidentals .....	45 95
	<hr/>
Total .....	\$ 570 95
Balance on hand.....	186 68
	<hr/>
Total .....	\$ 757 63

## REPORT OF INSTITUTE AT COLORADO SPRINGS, FIFTH DISTRICT, BY W. H. MILLER.

In arithmetic the program of work was arranged in the following order. (1) Preliminary work up to percentage: (a) discussion leading to the proper mental attitude toward arithmetic as a means of culture, (b) lecture—how to present arithmetic to the child so that self effort shall ensue, (c) methods and devices for various parts of the work up to percentage. (2) Laboratory work in mensuration, with original rules derived by the student. (3) Laboratory work in problems involving square and cube root. (4) Explanations of business methods in the various departments of percentage, and the application of known principles to these. (5) Solving and explaining typical problems of all kinds.

In grammar the work was presented as follows: (1) The mental attitude towards this branch of study was discussed, and its bearing on life and culture was brought out. (2) Methods of procedure advocating the inductive method and aiming to show how, by this method, a large number of grammatical notions, relations, and principles can be developed,

arranged, and at last systematized into formal grammar, thus making the pupil, in attitude at least, an original investigator. (3) Discussions of grammatical terms. (4) Analysis of typical forms. (5) Drills and tests in the practice of all previous work.

In geography the attainment of the proper mental attitude toward the subject and its strong bearing on human interests were developed. Plans were presented to reach these points from field work and text book to the evolution of broad relationships. Physical features and commercial features were especially developed. The work closed with a full discussion of mathematical, physical and political points.

In history the work might be grouped under the following heads: (1) Social and commercial conditions preceding the start of Columbus. (2) The forces headed toward the new world: Spain, France, England, Holland and Portugal. (3) Gradual elimination until England and Spain remain. (4) Colonial life of the thirteen colonies. (5) The beginnings and development of our nation. (6) Full discussion of every important point in the administrations to the present.

In pedagogy the plan used in presentation can be easily explained as follows. (1) The mind with all its faculties was outlined and discussed. (2) Child life and development was then presented and the mental bearings on environment, study, conduct and methods were brought out. Though this class came at the noon hour, and caused a serious delay, it was attended by large numbers.

---

SIXTH DISTRICT.—CHEYENNE, KIT CARSON AND LINCOLN COUNTIES.

President—John F. Stott, Burlington, Kit Carson county.

Secretary—E I. Thompson, Hugo, Lincoln county.

Treasurer—Mrs. Julia Tinsley, Cheyenne Wells, Cheyenne county.

Held at Burlington, July 28-August 8, 1902.

Conductor—P. L. Lord.

Instructor—Miss Emma B. Mitchell.

Enrollment—54.

Financial statement—

Receipts—

From registration fees.....	\$ 54 00
From state fund.....	177 51
Total .....	\$ 231 51

## Disbursements—

Paid conductor .....	\$ 75 00	
Paid instructors .....	60 00	
Paid incidentals .....	25 75	
	<hr/>	
Total .....	\$ 160 75	
Balance on hand.....	70 76	
	<hr/>	
Total .....		\$ 231 51

## REPORT OF INSTITUTE AT BURLINGTON, SIXTH DISTRICT, BY P. L. LORD.

The morning sessions were devoted to professional methods, the afternoons to review work, largely by request of those present. Much attention was given to the instructions in the state course of study, a copy being in the hands of all the teachers present, constant reference being made to its excellent plans and directions.

Model lessons were given by the following local teachers: Mrs. S. E. Morgan, Miss Leo Morgan, Miss Nannie Yersin, Mr. S. A. Johnson and Mr. H. E. Carmichael.

Physical Culture—The teachers were drilled in exercises of the Roblee system, adapted to the use of country and village schools, and each furnished with a copy of the directions. Points emphasized: Importance of habits of standing, sitting and walking in good form. "A sound mind in a sound body" the aim of education. Conditions of health depend on ancestors, correct habits, clothing, food, pure air, exercise, regularity, etc. Hollow chests, stooping shoulders, bow legs, "pigeon toes" and awkwardness may all be cured by regular habits of exercise. President Roosevelt is an example of what a weak pupil may be developed to in a physical way.

Music—As a mental discipline, as a physical benefit to lungs and throat, as a refining and elevating force. Teachers are in demand who can teach music. Methods discussed and illustrated by actual practice. Scale work, interval work, chord work, two part singing. Use of the "Coda" music. Use of rote songs, patriotic songs, motion songs, etc. Dictation and transposition exercises were given. Tone, time, accent, diacritics, rhythm, chromatics, etc., were illustrated and practiced.

Arithmetic—Is both disciplinarian and utilitarian. Should develop both skill and reason; skill in the primary grades most important, reason in the grammar grades. Thoroughness and constant drill necessary. Use of mental gymnastics in arithmetic. Less text book, more business; more drill on short examples, less puzzles. Develop rules and definitions as needed, then commit. Difference between explanation and statement. The "how" of little use in mathematics without the "why." The teacher must have clear ideas of what each grade is to accomplish. Discussion of the state course; assigning lessons; teach, illustrate, question, encourage.



push, insist, examine, review often. Many examples and drills were given to illustrate methods discussed. Methods of presenting percentage subjects were given especial attention.

Methods and Management—Some topics discussed as follows: The ends and aims of education. Uses of instruction, drill, recitations and examinations. Character building. Effect of the teacher's character on pupils. Theory vs. practice.

## PROGRAM.

- 8:00 to 8:15—Opening exercises.  
 8:15 to 8:30—Music or physical culture, Lord.  
 8:30 to 9:10—Primary methods, Mitchell.  
 9:10 to 9:50—School management and methods, Lord.  
 9:50 to 10:20—Miscellaneous questions and discussions.  
 10:20 to 10:30—Recess.  
 10:30 to 11:00—Arithmetic methods, Lord.  
 11:00 to 11:30—Language methods, Mitchell.  
 11:30 to 12:00—History.

## NOON.

- 1:30 to 2:00—Grammar review or literature, Mitchell.  
 2:00 to 2:30—Civics, Lord.  
 2:30 to 3:00—Geography, Mitchell.  
 3:00 to 3:30—Arithmetic review, Lord.

Lecturers—Mrs. Celia O. Peterson, Deputy Superintendent of Schools; Dr. B. O. Aylesworth, President State Agricultural College; Miss Emma M. Herey, Superintendent of Arapahoe county; Miss Emma Mitchell, instructor; Mr. Percy M. Lord, conductor.

## SEVENTH DISTRICT—CUSTER, FREMONT AND PUEBLO COUNTIES.

- President—A. P. Dickson, Westcliffe, Custer county.  
 Secretary—Miss Lulu J. White, Pueblo, Pueblo county.  
 Treasurer—George E. Colgate, Canon City, Fremont county.

Held at Canon City, August 4-15.

Conductor—J. H. Allen.

Instructors—C. W. Jones, H. E. Smith, Adele Vaughn.

Enrollment—102.

## Financial statement—

## Receipts—

From balance .....	
From counties .....	\$ 218 00
From registration fees.....	102 00
From institute fund.....	177 51
	<hr/>
Total .....	\$ 497 51

## Disbursements—

Paid conductor .....	\$ 150 00
Paid instructors .....	300 00
Paid incidentals .....	26 25
	<hr/>
Total .....	\$ 476 25
Balance on hand.....	21 26
	<hr/>
Total .....	\$ 497 51

## PROGRAM AT CANON CITY, SEVENTH DISTRICT.

## First Week—

- 8:30- 8:45—Opening exercises, roll call.  
 8:45- 9:30—Arithmetic, Smith.  
 9:30-10:15—Grammar, Allen.  
 10:15-10:30—Recess.  
 10:30-11:15—Geography, Miss Vaughn.  
 11:15-12:00—Descriptive Anatomy, Jones.

## Noon intermission.

- 2:00- 2:25—Reading, Miss Vaughn.  
 2:25- 2:55—Pedagogy, Allen.  
 2:55- 3:05—Recess.  
 3:05- 3:30—United States History, Smith.  
 3:30- 4:00—Physics, Jones.  
 4:00- 4:30—School Law, Colgate.

## Second Week—

- 8:30- 8:45—Opening exercises, roll call.  
 8:45- 9:30—Arithmetic, Smith.  
 9:30-10:15—Grammar, Allen.  
 10:15-10:30—Recess.  
 10:30-11:15—Language and Literature, Miss Vaughn.  
 11:15-12:00—Geology, Jones.

Noon intermission.

2:00- 2:25—Reading and Orthography, Miss Vaughn.

2:25- 2:55—Pedagogy, Allen.

2:55- 3:05—Recess.

3:05- 3:30—Civil Government, Smith.

3:30- 4:00—Physics, Jones.

4:00- 4:30—Question Box, Allen.

Lecturers: Mrs. Helen L. Grenfell, State Superintendent of Public Instruction, and representatives of the state institutions.

EIGHTH DISTRICT.—BACA, BENT, KIOWA, OTERO AND PROWERS COUNTIES.

President, J. A. Rosebrough, Lamar, Prowers county.

Secretary, Miss Mary Lyon, La Junta, Otero county.

Treasurer, F. H. Maile, Sheridan Lake, Kiowa county.

Held at Lamar August 4-14.

Conductor—E. R. Jones.

Instructors—E. E. Cole, Martha Hyde.

Enrollment—103.

Financial statement—

Receipts—

From counties .....	\$ 206 00
From registration fees.....	103 00
From other sources.....	177 78
Balance on hand.....	21 38
	<hr/>
Total .....	\$ 508 16

Disbursements—

Paid conductor .....	\$ 150 00
Paid instructors .....	150 00
Paid incidentals .....	76 80
	<hr/>
Total .....	\$ 376 80
Balance on hand.....	131 36
	<hr/>
Total .....	\$ 508 16

REPORT OF INSTITUTE AT LAMAR, EIGHTH DISTRICT, BY E. R. JONES.

Some four weeks before the date set for the institute, the executive committee sent to each teacher of the district a strong circular letter in which was contained the following statement of the purpose of the institute:

"Special efforts have been made to arrange the work of this session to supply the demands as well as the needs of the teachers in general. Substantial reviews will be given in the different branches; and yet, most prominent, will be the arousing of professional spirit and enthusiasm which will awaken the best instincts of every true teacher. We want something more than the dry round of subject-matter—cold facts and bare dates—in the teaching of any subject. Then let us come together ready to mount to higher planes of the profession and prepare to profit by the influence and opportunities that this gathering will surely afford.

The different branches will be presented by specialists who are at the same time practical teachers; and furthermore, an unusually strong and attractive course of lectures is being arranged.

No teacher who hopes to advance in his profession can afford to miss the meeting at Lamar.

The work of the institute followed closely the announcements as made in the program.

Lecturers: Mrs. Celia O. Peterson, Deputy Superintendent Public Instruction; Dr. Z. X. Snyder, President State Normal School; Dr. M. F. Libby, State University; Prof. E. E. Cole, Principal La Junta High School.

#### PROGRAM.

- 8:00—Roll call and announcements.
- 8:15—Arithmetic, Section I; Arithmetic, Section II.
- 9:00—Applied Psychology, Section I; Physiology, Section II.
- 9:35—Primary Methods, Section I.
- 10:05—Music, Section I; Music, Section II.
- 10:25—Recess.
- 10:35—Grammar, Section I; Primary Methods, Section II.
- 11:15—Nature Study, Section I; Civil Government, Section II.
- Noon intermission.
- 1:30—Methods in Geography, Section I; Science, Section II.
- 2:10—Theory and Art, Section I; History, Section II.

## NINTH DISTRICT—HUERFANO AND LAS ANIMAS COUNTIES.

President—J. W. Douthit, Trinidad, Las Animas county.

Secretary—P. W. Sweeney, Walsenburg, Huerfano county.

Treasurer—John Fox, county treasurer, Trinidad.

Held at Trinidad, August 4-14, 1902.

Conductor—C. W. Parker.

Instructors—A. D. Hoenshel, Miss E. B. Church.

Enrollment—70.

Financial statement—

## Receipts—

From balance .....	\$ 19 00
From counties .....	177 51
From registration fees.....	69 00
 Total .....	 \$ 265 51

## Disbursements—

Paid conductor .....	\$ 75 00
Paid instructors .....	150 00
Paid incidentals .....	21 00
 Total .....	 \$ 246 00
Balance on hand.....	19 51
 Total .....	 \$ 265 51

## REPORT OF INSTITUTE AT TRINIDAD, NINTH DISTRICT, BY C. V. PARKER.

The conditions which obtain in the educational work in this part of the state are very different from those found to exist in the northern part of the state. In this normal district there are a large number of Spanish-American teachers, whose opportunities for securing an education have been very limited; they need a large amount of academic work in order to do the work required of them in their school rooms.

With this end in view, the work done by Principal Hoenshel, of Georgetown, and myself was conducted largely along academic lines. Attendance upon any good school will give most excellent instruction in *Methods*. This we constantly kept in view, and we conducted every recitation along the most approved pedagogical lines, so far as possible.

The enrollment reached 69, and throughout the institute, marked interest was manifest upon the part of those in attendance.

In presume that some will advocate the dropping of the Spanish-American teacher. That is quite impossible. There are many school dis-

tricts in this part of the state in which an American teacher can not live, on account of lack of accommodations and method of living.

Many of the well-to-do Mexicans make most excellent teachers, and are enthusiastic in their work. They are regular attendants upon institutes and teachers' meetings. Too much praise can not be given them for the good work they are doing.

The work done by Miss Church attracted the closest attention of every teacher present. Her classes were always crowded, and men and women vied with each other in seeing which could do the best work in paper cutting and folding, and in water colors. Her resourcefulness and enthusiasm inspired everyone present.

I would earnestly recommend that next year this normal district hold a six-weeks' summer school, the last two being given up to the institute proper.

#### PROGRAM.

8:30—Opening; roll call; music.

8:45—Arithmetic, Hoenshel.

9:30—History, Parker.

10:15—Primary reading, Miss Church.

10:45—Recess.

11:00—Science, Hoenshel.

11:30—School law (2), grammar (8), Parker.

12:00—Noon.

1:30—Primary methods in number, language and science, as used in the grades, Miss Church.

2:10—Civics (5), geography (5), Hoenshel.

2:50—School practice and practical methods (10), Parker.

3:30—Round Table.

Lecturers: Hon. Helen L. Grenfell, Chancellor Buchtel, Dr. B. O. Aylesworth, Dr. M. F. Libby.

---

#### TENTH DISTRICT.—CONEJOS, COSTILLA, MINERAL, RIO GRANDE AND SAGUACHE COUNTIES.

President—G. W. Irvin, Sanford, Conejos county.

Secretary—G. A. Carpenter, Del Norte, Rio Grande county.

Treasurer—W. E. Gardner, Saguache, Saguache county.

Held at Del Norte, August 4-15.

Conductor—Professor M. F. Miller, of District No. 7, Denver.

Instructors—Professor Clay Tallman, Del Norte; Miss Clara J. Coney, Wyman School, Denver.

Enrollment—90.

Financial statement—

Receipts—

From balance .....	\$ 92 00
From counties .....	150 00
From registration fees.....	90 00
	<hr/>
Total .....	\$ 362 00

Disbursements—

Paid conductor .....	\$ 125 00
Paid instructors .....	135 00
Paid incidentals .....	89 00
	<hr/>
Total .....	\$ 349 00
Balance on hand.....	13 00
	<hr/>
Total .....	\$ 362 00

REPORT OF INSTITUTE WORK AT DEL NORTE, TENTH DISTRICT, BY M. F. MILLER.

Outline of work—

Psychology—Cells, their nutrition, growth, powers, specialization, as in the brain; integration of brain cells into groups and clusters; fatigue, value of change of work, importance of rest, danger of excessive exhaustion; relation of body and brain to mind; localization of function; order of development of different powers; reversing of order in disintegration; rhythm of growth; culture epoch theory; formation of habit; sensation; perception and its period, importance of sense training; memory and its laws; imagination; fantasy; conception, importance of clear concepts; emotions and sentiments; will and benefit of hard tasks; best development secured only through putting forth of best effort.

Pedagogy—The new and enlarged meaning of education, its relation to psychology; interest; relation of home and school; principles of teaching and their relation to methods; methods of teaching; morning exercises; marking, examinations and promotions; school-room decoration; corporal punishment; pupils' self government.

Elementary Science—(Outlines were given with special reference to their use in the higher grades of grammar schools). Matter, its general and special properties and their resulting phenomena; the attractive and repellent forces; molecular theory; mass, molecule and atom; states of matter; elements, compounds, mixtures and solutions; physical and chemical changes; atomic and molecular weights; valence; energy, its

conservation, sources and forms; heat, its effect, specific and latent heat; geologic periods of the earth; crust formation; development of life; usual classification of ages.

Primary Methods—Reading. The different methods of teaching beginners to read, and value of each; phonics as the “mechanic of reading;” first storing the mind with suitable material; the habit of “feeling for the thought;” no diacritical marks for first grade; learning the alphabet thoroughly when nearly ready to use the dictionary.

Language—First lessons short and easy; encourage variety of expression; correlation with other studies; little written work in first grade; picture study; acting out occupations, etc.; illustrating; mapping; value of fairy tales; dramatization; exercises with past participles; telling vs. reading stories.

Arithmetic—Comparative value of nature study and numbers for lower grades; exercises for giving general mathematical notions; devices for teaching fundamental operations; developing the 100 table.

Games—Useful for recreation, helping to establish closer relations between the child’s school and daily life, physical development, and cultivation of power of concentration; games for recreation and for skill; for drill in reading, language, numbers and nature study; for sense training and for developing habit of attention.

Spear Work—Method outlined; chief features noted; its adoption in any school means a revolutionizing; preserving the unity of the system; lessons for sense training, and for mathematical judgments of position, direction, size and ratio.

United States History—The condition of the colonies at the close of the Revolutionary war; English origin of many ideas and practices; weakness of the Articles of Confederation; adoption of the Constitution; origin and growth of the political parties and the principles of each; inauguration of the constitutional period; the important events of this period, especially those involving political issues and the attitude of the various parties toward each measure.

Mathematical Geography—The earth, its shape, cause of shape; dimensions; motions and forces producing them; orbit; meridians and parallels; axis, its inclination, tropics, zones and seasons; the moon, its shape, motions and phases; eclipses, their causes, classes and modifications; relation of earth to rest of solar system.

Drawing—Development of appreciation of art; evolution from the crude drawings of childhood; draw from nature rather than from copies; practice in drawing from nature and from the memory; Liberty Tadd system outlined; ambidexterity; principles of designing; devices for busy work; sketching out of doors.

Literature and Composition—Reproduction of the thought of others, including paraphrase of a poem; critical examination of reproductions; outlining and development of the theme; study of paragraph structures; writing of paragraphs from given topics; study of masterpieces.



Physical Culture—Purpose and importance of this work; how different from gymnastics; place in daily program; drills in the leading movements of the Preece system.

School Law—After a general outline of the school system of the state, Snook's Guide to the Study of School Law was closely followed.

Arithmetic—Factoring, G. C. D., L. C. M.; mensuration of areas and solids; stocks and bonds; drills in analysis of problems in fractions and percentage.

Physiology—Cellular structures of the human body; anatomy; foods and digestion; circulation and respiration.

Grammar—Rapid review of the essentials of grammar, with special reference to the more technical points of sentence construction.

Current Events—Reports from members of leading events of current history; the proposed amendments to the state constitution.

Diacritics—Drill in sounds and marks; brief review of word composition and analysis.

Music—Drill upon staff notation; practice in singing national and other selected pieces.

Civil Government of Colorado—The coördinate branches of government and their subdivisions; items of agreement and difference as compared with our national system of government.

#### DAILY PROGRAM.

8:30-8:40—Opening exercises.

9:15—Psychology, Miller.

9:45—School Law, Carpenter.

Arithmetic, Tallman.

10:05—Physical Culture, Miller.

10:35—Primary Work, Miss Coney.

10:50—Intermission.

11:00—Phonics, Tallman.

11:30—Science (1st Div.), Carpenter.

Drawing (2d Div.), Miss Coney.

12:00—Math., Geog., 1st week, Miller.

Grammar, 1st week, Tallman.

Colorado Civil Government, 2d week, Miller.

Physiology, 2d week, Tallman.

2:00-2:25—Music, Groenendyke.

2:55—United States History, Miller.

Speer Method, Miss Coney.

2:20—Composition and Literature, Tallman.

3:30—Intermission.

3:55—Drawing (1st Div.), Miss Coney.

Science (2d Div.), Carpenter.

4:25—Pedagogy, Miller.

Lecturers: Dr. H. W. Callahan, State Preparatory School; Dr. Z. X. Snyder, State Normal School (two lectures); Dr. E. G. Lancaster, Colorado College (two lectures); Dr. B. O. Aylesworth, State Agricultural College (three lectures); Prof. S. C. Coler, Ann Arbor, Mich.; Supt. M. F. Miller, Denver.

---

ELEVENTH DISTRICT.—ARCHULETA, DOLORES, LA PLATA, MONTEZUMA  
AND SAN JUAN COUNTIES.

President, E. N. Lowe, Mancos, Montezuma county.

Secretary, Miss E. B. M. Young, Durango, La Plata county.

Treasurer, Mrs. Ellen Carbis, Silverton, San Juan county.

Held at Durango, July 28-Aug. 8, 1902.

Conductor—G. W. Wyatt.

Instructors—Louisa McDermott, Mary Sites.

Enrollment—42.

Financial statement—

Receipts—

Balance on hand.....	\$ 6 06
From counties .....	56 00
From registration fces.....	42 00
From state fund.....	177 51
Total .....	\$ 281 57

Disbursements—

Paid conductor .....	\$ 125 00
Paid instructors .....	80 00
Paid incidentals .....	28 69
Total .....	\$ 233 69
Balance on hand.....	47 88
Total .....	\$ 281 57

REPORT OF INSTITUTE AT DURANGO, ELEVENTH DISTRICT, BY G. W. WYATT.

Grammar—Historical and Technical: (1) Growth and change in language; (2) The thought element in classification and parsing; (3)

special study of possessive pronoun, voice, infinitive, participle, subjunctive mode. The sentence: (1) An expression of the thinking process; (2) the child a discoverer in the relation, forms and uses of words; (3) a study of uses to precede the classification of words, phrases, clauses and sentences, classification; (1) words, phrases, clauses, sentences; (2) synthesis to precede analysis; (3) forms for analysis; The development process illustrated: (1) The man fought; (2) the strong man fought bravely; (3) the man of strength fought with bravery; (4) the man who was strong fought because he was brave.

Pedagogy—Factors in education: (1) A teacher, a learner, a common language; (2) the teacher's work, the learner's work; The recitation: (1) Forms, object, length; (2) position of teacher, voice, method, manner; (3) assigning lessons. Questions: (1) Object, to ascertain thought, ascertain pupil's; (2) a good question; (3) a good answer. Incentives and punishments: (1) Artificial and natural incentives; (2) object, kinds of punishment; (3) rules to guide in administering punishment. The order of the school room: (1) Object and kind desired; (2) how secured. Some qualifications of the teacher: (1) Health, scholarship; (2) sympathy with child life, energy; (3) good methods; (4) ability to govern, tact.

Psychology—Attention: (1) Nature and importance to mental faculties; (2) methods of culture; (3) securing attention of pupils. Perception: (1) Relation to sensation; (2) time of culture and value to the individual; (3) apperception. Memory: (1) Retention, recollection, reproduction, recognition; (2) laws of memory; (3) application to teaching. Imagination: (1) Forms, laws, limits; (2) uses in teaching; (3) value in formation of character. Thought: (1) Formation of concept in actual life; (2) presentation, comparison, abstraction, generalization, naming; (3) judgment, reasoning. Emotions: (1) Altruistic, aesthetic, moral, intellectual; (2) value and place in the educative process. Will: (1) Nature of and importance to the intellectual life; (2) its relation to character formation.

Arithmetic—Methods and devices for the presentation of: (1) Fractions; (2) denominate numbers, longitude and time; (3) percentage and its applications; (4) square and cube root; (5) measurement of surfaces and solids.

Drawing—Principles of perspective: (1) Type figures, light, shade and shadow, landscape drawing, educative value of drawing; (1) correlated with other subjects; (2) interpretation.

History—Development of historic sense: (1) Historic sense of children and primitive peoples; (2) history as biography. Intellectual awakening of the sixteenth century: (1) Intellectual status of Europe in fifteenth century; (a) universities, (b) masses. Character and work of Columbus: Colonization: (1) Character of colonizing nations; (2) religious enthusiasm. Colonial wars: (1) Causes in Europe; (2) New France and New England; (3) final struggle. Character of English colonists: (1) Different types. Revolution: (1) Causes and results.

Nature Study—Education and Environment: (1) Essentials of environment; (2) interest in environment. Subject matter of nature study: (1) Plants, (a) cultivated and useful, (b) wild nature, beautiful or noxious. Soil culture: (1) Kinds of soil; (2) culture of different soils; (3) educative value of soil culture. Animals: (1) Birds; (2) insects. School gardens, window gardens, aquaria, etc., methods of presentation: (1) Handling of material; (2) typical lessons.

Geography—Local Geography: (1) Subject matter, (a) local industries, (b) history of environment, (c) land and water forms, (d) distance, direction, position, form and size. Purpose of local geography: (1) Make immediate environment interesting and educative; (2) go from local ideas to world ideas by means of interpretation; methods and devices; special geography of Colorado.

#### PRIMARY METHODS.

Reading—Purpose and aim: (1) Mastery of mechanical part of reading; (2) sentences, phrase and words; (3) phonics. Development of interpretation: (1) Adds experience of others; (2) gives poetic insight. Oral and silent reading; pedagogical principles; methods of presentation and habits of study.

Number—Development of number sense: (1) Through experience. Development of Power: (1) Through experience and drill. Development of reason and judgment; methods and devices.

Language—Expression of Thought. Gathering of thought. Mechanical part of composition. Development of thinking power and ability to express effectively. Methods of work: (1) Oral language preparatory; (2) supervision of seat work; (3) study of good models; (4) organic vocabulary. The story: (1) Its educative value; (2) subject matter; (3) classical myths; (4) Norse mythology; (5) Indian folk lore; (6) heroic conduct in daily life; (7) historical stories. Methods of presentation. Pedagogical principles: (1) Child nature, (a) interest, (b) attention, (c) fatigue, (d) experience, (e) sympathies.

#### PROGRAM

9:00 to 9:15—Roll call, Wyatt.

9:15 to 9:50—Arithmetic, Wyatt.

9:50 to 10:30—Primary methods, McDermott.

10:30 to 10:40—Recess.

10:40 to 11:25—Grammar, Wyatt; Geography, McDermott.

11:25 to 12:00—Psychology, School Law, Wyatt; Drawing, McDermott.

Noon.

1:30 to 2:00—History, McDermott.

2:00 to 2:30—Pedagogy and Physics, Wyatt.

GLENVIEW SCHOOL, DISTRICT 42, LAHAMER COUNTY, COLO.



W. H. B. Co. Photo



2:30 to 2:40—Recess.

2:40 to 3:15—Nature Study, McDermott.

3:15 to 4:00—Lectures.

Lecturers—Mrs. Helen L. Grenfell, State Superintendent of Public Instruction and representatives of the state institutions.

TWELFTH DISTRICT.—DELTA, GUNNISON, HINSDALE, MESA, MONTROSE, OURAY  
AND SAN MIGUEL COUNTIES.

President—Miss Emma Willis, Montrose, Montrose county.

Secretary—Miss Minnie Holaday, Ouray, Ouray county.

Treasurer—Miss Fannie Burnett, Gunnison, Gunnison county.

Held at Ouray, July 21-August 21, 1902.

Conductor—H. F. Clark.

Instructors—Emma G. Leake, Mary Giffin.

Enrollment—94.

Financial statement—

Receipts—

From balance .....	\$ 26 79
From counties .....	128 27
From registration fees.....	94 00
From state .....	177 51
	<hr/>
Total .....	\$ 426 57

Disbursements—

Paid conductor .....	\$ 200 00
Paid instructors .....	95 50
Paid incidentals .....	5 30
	<hr/>
Total .....	\$ 303 80
Balance on hand.....	122 77
	<hr/>
Total .....	\$ 426 57

REPORT OF THE INSTITUTE AT OURAY, TWELFTH DISTRICT, BY F. H. CLARK.

The general spirit of the institute was most excellent. County Superintendents Willis, Royce, Burnett, Holaday and McClure were present and actively interested throughout the entire session. Teachers were thoroughly alive, participating freely in the discussions. They came expecting a good institute and therefore made a successful session possible.

The effort of the instructors was to present fundamental principles—the best methods and most helpful devices, and give definite and positive professional instruction and inspiration. The spirit and attitude of the members of the institute made this effort easily successful. Two weeks is insufficient time to give more than a general view of the work to be covered. It is only possible to give direction and an impetus along the best lines of planning and work. Many teachers need, not so much of detail as of broader conception of the work and of their relation to the child as the center of interest. This thought was constantly in mind in planning and executing the work.

In Grammar—Consideration of fine points and hair-splitting distinctions were studiously avoided and ruled out of the discussions. Special attention to the structure and analysis of sentences as contemplated in the state course of study. The sentence as the unit in all thought expression and the study of the relations of the component parts thereof was kept prominently before the classes.

In History—The American History Series, Scribner's, edited by Dr. Burgess, was made the basis of a series of five lectures on United States history.

The Colonial Era, Fisher.

The French War and Revolution, Sloane.

The Making of the Nation (Constitution Making), Walker.

The Middle Period, Burgess.

Civil War and Reconstruction, Dunning.

In Civics—The Constitution itself, outlined and discussed, rather more on academic lines, covering points of information. The needs of the class largely considered in determining points to be emphasized.

In Pedagogy—Series of ten lectures on "The Work of the Teacher," "Character Building," "The Aim of Education," "Elements of Moral Training," "Relative Value of Studies in Character Development," "Methods of Education," "Essentials of the Recitation," "Underlying Laws of Teaching Process," "Incentives," "Punishments." The Herbartian idea taken as the guide for these discussions.

In Psychology—(1) A very brief presentation of the former ideas of mental science, based on Porter and Sir William Hamilton's outlines. (2) A series of lectures on the newer ideas of psychology, endeavoring to make possible a thoroughly practical application of these principles. Donaldson's "Growth of the Brain," Halleck's "Education of the Central Nervous System," and Oppenheim's "Development of the Child" were drawn upon for material.

Topics discussed: I. Brain composition and growth; II. Influence of environment; III. Exercise, fatigue, nutrition; IV. Characteristic epochs—1, infancy; 2, transition—animalistic to humanistic; 3, adolescence, 4, maturity. V. Temperaments.

In Physical Geography—"The Earth as the Home of Man." Form, formation and motions of the earth. Atmosphere—Winds. The Waters—



Movements, forms. Land—Forms and formation. Climatic conditions and causes. The forces of nature. Productions, conditions, climate, etc. Effect upon man's development. Commerce. Civilization.

OUTLINE BY EMMA G. LEAKE.

Arithmetic—I. General method: 1, read the problem, i. e. point out (a) what is told, (b) what is asked; 2, illustrate by (a) object, (b) gesture, (c) drawing, (d) cutting, (e) building; 3, analyze; 4, indicate the operation; 5, formulate the rule; 6, illustrate by original problems. II. Special method: (a) Percentage, (b) proportion, (c) mensuration.

Primary method: I. Sense training: (a) Why fundamental, (b) how carried out, (c) its extent, (d) practical exercises. II. Expression, (a) the complement of sense training, (b) kinds—gesture, drawing, cutting, modeling, coloring, sewing, building, language. III. Reading—The Rational method: a combination of sight, sentence, word and phonic methods. IV. Spelling: (a) Its difficulties, subjective and objective, (b) word building, (c) a wide motor appeal necessary, (d) lesson showing (1) how to select the words, (2) how to prepare the pupils for study, (3) how to conduct the recitation, (4) how to correct the papers. V. Geography: (a) Model lessons showing the great value of a concrete study of things near in time and place, as fundamental to the understanding of others remote, (b) weather report. VI. Construction work, (a) paper and cardboard, (b) working drawings of things made. VII. Writing.

School Law—Given by topics as indicated in Snook's Outline of School Law.

Literature—I. How to teach biography thro' poems containing personal references, illustrated from Whittier. II. How to correlate poetry and geography, illustrated from Longfellow. III. How to correlate nature study and literature, illustrated from Bryant. IV. How to teach ethics thro' literature, illustrated from Emerson. V. How to introduce foreign myths thro' our own literature, illustrated from Hawthorne. VI. How to present and teach longer poems, illustrated by lesson on Lowell's Vision of Sir Launfal. VII. How to teach and use quotations, illustrated from Tennyson. VIII. How to correlate history and literature, illustrated from Holmes. IX. Robert Browning (a) his psychological monologue, (b) passages of rare excellence, (c) the outline of "The Ring and the Book." X. Soldral and Rustum, Matthew Arnold.

Nature Study—I. Plants: 1, Organs of vegetation, function of root, stem leaf taught from trees in the school yard; 2, floral organs, functions of pistil, stamen, petal and sepal, taught from wild mustard growing in school yard; 3, leaves, their parts, varieties and modifications, illustrated by many specimens. II. Animals: 1, Hodge's Nature Book; 2, collecting and mounting insects; 3, metamorphoses of insects, taught by that of the butterfly; 4, model lesson on the chipmunk.

In Music and Drawing. Miss Giffen took the members of the institute as a class and gave instruction along *fundamental* and *advanced* lines

of work. This work was eminently practical and highly interesting. The teachers profited to a marked degree.

## PROGRAM.

- 8:45- 9:00—Roll call, Mr. Clark; opening, Mrs. Leake.  
 9:00- 9:35—Grammar, Mr. Clark; primary work, Mrs. Leake.  
 9:25-10:10—History and civics, Mr. Clark; art and artists, and school law, Mrs. Leake.  
 10:10-10:45—Arithmetic, Mrs. Leake.  
 10:45-11:00—A. M. intermission.  
 11:00-11:20—Question box, Mr. Clark; announcements, etc., Mrs. Leake.  
 11:20-11:55—Pedagogy, Mr. Clark.  
 Noon intermission.  
 1:30- 2:00—Music, Miss Giffen.  
 2:00- 2:35—Physical geography, Mr. Clark; nature study, Mrs. Leake.  
 2:35- 3:10—Literature, Mrs. Leake; drawing, Miss Giffen.  
 3:10- 3:50—Psychology, Mr. Clark.  
 3:50- —General talks; dismissal.  
 Lecturers: Mrs. Helen L. Grenfell, Dr. Aylesworth, Dr. Snyder, Joseph C. Daniels.

THIRTEENTH DISTRICT.—CHAFFEE, EAGLE, GARFIELD, GRAND LAKE, PITKIN, PARK,  
 RIO BLANCO, ROUTT AND SUMMIT COUNTIES.

- President—Grant Ruland, Red Cliff, Eagle county.  
 Secretary—G. A. Walker, Buena Vista, Chaffee county.  
 Treasurer—Mrs. F. M. Bailey, Aspen, Pitkin county.  
 Held at Buena Vista, August 4-16, 1902.  
 Conductor—Charles E. Chadsey.  
 Instructors—Mrs. Emma G. Leake, C. A. Hollingshead, R. Ernesti,  
 Grant Ruland.  
 Enrollment—67,  
 Financial statement—

## Receipts—

Balance on hand.....	\$ 10 00
From registration fees.....	67 00
From counties in district.....	48 00
From state fund.....	177 51

Total ..... \$ 302 51

## Disbursements--

Paid conductor .....	\$ 125 00
Paid instructors .....	90 00
Paid incidentals .....	25 00
	<hr/>
Total .....	\$ 241 00
Balance on hand .....	61 51
	<hr/>
Total .....	\$ 302 51

REPORT OF INSTITUTE AT BUENA VISTA, THIRTEENTH DISTRICT, BY CHARLES  
E. CHADSEY.

The central thought of this institute in the minds of the conductor and instructors was "Professional Work." Personally, for several years, I have been unwilling to conduct institutes in this state because I felt out of sympathy with the ideas which many county superintendents seemed to have as to the proper work to be attempted in an institute. This year, however, the officers of this institute assured me of their sympathy with the attempt to have the professional spirit paramount. Accordingly in all the subjects presented, no one lost sight of the fact that, first of all, we should consider the school and the child—how could subjects best be presented to given grades? In what grades should given subjects be presented? What are the chief difficulties in teaching under given conditions?

While such questions dominated, the fact that many teachers needed to strengthen their scholastic equipment was not forgotten.

I am pleased to be able to report that the teachers entered heartily into the spirit of the institute and that keen interest was manifested from beginning to end.

## PROGRAM.

8:30 to 9:00—Opening and general exercises.

9:05 to 9:35—Political economy and sociology, Dr. C. E. Chadsey; arithmetic, Mrs. E. G. Leake.

9:40 to 10:10—Grammar, C. A. Hollingshead; literature, Mrs. E. G. Leake.

10:15 to 10:45—History and geography, Dr. C. E. Chadsey; biology, C. A. Hollingshead.

10:45 to 11:00—Intermission.

11:00 to 11:30—Psychology, Dr. C. E. Chadsey; physiology, construction work, Mrs. E. G. Leake.

11:35 to 12:05—Music, C. A. Hollingshead; primary methods, Mrs. E. G. Leake.

12:10 to 12:40—Pedagogy and school administration, Dr. C. E. Chadsey; physics, C. A. Hollingshead.

12:45 to 1:15—First week, school laws and civics, by Grant Ruland; second week, drawing by Prof. Ernesti.

Lecturers—Mrs. Helen L. Grenfell, State Superintendent of Public Instruction, and Representatives of the State Institutions.

## REPORTS OF STATE EDUCATIONAL INSTITUTIONS.

---

AGRICULTURAL COLLEGE.

NORMAL SCHOOL.

SCHOOL OF MINES.

UNIVERSITY OF COLORADO.

SCHOOL FOR DEAF AND BLIND.

INDUSTRIAL SCHOOL FOR BOYS.

INDUSTRIAL SCHOOL FOR GIRLS





ALLEN SCHOOL, DISTRICT 13, MESA COUNTY, COLO.

© 1908 H. H. HARRIS





## REPORTS OF STATE EDUCATIONAL INSTITUTIONS.

### 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 in 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 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 the 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 science 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 mechanic arts:

Purpose of Government Aid—"The leading object shall be, without excluding other sciences and classical studies, and including military tac-

tics, to teach such branches of learning as are related to agriculture and the mechanic 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 of 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. B. F. Rockafellow, Canon City, term expires 1903.

Hon. Eliza F. Routt, Denver, term expires 1903.

Hon. Jesse Harris, Fort Collins, term expires 1905.

Hon. P. F. Sharp, Pueblo, term expires 1905.

Hon. Harlan Thomas, Denver, term expires 1907.

Hon. James L. Chatfield, Gypsum, term expires 1909.

Hon. B. N. Dye, Rocky Ford, term expires 1909.

Governor J. B. Orman, *ex officio*.

President Barton O. Aylesworth, *ex officio*.

#### OFFICERS.

P. F. Sharp, President.

A. M. Hawley, Secretary.

J. N. Chipley (State Treasurer, Denver, Colorado), Treasurer.

Charles Sheldon, Local Treasurer.

#### *To the State Superintendent of Public Instruction:*

I beg leave to submit the following portions of the Eleventh Biennial Report to the State Board of Agriculture.

Harmony and progress have marked the biennial period just closing. The influence of the college has greatly increased throughout the state by reason of the wise and honorable policies of the State Board of Agriculture and the responsive work of those who have been intrusted to concrete these policies. The clearly defined purpose—to keep the school

entirely within the provisions of the Morrill Act, of 1882—has its manifold reward.

I will at this time set forth the general situation, since detailed reports of work in the various departments are to follow and will be made a part of this report.

Our material prosperity is the more pronounced when one recalls the harmony with which we have had to husband our all too meager financial resources. Only by the wisest forecasting of events and by the utmost caution in new adventures have we been able to make such goodly advancement and keep our unbroken reputation for paying all bills when due.

The evidences of this prosperity are to be found in the three buildings now nearing completion—a horse barn, at a cost of \$6,000; a hog barn, at a cost of \$1,000; a lavatory, at a cost of \$4,000. At the same time we have been able to add somewhat to the equipment of several departments. No sort of education costs so much for its original equipment and the maintenance necessary to keep abreast of rapidly changing demands as does the education growing out of the applied sciences. On the other hand, no education is so rich in its returns to all the people, affecting, as it does, every phase of the life of the producing masses.

Still further evidence is to be found in the building just begun for a department of electrical engineering and a central heating plant, at a probable cost of \$10,000. The demand for such a department, equipped in the most up-to-date manner, has been so persistent that we could postpone action no longer. The establishment of a central heating plant is strongly in keeping with our general policy—that money, properly expended, far more than saves itself. It is the finest sort of economy.

No one has ever before seen the College Farm in its present high state of cultivation. At last, we can claim to be producers rather than consumers. At last, we begin to prove ourselves of equal quality, whether regarded as theoretical or practical farmers. The subduing of stubborn portions of the farm by rational methods, the procuring of additional water for irrigation by purchase of the Andrews spring and reservoir and adjacent lands, and the employment of student labor in a sensible way, all give testimony to your insight and foresight.

Since but few of our citizens can inspect the work of the farm, it has been the part of wisdom to invite representatives from the State Grange to make an annual visit and report results at the annual meeting of the Granges; and also to exploit our valuable herds at the State Fair. While not entering stock for competition or premiums, we have won the great prize of having it said of us, that we lead the state in the excellence of many individuals from among our herds. Moreover, we have been for two years able to supply the stock breeders of Colorado with highly bred types of several varieties. It is a pleasure to announce that we are about to render the same service to the state relative to horses and hogs, as has been done in regard to cattle.

In this connection it is proper to say that the Experiment Station, under Professor Carpenter's direction, aided by his valuable staff, is giving much time to investigating the agricultural problems of this arid state. Every difficulty and ever opportunity is studied with the greatest care. In fact, the work throughout the college itself has not failed to keep pace with the external prosperity. In spite of the fact that the requirements of entrance to the Freshman Class have been raised three years, the enrollment thus far, for the present year, shows a gratifying increase over that of last year, as will be seen from tables herewith submitted. The total enrollment for the year 1902-03 will not fall much below five hundred. The institution is fast attaining the true college atmosphere. There were many difficulties to overcome, but one by one they are yielding.

I desire to make special mention of the Library, under the efficient management of Mr. Daniels. It is safe to say that the Library is worth five times as much to the school as it was a year ago. It is now a general and scientific library of high grade, and far more usable than we had dared to hope it could be made in its present painfully inadequate rooms. In fact, the need crying to us on every hand is "more room." The students overflow into the corridors of the chapel entrances, and every recitation room is crowded with extra chairs. The Library, Museum, Domestic Science hall, physical and other laboratories have enormously outgrown the space allotted to them. We are forced to ask the coming legislature for relief from this gladdening but puzzling situation.

If we may be granted an appropriation of \$75,000 for the erection and equipping of an Irrigation and Civil Engineering building, it will give us growing space for the immediate future. Nothing less than this will suffice. To hinder our growth at this time in the direction of *irrigation* would work a great injury to the state. It is both a handicap and a menace that the greatest irrigation state in the nation has the most meager irrigation-educational facilities. We have the teachers, the students and the need of irrigation training; we lack only the equipment.

It is a pleasure to report that those who have been added to our corps of instructors during the past year have thus far proved most acceptable—Samuel Boothroyd, in physics; Mabel Mead, in modern languages; E. D. Searing and F. L. Hadley, in mechanical engineering; L. A. Johnson, in entomology; S. L. Macdonald, in mathematics; J. S. Titcomb, in civil engineering. Four of our recent graduates, having proved worthy of Fellowships, are assisting—three in the work of the Experiment Station and one in mathematics.

We are searching far and wide for an able man for the chair of Agriculture, the most important position in the college at this time. Mr. Danielson, in Agronomy, and Mr. Griffith, in Animal Industry, are meeting the emergency manfully. We are most fortunate in having these gentlemen available at this time, but we must not be content until the greatest master of theoretical and practical agriculture in America shall find his life work here in Colorado, where lie the greatest agricultural possibilities.

Reporting for the Commercial Department, I am happy to state that good will and the work that goes hand in hand with good will prevails in that department. The additional requirements for admission are proving popular and beneficial. The course must be further lengthened at the earliest possible moment.

I have few recommendations to make. By way of a general recommendation, I urge that we shall not permit external progress to overshadow internal growth. I hope we may, at an early date, provide for a chair of Constitutional History and Philosophy of History, with, perhaps, Irrigation Law as a minor subject. It would greatly dignify our work and enhance the value of our training in national and state citizenship.

I desire, on my own behalf and for all the employes of the school, to heartily thank the board for its sympathetic and inspirational relation to the college, as a whole, and to each of us who serve. Such inspiration has rarely, if ever, fallen to the lot of a state institution. It is the secret of the institution's remarkable growth. May nothing ever break this wholesome unity.

## COURSES OF STUDY.

The courses of study are six, each requiring four years in addition to one year of preparatory work, and each leading to the degree of B. S.; the agricultural course, the mechanical engineering course, the civil engineering course, architectural, veterinary, and the ladies' course. Provision is made for post graduate work. The degrees of C. E. and M. E. are conferred on those worthy of holding them by faculty action, approved by the governing board. A commercial course, covering a period of two years, is established, entrance to which requires the same qualifications as for admission to the freshman class; no degree is given.

NAMES OF INSTRUCTORS AND REGULAR EMPLOYES, WITH THEIR ANNUAL SALARIES;  
ALSO A STATEMENT OF THE FUND OR FUNDS WHENCE SUCH  
SALARIES ARE DRAWN.

	College Fund.	Station Fund.
Faculty—		
Barton O. Aylesworth, A. M., LL. D., President and Professor of Logic and Political Economy.....	\$ 5,000 00	.....
James W. Lawrence, B. S., Professor of Mechanical Engineering .....	2,000 00	.....
Louis G. Carpenter, M. S., Professor of Civil and Irriga- tion Engineering .....	2,000 00	\$ 1,000 00
Clarence P. Gillette, M. S., Professor of Zoology and Entomology .....	1,500 00	500 00
William P. Headden, A. M., Ph. D., Professor of Chem- istry and Geology.....	1,500 00	500 00
Theodosia G. Ammons, Professor of Domestic Science....	1,500 00	.....
Edward B. House, B. S., E. E., Professor of Mathe- matics .....	1,500 00	.....

	College Fund.	Station Fund.
Edward M. Traber, A. B., Professor of Rhetoric and Philosophy .....	1,500 00	.....
Alfred M. Hawley, Secretary of the Faculty.....	1,500 00	500 00
Virginia H. Corbett, B. L., Professor of History and Literature .....	1,500 00	.....
Wendell Paddock, M. S., Professor of Botany and Horticulture .....	1,500 00	500 00
Richard A. Maxfield, B. S., Major Cadet Battalion, Professor Military Science and Tactics.....	700 00	.....
George H. Glover, M. S., Professor of Veterinary Science	1,500 00	.....
Head Instructors—		
C. J. Griffith, B. S. A., Animal Industry.....	\$ 800 00	\$ 400 00
A. H. Danielson, B. S., Agronomy.....	400 00	800 00
Samuel Boothroyd, B. S., Physics and Civil Engineering	1,000 00	.....
L. D. Crain, B. M. E., Mechanical Engineering.....	1,000 00	.....
Fred M. Rolfs, B. S., Botany and Horticulture.....	400 00	600 00
S. L. Macdonald, Mathematics.....	750 00	.....
L. A. Johnson, M. S., Entomology.....	360 00	640 00
Earl Douglass, B. S., Chemistry.....	600 00	400 00
C. G. Dwyrc, B. Acct., Bookkeeper.....	1,100 00	.....
L. M. Taylor, B. S., Stenography and Typewriting.....	1,100 00	.....
Sarah T. Sutherland, Domestic Science.....	750 00	.....
Assistants—		
J. S. Titcomb, B. S., Field Work in Engineering.....	700 00	.....
F. L. Hadley, Forge Room.....	600 00	.....
E. D. Scaring, B. S., Machine Room.....	600 00	.....
W. F. Garbc, Foundry Practice.....	600 00	.....
R. S. Howlett, B. S., Mathematics.....	400 00	.....
B. D. Bishop, B. S., Chemistry.....	300 00	.....
Oro McDermith, B. S., Civil Engineering.....	200 00	.....
Specialists—		
E. P. Boyd, B. S., Architecture.....	1,200 00	.....
Mabel Mead, A. B., Modern Language.....	850 00	.....
J. F. Daniels, Librarian.....	1,200 00	.....
R. E. Trimble, B. S., Meteorology.....	.....	1,000 00
R. H. Hess, B. S., Secretary to the President, and Manager Text-book Department.....	1,100 00	.....
H. H. Orth, Floriculture and Landscape Gardening.....	1,000 00	.....
Wm. O'Brien, Farm Superintendent.....	360 00	640 00



STATE NORMAL SCHOOL BUILDING, GREELEY, COLO.

MADE BY  
W. H. BROWN & CO.  
Greeley, Colo.  
White House





	College Fund.	Station * Fund.
Sub-station Superintendents—		
H. H. Griffin, B. S., Arkansas Valley, Rocky Ford, Colo. ....		900 00
J. E. Payne, M. S., Rainbelt, Cheyenne Wells, Colo. ....		900 00
Stenographers—		
A. D. Milligan, Director's Office.....	300 00	300 00
Margaret Murray, Director's Office.....	300 00	300 00
Katharine Murray, Office of Secretary.....	360 00	
Engineers and Janitors—		
William Kelly .....	780 00	
J. L. Veazey.....	600 00	
I. N. Chatfield.....	600 00	
Laborers Regularly Employed—		
J. H. Cameron, Jr. ....	540 00	
Alvin Fry .....	540 00	
I. J. Phillips.....	540 00	
W. P. Lamb.....	540 00	
N. C. Strayer.....	540 00	
General—		
Station labor .....		439 00
Student labor .....	5,897 00	

## ENROLLMENT STATISTICS.

The following statements show the student enrollment and classification for the college years 1900-01 and 1901-02:

## SUMMARY FOR 1900-1901.

	Male.	Female.	Total.
Postgraduates .....	1	...	1
Seniors .....	21	2	23
Juniors .....	20	11	31
Sophomores .....	39	10	49
Freshmen .....	51	24	75
Sub-Freshmen .....	81	20	101
Commercial Course—Seniors .....	6	6	12
Commercial Course—Juniors .....	47	24	71
Unclassified .....	7	17	24
	—	—	—
Total .....	273	114	387

## SUMMARY FOR 1901-1902.

	Male.	Female.	Total
Postgraduates .....	6	...	6
Seniors .....	18	8	26
Juniors .....	25	7	32
Sophomores .....	39	18	57
Freshmen .....	56	10	66
Sub-Freshmen .....	102	28	130
Commercial Course—Seniors .....	13	8	21
Commercial Course—Juniors .....	41	28	69
Unclassified students.....	19	22	41
	—	—	—
Total .....	319	129	448

The enrollment for the present year 1902-03 on this day is 470.

Respectfully submitted,

BARTON O. AYLESWORTH,

President.

The State Agricultural College,  
Fort Collins, Colorado,  
December 1, 1902.

ANNUAL STATEMENT OF THE COLORADO STATE NORMAL SCHOOL  
FOR THE YEAR ENDING JULY 31, 1901.

To the State Board of Education, Denver, Colorado:

Below please find report of the Board of Trustees of the State Normal School for the year ending July 31, 1901:

I. *Number of Students, Names, Residences, etc.*

The whole number of students enrolled during the year:

Males .....	15
Females .....	226
Total in Normal Department.....	241
Training School .....	238
Kindergarten .....	65
Total enrollment .....	574

Their sex, residence, etc., being shown fully on pages 181-195, inclusive, in catalogue of 1900 and 1901 hereto attached and marked "Exhibit A" and is a part of this report.

II. *The Attendance.*

Per cent.

The average daily attendance first term (estimate).....	96
The average daily attendance second term (estimate).....	95
The average daily attendance third term (estimate).....	95
The average daily attendance for entire year.....	95
Number of days in session during year.....	190

III. *Curriculum, Classification and Departments.*

For branches taught, and time devoted to each, text books, etc., we refer you to catalogue attached to and made a part of this report.

*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 16,000 volumes.

IV. *Number of Students in each Department Class.*

Senior .....	69	
Junior .....	143	
Sophomore .....	45	
Special .....	14	
		271
Training School .....	238	
Kindergarten .....	65	
		303
Total .....		574

*Diplomas*—There were sixty-nine (69) diplomas granted, as follows:

Adams, Mary, Denver, Colo.  
 Allnut, Frederic, Greeley, Colo.  
 Andrews, Adell, Alexander, Colo.  
 Bailey, Louise, Bloomington, Ill.  
 Barnard, Margaret, Pueblo, Colo.  
 Bent, Clinton, Brighton, Colo.  
 Beswick, Dolphine, Colorado Springs, Colo.  
 Breuer, Emma, Denver, Colo.  
 Broquet, Prudence, Manhattan, Kans.  
 Carter, Carrie, Paonia, Colo.  
 Carter, Lina, Denver, Colo.  
 Craven, May, Leadville, Colo.  
 Crone, John V., Marathon, Iowa.  
 Day, Reba, Greeley, Colo.  
 Delbridge, Lucy, Greeley, Colo.  
 Dempsey, Nettie, Pueblo.  
 Dugan, Julia, Durango, Colo.  
 Edwards, Mabel, Carbondale, Pa.  
 Filkins, Grace, Brush, Colo.  
 Gibbs, Elizabeth, Hooper, Colo.  
 Graham, Melcena, Greeley, Colo.  
 Hall, Agnes, Gunnison, Colo.  
 Hamm, Elsie, Saguache, Colo.  
 Harrington, Ada, Hartsel, Colo.  
 Henderson, Alice, Greeley, Colo.  
 Holland, Nena, Greeley, Colo.  
 House, Louise, Greeley, Colo.  
 Jones, Katie, Erie, Colo.

Kesler, Joseph, Durango, Colo.  
Keyes, Victor, Oneonta, N. Y.  
Kittle, Helen, Greeley, Colo.  
Knowlton, Charles, Greeley, Colo.  
Lowe, Anna, Denver, Colo.  
Lundy, Katie, Evans, Colo.  
McCarthy, Mary, Pueblo, Colo.  
McCloskey, Viola, Colorado Springs, Colo.  
McCoy, Anna, Thompsonville, Kans.  
McMullin, Edith, Saguache, Colo.  
McKelvey, Kathryn, New Windsor, Colo.  
McPherson, Mattie, Boulder, Colo.  
McPherson, William, Hiawatha, Kans.  
Merchant, Maud M., Denver, Colo.  
Morris, Florence, Cripple Creek, Colo.  
Needham, Charles, Altamont, Ill.  
Norine, Mayme, Grand Junction, Colo.  
Norton, Nona, Tallula, Ill.  
O'Brien, Rhoda, Denver, Colo.  
O'Connor, Charles, Edina, Mo.  
Onstine, Eulala, Denver, Colo.  
Parrett, Kate, Alcott, Colo.  
Peterson, Hanna, Silver Plume, Colo.  
Remington, Mayme, Fairplay, Colo.  
Robinson, Abbie, Glenwood Springs, Colo.  
Robertson, Jean, Sulphur, Wyo.  
Schutz, Tyro, Granville, Iowa.  
Scott, Lucy, Greeley, Colo. \*

Scheffler, Josephine, Central City, Colo.  
Sellers, Gilbert, Littleton, Ill.  
Snyder, Laura, Greeley, Colo.  
Tefft, Ruth, Ophir, Colo.  
Veverka, Madeline, Willard, Colo.  
Watson, Alice, Denver, Colo.  
Welch, Hattie, Greeley, Colo.  
Welch, Harry, Greeley, Colo.  
Weller, Mary, Colorado Springs, Colo.  
Webster, Ella, La Junta, Colo.  
Wolfenden, Anna, Greeley, Colo.  
Wood, Florence, Greeley, Colo.

Suspensions—None.

Expulsions—None.

School in session—190 days.

V. *The Names and Number of Teachers.*

NAMES AND DEPARTMENT.	Time of Service, Years.	Annual Salary.
Snyder, Z. X., Ph. D., President, Education and Mathematics...	10	\$4,500 00
Hays, James H., A. M., Vice-President, Latin and Pedagogy....	10	2,000 00
Miss Louise Hannum, Ph. D., Preceptress, History, Literature and English .....	2	1,700 00
Beardsley, A. E., M. S., Biology and Nature Study.....	9	1,600 00
Hugh, D. D., A. M., Psychology and Physiology.....	1	1,600 00
Heileman, Anna M., Reading and Physical Culture.....	2	1,200 00
Day, Harriet, Art.....	2	800 00
Smith, Gertrude, Domestic Science.....	2	1,000 00
Hadden, Samuel M., Pd. B., Sloyd.....	1	1,000 00
Abbott, F. L., B. S., Physical Science.....	1	1,400 00
Sproull, Grace H., Ph. B., English, History and Literature.....	1	1,000 00
Lister, John T., A. B., Modern Languages and Athletics.....	1	1,000 00
Kleinsorge, J. A., Ph. D., Principal Training School.....	2-3	1,800 00
Andrews, Bertha M., Director Kindergarten.....	2	1,200 00
Bullock, R. W., Assistant Principal Training School.....	1	1,100 00
Kleinsorge, Eliza, Training Teacher Upper Grammar.....	1-3	1,000 00
Kendel, Elizabeth H., Pd. M., Training Teacher Lower Grammar .....	5	1,000 00
Boylan, Nora, Training Teacher Primary.....	7	1,000 00
Sibley, Belle M., Pd. B., Training Teacher primary.....	1	800 00
Daniels, Joseph F., Librarian.....	5	1,250 00

VI. *Other Employes.*

A. J. Park, Secretary Board of Trustees.....	\$ 420 00
C. H. Wheeler, Treasurer Board of Trustees.....	300 00
Vernon McKelvey, Secretary to President .....	1,000 00
A. L. Evans, Gardener.....	900 00
Benjamin Stephens, Janitor and Engineer.....	900 00
Chas. Needham, Assistant Librarian .....	150 00

VII. *For statement of Financial affairs of the school see attached statement "Exhibit B."*

VIII. The amount required for the ensuing year for the maintenance of the school is \$50,000.00.

R. BROAD, Jr.,  
*President.*

Attest: A. J. PARK, *Secretary.*

STATE OF COLORADO, COUNTY OF JEFFERSON, SS.

I, R. Broad, Jr., 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.

R. BROAD, JR.

Subscribed and sworn to before me, this 14th day of January, 1902.  
My notarial commission expires September 11, 1904.

(Seal.)

ALEX. D. JAMESON,  
*Notary Public.*

EXHIBIT B.

FINANCIAL STATEMENT OF THE STATE NORMAL SCHOOL FOR  
THE YEAR ENDING JULY 31, 1901.

RECEIPTS—

July, 31, 1900, balance.....	\$ 1,592 24
Received from taxes.....	34,679 56
Received from Public School Fund.....	293 62
Received from fees—Library and Reading Room.....	1,828 18
Received from fees—Laboratory .....	242 00
Received from fees—Domestic Economy.....	130 00
Received from fees—Sloyd .....	36 00
Received from fees—Tuition .....	50 00
Received from sale alfalfa.....	6 00
To balance.....	5,832 97

\$44,690 57

DISBURSEMENTS—

Faculty .....	\$26,899 15
Other employes.....	4,191 45
Library and Reading Room.....	2,552 57
Laboratory—Chemical and Biology.....	526 20
Laboratory—Domestic Economy.....	280 86

## DISBURSEMENTS—Concluded.

Laboratory—Art .....	\$ 68 24
Laboratory—Sloyd .....	173 94
Model School supplies.....	22 70
Kindergarten supplies .....	70 54
Apparatus .....	102 65
Furniture .....	421 71
Athletics .....	415 95
Museum .....	34 50
Grounds .....	1,032 07
Building .....	789 55

---

 \$37,582 18

## EXPENSES—

Fuel .....	\$ 908 91
Light .....	332 50
Insurance .....	273 85
Institute expenses .....	566 50
Water tax .....	431 20
Catalogue .....	614 82
Trustees' expenses, etc. ....	582 32
Postage .....	396 08
Freight and express.....	378 10
Interest on warrants.....	201 23
Hack for Kindergarten.....	225 00
Commencement expenses .....	195 83
Advertising .....	224 20
Office supplies .....	136 41
Labor .....	233 22
Repairs .....	156 84
Plumbing .....	66 18
Lumber, etc. ....	42 16
Supplies .....	112 12
Hose .....	131 45
Lawn mower .....	13 50
Grass cutter .....	4 00
Edger .....	5 85
Stationery, paper, etc. ....	61 50
Printing, etc. ....	84 80
Telephone, etc. ....	86 74
Laundry .....	15 50



## EXPENSES—Concluded.

Livery .....	\$ 8 50
Merchandise—Roble & McCutcheon.....	65 95
Merchandise—Stokes & Hamnett.....	24 68
Merchandise—Sandry .....	52 30
General expense items.....	157 58
Surveying .....	2 50
Screens .....	20 00
Diplomas .....	132 00
Stair pads .....	43 50
Rugs .....	25 00
Wiring building .....	25 00
Tuning pianos .....	23 33
Plants and bulbs.....	39 76
Fertilizer .....	2 83
Pots .....	11 25
Floor brushes .....	8 50
Glass .....	1 75
Photographs .....	6 00
Music .....	16 15
Disinfecting, account smallpox.....	9 50
Toilet paper .....	5 50
	<hr/>
	\$44,690 57

ANNUAL STATEMENT OF THE COLORADO STATE NORMAL SCHOOL  
FOR THE YEAR ENDING JULY 31, 1902.

*To the State Board of Education,  
Denver, Colorado.*

Below you will find report of the board of trustees of the State Normal School for the year ending July 31, 1902.

*I. Number of Students, Names, Residence, etc.*

The whole number of students enrolled during the year:

Males .....	41
Females .....	248
	<hr/>
Total in Normal Department.....	289
Training School .....	326
Kindergarten .....	63
	<hr/>
Total enrollment .....	678

Their sex, residence, etc., being shown fully on pages 173-174 and 175, in catalogue of 1901 and 1902, hereto attached, and marked "Exhibit A," and is a part of this report.

## II. *The Attendance.*

	Per cent.
The average daily attendance first term (estimated).....	95
The average daily attendance second term (estimated).....	95
The average daily attendance entire year (estimated).....	95
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 attached to and made a part of this report. (See pages 21-156, inclusive.)

Apparatus.—The apparatus of the school consists of physiological models and apparatus, physical, chemical, geographical, biological and psychological apparatus, with complete laboratories for work and study; also tools and apparatus, and appliances for manual training and domestic science.

Library.—The library numbers, including text books, books of reference, educational and governmental reports, etc., about 18,000 volumes.

## IV. *Number of Students in Each Department.*

Seniors .....	71
Juniors .....	147
Sophomores .....	36
Special .....	32
	—
Training School .....	289
Kindergarten .....	63
	—
Total .....	678

Diplomas—There were seventy-four (74) diplomas granted, as follows:

Allen, Alice.  
 Anthony, Anna.  
 Bailey, William L.  
 Bowen, Claudia.  
 Bowman, Julia B.  
 Boylan, Daisy D

Bracewell, Cora.  
Carter, Ethel I.  
Cheeley, Ella.  
Coil, Linnie D.  
Crone, John V.  
Day, Fannie L.  
Enoch, Mary Priscilla.  
Farlow, Floe.  
Floyd, Andrew J.  
Follett, Celinda G.  
Fugate, Inda.  
Gale, Edith V.  
Garcia, James.  
Geffs, Bessie.  
Gibbons, Marcella.  
Green, Annie Hilda.  
Grove, Rhena M.  
Harbottle, John.  
Henderson, Alice.  
Hiatt, J. Francis.  
Hotchkiss, Esther.  
Jessup, Leona.  
Keightley, Annie K.  
Kelsey, Sofa.  
Kennedy, Ethel.  
Keplinger, Peter.  
Knowlton, Richard G.  
Ladd, Dora.  
Leonard, Sarah K.  
Lewis, Charlotte.  
Llewellyn, Mary J.  
Loving, Esther A.  
Marshall, Estella D.  
Martin, Teena.  
McNee, Jessie.  
Mitchell, Bessie.  
Mooney, William B.  
Mosher, Abbie.  
Moss, Eva May.  
Mundee, Helen A.

Packer, Winfred R.  
Pechin, Zadia.  
Pendell, Dorcas M.  
Porter, Dell Ellene.  
Powers, Myrtle A.  
Proctor, Ula.  
Rankin, Bessie.  
Reid, Lois E.  
Reynolds, Alma S.  
Rhys, Mary G.  
Richardson, E. Florence.  
Rubinette, Sarah J.  
Scriven, Dee M.  
Sellers, Will.  
Smith, Adda Wilson (Mrs.)  
Smith, Frank B.  
Thompson, Blanche.  
Thompson, Jettie.  
Thompson, Nellie V.  
Tilyou, Mabel L.  
Washburne, Lizzie.  
Welch, Fred W.  
West, Olive.  
Wiedmann, Dueffort E.  
Willcox, Margaret.  
Wille, Anna.  
Wood, Florence.  
Suspensions—None.  
Expulsions—None.  
School in Session—190 days.

V. *The names and numbers of teachers:*

NAMES AND DEPARTMENTS.	Time of Service. Years.	Annual Salary.
Snyder, Z. X., Ph. D., President, Education and Mathematics...	11	\$4,500 00
Hayes, James H., A. M., Vice-President, Latin and Pedagogy...	11	2,000 00
Hannum, Louise M., Ph. D., Preceptress, History and English Literature .....	3	1,700 00
Beardsley, A. E., M. S., Biology and Nature Study.....	10	1,600 00
Hugh, D. D., A. M., Psychology and Physiology.....	2	1,600 00
Helleman, Anna M., Reading and Physical Culture.....	3	1,200 00
Day, Harriet, Art.....	3	1,000 00
Clute, Katherine, Domestic Science.....	1	1,000 00
Hadden, S. M., Pd. B., Sloyd.....	2	1 100 00
Abbott, F. L., B. S., Physical Science.....	2	1,400 00
Sproull, Grace H., Ph. B., English History and Literature.....	2	1,200 00
Lister, John T., A. B., Modern Languages and Athletics.....	2	1,100 00
Arnold, David L., Mathematics.....	1	1,200 00
Scott, Colin A., Principal Training School.....	1	2,000 00
Bullock, R. W., Assistant Principal Training School.....	2	1,200 00
Andrews, Bertha M., Director Kindergarten.....	3	1,300 00
Kleinsorge, Mrs. Eliza, Training Teacher Upper Grammar....	1-3	1,000 00
Kendel, Elizabeth H., Pd. M., Training Teacher Lower Grammar .....	6	1,000 00
Phillips, Eleanor M., Training Teacher Primary Grade.....	1	1,000 00
Sibley, Mrs. Belle, Pd. B., Training Teacher Primary Grade....	2	1,000 00
Stiffey, W. K., Musical Director.....	1	1,000 00
Crone, Jno. V., Assistant Science.....	..	450 00
Carter, Albert F., Librarian.....	1	1,250 00

VI. *Other employes:*

Park, A. J., Secretary Board of Trustees.....	\$ 420 00
Wheeler, Chas. H., Treasurer Board of Trustees.....	100 00
McKelvey, Vernon, Secretary to President.....	1,000 00
Evans, A. L., Gardener.....	900 00
Stephens, Benj., Janitor and Engineer.....	900 00
Stephens, Chas., Assistant Janitor.....	600 00
Boylan, Daisey, Assistant Librarian.....	250 00

VII. *For report of financial condition of school see attached statement, Exhibit "B."*

VIII. *The amount required for the ensuing year for maintenance of the school is \$70,000, including \$12,000 for continuous session through the summer.*

The amount for development and buildings: For assembly hall, library and gymnasium, in one building, \$50,000, and for finishing and furnishing west wing, \$25,000.

R. BROAD, JR.,

Attest:

*President.*

A. J. PARK,

*Secretary.*

STATE OF COLORADO, COUNTY OF JEFFERSON, ss.

I, R. Broad, Jr., 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 period named, to the best of my knowledge and belief.

R. BROAD, JR.

Subscribed and sworn to before me this 17th day of October, 1902.  
My notarial commission expires Sept. 26, 1904.

JOHN W. BARNES,

*Notary Public.*

FINANCIAL STATEMENT OF THE STATE NORMAL SCHOOL FOR  
THE YEAR ENDING JULY 31, 1902.

Overdraft, July 31, 1901.....	\$ 5,832 97
Salaries .....	35,667 67
Library .....	3,302 63
Reading Room .....	392 75
Laboratory—Biological .....	426 06
Laboratory—Art .....	191 80
Laboratory—Sloyd .....	417 90
Laboratory—Domestic Economy.....	331 25
Museum .....	538 13
Athletics .....	82 77
Model School .....	354 42
Kindergarten .....	65 95
Furniture .....	537 36
Apparatus .....	448 70
Improvement of grounds.....	2,424 44
Building .....	8,787 64
Expense (as per statement below).....	9,045 07

## RECEIPTS—

Taxes .....	\$52,771 45
Public School Fund.....	380 30
Refund, C. T. Work.....	100 00
Forfeit on contract.....	100 00
Sale of alfalfa.....	9 00
Fees—Library .....	\$1,945 39
Fees—Sloyd .....	58 25
Fees—Domestic Economy.....	164 00
Fees—Art .....	22 50
Fees—Laboratory .....	258 00
Fees—Tuition .....	20 00
	<u>2,468 14</u>
Account overdrawn .....	13,018 62

\$68,847 51

## Expense Account (itemized).

Fuel .....	\$1,200 16
Light .....	420 00
Catalogue .....	985 55
Water .....	574 65
Institutes .....	627 45
Interest .....	918 42
Trustees .....	477 20
Freight and express.....	502 44
Postage .....	263 52
Labor .....	778 50
Repairs .....	192 73
Insurance .....	150 00
Commencement expenses .....	219 97
Printing and stationery.....	116 10
Hack for Kindergarten.....	225 00
Advertising .....	182 44
General merchandise .....	201 59
School supplies .....	39 09
Office expense .....	55 77
Lumber .....	90 86
Plumbing .....	65 96
Laundry .....	21 25
Telephone .....	87 86
Tuning pianos .....	24 50

## Expense Account (itemized)—Concluded.

Paint .....	\$ 24 95
Painting and calcimining.....	76 80
Wall paper .....	36 00
Cork carpet .....	116 00
Livery .....	16 50
Diplomas .....	63 68
Horse .....	37 50
Photographs .....	11 30
Slate cloth .....	10 50
Wire .....	6 12
Toilet paper .....	22 00
Rugs .....	27 75
Towels and drapery.....	9 25
Ledger .....	10 50
Sprinkling .....	6 00
Floor brushes .....	29 23
Shades .....	29 10
Lantern screens .....	45 00
Plants .....	22 40
Seed .....	8 00
Horse feed .....	4 08
General expense .....	31 40

---

\$9,045 07

REPORT OF THE PRESIDENT OF THE COLORADO STATE  
NORMAL SCHOOL.

Greeley, Colorado, December 1, 1902.

TO THE HON. HELEN L. GRENFELL,  
*State Superintendent of Public Instruction,*  
*Denver, Colorado.*

Dear Madam—I have the honor to submit the sixth biennial report of the State Normal School of Colorado, for the period ending November 31, 1902.

HISTORY OF THE SCHOOL.

The Colorado State Normal School was established by an act of the legislature in 1889. The first school year began October 9, 1890, and closed June 4, 1891.



At the beginning of the second year the school was reorganized somewhat, and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainments would allow.

At a meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers, to the regular course. This policy makes the institution a professional school in the strictest sense.

The school has been in operation twelve years. In that time 2,500 different Normal students have been in attendance. Many of these are teaching in the public schools of Colorado.

The school has graduated 543. These are engaged in the public school service of the state.

There are at present about 300 in the normal department, and 410 in the training department. Most of the counties of the state are represented in the school.

#### NEEDS OF THE SCHOOL.

There are no funds for the natural development of the school in the way of buildings. The one-fifth of a mill is used for the maintenance of the school. The growth and development of the State Normal School lies very close to the hearts of the people, and when they recognize its wants, they are prompt in providing for it.

The Normal School is the people's institution. Its influence is felt in every school house in the state, whether it be in the city, in the hamlet, on the plain, in the valley or on the mountain.

The school is not well housed. It has outgrown its accommodations. Beside \$25,000 for finishing and furnishing the west wing of the main building, it needs \$50,000 for a building which shall contain an assembly room, a library and gymnasium. It is almost impossible for the school to get along without this building. An assembly room, where the school can get its students together, where it can hold its public societies, concerts and commencements is imperative. A library is considered these days as the center of inspiration and opportunity for investigation; to do our best and to get the best results, the school needs it very much. The gymnasium is indispensable. The physical training of our young people is an admitted necessity. A building providing for these three imperative necessities is very much needed. Until such a building is provided, the work of the school will be crippled. This building will cost about \$50,000.

A summary of what the trustees of the Normal School need for building and furnishing, and for which they ask is: First, \$25,000 for finishing and furnishing the west wing; second, \$50,000 for a building, to contain an assembly room, a library and gymnasium.

#### THE FUNCTION OF THE NORMAL SCHOOL.

The function of the Normal School is to make teachers. To do this it must keep abreast of the times. It must lead in public education. It

must project the future. The modern conception of education embraces all of human life. This wide and deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations—the faculty, the child, those preparing to teach, the home, the state, society, and the course of study.

#### I. RELATION TO FACULTY.

The faculty is the school. Its power and influence consist in its faculty. The teachers should be picked men and women. They should be persons who have especially fitted themselves. Normal School work is unique. To be a teacher of teachers requires very special qualifications and preparation.

(a) Character stands paramount in the equipment of a teacher. Nothing can take its place.

(b) Ability to teach ranks next in the hierarchy of qualifications. This is ability to adapt self and subject to the pupil. It is ability to inspire to action. It means one whose nature blends with those being taught. It is a natural gift specially trained.

(c) Scholarship is the reserve power of every strong teacher. It commands respect. The scholarship of a Normal School teacher should first be liberal, then special.

(d) Culture is essential. It gives tone to the entire personality. It is the development of the finer nature. It means good manners, good taste, refined thoughts, elegant expression, pure spirit.

(e) Professional ethics and spirit bind the faculty into one harmonious whole, without which there is a great lack of efficiency. A due recognition of the above should characterize all the members of the faculty. Due regard for each other in speech and manner should always exist.

#### II. RELATION TO THE CHILD.

In the preparation of teachers the end in view is the education of the children of the state. The child is the supreme concern. The function of the Normal School is to give such an interpretation of the child and its development in all directions as will best prepare it to enter fully, readily and righteously into its environment.

#### III. RELATION TO THOSE PREPARING TO TEACH.

(a) An individual who enters to take a course in the State Normal School should have maturity of mind. This is absolutely necessary inasmuch as the student who is studying subjects in their relation to the education of children has a more complex problem than the person who is studying the subject for the subject's sake.

(b) The individual who enters should have reasonably good health. The work of the Normal School demands that the student should have good health. The work of the teacher requires it.

(c) One who is contemplating becoming a teacher should have a natural fitness to teach. The student can usually feel this; but when the authorities discover a lack of natural ability in a student to make a good teacher, the student should be informed.

(d) Common sense is a very superior qualification for the teacher.

(e) Clean character is fundamental. Clean thoughts, pure motives, high ideals are essential.

(f) Intellectual ability is presupposed in the preparation of the teacher.

#### IV.—RELATION TO THE HOME.

A very close relation exists between the teacher and the home. The teacher and the parents should be acquainted. The teacher should be intimate enough to talk candidly and freely about the interests of the child. The function of the Normal School toward the home is so to prepare the people who enter that they may intelligently study the nature and wants of the child in common with the parent.

#### V.—RELATION TO SOCIETY.

Since the child must become an organic part of society, the teacher should have an intelligent view of the relation of a child's education to the needs of society. The needs of the child and society are reciprocal. The aim is to individualize and socialize the child.

#### VI.—RELATION TO THE STATE.

The function of the Normal School to the state is apparent. The state is interested in the education and general intelligence of all its people. To this end, she founds schools and maintains a public school system. The Normal School becomes the very heart of this system. It prepares those who go out to have charge of the youth of the commonwealth.

The responsibility of no institution of learning is so great as that of a Normal School. It has a great function. It exerts its influence on the mountain and on the plain; the mining district, the stock-growing region and the agricultural sections all feel its influence. It reaches profoundly into the lives and activities of the people. It is the people's school.

#### NORMAL COURSE OF STUDY.

*Introduction and Explanations*—This is an age of specialists. In the professions, in the industries, there is a determined tendency to a differentiation of labor. The underlying stimulus is a more thorough preparation for a more narrow line of work. This stimulus has its potency in the fact that better results follow from such specific training—the greatest product for the least expenditure of energy. With this end in view, the course of study has been revised so that one student has an opportunity

to elect some of the work, thus enabling him to specially prepare himself in some particular subject along the line of his tastes.

1. A school year is divided into two semesters of eighteen (18) weeks each.
2. A Term Hour, or Point, is one recitation a week for a semester, or eighteen (18) recitations.
3. A norm for school work is twenty-five recitations a week. A student who wishes to take more than this must have special permission. Some may be required to take less.
4. Fifty Term Hours, or 900 recitations, are a year's work.
5. A laboratory period must be measured in terms of a recitation period in making Term Hours.
6. The course is divided into Requisites and Electives.

#### OUTLINE OF WORK—SOPHOMORE.

Requisites—Forty-four Term hours.

Algebra, 36 weeks, 5 periods, 10 Term hours.

Geometry, 36 weeks, 5 periods, 10 Term hours.

English, 36 weeks, 4 periods, 8 Term hours.

Reading and Gymnastics, 36 weeks, 3 periods, 6 Term hours.

Physics and Biology, 36 weeks, 5 periods, 10 Term hours.

Music, 36 weeks, 3 periods, 6 Term hours.

#### JUNIOR.

Requisites—Forty Term hours.

Training School—

1. Observation, 36 weeks, 1 period, 2 Term hours.
  2. Seminar, 36 weeks, 1½ periods, 3 Term hours.
  3. Arithmetic, 36 weeks, 1½ periods 3 Term hours.
  5. Reading and Physical Culture, 36 weeks, 2 periods, 4 Term hours.
  6. Public School Art, 36 weeks, 3 periods, 6 Term hours.
- Psychology, 36 weeks, 3 periods, 6 Term hours.  
 English and Literature, 36 weeks, 4 periods, 8 Term hours.  
 Sloyd, Domestic Economy, 36 weeks, 2 periods, 4 Term hours.  
 Biology, 36 weeks, 2 periods, 4 Term hours.  
 Music, 35 weeks, 2 periods, 4 Term hours.

#### SENIOR.

Requisites—40 Term Hours.

Training School—

1. Practice in Teaching—36 weeks, 5 periods, 10 term hours.
2. Seminar—36 weeks, 1 period, 2 term hours.

3. Geography—36 weeks, 1½ periods, 3 term hours.
4. History and Literature—36 weeks, 2 periods, 4 term hours.
5. Music—36 weeks, 2 periods, 4 term hours.

Philosophy and History of Education—36 weeks, 5 periods, 10 term hours.

English and Literature—36 weeks, 3 periods, 6 term hours.

Reading and Physical Culture—36 weeks, 1½ periods, 3 term hours.

#### ELECTIVES.

Junior—Ten Term Hours. Senior—Ten Term Hours.

Electives may be selected from the following subjects, or groups. The first numbers following the groups designate the number of recitations per week in each subject, the second designate the term hours.

Group I—Latin, German, French, Spanish, English and Literature .....	5	10
Group II—Anthropology, Sociology, History, Government..	5	10
Group III—Physiology, Psychology, Pedagogy.....	5	10
Group IV—Physics, Chemistry, Physiography, Biology.....	5	10
Group V—Trigonometry, Analytical Geometry.....	5	10
Group VI—Art .....	5	10
Group VII—Sloyd, Cooking and Sewing, Library Handicraft.	5	10
Group VIII—Reading and Physical Culture.....	5	10
Group IX—Kindergarten .....	5	10

#### BOARD OF TRUSTEES.

Dr. R. W. Corwin, Pueblo. Term expires 1907.

Hon. James R. Killian, Walsenburg. Term expires 1907.

Hon. Jesse Stephenson, Monte Vista. Term expires 1905.

Mrs. Frances Belford, Denver. Term expires 1905.

Hon. Richard Broad, Jr., Golden. Term expires 1903.

Hon. John M. B. Petrikin, Greeley. Term expires 1903.

Mrs. Helen L. Grenfell, State Superintendent of Public Instruction, Denver. Term expires 1903.

#### EXAMINING BOARD, 1901.

Helen L. Grenfell, State Superintendent, 1901.

George W. Irvin, County Superintendent of Conejos county, Colorado.

Z. X. Snyder, President School.

## EXAMINING BOARD, 1902.

Helen L. Grenfell, State Superintendent Public Instruction.

Mrs. Thera Satterlee, County Superintendent, Teller county, Colorado.

Z. X. Snyder, President of School.

Thanking the educational people of the state for their interest, the faculty for its kindly support, the department for aid and encouragement, the board of trustees for their fidelity and liberality and the legislature for the prompt recognition of the needs of the school in the way of appropriation, I am,

Yours very truly,

Z. X. SNYDER,

*President of School.*

## BIENNIAL REPORT OF THE COLORADO SCHOOL OF MINES.

Golden, Colorado, December 1, 1902.

MRS. HELEN L. GRENFELL,

*The State Superintendent of Public Instruction, Capitol Building,  
Denver, Colorado.*

The Biennial Report of this period, which closes December 1, 1902, is herewith presented, as required by Statute No. 2503, section 1.

## HISTORY.

The Colorado School of Mines was established by act of the Territorial Legislative Assembly in 1874. Its first location was a mile south of the City of Golden, where it occupied rented property, and instruction was actually commenced in 1874 with a faculty of six. In 1880 the institution was moved into the City of Golden and was located upon land given by the citizens. The first building was constructed in 1880; an addition was made in 1882, and a much larger addition in 1890. A separate building (Engineering Hall) was erected in 1894; in 1900 the Assay Building was constructed, and this present year (1902) another building (Stratton Hall) is in process of erection.

The cornerstone of Stratton Hall was laid by Marshall H. Dean, the Grand Master of the Grand Lodge of Masons of Colorado, on November 20. There was a large attendance of visitors, and it is believed that the exercises of that day will contribute to a better knowledge of the resources and equipment of the institution, and of its usefulness to the state.

The school also owns a president's house, erected in 1887. The grounds of the institution at present include approximately about four blocks adjoining each other.

A condensed history of the growth of the school is illustrated in the following table of the faculty and students.

TABLE.

Date.	Faculty.	Students.
1882 .....	8	37
1883 .....	7	89
1884 .....	7	53
1887 .....	6	26
1890 .....	9	63
1891 .....	9	81
1902 .....	7	106

Date.	Faculty	Students.
1893 .....	8	111
1894 .....	8	130
1895 .....	10	135
1896 .....	10	161
1897 .....	11	180
1898 .....	10	183
1899 .....	11	220
1900 .....	12	234
1901 .....	14	244
1902 .....	16	212

The apparent irregularity in the number of students in the earlier years is undoubtedly due to the difficulty of estimating regular students, and the gradual weeding out of poor students and special students, with the recognition of a fixed four years' course.

The recent changes in the faculty are as follows:

President Regis Chauvenet, who served the school faithfully from 1883 to July 1, 1902, was relieved, and in his stead was appointed Prof. Charles S. Palmer of the University of Colorado.

Prof. Charles W. Comstock was relieved August, 1902, from the Chair of Mining Engineering, and in his stead was appointed Prof. Claude W. L. Filkins of Cornell.

In September, 1902, the trustees created a new Chair of Metallurgy and Mining, which is to be filled by Prof. W. G. King of the School of Mines, Butte, Montana. Prof. King will join the school about the middle of this present academic year.

In place of Mr. Walter N. Hamilton, instructor in mathematics, there were appointed two instructors. Mr. E. W. Gebhardt, from the Case School, and Mr. H. C. Berry, from the Purdue University.

The faculty is constituted as follows:

Charles S. Palmer, President and Professor of Chemistry.

Paul Meyer, Professor Emeritus of Mathematics.

Louis C. Hill, Professor of Physics and Electrical Engineering.

Horace B. Patton, Professor of Geology and Mineralogy.

Arthur R. Curtis, Professor of Machine Design and Draughting.

Robert S. Stockton, Professor of Mathematics and Surveying.

Carlton R. Rose, Professor of Metallurgy and Assaying.

Robert N. Hartman, Professor of Analytical Chemistry.

Claude W. L. Filkins, Professor of Mechanics.

William G. King, Professor of Metallurgy and Mining.

Wm. J. Hazard, Assistant Professor in Physics and Draughting.



Andrew Weiss, Assistant Professor in Mathematics and Surveying.  
 Charles D. Test, Instructor in Analytical Chemistry.  
 Wm. G. Haldane, Instructor in Mathematics and Draughting.  
 Eugene W. Gebhardt, Instructor in Mathematics and Draughting.  
 H. Claude Berry, Instructor in Mathematics and Surveying.  
 Julius W. Eggleston, Assistant in Mineralogy.

The total enrollment, though slightly diminished this year, in comparison with previous years, represents an improvement in the quality of the students, due largely to the raising of the entrance requirements. In the history of the school there have been graduated as follows:

Date.	Graduates.
1883 .....	2
1886 .....	2
1888 .....	4
1889 .....	3
1890 .....	1
1891 .....	2
1892 .....	9
1893 .....	6
1894 .....	6
1895 .....	23
1896 .....	14
1897 .....	23
1898 .....	24
1899 .....	19
1900 .....	26
1901 .....	37
1902 .....	24
Total .....	225

The character of the work is essentially the same at present as that conducted during the last few years, but attention should be called to the great improvement in the quality of instruction given to the freshmen in mathematics and drawing, due to the employment of more instructors, with the consequent opportunity of fewer students in a division. Another point that should be noted is the introduction of laboratory work for the freshmen in connection with the lectures in chemistry.

Among some of the more important and newer lines of activity of the institution, which are accessory to the general work, should be noted the organization of a private class in Spanish, by Mr. Paredes. There is considerable desire that the languages, including English, French, Ger-

man and Spanish, should receive more attention at the hands of the school, and it is believed that it will be practical to work in this direction as soon as circumstances will permit; both in the way of entrance requirements and also of the regular college work.

Regarding matters of vital interest to the conduct of the school, it should be noted that general exercises are held every Monday morning from 10:00 to 11:00 o'clock in the gymnasium. A portion of the hour is occupied by an address from the president, or from some member of the faculty, or from some important visitor. The rest of the hour may be occupied, as it happens, with singing, with an athletic rally, with some business meeting connected with the student interest, or the like. This holding of a general meeting for all the members of the school is a new feature in our program, and promises to be a great assistance in developing and maintaining a healthy, loyal college spirit.

Regarding the more immediate problems of the school, it is probable that the standard of the entrance requirements should be raised considerably; not suddenly nor injudiciously, but gradually and in close touch with the leading high school principals of the state.

And here the writer would venture to express his firm belief in the ability of most of the high schools of the state to do good work. Poor work may, incidentally, be done in the early period of any school, and poor work may incidentally appear, now and then, in the more mature development of any high school; but in general, I am firmly convinced that the wisest policy is one that trusts the high schools with the responsibility of preparing students well, even though the high schools may take many years in working out their own problems.

Among the needs which may be mentioned for the school, I should enumerate, at this time, the necessity of an auditorium, which may be combined with a library and administration building; also a large building for the storage and use of all sorts of mining, milling and metallurgical machinery, for the demonstration of the latest and most advanced methods; also a gymnasium for the students, fitted up with modern conveniences; a new laboratory (chemical) with suitable equipment for the full development of chemical and metallurgical lines; and lastly a heating and power plant. All of these buildings are needed at once, and it is believed that the state will be glad to provide for them in the near future; therefore, due, full and emphatic attention of the legislature should be called to these needs.

The course of study in the School of Mines is a thorough, indeed, a severe one, challenging competition with that of any school in the world, but like the courses of most other mining and technical schools, our course is largely a mathematical and engineering course, rather than a chemical and metallurgical course. Indeed, of the sixteen instructors on our list, nine of them teach subjects which are mathematical, or directly connected with the application of mathematics. This suggests the modification of the present course, or the establishment of another

parallel course, which shall be less mathematical in its nature, though just as severe and rigorous.

This problem is not an immediate one, for the changes suggested would involve a considerable outlay in equipment, and in the enlargement of the faculty; and if it should ever be accomplished, it would be wise to establish such a course as a parallel course, rather than to allow it to invade the present course, which with all its limitations, has proven its value by its efficiency.

In connection with this report of the school, which thus far deals with the main phases of our work, I submit herewith a copy of the financial report of the school, as prepared by Mr. Frank Bulkley president of the board of trustees.

I can not close this report without the expression of a sober word to the state, calling for her best loyalty and support for an institution which, I believe, has still its best work before it.

I am, very respectfully,

CHAS. S. PALMER,  
*President.*

## PRESIDENT PALMER'S REPORT.

### RECEIPTS AND DISBURSEMENTS.

The following statement shows the sources of income and the disposition of all funds which have come into the hands of the board of trustees during the year ending November 30, 1902:

#### RECEIPTS—

Cash on hand December 1, 1901—regular fund.....	\$ 2,032 59	
Cash on hand December 1, 1901—special building fund.....	1,183 85	
		\$ 3,216 44
Received during the year on last year's warrants.....	\$ 4,000 00	
Warrants issued during the year.....	\$54,739 60	
		58,739 60
Fees and deposits from students.....	\$10,298 99	
Tuition from non-resident students.....	4,050 00	
Rentals .....	390 00	
		14,738 99
		\$76,695 03
Special appropriation (building fund).....		22,300 00
		\$98,995 03

## DISBURSEMENTS—

Buildings and grounds.....	\$10,088 54
Permanent apparatus .....	1,479 42
Furniture and fixtures.....	637 36
Rocks, minerals and fossils.....	328 64
Library books .....	1,535 06
Tools .....	136 20
Supplies .....	4,638 07
Repairs and renewals.....	2,336 03
Fuel and lighting.....	2,986 79
Printing, advertising and stationery.....	1,059 43
Insurance .....	672 13
Interest .....	2,432 60
Operating expenses, salaries, etc. ....	38,691 45
Fees refunded to students.....	3,626 67
H. E. Patton, treasurer Athletic Association.....	1,335 00
	<hr/>
Total expenditure .....	\$71,983 48

## Cash on hand November 30, 1902—

Regular fund .....	\$ 4,711 55
Special appropriation (building fund).....	22,300 00
	<hr/>
	\$27,011 55

---

\$98,995 03

Warrants drawn against the School of Mines tax funds by the board of trustees, on the State Auditor, during the year, amounted to \$54,739.60.

Upon these warrants cash amounting to the full face of the warrants was advanced to the school by the firm of Woods & Rubey, bankers, of Golden.

Of the above warrants \$24,363.19 have been paid by the State Treasurer, and the balance, \$30,376.41, are unpaid.

Warrants drawn prior to November 30, 1901, amounting to \$4,000, were also paid by the State Treasurer during the year.

A warrant amounting to \$22,300, drawn against the special appropriation made by the Thirteenth General Assembly for the erection of our new Stratton Hall of Metallurgy, has been paid by the State Treasurer, and the sum is intact. It can be used only for the purpose for which it was appropriated.

The school indebtedness to the firm of Woods & Rubey has been reduced during the year by \$3,030.85. The indebtedness, now amounting to \$30,376.41, is less than it has been for a number of years.

During the year purchases were made by the board of trustees of several parcels of land adjacent to the former school premises. For this purpose \$5,475.77 was expended. Had these purchases been made some years ago several hundreds of dollars might have been saved to the school.

It has been the policy of the board of trustees to conduct the affairs of the school upon the most economical plan possible. The demands have been such, however, as to make it necessary to expend during the year, besides the amount required for operating expenses, the sum of \$14,205.31 for land, in the building of Stratton Hall and for permanent apparatus and equipment, as shown in detail elsewhere.

The buildings and effects of the school are insured for \$100,000, the full amount permitted by the Association of Underwriters. The rate of premium is seven-tenths of 1 per cent.

THIRTEENTH BIENNIAL REPORT OF THE REGENTS OF THE  
UNIVERSITY OF COLORADO.

*To the State Superintendent of Public Instruction, and the Fourteenth  
General Assembly:*

The Thirteenth Biennial Report, from October 1, 1900, to October 1, 1902, is herewith presented by the Regents.

DEPARTMENTS OF THE UNIVERSITY.

The departments of instruction in the University of Colorado are comprehended under the following divisions:

- I. College of Liberal Arts:
  - Classical Course, leading to the degree B. A.
  - Philosophical Course, leading to the degree B. Ph.
  - Scientific Course, leading to the degree B. S.
- II. Graduate Courses, leading to the degrees M. A., M. S., and Ph. D.
- III. Colorado School of Applied Science:
  - Civil Engineering, leading to the degree B. S. (C. E.)
  - Electrical Engineering, leading to the degree B. S. (E. E.)
  - Mechanical Engineering, leading to the degree B. S. (M. E.)
- IV. Colorado School of Medicine.
- V. Colorado School of Law.
- VI. Colorado State Preparatory School. (Separate Organization, Grounds and Building. Conducted by the University.)

ATTENDANCE.

The subjoined table shows the growth in attendance during the past few years:

Years.	Univ. Students.	Prep. Students.	Total.
1891-2 .....	66	103	169
1892-3 .....	129	158	287
1893-4 .....	159	146	305
1894-5 .....	204	192	396
1895-6 .....	267	242	509
1896-7 .....	324	276	600
1897-8 .....	337	273	610

MAIN BUILDING (ERECTED 1873), UNIVERSITY OF COLORADO, BOULDER.



BEFDE





Years.	Univ. Students.	Prep. Students.	Total.
1898-9	390	310	700
1899-00	433	356	789
1900-1	466	367	833
1901-2	510	352	862
1902-3	550 (estimated)	375 (estimated)	925

## DEGREES CONFERRED.

In 1901 and 1902 one hundred and fifty-two degrees were conferred, as follows:

	1901.	1902.	Total.
College of Liberal Arts.	13	33	76
Graduate Courses	6	9	15
Colorado School of Applied Science.	5	8	13
Colorado School of Medicine	8	13	21
Colorado School of Law	12	14	26
Honorary Degrees	..	1	1
	74	78	152

The Colorado State Preparatory School graduated twenty-nine students in 1901 and thirty-seven in 1902, a total of sixty-six.

## GRADUATES.

The register of the Graduates now shows the following figures:

College of Liberal Arts.	249
Graduate Courses	43
Colorado School of Applied Science.	34
Colorado School of Medicine	106
Colorado School of Law	82
Honorary Degrees	12
	— 526
Colorado State Preparatory School.	379

905

## GRADUATE COURSES.

In 1900-1901 there were seventeen students in the Graduate Department, three working for Ph. D., eight for M. A., and six for M. S. In 1901-1902 there were twenty-two graduate students, three working for Ph. D., twelve for M. A., four for M. S., and three not candidates for a degree. Higher degrees have been conferred upon fifteen candidates within the biennial period.

In 1901 the degree of M. A. was conferred upon—

Name and Subject of Thesis:

Frank Howard Clark—"The Scope and the Efficiency of the Normal Schools of the United States."

Charles Densmore Curtis—"The Attitude of Martial and Status Toward the Emperors of Their Day."

William Wesley Hall—"The Tragic Heroines of Racine."

Elmer Ellsworth Jones—"The Emotions and the Change from the Quadrupedal to the Erect Position."

The degree of M. S. was conferred upon—

Lewis Irving Neikirk, .....

Alwyn Charles Smith, "Hyperbolic Curves of the Nth Order."

In 1902 the degree of M. A. was conferred upon—

Oscar Perry Akers—"Singular Solutions of Differential Equations."

John Randolph Bell—"The Administration of John Montgomery, Governor of the Colony of New York, 1728-1731, with a Preliminary Study of the New York Assembly, 1702-1731."

Lucinda Marie Garbarino—"Legend and Myth in Sophocles."

David Carl Ring—"The Anatomy of Cercocarpus Parvifolius."

George Ward Smith—"The Demotic Composition of the Colony of New York."

Herbert Newell Wheeler—"Some Plants from Sapinero, Gunnison County, Colorado;" "The Seed Coats of Cleome and Polanisia."

The degree of M. S. was conferred upon—

Harvey Carr—"Survival Values of Play."

Hermann Emch—"The Realization of Collineation in a Plane, by Linkages."

Charles Alfred Lory—"The Effect of Jarring Upon Magnetic Hysteresis, Studied by Means of a New Direct-reading Instrument."

Four of the above graduate students received fellowships in the universities of the East—Pennsylvania, Cornell, Columbia and Chicago.

A Graduate Club, organized for scientific discussions, held monthly meetings during the past academic year.

The Secretaryship of the Graduate Faculty was made vacant by the resignation of Dr. Charles S. Palmer, who was elected last spring to the Presidency of the State School of Mines. The Regents have appointed in his place Dr. J. Raymond Brackett, Professor of Comparative and English Literature, who is responsible for organizing the work and recording the progress of the students.

## COLLEGE OF LIBERAL ARTS.

Within the past two years the following appointments have been made in the College of Liberal Arts: Melancthon F. Libby, Ph. D. (Clark), was appointed, September, 1901, to the Chair of Philosophy, made vacant by the death of Francis Kennedy, Ph. D., February, 19, 1901. The position of Dean of Women, created in 1901, was filled in September of that year by the appointment of Margaret E. Stratton, M. A. (Oberlin). A department of Geology was instituted in 1901, and Nevin M. Fenneman, Ph. D. (Chicago), assumed his duties as Professor in January, 1902. The department of History and Political Science has been divided into the two departments of History, and Economics and Sociology. Professor Nichols is retained in the chair of history, and in September, 1902, John B. Phillips, Ph. D. (Cornell), was made Professor of Economics and Sociology. John B. Ekeley, Ph. D. (Freiburg), fills the Chair of Chemistry, made vacant by the resignation in June, 1902, of Professor Charles Skeelee Palmer, Ph. D., to take the Presidency of the Colorado School of Mines. John P. Laugs, B. A. (Columbia), takes the place, as Instructor in Music, of Frederick M. Lillebridge, M. A., who resigned in June, 1902, to accept another position. George Norlin, Ph. D., Professor of Greek, is given leave of absence this year to pursue research work in Europe. The Acting Professor is LaRue VanHook, B. A. (Michigan), formerly Fellow in the University of Chicago.

President Baker was granted a four months' leave of absence, June to October, 1902, to travel and visit some universities abroad. During his absence Professor Ramaley, of the department of Biology, was Acting President.

The first volume of the "University of Colorado Studies" was issued January, 1902.

The Faculty has under discussion a reorganization of the college curriculum.

## THE SCHOOL OF APPLIED SCIENCE.

The Engineering School has undergone very marked changes within the past biennial period. The enrollment of students has almost doubled, the faculty has been strengthened, and the curriculum has been extended by the installation of a department of Mechanical Engineering.

The school sustained a severe loss in the death of Dean Fulton. He had held the Deanship and the Chair of Civil Engineering from the establishment of the school in 1893. Professor George H. Rowe, of the Chair of Electrical Engineering, was appointed Dean of the School of Applied Science September, 1902, to fill the vacancy. Charles Derleth, Jr., B. S. and C. E. (Columbia), was appointed to the professorship of civil engineering.

H. Chester Crouch, M. E. (Cornell), has been appointed Assistant Professor of Mechanical Engineering, and is now in full charge of that department. A complete four-year course in mechanical engineering, lead-

ing to the degree of B. S. (M. E.), is now offered. In order to provide room for this department an addition to the engineering building was constructed in the summer of 1902, and the necessary equipment of forges, anvils, furnaces, etc., was installed. Additional equipment has also been purchased for the departments of electrical engineering and civil engineering.

Graduates of the School of Applied Science are uniformly successful in securing positions. The General Electric Company of Schenectady, N. Y., the American Bridge Company of Pittsburg, the Colorado Fuel and Iron Company, the Westinghouse Electric Company, the American Smelting and Refining Company, the Niagara Falls Electric Company, and several of the leading railroad systems of the country are employing graduates of this school in various capacities.

#### SCHOOL OF MEDICINE.

The University Hospital is now practically self-supporting. The clinics now offered by the hospital and the medical dispensary are increasing in number and quality year by year. Each senior class arranges for regular visits to the leading hospitals in Denver, where special opportunities for observing clinics are secured by members of the Faculty.

A new motor-generator has been placed in the Medical Building, making it possible to give electrical treatment and to operate an X-ray machine.

The wisdom of making the admission standard equivalent to that of the other departments of the university has been demonstrated. The improved quality of preparation, as shown by the freshman classes of the past two years, has been gratifying. The tendency of medical students to take collegiate degrees or one or more years of collegiate training before beginning the work of the medical school is worthy of note.

The following changes have been made in the Faculty of the Medical School: Dr. Horace O. Dodge resigned the Chair of Materia Medica and Therapeutics, and Dr. Charles F. Andrew has been appointed in his place; Dr. A. Stewart Lobingier resigned the Chair of Surgery and Clinical Surgery, and Dr. Luman M. Giffin has been appointed to the vacancy. Dr. Oscar M. Gilbert has been made Lecturer on Anatomy. Dr. William H. Riley resigned the Chair of Mental and Nervous Diseases, and Dr. Arthur McGugan has been appointed.

#### SCHOOL OF LAW.

In the death of Professor Murfree the Law School suffered a severe loss. His administration of the office of Secretary was marked with great success. Under his management the department was thoroughly organized. Professor Albert A. Reed, LL.B., was appointed Secretary of the School. A familiarity with the history of the School, its methods and work, enabled Professor Reed to continue the administration of the



HALE SCIENTIFIC BUILDING (ERECTED 1892), UNIVERSITY OF COLORADO, BOULDER.



affairs of the department without serious break. Mr. William H. Pease, a graduate of Toronto University, and of the Law School of our University, has been added to the faculty as a resident professor of law.

No change has been made in the system of study; it remains a conservative combination of lectures and text-books with the "case" method. The subjects of Pleading, Practice, Code of Civil Procedure, Conveyancing and Drafting Legal Instruments are receiving great emphasis.

The library has been enlarged by the addition of several sets of State Reports and many new text-books.

The tendency is to elevate the standard of preliminary scholastic work. This policy may prevent a large increase in numbers, but should result in the graduation of students better qualified to enter the profession. The percentage of college-trained students is increasing.

The school is a member of the Association of American Law Schools.

#### PREPARATORY SCHOOL.

The Preparatory School is conducted as heretofore, the city of Boulder using the department for its high school pupils and sharing the expense. It has been the policy of the University to perfect the details of the school rather than increase its numbers. The accommodations are not ample enough to justify an increased attendance. The University encourages the development of high schools in all towns of sufficient size throughout the state, that the demand for college preparation may be met near at home. The Preparatory School has grown in efficiency until it expresses the demand of the University in secondary work.

In the opinion of the regents, the statute making it obligatory to maintain a preparatory department, should be so modified as to leave the question to the option of the regents.

#### BUILDINGS AND GROUNDS.

Since the last report some improvements have been made on the grounds in the way of grading and road building. A stone walk has been laid on Twelfth street as far as Cottage Number One. Trees have been planted in a number of places. Three arc lights have been placed on the campus and porch lights on all the buildings. Many minor repairs on buildings were made last summer. The various scientific departments have added a number of instrument cases to their equipment, and six large cases have been installed in the museum in the Hale Scientific building. The museum has been rearranged and everything placed in the best order for exhibition purposes.

The pipe line from the central heating plant to the principal buildings has been relaid. This improvement, together with a new boiler just installed, greatly increases the efficiency of the heating system.

A large athletic field has been laid out just east of the Medical building. This field is used in the fall for football and in the spring for baseball and track athletics.

An addition to the Engineering building, at an expense of about \$1,000.00, provides quarters for the department of Mechanical Engineering. A complete rearrangement of the Anatomical building makes it more convenient than formerly. The lack of rooms for recitation purposes has been more apparent the last year than ever before. Nearly every room is used by more than one professor, and many of the rooms are badly crowded by the large classes.

The central portion of a new Library building, 65x115 feet, was begun in September, 1902. The building will be of gray brick, with white sandstone trimmings. It will serve temporarily as a complete Library building.

#### RELATION TO THE HIGH SCHOOLS.

Since the last report several high schools have been added to the "accredited" list, and many others are striving to attain the standard necessary for recognition. Graduates of the University are now found on the list of teachers in nearly all the high schools of the state.

High School day at the University last May was celebrated in a noteworthy manner. About 1,200 high school visitors were present. To the faculty and student committees, the citizens who donated prizes for the events, and the high schools co-operating, the University is indebted for the success of the day.

The announcement, here reproduced in part, will give an adequate idea of the plan and purpose of the occasion:

#### UNIVERSITY OF COLORADO—HIGH SCHOOL DAY.

The remarkable growth of interest in High School day, throughout the state, has warranted the University in making the day a permanent feature of its life. Last year, between five and six hundred members of high school graduating classes visited the University. This year a much larger number is expected, as the University is arranging a program of events that should make the celebration more attractive than ever to both teachers and students of Colorado high schools.

The date fixed for High School day, 1902, is Saturday, May 17.

On Friday evening, May 16, there will be held in the University auditorium the Inter-Scholastic Oratorical Contest, conducted under conditions prescribed below.

In the forenoon of High School day will be held the High School Conference, which should this year be of special interest to our high school teachers, as the conference will be addressed by one of the prominent educators of the country.



In the afternoon will occur the State Inter-Scholastic Track Athletic Meet, whose success has already been assured, by promises of co-operation from a number of high schools.

To this event an admission fee will be charged to cover, in part, the great expense undertaken by the University in providing for the Meet.

A cordial invitation is extended to superintendents, principals and teachers of high schools, and members of graduating classes, to be present this year. An invitation is also extended to other high school students who care to take advantage of the special rates, to visit the University and enjoy the events of the day. High school students visiting the University are advised to bring lunch baskets for a picnic on the University grounds.

#### GENERAL PROGRAM.

I. Inter-Scholastic Oratorical Contest. University auditorium, Friday evening, May 16, 8 o'clock. The conditions of the contest are as follows:

1. It is open to all accredited high schools.
2. Preliminary contests are to be held in each high school contesting, the winner to be the representative from that school.
3. The winning orations, signed by fictitious names, shall be sent to the University not later than April 26, addressed to George C. Taylor, Instructor in English, who will present them to the Committee of Award.
4. Out of these orations eight will be chosen for public delivery at the University.
5. The orations are not to consist of more than twelve hundred words.
6. A trophy will be awarded to the high school winning first place, to be retained by that school during the term of its championship.

It is hoped that all accredited high schools of the state will take part in this contest, which ought, if entered into with spirit, to awaken a keen interest in public speaking in the various schools.

II. Visiting Buildings.—General survey of University grounds, buildings, laboratories, etc., by visiting high school students, who will be helped by a Committee of Welcome, made up of University students. This may be done any time during the forenoon of High School day.

III. High School Conference.—Address by E. Benjamin Andrews, LL.D., President of Nebraska University, 11 o'clock. University auditorium.

IV. Inter-Scholastic Track Athletic Meet, on Gamble Field, at 2 o'clock.

This Inter-Scholastic Track Athletic Meet was added as a feature of High School day by the advice of a representative body of high school men, who held a meeting at the University last January to discuss this matter. This meeting unanimously voted that a State Inter-Scholastic

Track Athletic Association, holding its annual meet at the University on High School day, would be mutually advantageous to the high schools and the University; that it would serve to bring the high schools and the University into still closer sympathy; that it would bring the track and field athletic interests of the high schools under one organization; that it would, if properly managed, as in a number of other states where it has been tried successfully, stimulate interest in track and field sports and give an impetus to sound athletic enthusiasm in the high schools.

#### ATHLETICS.

The general supervision of athletic sports in the University has been vested in a Board of Control, consisting of the Faculty Committee on Athletics, the President of the University Athletic Association and the Graduate Treasurer. This board has entire control of all funds for athletic purposes and has the following powers: To decide upon all expenditures for athletic purposes; to fill vacancies in standing committees; to make by-laws for the government of the board and standing committees; to delegate such of its power as it chooses to sub-committees; to decide upon all matters pertaining to athletic interests, such as the business of conventions, eligibility of players in athletic games, schedules of games and tournaments, selecting trainers, etc.

#### NEEDS.

The last general assembly included in its special appropriation a sum for a library building. The regents made a most careful study of plans for the proposed structure. The conclusion reached was that from this time the University must build for the future, and not waste money on temporary and inadequate structures. Another important conclusion was that it would be unwise if not impossible to include an auditorium in the building. They finally decided to erect the central portion of a building—the wings to be added in later years. The foundation of this portion, 65x115 feet, is now being laid. The sum provided by the general assembly, \$40,000, is inadequate to finish even this portion; at least \$25,000 more will be needed.

A separate building to be used as an auditorium should be provided at once. The present room has not seating capacity for all the students. It is of prime importance to have a place for assembly of students and for audiences on public occasions. Such a building should cost not less than \$25,000.

The Chemistry building should be completed. The west wing, erected in 1898, is now too small for the needs of the department of Chemistry. The cost of erecting the center and east wing would not be less than \$20,000.

The Engineering school has had a large growth during this biennial period, and an addition to the present building at a cost of \$10,000 will soon be needed.

In the near future a building for class rooms, already needed, will be absolutely required.

The heating plant must soon be reconstructed on a larger and more permanent plan.

Many improvements upon the grounds, such as grading, road building and constructing a safe dam for the lake, are to be provided for.

The special appropriation for the next two years should, with the one-fifth mill levy, provide \$100,000 per year for the running expenses of the University in addition to the sum required for buildings. The growth of the University calls for larger expenditure in every direction, especially for instruction and equipment.

#### THE UNIVERSITY LOAN.

The University loan, authorized by the Governor in 1899, remains unpaid. It should, if possible, be the first care of the next general assembly. We subjoin the report made upon this subject two years ago.

During the summer of 1899, the regents, seeing that the University would be obliged to close its doors, unless heroic measures were adopted, held a special meeting in Denver, July 31, and, after an extended discussion of the whole problem in all its aspects, passed the following resolution:

"In considering the problem now facing the University of Colorado, arising from failure in the state's revenues to meet the appropriations for the various institutions, it appears that the members of the Twelfth General Assembly, representing the people of Colorado, almost unanimously by word and by act of appropriation showed, not only their appreciation of the present work of the University, but a desire and purpose to increase its usefulness; that closing of the University would be a calamity that would injure the state, directly or indirectly, in its every interest; that the sentiment of the state, as shown by the attitude of the press and by the public and private utterances of many influential citizens, is solidly against closing or even crippling the University; that the deficit in the state's revenue affects so many interests that it seems evident the whole question must at an early day come before a special session of the legislature and ample provision be made to support our institutions and preserve the credit and good name of Colorado; that a number of public-spirited citizens are offering to take the risk of advancing funds for immediate needs in opening the University.

"In view of these facts, we, the regents of the University of Colorado, hereby resolve to accept the aid proffered, and direct that the University open on September 11, as regularly announced. In accepting the funds advanced by citizens, we hereby agree to repay the same with interest at six per cent. per annum, if the appropriation made by the last general assembly is realized, or, at such times as the general assembly may make specific and adequate provision for the purpose.

(Signed.)

"THE BOARD OF REGENTS OF THE UNIVERSITY  
OF COLORADO."

The Boulder Committee, which raised a loan of \$20,000 to warrant the opening of the University in September, 1899, was made up of the following gentlemen:

Mr. Albert A. Reed, Chairman,  
Mr. George M. McClure,  
Mr. John H. Nicholson,  
Mr. Isaac Berlin,  
Dr. William B. Stoddard,  
Mr. Robert T. Fulton,  
Judge Sylvester S. Downer,  
Mr. Lucius C. Paddock,  
Mr. John W. Day,  
Mr. Jay B. Hiskey,  
Mr. William H. Allison,  
Mr. Charles C. Bromley,  
Hon. Edwin J. Temple,  
Hon. Richard H. Whiteley,  
Mr. Neil D. McKenzie,  
Mr. James Cowie,  
Mr. Warren C. Dyer,  
Mr. Thomas V. Wilson,

At a meeting of some prominent citizens held in Denver, September 20, 1899, "to consider matters of vital interest to the State University," it was voted unanimously to endeavor to secure an additional loan of \$50,000 for the support of the University during the remainder of the Biennial Period. The following Citizens' Committee to solicit funds was appointed:

General Irving Hale, Chairman.  
Mr. William H. Bryant.  
Hon. Hugh Butler.  
Hon. Willard Teller.  
Governor Alva Adams.  
President Frank Trumbull.  
Judge Owen E. LeFevre.  
Mr. Joseph K. Choate.  
John Chase, M. D.  
Mr. Gustave C. Bartels.  
Mr. Joel F. Vaile.  
Mr. James H. Blood.

The persevering and successful work done by both of these committees merits the highest appreciation.

The list of subscribers to the loan appears in the appendix, and reference is made to that list. Never in the annals of Colorado has a more public-spirited and generous act been recorded. It will go down in history that these subscribers saved the University of Colorado in a crisis of its affairs, brought about by no fault in the remotest way connected with the University, and incidentally saved Colorado from loss in material interest, credit and honor. It would be a lasting disgrace to the state were there any failure to promptly repay the sums advanced.

Each subscriber to the loan, as the money is paid to the Treasurer, receives the following certificate of indebtedness:

CERTIFICATE OF INDEBTEDNESS.

Boulder, Colorado.....1900.

No. .... \$.....

This is to Certify, That there is due to .....  
 .....or his legal representatives or  
 assigns the sum of .....Dollars, for  
 moneys advanced to the University of Colorado, for the support and  
 maintenance of the same during the remainder of the pending biennial  
 period.

This Certificate is one of a series of Certificates of Indebtedness, amounting in the aggregate to the sum of Seventy Thousand Dollars, issued under and by authority of the following Executive Order, given on the Seventeenth day of November, A. D. 1899, and is payable, with interest at the rate of six per centum per annum, from the date hereof until paid, upon call of the Treasurer of the University of Colorado, at such time as the General Assembly of the State of Colorado may make specific and adequate provision for the payment of the same and funds under such provision become available.

.....of the University of Colorado.  
 By.....Treasurer

EXECUTIVE ORDER.

Whereas, The Twelfth General Assembly, by an Act, approved April 19, 1899, appropriated the sum of One Hundred and Ten Thousand Dollars for the maintenance, and the payment of the salaries of, the officers and employes of the University of Colorado, for the years 1899 and 1900, which said appropriation belongs to what is known as appropriations of the third class, and for the payment of which there are at present no funds available in the hands of the treasurer; and,

Whereas, The needs of said University of Colorado are of great consequent urgency, so that the said institution may not be compelled to suspend and close for the want of available funds to maintain the same,

Now, Therefore, It is declared that an emergency concerning said institution exists, as is contemplated in and by Section 4112, Mills' Annotated Statutes; Wherefore, I, Charles S. Thomas, Governor of the State of Colorado, by virtue of the authority vested in me, do hereby authorize the contraction of an indebtedness for the remainder of the pending fiscal period, not to exceed the sum of \$70,000, which, in my judgment, is absolutely necessary for the maintenance and support of the said University of Colorado until such time as the General Assembly shall meet, and I do further declare this Executive Order to be in force as of the 1st day of September, 1899.

Witness my hand and the seal of this Office at Denver, this 17th day of November, A. D. 1899.

CHARLES S. THOMAS,  
Governor.

RESOLUTION OF THE REGENTS OF THE UNIVERSITY OF COLORADO.

In accepting the funds advanced by citizens, we hereby agree to repay the same with interest at six per cent. per annum, if the appropriation made by the last General Assembly is realized, or, at such time as the General Assembly may make specific and adequate provision for the purpose.

GIFTS.

Previous reports have recorded gifts valued at \$45,805.00. Gifts during the past two years are as follows:

Mrs. Maude C. Gardiner, Boulder, two microtomes; instruments (Biology)	\$ 45 00
Mrs. William Duane, Boulder, three mounted butterflies (Biology).....	5 00
Dr. Albert L. Bennett, Denver, six Chinese idols (Museum).....	.....
Captain Alonzo Coan, Boulder, British fossils (Museum).....	75 00
Judge Junius Henderson, Boulder, cretaceous fossils (Museum).....	15 00
T. J. Sipple, Boulder, cretaceous fossils (Museum).....	1 00
Mrs. Alice I. Fulton, Boulder, Colorado ores (Museum).....	5 00
Professor William Duane, Boulder, North Carolina minerals (Museum)....	2 00
Members of University faculties and students, two hundred specimens of local rocks (Museum) .....	.....
R. S. McCaffery, San Pedro, New Mexico, metal specimens (Civil Engineering) .....	5 00
W. H. Burr, New York, and Charles Derleth, Jr., Boulder, blue prints of Kings Bridge bridge, City Island bridge and foundations (Civil Engineering) .....	50 00
General Electric Company, Schenectady, N. Y., photographs (Civil Engineering) .....	10 00
Union Pacific R. R., Colorado Midland R. R., Colorado & Southern R. R., Chicago, Burlington & Quincy R. R., photographs (Civil Engineering)...	43 00
Dr. D. C. Brown, Aspen, mine model used in mine litigation (School of Law) .....	200 00
William T. Hughes, Denver, Law of Evidence, edition of 1756, formerly of the library of William Blackstone (School of Law).....	.....

Library gifts; also reported on page 30:

	Books.	Pamp.	Maps.
American Bar Association.....	2	.....	..
Baker, Dr. James H. ....	26	.....	..
College catalogues, etc. ....	30	817	..
Colorado Attorney General .....	18	.....	..
Colorado Bureau of Mines.....	1	4	..
Colorado Secretary of State.....	18	.....	..
Colorado Superintendent of Public Instruction.....	3	6	..
Dennett, Dr. I. C. ....	129	.....	..
Denver Public Library.....	19	.....	..
Duane, Dr. Willlam.....	11	.....	..
Fulton, Mrs. Alice I. ....	23	.....	..
Gardiner, Dr. John .....	23	.....	..
Gardiner, Mrs. Maude C. ....	6	.....	..
Gardiner, Mrs. Maude C., annual subscription to "Annals of Botany," "Revue Général de Botanique".....	.....	.....	..
Hughes, W. T., Denver.....	25	.....	..
Kennedy, Dr. Francis.....	102	46	..
McLean, Dr. James A. ....	10	.....	..
Massachusetts Board of Insanity.....	2	.....	..
Massachusetts Bureau of Labor .....	5	.....	..
Massachusetts Bureau of Statistics .....	7	.....	..
Massachusetts Railway Commissioners.....	2	.....	..
Michigan Superintendent of Public Instruction.....	5	.....	..
Reed, Calvin E. ....	10	.....	..
Rowland, Capt. E. ....	11	.....	..
Smithsonian Institution .....	33	9	..
Stoddard, Dr. Wm. B., annual subscription to "Journal of Society of Chemical Industry" .....	.....	.....	..
Stonaker, C. L. ....	6	.....	..
Thomas, Rev. J. C. ....	16	.....	..
Titcomb, J. L., Denver.....	17	.....	..
U. S. (Supt. of Docs. and Depts.).....	462	258	19
Walker, Dr. Henry H. ....	16	.....	..
W. C. T. U. (Dup. Pub. Docs.).....	157	.....	..
	1,195	1,140	19
Miscellaneous .....	197	251	4
Total .....	1,392	1,391	23

Total value of library gifts.....	\$ 300 00
Total value of gifts 1900-1902.....	756 00
Gifts previous to 1896.....	\$27,207 00
Gifts, 1896-1898.....	11,556 00
Gifts, 1898-1900.....	7,042 00
Gifts, 1900-1902 .....	756 00
Total .....	\$46,561 00

## REPORTS SUBMITTED.

We submit herewith the pay roll of the University, Report of the University Secretary, Report of the Treasurer of the Medical School, Report on Citizens' Loan Fund, Treasurer's Report, Secretary's Report, Librarian's Report, Inventory of Property.

Respectfully submitted,

OSCAR J. PFEIFFER,  
WILL J. ORANGE,  
HAROLD D. THOMPSON,  
DAVID M. RICHARDS,  
WILLIAM H. BRYANT,  
FRANK E. KENDRICK,

*Board of Regents.*

JAMES H. BAKER,  
*President.*

EDWARD J. MORATH, *Secretary.*



## PAY ROLL OF THE STATE UNIVERSITY.

(Including Fixed Appropriations for the Law and Medical Schools).

James H. Baker, M. A., LL. D., President.....	\$ 4,500 00
Edward J. Morath, Secretary Board of Regents.....	360 00

## COLLEGE OF LIBERAL ARTS.

Fred B. R. Hellems, Ph. D., Dean, Professor of Latin.....	\$ 2,100 00
Mary Rippon, Professor of the German Language and Literature .....	1,800 00
J. Raymond Brackett, Ph. D., Secretary of the Graduate Faculty; Professor of Comparative and English Literature.....	2,200 00
Ira M. DeLong, M. A., Professor of Mathematics.....	2,200 00
Arthur Allin, Ph. D., Professor of Psychology and Education...	2,000 00
Charles C. Ayer, Ph. D., Professor of Romance Languages.....	2,000 00
William Duane, Ph. D., Professor of Physics.....	2,000 00
George Norlin, Ph. D., Professor of Greek.....	1,900 00
LaRue Van Hook, B. A., Acting Professor of Greek.....	.....
Francis Ramaley, Ph. D., Professor of Biology.....	1,900 00
Walter H. Nichols, M. A., Professor of History (part time).....	500 00
Nevin M. Fenneman, Ph. D., Professor of Geology.....	1,700 00
Melanchthon F. Libby, Ph. D., Professor of Philosophy.....	1,400 00
John B. Phillips, Ph. D., Professor of Economics and Sociology	1,600 00
John B. Ekeley, Ph. D., Professor of Chemistry.....	1,800 00
Arnold Emch, Ph. D., Assistant Professor of Pure and Applied Mathematics .....	1,200 00
Margaret E. Stratton, M. A., Dean of Women.....	900 00
Fordyce P. Cleaves, M. A., Instructor in Oratory and Physical Training .....	500 00
George C. Taylor, M. A., Instructor in English.....	1,000 00
John P. Langs, B. A., Instructor in Music.....	600 00
Hortense Roberts, Assistant in Latin.....	200 00
Wilhelmina C. Hinkhouse, B. S., Assistant in German.....	200 00
John J. Browne, B. A., Assistant in Mathematics.....	400 00
Edna E. Voight, Assistant in Mathematics.....	50 00
Daniel P. Taylor, B. A., Assistant in Pedagogy.....	200 00
Rosetta G. Bell, B. A., Assistant in Romance Languages.....	100 00
Judson R. West, Assistant in Physics.....	200 00
William M. Parker, Assistant in Physics.....	100 00
Lucinda M. Garbarino, M. A., Assistant in Greek.....	100 00
Chancey Juday, M. A., Assistant in Biology.....	300 00
John W. Needles, B. A., Assistant in Chemistry.....	150 00

William S. Cunningham, Assistant in Chemistry.....	150 00
Jeanne Coulter, Assistant in English.....	100 <sup>00</sup>
Alfred E. Whitaker, M. A., Librarian.....	1,600 00
Hanson T. Parlin, Assistant in Library.....	300 00
Omar E. Garwood, Ph. D., Secretary.....	1,200 00
Harry J. Kesner, Assistant Secretary.....	135 00
Fritz C. Mors, Director of Gymnasium.....	180 00

---

\$39,825 00

#### SCHOOL OF APPLIED SCIENCE.

George H. Rowe, B. S., Dean; Professor of Electrical Engineering .....	\$ 2,000 00
Charles Derleth, Jr., B. S., and C. E., Professor of Civil Engineering .....	2,000 00
Arnold Emch, Ph. D., Assistant Professor of Pure and Applied Mathematics. (Salary noted elsewhere).....	.....
H. Chester Crouch, M. E., Assistant Professor of Mechanical Engineering .....	1,200 00
George R. Moore, Instructor in Engineering Shop. (Salary noted elsewhere) .....	.....
Jerome H. Fertig, Assistant in Civil Engineering.....	100 00
John C. Fowler, Assistant in Civil Engineering.....	.....

---

\$ 5,300 00

The remaining work of the School of Applied Science is done by professors in the College of Liberal Arts.

#### SCHOOL OF MEDICINE.

(The Hospital employes are not included in the following list.)

Appropriation for expenses of Medical School, including salaries.....	\$4,500 00
Luman M. Giffin, M. D., Dean; Professor of Surgery.	
John Chase, B. A., M. D., Professor of Ophthalmology and Otology.	
Thomas E. Taylor, B. A., M. D., Professor of Obstetrics.	
William B. Craig, M. D., Professor of Principles of Surgery and Pelvo-Abdominal Surgery.	
Emley B. Queal, M. D., Professor of Physiology.	
Eugene H. Robertson, Ph. M., M. D., Professor of Pathology and Bacteriology.	
George H. Cattermole, M. D., Professor of Diseases of Children and Clinical Medicine.	
Frank E. Waxham, M. D., Professor of Medicine, Clinical Medicine, Laryngology and Rhinology.	
Francis Ramaley, Ph. D., Professor of Histology.	

- Charles Fisher Andrew, M. D., Professor of Materia Medica and Therapeutics, and Assistant to the Chair of Medicine.
- Charles S. Elder, M. D., Professor of Gynecology and Abdominal Surgery.
- Newton Wiest, M. D., Professor of Diseases of the Skin.
- John B. Ekeley, Ph. D., Professor of Chemistry.
- Arthur McGugan, B. Sc., M. D., Professor of Psychiatry and Nervous Diseases.
- Lafayette Z. Coman, M. D., Lecturer on Minor Surgery and Bandaging.
- Williard J. White, M. A., M. D., Lecturer on Hygiene and Medical Jurisprudence.
- Oscar M. Gilbert, M. D., Lecturer on Anatomy and Demonstrator of Anatomy.
- Robert J. Wells, Assistant in Chemistry.
- Walter W. Reed, M. D., Assistant to the Chair of Obstetrics and Instructor in Pharmacognosy.
- Dessie B. Robertson, D. D. S., D. D. Sc., Assistant in Bacteriology and Pathology.
- John A. Russell, M. D., Laboratory Instructor in Minor Surgery and Bandaging.
- Chancey Juday, M. A., Assistant in Histology.
- Martin E. Miles, M. D., Assistant to the chair of Anatomy and the chair of Psychiatry and Nervous Diseases.

## SCHOOL OF LAW.

- Appropriation for expenses of Law School, including salaries.....\$3,000 00
- Moses Hallett, LL. D., Dean; Professor of American Constitutional Law.
- Albert A. Reed, LL. B., Secretary; Professor of Law.
- Charles M. Campbell, P. B., B. C. L., Professor of Law.
- Calvin E. Reed, LL. B., Professor of Law.
- William H. Bryant, B. S., LL. B., Professor of Law.
- Robert Given, B. A., Professor of Law.
- Thomas M. Robinson, Professor of Practice and Judge of Practice Court.
- Walter H. Nichols, M. A., Professor of History.
- Edwin Van Cise, Professor of Law.
- William H. Pease, B. A., LL. B., Professor of Law
- Hugh Butler, Lecturer on Common Law Pleading.
- Luther M. Goddard, LL. B., Lecturer on Law of Patents, Copyrights and Trademarks.
- Robert S. Morrison, Lecturer on Law of Mines and Mining.
- John Campbell, M. A., LL. B., Lecturer on Law of Private and Municipal Corporations.
- Charles S. Thomas, LL. B., Lecturer on Law of Evidence.
- Henry T. Rogers, M. A., Lecturer on Law of Corporations.
- John D. Fleming, B. A., LL. B., Lecturer on Law of Insurance.

Lucius M. Cuthbert, M. A., LL. B., Lecturer on Conflict of Laws.  
 John A. Riner, LL. B., Lecturer on International Law.  
 Platt Rogers, LL. B., Lecturer on Law of Trusts and Fiduciary Relations.  
 John H. Denison, B. A., Lecturer on Equity Jurisprudence, Pleading and Practice.  
 Ralph Talbot, B. A., Lecturer on Criminal Law and Procedure.  
 Charles D. Hayt, Lecturer on Law of Taxation.  
 Caesar A. Roberts, M. A., Lecturer on Colorado Civil Code.  
 Arthur McGugan, B. Sc., M. D., Lecturer on Mental Alienation.  
 Willard J. White, M. A., M. D., Lecturer on Medical Jurisprudence.  
 Eugene Wilder, Clerk of Practice Court.  
 Ab H. Romans, B. Ped., Librarian.  
 Charles J. O'Connor, B. Ped., Librarian.  
 Frances Davy, Secretary.

#### PREPARATORY SCHOOL.

(One-third paid by University.)

Henry White Callahan, Ph. D., Headmaster; Instructor in History and Latin (Plus \$250.00).....	\$ 916 66
Horace C. Hall, B. A., First Assistant and Instructor in Mathematics .....	400 00
Arthur L. Patton, B. S., Instructor in Physics and Chemistry....	300 00
Ora S. Fowler, B. S., Instructor in Biology.....	100 00
John P. Langs, B. A., Instructor in Music.....	66 66
Samuel J. Pease, B. A., Instructor in History.....	66 66
Lemuel F. Parton, Instructor in English.....	66 66
Anna M. Grant, B. A., Instructor in Greek and Latin.....	200 00
Carrie E. Orton, B. A., Instructor in Latin and German.....	166 66
Maud Elden, B. A., Instructor in Mathematics.....	83 33
Matilda Krebs, B. A., Instructor in English.....	116 66
Isabel Swarthout, Instructor in Drawing.....	100 00
R. T. Marshall, Janitor.....	184 00

---

\$2,767 29

## OTHER EMPLOYEES.

Silas A. Crandall, Steward.....	\$ 600 00
George R. Moore, Engineer.....	840 00
William W. McCarter, Fireman.....	540 00
Celso Espinosa, Employe on Grounds.....	480 00
Albert Pomeroy, Janitor Main Building.....	360 00
Eight Student Janitors.....	715 50
Edward J. Mannix, Clerk of Attendance Committee.....	54 00
Craig M. Bouton, Stock Room Assistant.....	180 00
Christina Johnson, care of rooms in Woodbury Hall and in cottage No. 2 (estimated).....	184 50
	\$3,954 00

## SUMMARY.

College of Liberal Arts (including officers of the University) ..	\$39,825 00
School of Applied Science.....	5,300 00
School of Medicine .....	4,500 00
School of Law .....	3,000 00
Preparatory School .....	2,767 29
Other employes ..	3,954 00
	Total ... \$59,346 29

## REPORT OF UNIVERSITY SECRETARY, FROM OCTOBER 1, 1900, TO OCTOBER 1, 1902.

## RECEIPTS—

Balance on hand, October 1, 1900.....	\$ 480 66
Tuitions, fees and sundry small receipts, 1900-1901.....	9,761 85
Tuitions, fees and sundry small receipts, 1901-1902.....	10,581 00
	\$20,823 51

## DISBURSEMENTS—

By cash paid to University Treasurer.....	\$19,500 00
By fees returned to students.....	624 40
Balance on hand, October 1, 1902.....	699 11
	\$20,823 51

Respectfully submitted,

OMAR E. GARWOOD,  
*Secretary.*

## REPORT OF TREASURER OF SCHOOL OF MEDICINE, FROM OCTOBER 1, 1900, TO OCTOBER 1, 1902.

## RECEIPTS—

Balance on hand, October 1, 1900.....	\$ 390 08	
Fees collected from Oct. 1, 1900, to Oct. 1, 1902.....	4,264 65	
Hospital receipts from Oct. 1, 1900, to Oct. 1, 1902.....	8,892 65	
From University for bills due, Oct. 1, 1900.....	395 85	
		\$13,943 23

## DISBURSEMENTS—

Paid Treasurer of the Board of Regents.....	\$12,976 60	
Due from University for bills paid.....	358 46	
Balance on hand October 1, 1902.....	608 17	
		\$13,943 23

Respectfully submitted,

L. M. GIFFIN,  
*Treasurer.*

## REPORT ON CITIZEN'S LOAN FUND, TO OCTOBER 1, 1900.

## Boulder Subscriptions paid—

NAME.	1899.	Amount.
	Average date. Sept.	
Henry Lippoldt .....	9	\$ 100 00
Fred Burger, Sr. ....	16	100 00
H. C. Holstein.....	20	200 00
Joseph Bergheim .....	22	300 00
Bromley & Williamson.....	25	100 00
Mrs. L. A. S. Durward.....	25	100 00
James H. Baker.....	28	1,000 00
J. D. Mason.....	28	50 00
Bliss & Holbrook.....	30	100 00
W. W. Wolf.....	30	100 00
	Oct.	
Boulder Pub. Co. ....	1	100 00
S. A. Giffin.....	1	500 00
E. C. Lewis.....	1	500 00
N. D. McKenzie.....	1	200 00
George R. Williamson.....	1	1,000 00



PLAY GROUND OF NORRIE SCHOOL.



SCHOOL HOUSE AT NORRIE, DISTRICT 8, PITKIN COUNTY, COLO.





NAME.	1899.	Amount.
	Average date. Oct.	
D. L. Wise.....	1	\$ 100 00
Helen Beardsley .....	2	100 00
John Gardiner .....	2	500 00
W. B. Keeler & Sons.....	2	200 00
John Leahy .....	2	50 00
W. S. Lee.....	2	100 00
John McInnis .....	2	250 00
Mrs. A. St. Julian.....	2	100 00
Fred White .....	2	200 00
William Babcock .....	3	100 00
Ed Monroe .....	3	100 00
W. L. Seely.....	3	300 00
Adam Weber .....	3	100 00
Isaac T. Earl.....	5	250 00
C. S. Palmer.....	5	200 00
T. H. Fitzpatrick.....	6	200 00
F. Jordinelli .....	6	100 00
J. T. Atwood.....	7	50 00
Albert A. Reed.....	7	1,000 00
William Duane .....	8	250 00
John H. Harbeck.....	15	500 00
H. D. Harlow.....	15	200 00
W. H. Allison.....	16	500 00
A. J. Macky.....	16	500 00
C. C. Ayer.....	18	150 00
Ira M. DeLong.....	18	400 00
H. O. Dodge.....	18	250 00
J. A. MacLean.....	18	250 00
McClure-White Mercantile Co. ....	18	500 00
Francis Ramaley .....	18	160 00
Maxwell & Greenman.....	19	250 00
J. H. Nicholson.....	25	300 00
Kate W. Poley.....	26	100 00
George W. Teal.....	29	100 00
	Nov.	
S. S. Downer.....	3	250 00
J. R. Brackett.....	4	250 00
Mary Rippon .....	4	250 00

NAME.	1899.		Amount.
	Average date.		
	Nov.		
W. B. Stoddard.....	4		\$ 250 00
Hannah C. Barker.....	7		500 00
Hiskey & McNaughton.....	12		500 00
Henry Fulton .....	14		250 00
John W. Day.....	15		100 00
P. J. Werley.....	16		200 00
Francis Kennedy .....	18		300 00
D. K. Sternberg.....	20		100 00
O. H. Wangelin.....	24		250 00
George H. Rowe.....	25		100 00
Danforth & Ward.....	28		250 00
George F. Fonda.....	29		500 00
Woollett-Brown Lumber Co. ....	29		100 00
	Dec.		
Charles T. Gilbert.....	1		50 00
Elbert Greenman .....	1		100 00
J. G. Trezise.....	2		100 00
Cowie & Moorhead.....	4		50 00
D. E. Dobbins.....	5		100 00
Meyer Bros. ....	5		50 00
G. G. O'Brien.....	15		25 00
	1900.		
	Jan.		
L. M. Giffin.....	15		250 00
E. B. Queal.....	18		100 00
	Feb.		
F. B. R. Hellcms.....	1		250 00
	Sept.		
Henry White Callahan.....	14		249 98
George H. Cattermole.....	25		100 00
Total paid .....			\$18,434 98
Boulder subscriptions unpaid.....			1,925 00
Total Boulder subscriptions.....			\$20,359 98

## STATE SUBSCRIPTIONS PAID.

	1900.	
	March	
Pueblo Savings Bank.....	31	\$ 1,000 00
	April	
Moses Hallett .....	3	1,000 00
National State Bank, Boulder.....	4	2,125 00
W. Byrd Page.....	5	500 00
First National Bank, Pueblo.....	7	3,000 00
D. R. Green.....	10	250 00
A. E. Reynolds.....	13	500 00
O. E. LeFevre.....	19	500 00
Geo. W. Baxter.....	27	500 00
First National Bank, Boulder.....	27	2,125 00
	May	
Eben Smith .....	2	10,000 00
Western National Bank, Pueblo.....	2	1,000 00
Colorado National Bank, Denver.....	8	4,000 00
Denver National Bank.....	8	4,000 00
First National Bank, Denver.....	8	4,000 00
	June	
Mercantile National Bank, Pueblo.....	4	1,000 00
J. F. Champion.....	8	2,500 00
	July	
J. W. Graham.....	6	1,000 00
"A Citizen" .....		5,000 00
Total paid .....		\$44,000 00
State subscriptions unpaid.....		6,000 00
Total state subscriptions.....		\$50,000 00
Total subscriptions .....		\$70,359 98
Total paid .....		62,434 98
Total unpaid .....		\$ 7,925 00

Respectfully submitted,

J. H. NICHOLSON,  
Treasurer.

The receipts as noted above were accounted for in the Treasurer's report, October 1, 1900.

RECEIPTS SINCE OCTOBER 1, 1900, INCLUDED IN THE TREASURER'S REPORT OF  
OCTOBER 1, 1902.

Meyer Bros., Oct. 4, 1900.....	\$ 50 00
A. E. Reynolds, Dec. 7, 1900.....	2,000 00
Total .....	\$ 2,050 00

Respectfully submitted,

W. S. BELLMAN,  
*Treasurer.*

TREASURER'S REPORT, FROM OCTOBER 1, 1900, TO OCTOBER 1, 1902.

Cash on hand October 1, 1900.....	\$ 17,393 10
State Treasurer, General Fund, one-fifth mill tax.....	104,268 70
State Treasurer, Special Appropriation .....	80,408 43
State Treasurer, Land Income .....	4,887 28
Receipts from Medical School and Hospital.....	12,976 60
Receipts from University Secretary .....	19,500 00
E. J. Temple (still due, \$200.00).....	200 00
Day and Henry (amount returned acct. of error in bill)....	100 00
Meyer Bros., Loan Fund.....	50 00
A. E. Reynolds, Loan Fund.....	2,000 00
	<hr/>
	\$241,784 11

DISBURSEMENTS—

Warrants paid from October 1, 1900, to October 1, 1902.....	\$187,392 29
Balance on note and interest.....	2,609 05
Cash on hand, General account.....	\$46,782 77
Special account.....	5,000 00
	<hr/>
	51,782 77
	<hr/>
	\$241,784 11

Respectfully submitted,

W. S. BELLMAN,  
*Treasurer.*

SECRETARY'S REPORT, FROM OCTOBER 1, 1900, TO OCTOBER 1, 1902.

Warrants issued in payment of expenses of the several departments of the University during the biennial period October 1, 1900, to October 1, 1902:

College and School of Applied Science—instruction and expense .....	\$ 79,786 81
School of Medicine—instruction, apparatus, hospital and other expenses (largely reimbursed by medical tuitions and hospital receipts) .....	22,456 90
School of law—instruction, library and other expenses (partly reimbursed by tuitions) .....	8,679 85
Preparatory School—instruction and other expenses.....	6,992 99
Civil Engineering—books, apparatus and supplies.....	2,318 21
Electrical Engineering—books, apparatus and supplies.....	1,445 48
Mechanical Engineering—apparatus and supplies.....	327 99
Library—books, periodicals, binding and supplies.....	3,481 60
Advertising—(including visitation of schools and institutes, and lectures) .....	3,889 88
Buildings and Grounds—repairs, improvements, salaries of janitors, insurance, etc. ....	30,204 84
Fuel and Light.....	6,685 21
Furniture and supplies.....	2,281 22
Printing, Postage and Stationery.....	4,777 52
Regents—service and mileage.....	4,930 35
Biology—books, apparatus and supplies.....	1,050 52
Chemistry—books, apparatus and supplies.....	1,963 47
English—books .....	61 08
Geology—books, apparatus and supplies.....	350 87
German—books .....	94 12
Greek—books .....	375 17
History and Political Science—books.....	59 45
Latin—books and supplies.....	128 73
Literature—books and supplies.....	99 11
Mathematics—books .....	431 63
Philosophy—books, apparatus and supplies.....	145 68
Physics—apparatus and supplies.....	562 89
Psychology and Ed.—books, apparatus and supplies.....	436 00

Romance Languages—books .....	177 05
Unclassified .....	5,327 38
Total .....	\$189,522 00
Refunded—Day & Henry.....	100 00
Total expenses for biennial period.....	\$189,422 00
Warrants issued, not paid by October 1, 1900.....	\$ 5,095 55
Warrants issued, not paid by October 1, 1902.....	7,225 26
	\$ 2,129 71
Warrants issued from October 1, 1900, to October 1, 1902.....	189,522 00
Warrants paid by Treasurer from October 1, 1900, to October 1, 1902 .....	\$187,392 29

Respectfully submitted,

EDWARD J. MORATH,  
*Secretary Board of Regents.*

LIBRARIAN'S REPORT.

*James H. Baker, President of the Board of Regents, University of Colorado:*

Dear Sir—I have the honor to present herewith my report on the Library, covering the period from October 1, 1900, to October 1, 1902.

ADDITIONS.

The total number of volumes accessioned and placed in the Library during the two years is 3,688, derived from various sources, as follows:

Gifts (U. S. publications).....	323
Gifts (miscellaneous) .....	892
Total gifts .....	1,215
Binding .....	703
Purchased .....	1,770
Total accessions .....	3,688

## DONATIONS.

Gifts have been received, entered, and acknowledged as follows:

Books .....	1,392
Pamphlets, College catalogues, etc. ....	1,391
Maps, charts, etc. ....	23
	<hr/>
Total .....	2,806

Donations are shown in detail on page 15.

## BINDING.

Periodicals (completed volumes) .....	597
New books (issued in paper) .....	251
Rebound .....	65
Newspapers .....	26
	<hr/>
Total .....	939

## SUMMARY.

Number of volumes reported October 1, 1900.....	21,847
Additions—	
By gift (U. S. publications) .....	323
By gift (miscellaneous) .....	892
	<hr/>
Total by gift.....	1,215
By binding .....	703
By purchase .....	1,770
	<hr/>
Total .....	3,688
	<hr/>
Total .....	25,535
Deductions—	
Canceled (lost and worn out).....	17
Less found and returned.....	13
	<hr/>
Total deduction .....	4
	<hr/>
Total number of volumes in Library October 1, 1902.....	25,531

Respectfully yours,

ALFRED E. WHITAKER,  
*Librarian.*

## THIRTEENTH BIENNIAL REPORT

## INVENTORY OF UNIVERSITY PROPERTY.

The following estimates, taken from inventories recently made, are presented as fair approximations:

## GROUNDS.

Campus, fifty-two acres (estimated present value unimproved) .....	\$ 26,800 00
Improvements, as fences, grading, roads, walks, pipes, drains, trees, lake, bridges, athletic field.....	18,800 00
	<hr/>
	\$ 45,600 00

## BUILDINGS.

(Approximate cost of each.)

Main Building.....	\$ 36,500 00
University Cottage .....	6,600 00
Medical Building .....	8,800 00
Cottage No. 1.....	8,400 00
Cottage No. 2.....	3,800 00
Anatomy Building .....	2,500 00
Woodbury Hall .....	24,500 00
Hale Scientific Building.....	47,500 00
Engineering Building and heating plant.....	18,100 00
Heating plant, boilers, pipes in ground, fan house.....	9,000 00
Observatory .....	200 00
Ice House .....	300 00
Stable and shed.....	1,200 00
Chemistry Building .....	9,700 00
Gymnasium Building .....	5,700 00
Hospital, furnished .....	15,000 00
	<hr/>
	\$197,800 00

## FURNITURE, ETC.

Team, implements, tools, engineer's and carpenter's supplies (value) .....	\$ 1,724 00
Room furniture, as chairs, settees, desks, tables, movable cases, pictures, office furniture, dormitory and dining hall equipment, shades and janitor's supplies, gymnasium apparatus (value) .....	11,149 00
	<hr/>
	\$ 12,873 00

## LIBRARY.

Library (value) .....	\$ 40,000 00
-----------------------	--------------



## APPARATUS.

Biology (including specimens) .....	\$ 2,507 00
Chemistry .....	2,720 00
Civil Engineering .....	3,731 00
Comparative and English Literature.....	630 00
Electrical Engineering .....	4,274 00
Geology .....	418 00
German .....	20 00
Greek .....	291 00
Hospital (furniture and instruments).....	3,015 00
Latin .....	20 00
Mathematics .....	351 00
Mechanical Engineering .....	3,605 00
Medicine .....	4,762 00
Physics .....	7,145 00
Psychology .....	716 00
	<hr/>
	\$ 34,205 00

## COLLECTIONS.

Geological and Mineralogical (value).....	\$ 2,608 00
Art (cost) .....	1,800 00
	<hr/>
	\$ 4,408 00

## SUMMARY.

Grounds .....	\$ 45,600 00
Buildings .....	197,800 00
Furniture, etc. ....	12,873 00
Library .....	40,000 00
Apparatus .....	34,205 00
Collections .....	4,408 00
	<hr/>
	\$334,886 00

## REQUIREMENTS FOR ADMISSION TO STATE UNIVERSITY.

Students are admitted to the College of Liberal Arts, either upon satisfactory examination in the required subjects, or on the certificate of the Principal of the State Preparatory School or of an accredited high school.

Certificates from schools not accredited will be considered as the merits of each case may warrant.

Certificates of good character should be presented by all students.

The subjects required of candidates for admission to courses leading to the degrees of Bachelor of Arts, Bachelor of Philosophy and Bachelor of Science, are as follows:

The following schools are accredited—for course leading to B. A. (C.); to B.Ph., (L.Sc.); to B.S., (S.):

Denver High School, District No. 1.....	C.	L.Sc.	S.
Denver High School, District No. 2.....	C.	L.Sc.	S.
Colorado Springs High School.....	C.	L.Sc.	S.
Greeley High School.....		L.Sc.	S.
Pueblo High School, District No. 1.....	C.	L.Sc.	S.
Pueblo High School, District No. 20.....	C.	L.Sc.	S.
North Denver High School.....	C.	L.Sc.	S.
Georgetown High School.....		L.Sc.	
Canon City High School.....	C.	L.Sc.	S.
Durango High School.....		L.Sc.	S.
Aspen High School.....		L.Sc.	S.
Fort Collins High School.....		L.Sc.	S.
Golden High School.....		L.Sc.	S.
Grand Junction High School.....		L.Sc.	S.
Trinidad High School.....		L.Sc.	S.
Cheyenne (Wyo.) High School.....		L.Sc.	S.
Denver Manual Training High School.....			S.
La Junta High School.....		L.Sc.	
Central City High School.....		L.Sc.	S.
Idaho Springs High School.....		L.Sc.	S.
Longmont High School.....			S.
Montclair High School.....		L.Sc.	S.
Fort Morgan High School.....		L.Sc.	S.
Cripple Creek High School.....		L.Sc.	S.
Leadville High School.....		L.Sc.	S.
Victor High School.....		L.Sc.	S.
Monte Vista High School.....		L.Sc.	
Salida High School.....		L.Sc.	S.
South Denver High School.....		L.Sc.	S.
Las Animas High School.....		L.Sc.	
Lamar High School.....		L.Sc.	S.



STATE DEAF AND BLIND SCHOOL, COLORADO SPRINGS, GENERAL VIEW LOOKING WEST

W. H. BROWN & CO.



## REPORT OF COLORADO SCHOOL FOR DEAF AND BLIND.

TO THE HONORABLE HELEN L. GRENFELL,

*Superintendent of Public Instruction, Denver, Colo.*

Dear Madam—I herewith transmit the report of the School for the Deaf and Blind, as made to the Board of Trustees of the institution.

Respectfully submitted,

W. K. ARGO,  
Superintendent.

## BOARD OF TRUSTEES.

W. H. Trout, President, Canon City; term expires 1903.

Mrs. M. S. McDonald Secretary, Pueblo; term expires 1907.

George E. West, Durango; term expires 1907.

W. C. Jones, Colorado Springs; term expires 1903.

W. G. Rice, Cripple Creek; term expires 1905.

A. J. Lawton, Treasurer, Colorado Springs.

W. K. Argo, A. M., Superintendent.

---

GENERAL INFORMATION CONCERNING THE COLORADO SCHOOL FOR THE DEAF AND THE BLIND.

Character of the School—This school, which was established in 1874, is supported by the state for the purpose of educating its deaf and blind children, who by their misfortune cannot be instructed in the schools for children possessing all their faculties. The school has fulfilled its mission when it has educated these children to an extent equal to that attained by children of normal faculties through the instrumentality of the public schools of the state. To accomplish this end much time and patience need to be exercised by trained specialists in these particular fields of instruction, and buildings provided in which the pupils may be assembled from their homes in various parts of the state, in order to receive such instruction at a minimum expense. The state of Colorado is abreast with her sister states in provision for this branch of her educational system, and has had buildings erected and equipped for the deaf and the blind at this school. The general management is under the control of a board of trustees, five in number, residents of the state. The administration of the affairs of the school is intrusted to competent and experienced officers and teachers, who are familiar with the methods employed in instructing the deaf and the blind.

Terms of Admission—All deaf and blind persons, of sound mind and body, between the ages of six and twenty-one, actual residents of Colorado, are entitled to admission to the school free of charge. This includes all those whose hearing or sight is so impaired as to prevent them from obtaining an education in the public schools. Tuition, board and washing, medicines and medical attendance, books and apparatus used in teaching, in short, everything is furnished free of charge except clothing and traveling expenses. In cases of absolute poverty, the respective counties assume the expense of traveling and clothing. While no persons are taken into the school for the purpose of giving medical treatment, all children coming to us are examined by a specialist and treatment is given wherever it is needed. The sick have the very best of care and attention.

The school opens on the first Wednesday of September and closes on the first Wednesday of the following June, thus giving the pupils nine months at school and three months at home each year.

Trades—It is the aim of the school so to educate the pupils partaking of its benefits that they may, on finishing the course, be able not only to communicate intelligently with persons with whom they are thrown, but successfully to follow some certain branch of handicraft as well. The trades of printing, carpentry, baking, broom-making, shoemaking, mattress making, piano tuning and cane-seating are now taught, and other trades will be introduced as soon as the means at hand will permit. The girls are instructed in dressmaking, hammock weaving, needlework and general housekeeping.

General Remarks—The School for the Deaf and the Blind of Colorado is an educational institution, and for this purpose it is equipped and officered. This fact should be borne in mind and the idea that it is an asylum, or hospital for afflicted children who are burdens to their parents and friends, should be eradicated from the public mind.

---

SUPERINTENDENT'S REPORT.

*To the Board of Trustees of the Colorado School for the Deaf and the Blind:*

The period covered by this report has been one of steady growth and progress, in all directions, and to even the most casual observer the changes and improvements are everywhere apparent. The buildings have been thoroughly overhauled and repaired, the grounds have been beautified and the efficiency of all departments has been largely increased by the greater facilities afforded for the prosecution of the work for which they were designed. I am especially pleased to report the sanitary conditions as well nigh perfect, the entire plumbing having been renewed in the two years under expert inspection.

The increased income for the last year has afforded at least partial relief from the financial embarrassment, which has characterized all our

institutions the past eight years, and your school is today nearer what it should be than ever before in its history, though it is not yet in all respects up to the standard set by the best schools of the land.

## ATTENDANCE.

The total enrollment during the biennial period has been 212, the largest in our history, the number present at this date being 151, as against 137 on November 30, 1900. The following will make clear the movement of population:

	Deaf.	Blind.	Total.
Present November 30, 1900.....	87	50	137
New pupils admitted since.....	49	16	64
Former pupils returned.....	7	3	10
	—	—	—
Total attendance the two years.....	143	69	212

Accounted for as follows:

Graduated .....	3	4	7
Removed from state.....	6	1	7
Dismissed as ineligible.....	4	1	5
At home because of ill health.....	1	1	2
Suspended indefinitely .....	4	1	4
Time expired .....	3	1	4
Voluntarily remaining at home.....	23	8	31
	—	—	—
	44	17	61
Present November 30, 1901.....	99	52	151

Deaf boys, 61; deaf girls, 38; blind boys, 26; blind girls, 26.

The number voluntarily remaining at home seems large, but it appears impossible to arouse parents to a full realization of what an education, or the lack of it, means to the deaf or the blind, the children being allowed in many instances to determine the question of attendance for themselves. It has been suggested that the matter might be remedied by the passage of a compulsory education law, but I am not thoroughly convinced that the desired end could be reached in that way. My own opinion is that an enlightened public sentiment and the dissemination of correct ideas as to the aims and purposes of the school are our main reliance for proper action in such cases.

Comparison of statistics will show that we have in school more pupils in proportion to the population than most states, a source of congratulation when our long distances and the expense of mountain travel are taken into consideration.

## GRADUATES.

It has long been the custom of the Board of Trustees to grant diplomas to those who complete the prescribed course of study in their respective departments. In June, 1901, the successful candidates for this honor were Eliza Todd, Bruce Adamson and Thomas McIntosh, from the department for the blind, and Bert Forse from that for the deaf. The graduates of last session were Frank Severn, blind; Edna Drumm, and Frank Horton, deaf. The three deaf are attending Gallaudet College, at Washington, D. C., and at last accounts were doing well. Of those from the blind department Miss Todd, whose sight was in a large measure restored while attending the school, is now holding a position of trust and honor with us, and the young gentlemen are paying their own way, not a very easy matter for those deprived of the most helpful of all the senses.

## HEALTH.

Our comparative immunity from any sort of serious illness of late years has been wonderful, and should be a source of great gratification to you. We have had one case of typhoid each year of the last three, the disease developing in every instance within a week after the opening of school, thus relieving us of any anxiety as to its origin. All have made perfect recoveries.

During the winter of 1900-01 both scarlet fever and smallpox were widely prevalent over the state, and we had two or three very mild cases of the former, but prompt isolation prevented its spreading further. Your hospital for contagious diseases, though seldom used, has proven a wise investment.

As stated in my last report we believe the excellent record for the last four or five years to be, in large measure, due to the great amount of time spent by our children out of doors, and we are constantly adding such attractions as will keep them in the open air. A complete out-door gymnasium is our next ambition in that line, as, being in this land of sunshine, even more desirable than an interior one, though both are needed.

## THE LITERARY DEPARTMENT.

That the tendency has been toward more strenuous efforts in the oral departments, more insistence upon the use of manual spelling in the manual departments, and less dependence upon the sign language, in our so-called combined schools for the deaf, is apparent to any one who will carefully study statistics of the schools of the United States, and even the most conservative of the profession will admit that the average results are better than ten, twenty, or thirty years ago. There was a time, not so very long ago, when in many schools the semi-deaf, the semi-mute and the congenitally deaf were thrown into classes together, with little consideration for the language acquired or the ability to acquire it. Under



the new regime of fewer pupils to the teacher and better grading, this error is rarely committed, and each pupil is incited individually to do the very best there is in him.

In our own school the methods pursued have been substantially the same as those hitherto successfully employed. All new deaf pupils are placed in charge of experienced oral teachers and given ample time to show what they can do under that system of instruction, being transferred to the manual department only when it has been thoroughly demonstrated that there is absolutely no talent for speech or speech reading.

The deaf child of average brain who comes to us at seven and remains until he is eighteen usually goes out with a fair common school education, a knowledge of the use of tools that will enable him to quickly become self-supporting, and such training in general as will fit him to intelligently discharge the duties of citizenship.

In the blind department, the distinctive feature of the school, if there be any, is the great stress laid upon mental work and the cultivation of the memory, the most difficult problems in arithmetic and algebra being solved almost entirely without the use of slate and stylus. Here language, so difficult to the deaf, presents no hindrance, and the course of study is consequently much more elaborate, amounting to a full high school course. This department has had substantial additions to the equipment in the way of school furniture, typewriters and other apparatus, but there is yet a crying need for books, and books in point are costly. The new stereograph will be of great help to us in the preparation of the daily lessons, and we hope to do something in the way of providing literature for the primary classes; but this is a matter of time, and the want is a pressing one. The immediate expenditure of a thousand dollars for books would do no more than is needed.

#### COURSE OF STUDY—DEAF DEPARTMENT.

An outline of the work is as follows:

Primary Grade—Articulation and lip reading, language, reading, writing numbers, nature study, drawing.

Text Books—Hektograph work by teachers, Miss Sweet's Nos. 1 and 2, Prince's arithmetic.

Intermediate Grade—Articulation and lip reading, language, reading, writing, geography, arithmetic, nature study, drawing. Text books: Miss Sweet's Nos. 3 and 4, Jenkins' Talks and Stories, Crane's Bits of History, Eggleston's First Book in United States History, Montieth's Primary geography, Prince's arithmetic, Dudley's arithmetic.

Grammar Grade—Language, reading, geography (political and physical), arithmetic, drawing, History of the United States, History of England, general history, civil government, physiology, natural philosophy, botany (lectures), zoology (lectures). Text books: Longman's school grammar, Felter's arithmetic, Walsh's arithmetic, Barnes' complete

geography, Houston's physical geography, Eggleston's United States, Higginson's and Channing's English history, Parley's universal history, Steele's physics.

A literary society has been in existence for the past ten years, and has proven very helpful to the older pupils, all of whom are members. Bi-weekly lectures on current topics are given by teachers in turn.

COURSE OF STUDY—BLIND DEPARTMENT.

Primary Grade, three years, (C)—Mathematics, numbers to 50; simple mental work; reading, primer and first reader, spelling; English, language lessons; writing, in New York point. (B)—Mathematics: Numbers to 150; reading, from 100-1,000; simple mental work in addition, subtraction, multiplication and division; reading, second and third readers; spelling; English, language lessons, with emphasis upon the noun and adjective; science, talks by the teacher; writing, in New York point. (A)—Mathematics: Numbers to 1,000, reading from 1,000-10,000, simple mental work in addition, subtraction, multiplication and division; reading, fourth and fifth readers, spelling; English, language lessons, with special emphasis upon the pronoun, verb, subject, copula and predicate; science, talks by the teacher; writing, in New York point.

Intermediate Grade, three years (C)—Mathematics: Review and compound numbers; reading, from various authors, spelling; geography, elementary; English, language lessons; science, elementary work. (B)—Mathematics: Common fractions and decimals, History of the United States, Geography of the World; English, grammar; science, elementary work. (A)—Mathematics: Decimals, History of the United States, complete; geography, descriptive; English, review of grammar; science, elementary work.

Grammar Grade, three years—(C): Mathematics, arithmetic; history, general, Grecian, complete; geography, physical, complete; English, grammar. (B)—Mathematics: Arithmetic, with review of arithmetical principles; history, general, Roman, complete; science, physiology and hygiene, zoology; English, analysis and composition. (A)—Mathematics: Elementary algebra; history, mediaeval and English; English, composition and introduction to literature; typewriting, letter writing, writing from dictation, with emphasis upon rapidity, manifolding, care of machine.

Senior Grade, three years, (C)—Mathematics: Algebra, Robinson, supplemented by Peck's Manual; history, civil government (Fiske), Hatch's Civil Government of Colorado, Johnson's History of American Politics and Lectures on Political Economy; English, elements of composition and rhetoric, Waddy; Latin, Collar and Daniel's beginner's book. (B)—Mathematics: Plane geometry, Well's, with exercises; science, introduction to physical science (Gage), with lectures; English, Introduction to American Literature (Painter); Latin, Collar and Daniel's beginner's book reviewed (Caesar). (A)—Mathematics: General review; science, geology (Tarr), chemistry (Williams), botany (Youman and Gray), lec-

COLTMBINE SCHOOL, DISTRICT 28, ROYAL COUNTY, OHO.





tures through the year on each subject; English, English literature, (Kellogg), a general review of literature; Latin, Caesar (with Allen and Greenough's grammar), writing short compositions in Latin; philosophy, moral, (Fairchild), mental, Gordy and Baldwin, lectures throughout the year. Monthly rhetorical, evening readings, daily chapel exercises and special Sunday exercises are carried on throughout the entire course by the teachers of the literary department.

#### INDUSTRIAL DEPARTMENT.

This department has been materially strengthened during the biennial period by the completion of the industrial building, the re-arrangement of its interior, and the purchase of additional tools, etc., but our equipment is not yet complete. The printing office needs more type, the carpenter shop more tools and more convenient benches, the shoe shop more machines, and the broom and mattress-shop a loom for carpet weaving, while the sewing-rooms for both deaf and blind need more modern and up-to-date fixtures. In my report two years ago I called your attention to the need of a teacher of sloyd and manual training for the younger classes, and I sincerely trust that this deficiency may be remedied before the end of the current school year. Our intermediate and advanced grades get plenty of practical work, and the primary pupils in the blind department have manual training; but we want all the younger children (both deaf and blind, boys and girls), to have a course in sloyd and the handling of tools preparatory to what is to come later in practical work, believing as we do that such training is educational, and is of use, whatever vocation the pupils may afterwards pursue.

The employment of a competent man for the garden and grounds and the new green house has opened up great possibilities for those of our boys who, because of delicate physique, should live out of doors.

#### PHYSICAL TRAINING.

In these days of enlightened and intelligent thought no argument is necessary to prove the value of proper exercise and the regular and systematic care of the body, nor would it be difficult to show that the need of physical training is emphasized with children like ours, the blind especially who are naturally inclined to sit quietly rather than take risks in moving about. Recognizing this, you have authorized me to do the best under the circumstances, and the children have daily drill under the teachers, or the director, who comes to us twice a week. This is far better than nothing, but the best results cannot be secured until we have a well-appointed gymnasium, and the whole time of a competent instructor.

#### VISIT TO EASTERN SCHOOLS.

With your unanimous approval the writer spent some three weeks in October visiting such schools in the east as are particularly prominent

because of excellence of equipment, excellence of work along special lines, peculiarity of method, etc. I shall not now take your time to give you in detail all that came under my observation, but I must make mention of the points of vantage possessed by these institutions which impressed me most. They were, first, abundance of room, with a place for everything and everything in its place; second, well-filled libraries suited to all grades; third, perfectly equipped gymnasiums, with splendid facilities for physical training; and, fourth, thorough supervision at all times and in all places. It was, too, a satisfaction to find in all the up-to-date schools both deaf and blind, the younger pupils entirely separated from the older ones—an arrangement that I have advocated for many years. It is needless to say that I saw most excellent results where so much of system and order and purpose prevails.

I must also acknowledge the courtesy extended wherever, as your representative, I chose to go, and the opportunity given to look into everything bearing upon the care, education and training of our children.

#### THE STRATTON FUND.

The following clause from the will of the late Mr. W. S. Stratton, mine owner and multi-millionaire, will be of interest to our friends and patrons:

“Tenth: I direct my said executors to pay to the trustees of the Institute for the Education of Mute and Blind, located at the city of Colorado Springs, in the county of El Paso, and state of Colorado, the full sum of twenty-five thousand dollars (\$25,000) out of the proceeds of my said estate, in trust, however, for the following purposes: Said sum shall be invested by said trustees in good and safe interest-bearing securities, interest to be paid thereon to said trustees annually or semi-annually, as they shall direct, and such interest shall be paid by them to the superintendent of said institute and by him annually distributed among the pupils of said institute as rewards for such excellence in scholarship or demeanor, or both, as may be prescribed or required by the said trustees.”

Mr. Stratton's interest in the school dates back some six or seven years, when he began making an annual donation for prizes in the blind department. In 1890, in addition to the prize money, he gave four hundred dollars for the purchase of physical apparatus, the school at that time having nothing in that line worth mentioning. Mr. Stratton's will being now in litigation, it may be some time before the bequest is available, but it is stated upon reliable authority that the money will certainly be paid.

Few men coming into wealth suddenly after long years of unremitting and seemingly profitless toil, as did Mr. Stratton, are able to maintain their balance as he did, and few have rendered a better stewardship of the funds entrusted to them under such circumstances.

## REPAIRS AND IMPROVEMENTS.

To enumerate in detail the work of the last two years on buildings and grounds would weary you, but I must mention some of the larger items to give some idea of the immense amount of labor involved.

In the first place the six larger buildings, five of them stone, have been repointed and repainted, including the roofs, which are shingle, with two coats of the very best material purchasable. When the size of these buildings is considered it will be seen that this of itself was no small task.

It was discovered in the winter of 1901 that the partition walls were settling in both wings of the old or main building, and it was necessary to rebuild the foundations at once without waiting for funds or a more convenient season. Accordingly, in the midst of the session, the floors were ripped up, the rotten joists taken out, the stone work rebuilt and the entire basement refloored and leveled. About the same time the plumbing was condemned by the inspector representing the State Board of Health, and every part of it has been renewed and replaced with the very best modern sanitary piping and fixtures. The floors have been leveled and relaid from top to bottom, and changes have been made here and there which have added much to the comfort and convenience of the family.

Through faulty construction the front wall of the school building was found to be in a precarious condition, necessitating an outlay of twelve hundred dollars to make it safe. In addition to this the basement windows were screened with heavy wire, the foundations were protected from the action of water by a strip of cement four and a half feet wide, three inches thick, extending entirely around the building, glass doors were placed in the north end of the basement, and two small rooms were added by making slight changes in the main halls up and down stairs.

The girls' hall was treated in the same way as to its foundation, and the plumbing was renewed from sewer to top of vent, the very best porcelain lined tubs and the latest and best closets being used.

The greatest change, however, has been made in the industrial building which, for lack of funds, had never been completed. In addition to the work done inside, a new iron stairway has been built at the west end, giving the girls access to the sewing rooms without going through the hallways used by the other sex. The building was also re-wired according to the underwriters' latest specifications.

The hospital for contagious diseases has been screened throughout and the walls enameled. Fortunately we have had little use for this building of late years.

Among the improvements on grounds are the laying of more than a thousand yards of concrete walk, four hundred feet of curb gutter, 1,700 feet of drain tile, one thousand feet of water pipe with fixtures, etc., and the grading of a considerable portion of the lawn which had not received attention. The possibilities for the grounds are great, but it will take both time and money to get them in perfect order. A green house which

has recently been erected will enable us to do much, heretofore impossible, to the beautifying of the premises, as well as contribute to the bill of fare at table by furnishing plants for the garden, etc.

Some of the larger additions to the equipment have been for the school; two pianos, six typewriters, five kaleidographs, one stereograph, one embossed globe, twenty-four new desks, more than five hundred books for the library, numerous tables for study room, etc.; for the industrial department two new sewing machines, a lot of new type, a band saw, rip saw, turning lathe, a new thirty-five horse power engine, and various tools needed here and there; for the laundry a ninety-inch mangle with twenty-four inch cylinder, two washers, a shirt machine, a body ironer, a bander and a starcher; and for the domestic department sixty-five iron beds, a new range with boiler, a broiler, a dish-warmer, a rack for cooking utensils, etc.

In all, this work has extended through the biennial period, we have employed men by the day when necessary and have utilized the labor of our own people as far as consistent with their regular school duties.

#### NEEDS.

Referring to the last report, you will remember my urging the purchase of the strip of ground lying east of the school as a measure dictated by common prudence and foresight looking to the future of the school. Already the present buildings are full, and even now the play grounds are entirely inadequate. My opinion is that a certain amount of play is just as essential as work in the wonderfully complex process of character building, and I beg of you, for the sake of future generations of afflicted children and for the real interest of the state at large, that you again lay this matter before the legislature and insist upon favorable action. It is true that in presenting the situation to the last assembly you were in a measure relieved from further responsibility, but I trust you will not cease your efforts until you have accomplished your purpose. There are now eight dwelling houses on the strip, but almost all of them could be made use of at once for the separation of our little folks from the larger, and as homes for our teachers and employées.

It has been said elsewhere that the sanitary conditions were well high perfect, but there is yet one weak point. In connecting with the city sewer the line from the main building, for reasons of economy, was made to cross diagonally under the girls' hall, this being the shortest route, and no manholes were provided. I would suggest that a new line be run independent of any building, with openings every hundred feet, and that the waste from the girls' building be taken out the shortest way.

The value of physical training for our pupils has been spoken of elsewhere and the need of a perfectly equipped gymnasium pointed out. Argument on the question is not needed.

No additions have been made to the library for ten years until your recent purchase of about five hundred dollars' worth of books for the



sighted, most of them adapted to the younger grades. There should be more in the way of standard authors, reference books, etc., and we should build up a library in point for our blind pupils who are now dependent upon some sighted person for their general reading.

We must increase the equipment of our industrial department in all its branches if we would meet the expectations of our patrons and the people of the state.

The musical director speaks in his report of the value of a pipe organ in his work. The heads of schools having such organs say they could hardly get along without them as a potent factor in the musical education of the blind, and a means of earning a living to many.

The work of grading and putting the grounds in order should be completed and the remainder of the cement walks laid as projected.

#### ACKNOWLEDGMENTS.

We have spoken in another part of the report of the late Mr. Stratton's kindness to us, but it will do no harm to mention it again here as being by far the most substantial expression of interest in the school since its establishment.

We are under obligations to the railroads of the state for reduced rates for our pupils and a general disposition to help us out in every possible way.

Our sincere thanks are also hereby tendered the following:

To our oculist, Dr. W. C. Ogden, who has given his services free during the period of decreased income.

To Hon. George West of our Board of Trustees for prizes given to the pupils of the Deaf Department last June.

To Mrs. A. L. Lawton of Colorado Springs for a complete set of Bancroft's works, forty volumes, bound in sheep, given in the name of her husband, the late Mr. A. L. Lawton, who died an honored member of our Board of Trustees.

To Mrs. Lillian Krum of this city, who has brightened the lives of our little girls by gifts of books, dolls and such things as delight the hearts of children; and, better than all, by her personal service in reading to the little blind, taking them riding, entertaining them in her home, etc.

To our esteemed friend, Mr. W. W. Wade, of Oakmont, Pennsylvania, who never forgets. Among his late benefactions are a Braille Point machine for Lottie Sullivan, a complete set of Scott, and dozens of other books for our library. While Mr. Wade has made a special study of the deaf-blind and is untiring in their behalf, his interest in all humanity is broad and deep, and his motto is "deeds, not words," though he can and does talk when he has to.

To the Colorado Springs Musical Club for the opportunity afforded our older blind of hearing the very best musical talent of the country free of charge.

To the Colorado Springs Gazette, the Evening Telegraph, the Manitou Journal, and to all the deaf and blind schools for free copies of their papers for our reading rooms.

CONCLUSION.

I find the following in my report to you at the meeting last December, the meeting preceding that being held October 10, with Mr. Lawton present:

"It is fitting that I should begin this with a few words concerning our great loss in the death of Mr. Lawton, which came so unexpectedly and so soon after your last meeting. Little did we think as we sat about this table that in less than three short weeks the dread angel would claim one for his own, and that one to all appearances the strongest of us. Truly, 'In the midst of life we are in death.'

"So pleasant and harmonious were the relations between Mr. Lawton and his associates on this board that I am sure you feel in his absence the loss of a personal friend as well as a most efficient co-worker. The sorrow in the school when the sad news came was genuine, as all had learned to look upon him as a real friend, generous, considerate and thoughtful to a degree unusual among those so occupied with the busy life around them."

In conclusion permit me to say that this review of the past two years should be a source of real satisfaction to you. Beginning the biennial period with a deficit of six thousand dollars, buildings out of repair, equipment everywhere scant, you end it with the buildings in splendid condition, grounds vastly improved, equipment almost complete, and a small balance in the treasury; and, while it is true that your income has been considerably larger, you are also sure that you got the full value of each dollar expended. I believe the people of the state of Colorado want a first-class institution, and I know you have done all in your power to fulfill their expectations in every respect. Your meetings have been characterized by the free expression of opinion, and at the same time by perfect harmony, and no reasonable and practicable suggestion for the betterment of the school has ever been unconsidered. With such backing as this and with the support of a conscientious, capable and efficient corps of assistants, any superintendent has cause for congratulation, and I am deeply grateful.

Commending you and the school to the guidance of Him who "doeth all things well" and with great hopes for the future, I am

Very respectfully yours,

W. K. ARGO,  
*Superintendent.*

TABLE V.

Showing kinship as reported in 338 cases of deafness and 165 cases of blindness.

Deaf—1. In nine (9) cases of deafness, the parents were related before marriage. 2. Two (2) deaf pupils have deaf parents. 3. Forty-seven (47) deaf pupils have deaf relatives.

Blind—1. In three (3) cases of blindness, the parents were related before marriage. 2. No blind pupil has blind parents. 3. Fifteen (15) blind pupils have blind relatives.

TABLE SHOWING AGES AND TIME IN SCHOOL OF 101 DEAF AND 53 BLIND PUPILS, ENROLLED THE PRESENT SESSION UP TO NOVEMBER 30, 1900.

AGE.	Number of Pupils.	
	Deaf.	Blind.
Six years.....	2	..
Seven years.....	10	1
Eight years.....	3	4
Nine years.....	5	1
Ten years.....	8	6
Eleven years.....	8	8
Twelve years.....	8	2
Thirteen years.....	8	2
Fourteen years.....	14	2
Fifteen years.....	10	3
Sixteen years.....	12	4
Seventeen years.....	8	8
Eighteen years.....	1	7
Nineteen years.....	2	3
Twenty years.....	2	2
Twenty-one years.....	..	1
Twenty-three years.....	..	3
Twenty-five years.....	..	1
Twenty-six years.....	..	1

## THIRTEENTH BIENNIAL REPORT

TIME IN SCHOOL.	Number of Pupils.	
	Deaf.	Blind.
No years.....	16	4
One year.....	17	9
Two years.....	18	11
Three years.....	9	8
Four years.....	9	3
Five years.....	5	3
Six years.....	9	1
Seven years.....	6	..
Eight years.....	2	3
Nine years.....	1	2
Ten years.....	4	1
Eleven years.....	1	1
Twelve years.....	..	4
Thirteen years.....	2	..
Fourteen years.....	1	1
Fifteen years.....	..	..
Sixteen years.....	..	2
Average age of deaf .....	12	4-5 years
Average age of blind .....	14	2-5 years
Average time in school of deaf .....	3	3-4 years
Average time in school of blind .....	5	years

SUMMARY OF REPORT OF TREASURER FOR BIENNIAL TERM ENDING NOVEMBER  
30, 1902.

## RECEIPTS—

Auditor of State.....	\$118,000 00	
Supt. off. receipts, board and tuition.....	13,107 94	
Supt. off. receipts, miscellaneous sources.....	2,940 55	
Total .....		\$134,048 49

## DISBURSEMENTS—

To pd. overdraft Dec. 6, 1900.....	\$ 8,047 34	
To pd. warrants Nos. 4006 to 5615, inclusive.....	125,975 22	
To balance on hand.....	25 93	
Total .....		\$134,048 49

MAIN BUILDING, BOYS' INDUSTRIAL SCHOOL, GOLDEN, COLO.



1913



ELEVENTH BIENNIAL REPORT OF THE COLORADO STATE INDUSTRIAL SCHOOL, 1901-2.

BOARD OF CONTROL.

Hon. Charles Landes, President, Pueblo.  
Hon. George H. Kimball, Secretary, Golden.  
Hon. John R. Schermerhorn, member, Denver.

---

Fred L. Paddelford, Superintendent.  
R. C. Hukill, Chief Clerk.  
Mrs. M. A. Slingerland, Matron.  
E. E. Weller, Chaplain.

---

J. P. Wright, Principal of Schools.  
S. W. Laughlin, Teacher and Commander Company C.  
Miss Angela Gilmore, Teacher and Matron Cottage C.  
Charles Huscher, Instructor Manual Training and Writing.  
R. W. Goldsworthy, Engineer.  
Howard E. Emigh, Commander Company A and Relief Officer.  
Jacob Sharps, Commander Company B and Farmer.  
J. C. Dougall, Commander Company D and Shoemaker.  
George O. Blake, Printing Instructor.  
D. Barfus, Tailor.  
J. D. McPike, Baker.  
William Taylor, Laundryman.  
Charles H. Bates, Corral Officer.  
Robert Grames, Painter.  
F. E. McCabe, Carpenter.  
Mrs. S. C. Wilson, Matron Culinary Department.  
Robert Smith, Hospital Steward.  
Walter Sweetser, Night Engineer.  
Theodore Koch, Night Watchman.  
Alex. Barron, Night Watchman.  
Mrs. J. P. Wright, Matron Cottage B.  
Miss Stella Ryan, Matron Officers' Dining Room.  
Miss Beana Miller, Matron Boys' Dining Room.

List of Superintendents and Members of the Board of Control since organization of the school, July 11, 1881:

## MEMBERS BOARD OF CONTROL.

- J. F. Gardner, Frankstown, from 1881 to 1885.  
 S. W. Fisher, Golden, from 1881 to 1882.  
 A. L. Emigh, Fort Collins, from 1881 to 1882.  
 W. B. Osborn, Loveland, from 1882 to 1885.  
 W. G. Smith, Golden, from 1882 to 1887.  
 M. N. Megrue, Pueblo, from 1885 to 1893.  
 A. L. Emigh, Fort Collins, from 1885 to 1889.  
 J. C. Hummel, Denver, from 1887 to 1893.  
 J. M. Morris, Golden, from 1889 to 1893.  
 B. F. Williams, Denver, from 1893 to 1895.  
 W. J. Jackson, Pueblo, from 1893 to 1894.  
 Joseph Mann, Golden, from 1893 to 1895.  
 Mrs. E. G. Curtis, Canon City, from 1894 to 1897.  
 C. P. Hoyt, Golden, from 1895 to 1897.  
 C. W. Lake, Golden, from 1895 to 1899.  
 W. A. Smith, Denver, from 1897 to 1901.  
 Charles Landes, Pueblo, from 1897, now in office.  
 G. H. Kimball, Golden, from 1899, now in office.  
 H. E. Bell, Denver, from 1901 to 1901.  
 J. R. Schermerhorn, Denver, from 1901, now in office.

## SUPERINTENDENTS.

- W. C. Sampson, Plainfield, Ind., from June 1, 1881, to April 15, 1889.  
 D. R. Hatch, Golden, from April 15, 1889, to July 1, 1893.  
 R. W. Morris, Pueblo, July 1, 1893, to March 10, 1894.  
 G. A. Garard, Fort Morgan, from April 4, 1894, to February 15, 1896.  
 R. G. Smither, Denver, from February 15, 1896, to January 17, 1898.  
 B. L. Olds, Denver, from March 1, 1898, to May 21, 1901.  
 F. G. Mirick, Pueblo, from May 21, 1901, to January 20, 1902.  
 W. W. Branson, Golden, from March 1, 1902, to August 21, 1902.  
 F. L. Paddelford, Indian School, from August 21, 1902, now in office.



## REPORT OF THE COLORADO STATE INDUSTRIAL SCHOOL.

Golden, Colo., Nov. 30, 1902.

TO THE HON. HELEN L. GRENFELL,

*Superintendent of Public Instruction.*

Madam—In compliance with the law creating the Board of Control of the State Industrial School for Boys, we respectfully submit the eleventh biennial report of the board. This report covers the two years beginning December 8, 1900, and ending November 30, 1902. The reports of the Superintendent, Chaplain, Physician, and Manual Training Instructor are incorporated herewith and made a part hereof.

## MOVEMENT OF POPULATION.

Number of inmates November 30, 1900.. .. .	182
Received during the term.....	249
Total .....	431

## LEAVING DURING TERM.

Expiration of sentence.....	14
Paroled .....	186
Escaped .....	3
Pardoned .....	7
Died .....	1
Discharged .....	22
	233
In the school to-day.....	198
There were in school November 30, 1900.....	182
There are in school November 30, 1902.....	198
The greatest number was on December 20, 1901.....	213
The smallest number was on March 21, 1902.....	178
Average number per day during the term.....	187

## APPROPRIATION.

The Thirteenth General Assembly appropriated for the support and maintenance of this institution for the two years the cash receipts and \$90,000.00, leaving to the discretion of the Board of Control the disposition of the money that there might be above what should prove necessary for the ordinary expenses of the school.

By careful management and strict economy we have been able to erect a steel standpipe, a gymnasium, a detention hospital, a carpenter shop, and to equip our machine shop with modern machinery. We have installed a motor in the printing office, have purchased several costly machines for the shoe shop, and have furnished a motor to run them. We have built a long porch in front of the main building. All of these improvements, and many others, are described more fully in the report of the superintendent.

Our receipts and disbursements for the two years ending November 30, 1902, have been as follows:

RECEIPTS—

Appropriation, maintenance.....	\$90,000 00
Cash receipts.....	4,634 99
	<hr/>
Total .....	\$94,634 99

EXPENDITURES—

Support, maintenance, current expense.....	\$80,894 38
Permanent improvements, machinery, etc. ....	13,740 61
	<hr/>
Total .....	\$94,634 99

Our chapel is a small, ill ventilated room, so overcrowded that it becomes almost torture to attend services during the warm summer months.

The dining rooms will decently accommodate no more than 120 persons.

The manual training department is conducted in a room too small by half, and another schoolroom is an imperative necessity.

More room is needed for dormitories.

We need several more rooms for officers' use.

To remedy these conditions we urgently request an appropriation of \$15,000.00 for a building containing a dining room for boys, dining room for officers, kitchen, bakery, and cold storage rooms.

Also an appropriation of \$10,000.00 for dormitory for fifty boys, a school room and officers' rooms on first floor, and basement for play room, lavatory, etc.

The lack of sufficient water seriously endangers the property of the school and hampers the production of flowers and shrubbery on the lawns. We ought to have \$1,000.00 for a well and pump.

Nothing would conduce to the best interest of the school more than the possession of more tillable land. Adjoining our grounds there is a tract of fifty acres, forty-five acres of which can be brought under ditch. This land can be bought for \$5,000.00. The land will constantly appre-

ciate in value, and may in time, if not secured, be cut up into lots and thus be lost to the school. With this land in our possession we could keep a herd of cows large enough to supply all the milk we could use, more vegetables and garden stuff could be raised, and additional fruit orchards set out.

No school is complete without a flag and flag pole. We ask for \$300.00 with which to purchase same.

Our gymnasium building was erected under the last appropriation, but to furnish it will require \$500.00.

The continual running with an increased load of machinery, a larger amount of pumping, and more electric lights calls for an additional engine and dynamo. For the purchase of a direct connection generator and engine we ask \$1,500.00.

The health of the school depends largely upon first-class sanitary conditions. For a building and enameled appliances we desire an appropriation of \$1,000.00.

The public schools have machinery in their manual training departments, and there is no good reason why the state should not provide for us in like manner. We are doing work in our sloyd department that compares favorably with the best product of other schools, and we are expecting to have a fine display at the coming St. Louis Fair. Without proper equipment we will be seriously handicapped. For manual training machinery we ask \$1,000.00.

## CONDENSED.

General maintenance .....	\$ 90,000 00
Dining rooms and chapel.....	15,000 00
One cottage .....	10,000 00
Well and pump.....	1,000 00
Additional land .....	5,000 00
Flag and staff.....	300 00
Gymnasium apparatus .....	500 00
Engine and generator.....	1,500 00
Sanitary appliances .....	1,000 00
Machinery for manual training and carpenter departments.....	1,000 00
Total .....	\$125,300 00

## HEALTH.

But one death has occurred in this school for many years. One boy died in 1901 from a disease contracted prior to his commitment to the institution. This remarkable record is largely due to the carefulness exercised in keeping the buildings and grounds in excellent sanitary condition.

## DISCIPLINE.

The discipline is steadily improving. While it is sometimes deemed necessary to administer corporal punishment, the punishment is given in a manner that teaches the boy that respect for law and authority and regard for the rights of persons and property is the aim of organized society. Our system of demerits, if rigidly adhered to, affords ample punishment for minor infractions of the rules, and we are fully persuaded that the inmate who learns to control himself and thereby earn his parole, is much better prepared for the battle of life than is the boy whom a mistaken idea of kindness would permit to leave the school regardless of rules and regulations. We shall hereafter demand that every boy earn his second honor badge before being considered for parole.

In closing this report we wish to say that the heavy responsibility resting upon us is fully appreciated. This responsibility is shared with the superintendent and other officers of the school. Nearly all depends upon the men and women who are selected because of their peculiar fitness for the arduous duties to be performed. These teachers and officers come in daily contact with the boys, and with long training and observation are enabled to know when the receptive moods of their charges permit words of encouragement and sympathetic advice to take root.

The Board of Control cordially invites all persons interested in the welfare of the institution, the Governor and other state officials, all members of the legislature, and others to visit our school and inspect the work we are doing.

Respectfully submitted,

CHARLES LANDES,

*President.*

GEORGE H. KIMBALL,

*Secretary.*

JOHN R. SCHERMERHORN,

*Member.*

---

Golden, Colo., Nov. 30, 1902.

*To the Honorable Board of Control:*

Gentlemen: This, the Eleventh Biennial Report of the Superintendent of the State Industrial School for Boys, covering the period December 1, 1900, to November 30, 1902, is presented to you.

Although Superintendent but a few months, I have been connected with the institution in different capacities the entire biennial term, and part of the preceding one.

## IMPROVEMENTS.

Many improvements have been made during the term. Mention of some of them follows:

A 15-inch Kelly shaper, a 22-inch Aurora power drill press, a 14-inch Putnam lathe, two emery wheels, and a 6-horse power Payne engine, have been placed in the machine shop. The class is now turning out much work of value to the school, as well as manufacturing articles for exhibition.

The interest manifested in running machinery attests the wisdom of investing money in something that busies the fingers, brightens the wit, and excites the ingenuity of the boy.

Hand work in making shoes is largely a thing of the past, and even to fit an apprentice for repairing shoes requires that he have a knowledge of machinery. An Acme heel trimmer, a Union edge trimmer, a Bussell edge setter, a National wax thread machine, a Smith counter skiver, a sole leather roller, a finishing shaft, and a 6½ horse power electric motor, have been added to the equipment of our shoe shop.

An electric motor has been installed in the printing office, and 300 pounds of new type purchased, making that department modern and up-to-date.

A brick building 20x30 feet has been built adjacent to the old hospital, to be used for patients suffering with contagious disease. It contains a large room for patients, a room for attendant, and has hot and cold water connections, steam heat, electric lights, and all the modern improvements. It has also been furnished.

A building of pressed brick, 43x63 feet, with basement, has been erected north of the manual training room. The basement will be used for a play room, etc., during inclement weather. The upper room has no posts nor partitions. It will be used for a gymnasium. The value of systematic athletic training cannot be over-estimated. Healthful recreation is the safest safety valve that can be provided for a superabundance of animal spirits.

A carpenter shop has been erected a few feet from the machine shop, making it convenient to extend shafting into it to operate saws and other machinery that may be provided.

A steel standpipe for water, 20 feet in diameter and 35 feet high, has been put up. The foundation has been made of sufficient strength to sustain a much larger structure, and the construction of the standpipe will admit an increase of 40 feet in height at some future time.

A long porch has been erected in front of the main building. It adds a great deal to the appearance of the building and affords the boys and officers protection against the heat and rains of summer and the fierce winds and storms of winter while the lines are passing into the dining rooms.

New carpets have been laid throughout the administration building. All the rooms and offices in this building have been papered or painted.

The rooms in the building known as officers' quarters have been papered and painted.

The chapel, school room, two family rooms, three dormitories, locker rooms, dining rooms, and stairways and halls in the main building have been painted.

All the walls of cottages B and C have been papered or painted and the woodwork varnished.

Company A and Company D beds have been renovated and enameled.

The summer houses have been repaired and painted.

The hospital has been painted throughout.

Curtains or shades have been furnished for nearly every room in the institution. The addition of shades and sash curtains to the dormitories and of sash curtains to dining rooms increases the homelike appearance of the surroundings and tends to create a love for neatness, beauty and order.

The electric wires have been taken down and placed under ground. This enhances the beauty of our grounds, the unsightly poles that were often in the way being removed.

A trap, a one-horse wagon, an express wagon, and a heavy wagon have been added to our rolling stock.

Some new band instruments have been purchased.

Additions have been made necessary in our sewer lines by the erection of new buildings.

#### NEEDS.

Our system under which a boy, by excellent conduct, may earn his parole in one year, should be changed so the boy would remain with us at least two years. One year is too short a time in which to successfully combat habits strengthened by several years of unchecked license. Besides, it is folly to expect to teach a trade in so short a time.

We would not want to put a premium upon bad conduct, but it is true that some of the boys who have failed to earn their parole in several years, because of mis-behavior, have been more successful in after life than many others who have remained with us only a year and just got started learning a trade.

We have had many boys in our tailor shop, printing office, shoe shop, bakery, engine room, and laundry, who, taking advantage of the opportunities offered, have persistently and perseveringly pursued their calling until complete success has crowned their efforts.



ADMINISTRATION BUILDING, BOYS' INDUSTRIAL SCHOOL, GOLDEN, COLO.





With our present parole rules remaining in force our population during the next term will be increased to 225 or 250.

For general maintenance we will need \$90,000.00 and the cash receipts of the institution.

With a change whereby paroles will not be granted under two years, the population will reach 300. We would then need \$108,000.00 for maintenance.

We need a building containing dining rooms, kitchen, bakery, and cold storage rooms on the first floor, and a suitable chapel on the second floor.

Our dining rooms are so overcrowded that the teaching of table manners and simple rules of etiquette is seriously crippled.

Our chapel would make a good printing office, but it was never designed to accommodate 200 boys and 25 officers. The encouraging presence of visitors must be dispensed with, dislike for places of worship may be engendered, and the peace of mind that comfort induces and which is so conducive to good results from sermon, lecture and teaching is lacking.

We ought to have two new cottages, though if one can be obtained it will be a step toward better discipline and toward more complete reformation of the young men and boys cared for here. With a cottage containing a large dormitory one night watchman could preserve perfect order at night among sixty boys, and his presence would prevent the possibility of much wickedness and depravity.

Of the many improvements needed none would be more welcome than a well that would furnish sufficient water for all purposes. With enough water to properly irrigate our lawns we could make a miniature park resplendent with flowers and shrubbery.

We raise fruit, but we ought to produce more. We have cows, but we ought to have a larger herd. Adjoining the school grounds is a tract of land containing 50 acres, 45 acres of which can be brought under ditch. This land can be purchased at the present time for a reasonable price, but will almost surely steadily increase in value, and may in time be platted and sold in blocks and lots, as an addition to the city of Golden. With this land in our possession we could produce enough alfalfa, etc., to enable us to keep a herd of cows large enough to at all times supply milk for all the boys.

When a boy sees the American flag flying, something wells up in his breast that makes him want to be a good citizen. He bares his head while a vista of stirring and ennobling scenes passes before his vision.

A flag flying every day from an elegant flagstaff would entail but a small expenditure.

To furnish the new gymnasium we need such apparatus as will busy the mind and develop the body. The strongest people physically, mentally and morally have always been of those nations where muscular development and athletic prowess have been encouraged.

We need another engine and generator. We are adding to the load of machinery that our dynamo carries during the day, and to the number of lights at night to such an extent that it will be impossible for the present plant to furnish the power required.

The building used by the manual training class is very much too small. With the new building for dining rooms, and chapel completed, the rooms in the old main building can be used for trades schools. The dining room will make an excellent room for the manual training department. Then, to obtain the best results, larger classes can be handled and machinery should be introduced.

#### COMMON SCHOOLS.

Every boy at the institution is enrolled in the school department and attends alternate days. One teacher has the fifth, sixth and seventh grades, the fifth and seventh being in school one day, and the sixth the next. The fourth grade is large enough to need the services of one teacher, half the grade attending one day and the others the day following. Another teacher manages the chart class, first grade, second grade and third grade.

None but experienced teachers are employed. The state course of study is followed as closely as possible under our present allowance of teachers.

I am firmly convinced that the best interests of the pupils demand that no teacher should attempt to handle more than one grade at a time. Thirteen boys in the seventh grade ought not to be compelled to receive only one-half the tutor's time any more than 34 in the third or 68 in the fourth.

With another teacher our grades could be arranged as follows:

One teacher, seventh grade one day, sixth the next.

One teacher, fifth grade one day, high fourth the next.

One teacher, low fourth one day, third the next.

One teacher, second grade one day, first the next.

The tide in the affairs of men that comes to carry them on to ripe scholarship and a love for ennobling thoughts gleaned from the fields of truth and fiction is at its height only when the years of life are young, and when impulse and enthusiasm are strong in the heart. School days are soon ended. No stone should be left unturned that would further educational facilities.

It should be remembered that the boys in our school are not the first pick of the thousands in the state, and the success achieved in dealing with them must be measured accordingly.

The ability to impart knowledge in the school room is but a small part of the requisite qualifications of a successful industrial school teacher. An industrial school teacher should be able to study the dif-

ferent characters he is dealing with, and know how a pupil rejected by the public schools may be made a keystone in the temple of his success. He should be a hero in the eyes of his pupils, for youth looks to manhood for heroes to emulate, and the heroes of youth are not the buried patriots and sages of long time since, but the living adult companions of today. Thomas Hughes, a disciple of good old Dr. Arnold, said: "Were I a private schoolmaster, I should say, let who will hear the boys their lessons, but let me live with them when they are at play and at rest."

Our boys are in the graded school nearly as many hours during the year as are the pupils of the public schools, notwithstanding they attend only alternate days. Our schools are in session on an average of seven and three-fourth hours per day, counting the writing school and sloyd work, and we have no vacation during holiday week in midwinter nor in the spring. Then we have ten months of school, as against nine in the public schools. The following tables may be of interest:

Number in first grade.....	14
Number in second grade.....	16
Number in third grade.....	34
Number in fourth grade.....	69
Number in fifth grade.....	24
Number in sixth grade.....	28
Number in seventh grade.....	13
<hr/>	
Total .....	198
Able to write a letter.....	188
Unable to write a letter.....	10
<hr/>	
Total .....	198

#### MANUAL TRAINING.

The opening of our machine shop marked a new era in the manual training of this school. For many years the work of the sloyd department and the printing office had been the pride of the institution. It now divides honors with the hammers, chisels, shafting, etc., turned out in the machine shop.

As the boy fashions polished steel tools and carefully carved pieces of wood he is unconsciously forming habits of carefulness and thoroughness that will be of immense value to him later in life.

While too much stress can not be laid upon the importance of early thorough training in the graded school, yet it must be remembered that the practical application of measurements—linear, square, and solid—denominate, proportionate, and fractional—the cunning taught the hand, the eye, and the nerves; becoming familiar with the uses of different tools, learning the builder's and the mechanic's technical terms and short

methods, will help round out an education otherwise deficient. The well-educated young man is not lopsided in his knowledge. He is able to cut a rafter to fit the roof of the castle he builds when he is stirred by what he learns in the school room of the lives of famous men. He explains the method of extracting cube root and scientifically drives a nail with equal facility. He can hew to the line and can split a pencil mark with a handsaw. He is not only able to figure on a job, but is ready to enter into a contract for completing it.

He is the boy that is equipped for making his own way in the world.

With some machinery for the manual training class and a suitable room for a workshop, we will be able to keep pace in this line with any of the public schools. The following tables will show something regarding work performed in sloyd and machine shop:

Number of different boys receiving instruction in manual training shop.....	139
Average age of boys, years.....	13.5
Average attendance each month.....	27
Average number of months each boy has attended.....	6.36
Average attendance at each three-hour lesson.....	12
Receiving instruction in the machine shop.....	8
Average age of boys in machine shop.....	15

#### MUSICAL TRAINING.

The stirring patriotic songs, the beautiful sacred hymns, and the music of piano, band and stringed instrument all exert an influence for incalculable good upon the hearer. Our boys sing the gospel hymns with a good will that shows their hearts are right, though the flesh is often weak.

We are making arrangements to have choir singing and to bring out some soloists to add to the interest of Sunday meetings, and to the Friday evening entertainments and song services.

It is a hard matter to keep up a band in an institution like ours, where some of the boys stay with us only one year. By the time a cornet player begins to do well he may be paroled. However, the degree of excellence that our band reached at one time this year was marvelous. In a short time several of the best players were paroled and a new start had to be made.

A tradesman who is a first-class performer on a band instrument can always secure a position.

In order to become a good printer, tailor, baker or other tradesman, and also learn to play well on a band instrument, it would be necessary for a boy to apply his attention more months to their learning than the rules of the institution might keep him here.

## MILITARY TRAINING.

Military drill is far-reaching in its good effect upon the minds and bodies of boys and men. The strict obedience expected has a salutary effect upon a spirit that chafes under restraint; the erect carriage of the body is conducive to good health and handsome appearance; the instant execution of commands tends to create an alertness of mind and produces a faculty for quickly grasping the situation in greater emergencies.

The school is organized into a battalion of four companies. The adjutant, captains, lieutenants, sergeants and corporals are all boys.

They are quite proud of their stripes and straps or chevrons, presenting a splendid appearance when on parade. The officers throughout have regulation swords and belts. Two of the companies have been furnished with good imitation guns, and when the other two are fitted out the military department will be complete.

In the summer the morning drill is confined to the school of the companies. In the evening battalion drill is had. During the winter the drilling consists of setting-up exercises and an occasional dress parade.

Some inquiries have been made relative to a change in dress uniforms. If the cost of changing from cadet gray to regulation blue is not too great it would be well to make the change. More pride in marching and drilling would be manifested with a complete change of uniform for dress parade, and added respect for the sacredness of the Sabbath would come with the handsome suits donned for that day.

## RECREATION AND AMUSEMENT.

Friendly rivalry in all outdoor sports is encouraged. The hard muscles and power of endurance that follow systematic exercising show, in the health depicted on the faces of rosy-cheeked lads.

During the summer months regular hours are set apart for fun and frolic on the grounds. Baseball, jumping, vaulting, and many other games are carried on simultaneously. In the autumn football occupies the attention of a majority of the boys when at play. The boys are taught to do their best when at play, as well as when at work. They are taught that the hard knocks incident to some games must be received good naturedly.

In the long winter evenings many boys spend their time with books, while others are engaged in games of chess, checkers, etc.

## CHAPEL EXERCISES.

Religious services are held in the chapel every Sunday, at 10 a. m. The school chaplain usually conducts the service, though the help of eminent laymen and divines from the outside world is occasionally sought.

In the afternoon at 2:30 the companies assemble for Sunday school. The school is divided into three classes. Kind ladies from Golden have

for many years conducted two of the classes. The chaplain teaches the other.

A junior branch of the Y. M. C. A. will soon be organized. The organization will hold meetings each Sunday evening, some of the officers taking part. Those boys who wish to attend will be made honorary members, and it is hoped they will try to help each other lead better lives and have higher aspirations and nobler ideals than formerly.

The chaplain has also acted as parole agent in Arapahoe county during the past year. Much good has been accomplished through visiting boys at their homes, as the record of paroled boys returned this year, compared with other years, will show.

#### HOSPITAL.

The health of the inmates of this school has been excellent for the past two years. One death occurred in 1901. The boy who died was ill when received, and never grew stronger.

We have had a few cases of incipient smallpox and two sieges of scarlet fever in a mild form.

At no time were any of the boys in these cases seriously ill.

There was one case of typhoid fever in the fall of 1901, and one during September of this year, these being the only dangerous cases of sickness that we have had in the two years ending today. Both of these patients have fully regained their health and are now working regularly.

Regular hours, plain food, and the abstinence from cigarette smoking soon have their effect upon the faces of some who come to us with sickness of soul and disease of body, the pink of health displacing the sallow complexion and strength taking the place of nervous disorder.

We have a well arranged hospital containing ten beds for patients, besides necessary rooms for attendant and conveniences. A nurse is employed, who, under the direction of the physician, ministers to the sick and the ailing. The physician lives in the city of Golden. He makes two regular visits to the school each week, coming as much oftener as the needs of a case may demand.

A detention hospital has been erected near the hospital proper. This is an improvement that has long been needed. The patients in epidemics of measles, mumps, and other diseases peculiar to the young often need to be quarantined to prevent a spread of the malady.

#### THE SYSTEM UNDER WHICH THE INMATES EARN THEIR PAROLES.

The following rules govern the granting of paroles:

Each inmate at the entrance is given the twelfth badge. To be entitled to parole he must pass from the eleventh, tenth, and on up to the first badge, and obtain first and second honor badges, holding the latter for one month. For each clear day a boy is entitled to five merits.

Demerits will be charged against the inmates for offenses according to the schedule.

To advance a badge in any month an inmate must have to his credit, after all demerits are deducted, not less than the following number of merits, viz:

Until the sixth badge is obtained 90 merits will be required each month.

From the sixth to the fifth badge, 100 merits.

From the fifth to the fourth badge, 110 merits.

From the fourth to the third badge, 120 merits.

From the third to the second badge, 130 merits.

From the second to the first badge, 140 merits.

From the first to the first honor badge, a perfect month.

From the first honor to the second honor badge, a perfect month.

When all demerits are cancelled and a boy has obtained the second honor badge, and held it for that month, he may be granted a leave of absence by the board of control for four months, providing a suitable home is ready for him, and if good conduct and industrious habits are maintained, this leave of absence will be renewed for one year or longer at the pleasure of the board.

Besides this there is an unwritten rule, that custom has given weight, which allows a boy an extra badge whenever he has had four perfect months in succession.

This makes it possible for a boy to be ready for parole within one year after entering the school.

To make the demerit system effective it is necessary that no exceptions be made to the rule requiring every boy to honestly earn his way to parole. When a boy realizes that the time of his reaching relatives and friends depends upon his behavior he usually rises to the occasion and makes a mighty effort to correct the faults that stand between him and home. It is useless to say that there is any boy who can not so conduct himself as to escape demerits. A boy's ability to make a perfect record is not a dream of Utopia but it is actually demonstrated every month in the year.

The boy who has learned to depend upon himself is a manly boy. Two or three years of constraint in youth may save so many years of folly and failure in after life that they end only with the grave.

#### STATE AGENT.

An officer regularly employed to investigate homes to which paroled boys expect to go and to visit boys who have left the institution would be the means of keeping many boys on the right road. The system that only requires a paroled boy to report by letter the first of each

month does not keep the office sufficiently posted concerning the true condition of affairs at the boy's home. The appearance of an agent at just the right time might change the whole tenor of a young man's life. It might be the means of preventing a violation of parole, or it might lead to rescuing a boy from disastrous environments. Such an officer could be kept busy throughout the state much the same as a truant officer in the city. Another, and perhaps the greatest work for him would be in finding employment for boys who must earn their own way or assist in caring for relatives. A boy who wishes work does not always know where to find it. There is a man in Weld or Mesa county who wants a boy to work on a ranch. We have a young man whose ambition is to be a farmer but who has no home. There is a lawyer in Denver who wants a bright boy in his office and who would like to befriend some unfortunate lad. We have the boy he is looking for.

The state agent would run a kind of employment bureau and would soon find out what boys were willing to work if they had a chance and what ones would have to be returned to us for further training.

#### DISCIPLINE AND PUNISHMENT.

The trouble that brought a large percentage of the boys to this institution was caused by a lack of proper discipline at home. The bright eyes of children soon learn to look for signs of submission to their coaxing when they want something forbidden, and if they find that constant importuning will melt a heart that conscience tries to keep intact, they begin to be careless of rules that sound well but are not enforced.

How can a strong character be formed from a gratification of every whim, weak-willed supervision, or fretful aversion to the cherished games and pastimes of the young?

We believe in rules that prescribe for all a discipline as strict as that taught by the decalogue.

We believe the rule of nature that causes punishment to follow transgression is just, but we also believe that justice demands a stricter adherence to rules from officer than from boy.

Punishment administered in anger always does harm.

Punishment for a personal grievance is a crime.

Punishment should be followed by advice and help instead of distrust and dislike.

By punishment we do not always mean chastisement. Punishment may mean being deprived of some privilege or the loss of a badge.

The number of corporal punishments given in this institution are perhaps fewer than those shown by the records of public schools where a like number of boys are enrolled.

A judicious admixture of firmness and kindness teaches respect for law and order.



Without discipline and system chaos would reign.

Without kindness and care there is danger of despotism and consequent sullenness.

#### WATCHMEN IN DORMATORIES.

A night watchman has been placed with each of the four companies. While this will make additional expense in running the institution it will do wonders in maintaining better discipline and will greatly lessen the number of punishments necessary. Nearly every school of this character in the country has recognized the necessity for having men with the boys in dormitories. The presence of the watchman makes the boys habitually careful in their deportment and may save many of them from engaging in sins that would ruin their lives.

#### DINING ROOM SERVICE.

Some new varieties of food have lately been added to the bill of fare for the boys. While the first cost is somewhat greater than before, the excess in cost is just about overcome in a saving because of less waste. Then there is no question but better deportment follows good food.

The roll of honor dining room has been furnished with white earthenware dishes in place of the porcelain lined ones formerly in use. The bill of fare averages about as follows:

Breakfast—Coffee and milk, potatoes, gravy, weiner wurst or jelly, syrup, and bread.

Dinner—Soup, meat, bread, vegetables, and syrup.

Supper—Soup, bread, tea, butter, and fruit.

Besides this the roll of honor has butter for breakfast and dinner and pudding or pie for dinner.

#### LOOKING BACKWARD.

The work accomplished in any field can only be measured by the results obtained. One boy saved from a dissolute life is worth all the disappointments and heartaches that come when other promising young men, the pride of teachers, turn to a life of aimless drifting instead of striving to become useful and upright citizens.

As we look over the past years we see some mistakes, but we also see some good that has been done.

The 15 per cent. who have failed to make creditable records on parole stand out in bold relief, while the 85 per cent. who are nobly struggling to earn an honest living may be lost sight of.

We try to see a gradual change for the better as year follows year and more experience is gained in dealing with the lads committed to our care.

Those parents who have failed to properly control a single boy should be lenient with us if in a year we fail to thoroughly reform every one of 200 turned over to us.

It is easy to put up sign boards along the straight and narrow path, but to get all to heed them is another matter.

#### LOOKING FORWARD.

We look forward to the time when a pupil discharged from this school will think of the institution much as a college graduate views his alma mater. We look forward to the time when the homelike character of this place will make it possible for the boys to take a greater interest in their work and surroundings and when hours for recreation come it will be possible for them to sit in cosy corner of library, sitting room, or parlor, with no thoughts of "moping." To the time when gymnasium, natatorium, and club room shall attract the boys. To the time when the grounds in summer will be resplendent with flowers and fountains, while music of band and songs of happy boys fill the air. To the time when more of the boys will not be ashamed to "be in the right with two or three." To the time when a state agent will visit the homes of paroled boys throughout the state and learn of the trials contended with and temptations overcome, and of cherished hopes and aspirations. To the time when more people will visit the institution to see what they are receiving for taxes paid.

#### CHAPLAIN'S REPORT.

Golden, Colo., Nov. 30, 1902.

*To Fred L. Paddelford, Superintendent:*

Dear Sir—I present herewith the following report:

Two services were held each Sunday. At the morning service a short talk was given. At the afternoon service the International Sunday school lesson was studied. Thus the seed has been sown. It is to be hoped that some, at least, has fallen upon good ground and will bring forth fruit unto life eternal.

Since April 1 in addition to my regular chapel duties I have looked after the paroled boys in Denver. This is a new departure. Its importance can not be estimated. Left to himself the paroled boy is apt to drift back to his old habits and associates. Even with the greatest care and watchfulness, too many slip the anchor and in a short time the good work of the school is undone.

I have visited these boys in their homes, talked with them at their work and in the streets, helped them to find employment, encouraged them in every way, and urged them to make the most of themselves and their opportunities.

I am pleased to report that many of them are fighting a winning battle, although the odds are against them. Yet by their industry and

energy they are working their way upward step by step. Some, by far too many, are on the downward path. In the hope that even a few of them may be reached and helped I take courage and go forward.

Respectfully submitted,

ELMER E. WELLER,

*Chaplain.*

PHYSICIAN'S REPORT.

Golden, Colo., Nov. 30, 1902.

*To the Honorable Board of Control:*

Gentlemen—Am pleased to observe that present health conditions are above the average. With the exception of a few minor ailments, such as colds, etc., the school presents a "clean bill of health."

The sanitary arrangements compare favorably with those of any similar institution wherever located. The contagious disease ward has demonstrated its usefulness. Its acquisition, together with the untiring efforts of the officers, have succeeded in preventing a threatened epidemic of typhoid. There has been but one well defined case of this disease.

Prompt prophylaxis in several suspected cases have arrested their development.

In the treatment of certain moral perversions that rightly come within the province of the physician the usual therapeutic measures have been reinforced by moral suasion. This combined effort has been well repaid in results.

The diseases treated during the past two years are as follows:

Abscess .....	4
Appendicitis .....	1
Anthritis .....	6
Anuria .....	1
Burn .....	4
Bullet wound.....	1
Bronchitis .....	1
Chorea (acute) .....	1
Croup .....	3
Cerebral concussion.....	1
Cystitis .....	2
Coryza ....	7
Dislocations .....	8
Eczema capitis.....	2
Epilepsy .....	2
Enuresis .....	33

Furuncle .....	4
Frost bite.....	1
Fracture .....	5
Gastritis .....	4
Hernia .....	5
Hemierania .....	1
Hemorrhoids .....	2
Indolent ulcer.....	1
Interstitial keratitis.....	1
Intermittent fever.....	1
Iritis .....	7
Paronychia .....	3
Laceration of prepuce.....	2
La grippe .....	2
Nephritis .....	1
Neuralgia .....	1
Otitis media .....	2
Orethritis .....	1
Odontalgia .....	7
Ophthalmia .....	1
Onanism .....	5
Parotitis .....	27
Pharyngitis .....	14
Pleurisy .....	1
Pneumonia .....	2
Remittent fever.....	11
Rhas fox.....	4
Ptyacism .....	2
Sciatica .....	1
Salt rheum.....	2
Searlet fever.....	8
Stomatitis .....	3
Tonsillitis .....	12
Typhoid fever .....	2
Urethritis .....	1
Minor injuries and ailments, unclassified.....	23

Respectfully submitted,

W. RAYBOULD FOX,  
*Physician to the School.*

## ACKNOWLEDGMENTS.

I desire to thank:

Each member of the board for the courtesy and kindness shown me at all times and for the careful consideration given all suggestions and recommendations. All have worked zealously for the welfare of the school; to secure a corps of officers who put their shoulders to the wheel and push together; and to build up a friendly feeling between us all.

Mrs. J. H. Brown and Miss Hattie Mencimer, who have so faithfully and earnestly labored in Sunday school each Sabbath. Also Mr. Joseph Collom, who has helped us in time of need.

Judge Lindsey, who has shown deep interest in our boys and who has secured positions for many of them.

Many friends who have donated reading matter for the boys.

Chief Clerk Hukill, who has performed the varied and trying duties of his office in such a satisfactory manner.

Officers who have given loyal and faithful support and who have cheerfully done extra work in emergencies.

The boys who have always been my friends and for whose welfare I have made everything subservient.

The many kind friends of Golden, Denver, and elsewhere who have spoken words of encouragement.

The board of charities, whose members have frequently inspected the institution.

The beautiful and accomplished ladies from the Woman's Club of Denver, who have given their time and talent to furnish splendid entertainments for the boys.

Other ladies and gentlemen who have rendered songs, instrumental music, recitations, or given lectures.

The boys' parents who have realized that we are trying to help their sons.

Respectfully submitted,

FRED L. PADDELFORD,  
*Superintendent.*

Tables compiled from the records of the school:

### EXHIBIT A.

Number in school at last report.....	182
Admitted (new) .....	221
Paroles returned .....	28
	<hr/>
Number received during the term.....	249
	<hr/>
Total .....	431
Died .....	1
Discharged .....	22
Escaped .....	3
Pardoned .....	7
Paroled .....	186
Sentence expired .....	14
	<hr/>
Number leaving institution during term.....	233
	<hr/>
Total number remaining November 30, 1902.....	198
Average number per day during term.....	187

### EXHIBIT B.

#### SHOWING AGES WHEN RECEIVED.

Eight years.....	4
Nine years.....	5
Ten years.....	26
Eleven years.....	28
Twelve years.....	39
Thirteen years.....	36
Fourteen years.....	12
Fifteen years.....	27
Sixteen years.....	4
	<hr/>
Total .....	221

## EXHIBIT C.

SHOWING FROM WHAT COUNTIES BOYS HAVE BEEN RECEIVED.

Arapahoe .....	96
Boulder .....	3
Chaffee .....	3
Clear Creek .....	2
Delta .....	1
El Paso .....	6
Fremont .....	6
Garfield .....	3
Huerfano .....	1
Jefferson .....	4
Lake .....	16
Las Animas .....	1
Larimer .....	8
Mesa .....	6
Mineral .....	1
Moutrose .....	2
Otero .....	1
Ouray .....	1
Pitkin .....	3
Pueblo .....	18
Rio Grande .....	1
San Juan .....	3
San Miguel .....	1
Teller .....	20
Weld .....	5
Wyoming (boarders) .....	9
Total .....	221

## EXHIBIT D.

## SHOWING NATIVITY OF PARENTS.

America .....	132
Austria .....	2
Canada .....	4
England .....	12
Germany .....	26
France .....	1
Holland .....	1
Hungary .....	1
Ireland .....	19
Italy .....	2
Mexico .....	1
Norway .....	3
Poland .....	1
Russia .....	3
Scotland .....	6
Sweden .....	3
Wales .....	4
	<hr/>
Total .....	221



## EXHIBIT E.

## SHOWING NATIVITY OF BOYS.

Arkansas	3
California	1
Colorado	95
Illinois	10
Iowa	8
Kansas	17
Kentucky	1
Louisiana	1
Michigan	1
Minnesota	1
Mississippi	1
Missouri	18
Nebraska	9
New Mexico	2
New York	6
Ohio	2
Pennsylvania	4
South Dakota	2
Tennessee	1
Texas	3
Utah	5
Vermont	1
Washington	1
West Virginia	1
Wisconsin	1
Wyoming	12
Canada	1
England	4
Germany	3
Ireland	2
Italy	1
Nova Scotia	1
Scotland	1
Sweden	1
Total	221

## EXHIBIT F.

## SHOWING OFFENSES FOR WHICH COMMITTED.

Assault .....	6
Arson .....	3
Boarders .....	5
Burglary .....	28
Incorrigibility .....	8
Juvenile disorderlies.....	41
Larceny .....	47
Malicious mischief.....	3
Murder .....	1
Truancy .....	67
Vagrancy .....	12
	<hr/>
Total .....	221

## EXHIBIT G.

## SHOWING LENGTH OF SENTENCES.

Minority .....	130
Until 16 .....	86
One year (boarders) .....	5
	<hr/>
Total .....	221

## EXHIBIT H.

## SHOWING NUMBER OF INMATES RECEIVED EACH MONTH.

December, 1901.....	10
January, 1901.....	13
February, 1901.....	10
March, 1901.....	8
April, 1901.....	10
May, 1901.....	12
June, 1901.....	10
July, 1901.....	6
August, 1901.....	12
September, 1901.....	6
October, 1901.....	7
November, 1901.....	13
December, 1901.....	6
January, 1902.....	9
February, 1902.....	9
March, 1902.....	15
April, 1902.....	9
May, 1902.....	10
June, 1902.....	8
July, 1902.....	7
August, 1902.....	7
September, 1902.....	2
October, 1902.....	12
November, 1902.....	10
Total .....	221

## EXHIBIT I.

## SHOWING SOCIAL CONDITION OF BOYS RECEIVED.

Both parents living .....	132
Both parents dead .....	9
One parent living.....	75
Unknown .....	5
	<hr/>
Total .....	221
Both step-parents.....	2
Step-father .....	22
Step-mother .....	14
Without step-parents.....	183
	<hr/>
Total .....	221
Parents who own property .....	84
Parents who own no property .....	137
	<hr/>
Total .....	221
Boys who have been inmates of other institutions.....	29
Boys who have not been inmates of other institutions..	192
	<hr/>
Total .....	221
Boys who have been arrested before.....	80
Boys who have not been arrested before.....	141
	<hr/>
Total .....	221

## EXHIBIT J.

## SHOWING SCHOOL GRADES WHEN RECEIVED.

First grade.....	6
Second grade.....	34
Third grade.....	48
Fourth grade.....	73
Fifth grade.....	34
Sixth grade.....	17
Seventh grade.....	5
Eighth grade.....	2
No schooling.....	2
	<hr/>
Total .....	221

## EXHIBIT K.

## SHOWING RELIGIOUS DENOMINATIONS.

Baptist .....	10
Catholic .....	45
Christian .....	4
Congregational .....	5
Episcopal .....	3
Jewish .....	6
Methodist .....	11
Mormon .....	1
Presbyterian .....	3
No religion.....	133
	<hr/>
Total .....	221

## EXHIBIT L.

SHOWING NUMBER OF BOYS ASSIGNED TO DIFFERENT DEPARTMENTS.

Bakery .....	4
Barn and teams.....	14
Carpenter shop.....	4
Dining room, boys'.....	22
Dining room, 'officers'.....	6
Engine room.....	6
Farm and garden.....	20
Green house.....	1
Hospital .....	2
Kitchen .....	10
Laundry .....	15
Machine shop.....	8
Manual training.....	27
Office .....	4
Paint shop.....	1
Printing office.....	8
Shoe shop.....	12
Tailor shop.....	12
Policing grounds.....	22
Total .....	198

## EXHIBIT M.

## SHOWING WORK PERFORMED IN TAILORING DEPARTMENT.

Aprons made.....	262
Aprons repaired ..	735
Bed sacks made ..	83
Bed sacks repaired .....	168
Coats, uniform, made .....	141
Coats, uniform, repaired .....	932
Coats, fatigue, made .....	167
Coats, fatigue, repaired .....	652
Drawers, Canton flannel, made .....	504
Drawers, Canton flannel, repaired .....	3,288
Jackets, waiters', made .....	122
Jackets, waiters', repaired .....	397
Mittens made pairs.....	242
Mittens repaired.....	6
Napkins made.....	672
Pillow cases made .....	482
Pillow cases repaired .....	1,020
Pillow ticks made .....	24
Pillow ticks repaired .....	187
Shirts, over, made .....	1,064
Shirts, over, repaired .....	674
Shirts, under, made .....	268
Shirts, under, repaired .....	1,865
Sheets made .....	518
Sheets repaired .....	1,046
Trousers, uniform, made .....	670
Trousers, uniform, repaired .....	1,925
Trousers, fatigue, made .....	746
Trousers, fatigue, repaired .....	2,991
Towels, roller, made .....	131
Towels, roller, repaired .....	204
Table cloths made .....	18
Table cloths repaired .....	113
Bed clothing, assorted, repaired.....	525
Window shades hemmed.....	113
Citizen's shirts made.....	10

## EXHIBIT M.—Concluded.

## SHOWING WORK PERFORMED IN TAILORING DEPARTMENT.

Caps, uniform, made .....	330
Caps, uniform, repaired .....	255
Socks repaired, pairs.....	13,182

## EXHIBIT N.

## SHOWING WORK PERFORMED IN CARPENTER DEPARTMENT.

Anchor blocks made.....	16
Belgian hare hutches made.....	36
Benches made.....	2
Boxes made.....	72
Buggies repaired.....	1
Broom and hammer handles made and put in.....	25
Brackets made.....	30
Counter put in, feet of.....	26
Cupboards made .....	10
Cupboards repaired .....	6
Chairs repaired.....	36
Double doors cut in partition.....	2
Desks repaired.....	36
Door frames made.....	20
Drawer locks put on.....	2
Doors hung.....	20
Fence made, feet.....	16
Floor laid, feet of.....	4,520
Floor repaired, feet of.....	224
Gun racks made.....	2
Lumber used for miscellaneous jobs, feet of.....	850
Lath put on.....	1,000
Locks repaired.....	30
Lockers made.....	24
Lasts repaired .....	16
Motor box made.....	1
Peeling board made.....	1
Pieture moulding put up, feet of.....	113
Platforms made.....	1



## EXHIBIT N.—Concluded.

## SHOWING WORK PERFORMED IN CARPENTER DEPARTMENT.

Screen doors made .....	33
Screen doors repaired .....	148
Shelving put up, feet of.....	473
Tables made.....	18
Tables repaired.....	29
Tamping tools made.....	3
Window frames made.....	13
Porch constructed.....	1
Carpenter work done on buildings .....	2

## EXHIBIT O.

## SHOWING WORK PERFORMED IN BLACKSMITH AND ENGINEERING DEPARTMENTS.

Anchor bolts made.....	56
Buckets repaired.....	182
Bedsprings repaired.....	16
Buggies painted.....	2
Boilers put in.....	1
Closets repaired.....	8
Cooking utensils repaired.....	83
Coffee urns placed.....	1
Drop lights put up.....	50
Drop lights repaired .....	80
Engines repaired.....	22
Engine placed.....	1
Farming tools repaired.....	38
Heaters, steam, put in.....	1
Heaters, steam, repaired .....	18
Horseshoes driven.....	50
Hydrants repaired.....	210
Hose repaired, feet of.....	2,500
Lawn mowers repaired.....	6
Laundry machinery repaired.....	42
Pumps put in.....	1
Pumps repaired .....	45
Plant, electric, put in.....	1

## EXHIBIT O.—Concluded.

## SHOWING WORK PERFORMED IN BLACKSMITH AND ENGINEERING DEPARTMENTS.

Pipe laid, feet of.....	3,900
Pipe repaired, feet of.....	1,425
Radiators repaired.....	111
Scrapers, shovels, etc., repaired.....	506
Sewer taken up, feet of.....	300
Sewer put in, feet of.....	300
Shafting put up, feet.....	40
Steam line put in, feet.....	500
Stoves repaired.....	25
Tongs made, pairs.....	1
Wagons repaired.....	66
Wire, electric, put up, feet.....	4,000
Wheelbarrows repaired.....	20
Electric wires placed under ground, feet.....	4,000
Shower bath room fitted up.....	1

## EXHIBIT P.

## SHOWING WORK PERFORMED IN SHOE SHOP.

Baseballs covered.....	2
Base drums repaired.....	2
Boys' shoes made, pairs of.....	1,191
Boys' shoes repaired, pairs.....	3,751
Cork sole made.....	1
Football headgears made.....	9
Footballs repaired.....	4
Halters repaired.....	18
Harness repaired.....	54
Horse collars repaired.....	3
Horse brush repaired.....	1
Officers' shoes made.....	13
Officers' shoes repaired.....	131
Saddles repaired.....	2
Slippers, pairs of, made.....	8
Suspenders repaired, pairs of.....	378
Upholstered chairs repaired.....	3
Visors made.....	90

## EXHIBIT Q.

## SHOWING WORK PERFORMED IN PRINTING DEPARTMENT.

Bill heads.....	700
Blanks, assorted.....	28,113
Biennial reports.....	1,000
"Busy B," weekly paper.....	5,730
Cards .....	3,250
Circulars .....	7,000
Demerit slips.....	11,000
Envelopes .....	14,400
Labels .....	2,550
Letter heads.....	22,275
Magazines .....	14,350
Note heads.....	7,900
Orders .....	3,005
Parole cards.....	250
Postal cards.....	150
Proposals, blank.....	3,050
Receipts .....	500
Reports, assorted.....	12,600
Response to boys' letters.....	500
Roll of honor cards.....	1,200
Reward notices.....	675
Scratch pads.....	50
Songs .....	3,475
Sunday school lessons.....	11,450
Tags .....	700

## EXHIBIT R.

## SHOWING WORK PERFORMED IN LAUNDRY DEPARTMENT.

Aprons .....	8,117
Bed spreads.....	2,691
Blankets .....	960
Bed ticks.....	360
Coats, jumpers.....	982
Drawers .....	15,700
Dresses .....	167
Handkerchiefs .....	7,502
Jackets .....	292
Napkins .....	46,652
Night dresses .....	348
Night shirts .....	715
Overalls .....	11,798
Pillow ticks.....	439
Stockings, pairs.....	720
Socks, pairs .....	16,366
Sheets .....	24,879
Shirts .....	23,658
Slips .....	13,711
Table cloths.....	5,849
Towels .....	14,778
Trousers .....	520
Under vests .....	227
Under skirts .....	388
Under shirts .....	1,433
Waiters' jackets.....	3,213
Waists .....	396

## EXHIBIT S.

## SHOWING FRUITS, VEGETABLES, ETC., PRODUCED ON FARM.

Alfalfa, tons of.....	125
Asparagus, bunches.....	1,070
Beans, gallons.....	706
Beets, bushels.....	257
Beets, stock, tons.....	94
Corn, dozen ears.....	3,118
Cabbage.....	5,596
Caullflower, heads.....	26
Carrots, bushels.....	204
Cucumbers, bushels.....	52
Lettuce, bunches.....	5,670
Muskmelons.....	2,608
Onions, bushels.....	241
Onions, bunches.....	15,775
Peas, gallons.....	1,282
Pumpkins, pounds.....	2,000
Radishes, bunches.....	12,474
Spinach pounds.....	2,720
Squash, pounds.....	3,435
Salsify, pounds.....	300
Turnips, bushels.....	182
Tomatoes, pounds.....	13,480
Watermelons.....	1,903
Rhubarb, bunches.....	3,405
Apples, bushels.....	736
Currants, quarts.....	870
Blackberries, quarts.....	1,269
Plums, bushels.....	1
Grapes, pounds.....	380
Raspberries, quarts.....	1,599
Strawberries, quarts.....	3,583
Cherries, quarts.....	226

## EXHIBIT T.

SHOWING NUMBER OF HEAD OF STOCK, FOWLS, ETC.

Cows, bulls and calves.....	26
Chickens .....	75
Hogs .....	8
Horses .....	8

## EXHIBIT U.

SHOWING MILK, BUTTER, EGGS, PORK AND VEAL PRODUCED ON FARM.

Beef, pounds of.....	460
Butter, pounds of.....	2,000
Eggs, dozens.....	360
Milk, gallons.....	14,419
Veal, pounds.....	991

## EXHIBIT V.

SHOWING FRUITS AND VEGETABLES PUT UP FOR THE SCHOOL.

Blackberries, canned, quarts.....	675
Currants, canned, quarts.....	350
Raspberries, canned, quarts.....	675
Rhubarb, canned, quarts.....	400
Strawberries, canned, quarts.....	650
Jelly, all kinds, quarts.....	352
Plums, canned, quarts.....	75
Pickles, barrels.....	11
Tomatoes, cans, quarts.....	500
Sauer kraut, barrels.....	18

## EXHIBIT W.

## SHOWING CASH RECEIPTS.

Accrued interest on warrants.....	\$ 71 39
Board .....	3,716 69
From pump fund.....	110 00
Magazine .....	12 25
Miscellaneous .....	6 75
Pasturage .....	86 60
Sale of tickets.....	91 10
Rebate of freight.....	17 05
Repairing officers' shoes.....	14 05
Sale of live stock.....	416 25
Sale of rags and junk.....	92 95
Total .....	\$ 4,634 99

## EXHIBIT X.

## SHOWING EXPENDITURES UNDER DIFFERENT ACCOUNTS.

Beds, bedding and towels.....	\$ 858 68
Blacksmith and machine shop.....	794 37
Clothing .....	2,888 66
Discharged inmates.....	55 00
Escaped inmates .....	461 50
Furniture and fixtures.....	2,050 34
Farm and garden.....	2,295 81
Fuel .....	4,493 74
Freight and express.....	897 29
General expense.....	8,422 92
Hospital .....	438 26
Improvements .....	11,190 20
Insurance .....	448 74
Library .....	50 00
Live stock.....	578 45
Light .....	597 00
Laundry .....	301 23
Manual training.....	135 54
Paroled boys.....	351 82

EXHIBIT X.—Concluded.

SHOWING EXPENDITURES UNDER DIFFERENT ACCOUNTS.

Printing office.....	642 92	
Repairs .....	1,751 54	
Salaries .....	34,894 58	
School supplies.....	475 55	
Shoes .....	2,797 95	
Stationery and office.....	481 22	
Subsistence .....	15,907 37	
Tools and implements.....	464 29	
Total .....		\$94,634 97

RECAPITULATION.

RECEIPTS—

Appropriation, maintenance.....	\$90,000 00	
Cash receipts .....	4,634 99	
Total .....		\$94,634 99

EXPENDITURES—

Vouchers issued, maintenance fund.....	\$89,999 98	
Vouchers issued cash fund.....	4,634 99	
Total .....		\$94,634 97
Balance .....		02





SCHOOL AT SLATER, ON SNAKE RIVER, DISTRICT 22, HOTT COUNTY, COLO.



## ANNUAL MEETINGS.

---

STATE TEACHERS' ASSOCIATION, 1900 AND 1901.

ASSOCIATION OF COUNTY SUPERINTENDENTS, 1900 AND 1901.



## ANNUAL MEETINGS.

---

### COLORADO TEACHERS' ASSOCIATION.

The Colorado State Teachers' Association was organized on December 28, 1875. A list of the members for the first year is as follows: Frank J. Annis, W. T. Askew, Miss Nellie Adriance, E. M. Ashley, N E. Allen, James H. Baker, Louise V. Bryant, Ella P. Beecher, G. W. Buel, Miss M. L. Brundige, David Boyd, T. E. Bliss, A. G. Brown, Francis M. Brown, Julia D. Brainerd, Julia M. Bradley, Frank R. Carpenter, Mrs. Frank R. Carpenter, L. G. A. Copley, J. T. Chambers, Mrs. G. M. Collier, Mrs. Helen Dill, Miss Lizzie Devinny, W. A. Donaldson, Mattie A. De-france, F. B. Davis, E. A. Day, Miss Estelle Freeman, Alice Fullerton, W. C. Fullerton, Aaron Gove, J. B. Groesbeck, E. N. Garbutt, Sarah M. Ganiard, James V. Griffin, Peter Gottesleben, Mrs. M. E. Garbutt, Paul C. Glave, T. N. Haskell, Isaac B. Harrington, H. R. Harmon, S. B. Hahn, Daniel Hurd, H. M. Hale, W. A. Henry, Oliver Howard, Mrs. E. P. House, Kate L. Hannah, Miss M. E. Hannum, J. Clarence Hersey, Mrs. Margaret Kenney, T. M. Keith, Wm. D. Laty, W. C. Lothrop, D. B. Murray, E. P. Moorehouse, Mrs. E. P. Moorehouse, Ellen J. Merritt, Mary McGill, Anna A. Morrison, F. C. Millington, Fred A. Moulton, W. H. McCreery, M. E. McMurty, Miss Viola Merrill, W. M. Newton, Albert B. Orr, Chas. E. Parks, Wm. E. Pabor, C. E. Parkinson, James N. Presley, Ivers Phillips, Mrs. S. K. Roy, Ellen J. Robinson, Miss Frona Randall, Wm. J. Strong, Joseph C. Shattuck, Theodora A. Sloane, H. Storms, Gilbert A. Seybold, Sarah A. Scott, Nannie O. Smith, Lydia M. Seacord, Elizabeth H. Shumway, R. L. Stewart, Hattie E. Shields, R. S. Stuart, Miss Martha Selby, Mary Thomas, Miss Sarah E. Tibbals, E. Cone Williams, N. E. Woolman, Lucinda Washburne, L. H. Watters, C. L. Wells, Alvin J. Wilber, J. M. Wilson, Elizabeth E. Wadleigh, Miss C. M. Westover, G. F. Youngman.

The Colorado Teachers' Association in 1900 numbered 549 members and in 1901 numbered 707 members.

The Twenty-sixth Annual Session of the Colorado Teachers' Association was held in the East Denver High School December 26-27-28, 1900.

## OFFICERS OF GENERAL ASSOCIATION.

President—W. Triplett, Golden.  
 Secretary—Fred Dick, Denver.  
 Treasurer—W. E. Knapp, Denver.

## DIRECTORS.

One Year—J. F. Keating, Pueblo.  
 Two Years—H. A. Howe, University Park.  
 Three Years—F. H. Clark, Central City.  
 Clerk of Rates—L. C. Greenlee, Denver.

## AUDITORS.

One Year—H. S. Phillips, Denver.  
 To Fill Vacancy—A. B. Copeland, Greeley.  
 Three Years—J. B. Garvin, Denver.

Wednesday, December 26, 2 p. m., auditorium.

## GENERAL ASSOCIATION—ORDER OF PROCEEDINGS,

1. Invocation.
2. Music.
3. President's address.
4. Reading minutes of previous meeting.
5. Announcements.
6. Appointment of committees, (a) committee on necrology, 3; (b) committee on resolutions, 3.
7. Election of fourteen nominators.

## PROGRAM.

8. Music.
  9. English in the schools—(a) Colleges, Arthur Allin, professor of psychology and education, State University, Boulder; (b) High Schools. W. M. Shafer, principal high school, Victor; (c) The Grades, E. W. Palmer, Superintendent, Cripple Creek.
  10. Discussion opened by Myrna C. Langley, High school, Colorado Springs.
- Adjournment.

Thursday, December 27, 9:30 a. m., auditorium.

GENERAL ASSOCIATION—ORDER OF PROCEEDINGS—PROGRAM.

1. Medical Inspection of Schools—Paper, H. W. Zirkle, Principal Elmwood school, Denver, Dist. No. 2; Paper, Dr. H. T. Pershing, Denver; general discussion.
2. Music.
3. "Play as a Factor in Education," Mrs. E. G. Leake, director Normal Department Denver Normal and Preparatory School, Denver. Discussion opened by Miss Alice Wood, public schools, Greeley.

Thursday, 2 p. m.—Room 1.

SCIENCE SECTION.

N. M. Fenneman, president, State Normal School, Greeley.  
W. L. Evans, secretary, Colorado Springs.

COLLEGE AND HIGH SCHOOL SECTION.

Ernest E. Clark, president, High school, Colorado Springs.  
H. M. Barrett, secretary, High school, Denver, Dist. No. 1.

JOINT MEETING—ORDER OF PROCEEDINGS.

1. Announcements.
2. Appointment of committees, (a) on nominations, (b) special committees.

PROGRAM.

3. Symposium—Elementary Language Training in High School Latin, Miss Mary C. McAllister, High school, Colorado Springs; Modern Languages, Prof. Louis A. E. Ahlers, Colorado College.
  4. Preparatory Natural Science—A Case of Arrested Development, Prof. Chas. S. Palmer, University of Colorado.
  5. Conference—The Attitude of the High Schools of Colorado Toward Athletics, Mr. Adna W. Risley, High school, Dist. No 1, Denver.
  6. Reading minutes of previous meeting.
  7. Report of nominating committee.
  8. Election of officers, (a) president, (b) secretary, (c) representatives to Educational Council College and High School Section 1, Science Section 1, (d) two nominators.
  9. Unfinished business.
  10. New business.
- Adjournment.

Thursday, 2 p. m.—Auditorium.

CHILD STUDY SECTION.

L. C. Greenlee, president, superintendent Denver District No 2.  
Sadie B. Hague, secretary, Denver District No. 17.

KINDERGARTEN SECTION.

Beatrice Trehearne, president, director Elmwood Kindergarten,  
Denver District No. 2.

Elizabeth H. Kendall, secretary, Greeley.

JOINT MEETING—ORDER OF PROCEEDINGS.

1. Announcements.
2. Appointment of committees.

PROGRAM.

3. Song—Primary pupils Elmwood school.
  4. Aims and Objects of Child Study—Dr. John A. Kleinsorge, State Normal School, Greeley, Colorado.
  5. Discussion—Led by Supt. F. H. Clark, Central City, Colorado.
  6. Piano Solo—Marie Haefliger, Denver, Colorado.
  7. The Relation of Child Study and Kindergarten—Miss Bertha Andrews, director Kindergarten Department State Normal School, Greeley, Colorado.
  8. Discussion—Led by Mrs. Margaret Grabill, director Kindergarten Department, Denver Normal and Preparatory School, Denver.
  9. Reading minutes of previous meeting.
  10. Report of nominating committee.
  11. Election of Officers, (a) president, (b) secretary, (c) representatives to the Educational Council, Kindergarten Section 2, Child Study Section 1, (d) two nominators.
  12. Unfinished business.
  13. New business.
- Adjournment.

Thursday 2 p. m.—Room 3.

PSYCHO-MANUAL SECTION.

William Shumway, president, supervisor of Sloyd District No. 1,  
Denver, Colorado.

Julia Sale, secretary, Denver.



## ORDER OF PROCEEDINGS.

1. Announcements.
  2. Appointment of Committees, (a) on nominations, (b) special committees.
  3. Reading minutes of previous meeting.
  4. Report of nominating committee.
  5. Election of officers, (a) president, (b) secretary, (c) representative to the Educational Council, 1; (d) two nominators.
  6. Unfinished business.
  7. New business.
- Adjournment.

Thursday, 2 p. m.—Room 4.

## SUPERINTENDENTS' AND PRINCIPALS' ROUND TABLE SECTION.

W. G. Harris, president, superintendent, Telluride.

M. F. Miller, secretary, superintendent, Denver District No. 7.

## ORDER OF PROCEEDINGS.

1. Announcements.
2. Appointment of Committees, (a) on nominations, (b) special committees.

## PROGRAM.

3. Discussion—High School Discipline as Regards (1) Communication among pupils, (2) order in passing to and from classes.

Opened by A. S. Otto, principal High school, Grand Junction.

4. Discussion—Uniformity of English in High Schools, opened by Superintendent E. C. Elliott, Leadville.

5. Discussion—How can the high schools be more closely related to actual life?

6. Discussion—The actual working of the present truancy law.

7. Discussion—Medical inspection of schools.

8. Home study by pupils: is it desirable? If so, how much and how best directed.

NOTE—It is desired that all discussions be informal.

9. Reading of minutes of previous meeting.
  10. Report of nominating committee.
  11. Election of officers, (a) president, (b) secretary, (c) representative to the Educational Council 1, (d) two nominators.
  12. Unfinished business.
  13. New business.
- Adjournment.

Thursday, 2 p. m.—Room 2.

COUNTY SUPERINTENDENTS' SECTION.

E. M. Scanlan, president, county superintendent Pitkin county.  
Lois J. Shepherd, secretary, county superintendent Pueblo county.

ORDER OF PROCEEDINGS.

1. Announcements.
2. Appointment of Committees, (a) on nominations, (b) special committees.

PROGRAM.

3. Round table discussion.
  4. The County High School—Superintendent J. I. Palmer, Saguache county.
  5. The State Association of County Superintendents—How May Its Usefulness be Increased?—Superintendent Lucy E. DeWitt, Garfield county.
  6. The County Superintendent's Salary—Superintendent Florence Sargent, Bent county.
  7. Is the Consolidation of Small Schools Practicable?—Superintendent E. M. Collins, El Paso county.
  8. Reading minutes of previous meeting.
  9. Report of nominating committee.
  10. Election of officers, (a) president, (b) secretary, (c) treasurer, (d) representative to the Educational Council, 1; (e) two nominators.
  11. Unfinished business.
  12. New business.
- Adjournment.

Thursday evening, December 27,—8 p. m.

1. Music.
2. Lecture—Subject, Charles Dickens as an Educator, James L. Hughes, Inspector of Schools, Toronto, Canada.

Admission to the lecture will be free to members. To others a charge of 25 cents will be made.

Friday, December 28, 9:30 a. m.—Auditorium.

GENERAL ASSOCIATION—ORDER OF PROCEEDINGS—PROGRAM.

1. Paper—Review of School and Society, E. R. Downs, superintendent, Durango.
2. Discussion—Mrs. Lida M. Brown, High school, Montrose.

## 3. Music.

4. Paper—Some Recent Educational Experiments, D. R. Hatch, principal County High school, Castle Rock.

## 5. Questions by members of the association.

6. Report and recommendations of the council president, Ed. F. Hernaus.

Business session—11 a. m.

## 7. Announcements.

## 8. Reading minutes of previous meeting.

## 9. Report of nominators.

## 10. Election of officers.

## 11. Consideration of recommendations of the educational council.

## 12. Report of committee on necrology.

## 13. Report of committee on resolutions.

## 14. Report of treasurer.

## 15. Report of auditing committee.

## 16. Unfinished business.

## 17. New business.

Adjournment.

Friday, 2 p. m.—Auditorium.

## GENERAL ASSOCIATION—ORDER OF PROCEEDINGS.

## 1. Music.

2. Paper—Laboratory Methods in History and Literature, Archibald Belcher, High school, Leadville.

3. Discussion, H. H. Wilson, principal, Monte Vista; D. C. Shaff, superintendent, Ft. Collins.

4. Paper—The Problem of Fatigue and Some Attempts to Solve It, D. D. Hugh, State Normal School, Greeley.

5. Discussion—Opened by Miss Kathryn Knapp, High school, Pueblo District No. 20.

## 6. Unfinished business.

Adjournment.

## MEETINGS OF COMMITTEES.

Committee on Resolutions—Friday, 9 a. m., room 2.

Committee on Necrology—Friday, 9 a. m., room 3.

Auditing Committee—Friday, 9 a. m., room 4.

Nominating Committee—Thursday, 9 a. m., room 1.

## COLORADO TEACHERS' ASSOCIATION, 1901.

The twenty-seventh annual session of the Colorado Teachers' Association was held in the East Denver High School building December 26, 27 and 28, 1901.

## OFFICERS OF GENERAL ASSOCIATION.

C. S. Palmer, president, Boulder.  
 J. B. Ragan, secretary, Denver.  
 H. W. Zirkle, treasurer, Denver.

## DIRECTORS.

H. A. Howe, 1901, University Park.  
 F. H. Clark, 1902, Central City.  
 John Dietrich, 1903, Colorado Springs.  
 L. C. Greenlee, clerk of rates, Denver.

## AUDITORS.

H. M. Hart, 1901, Pueblo.  
 J. B. Garvin, 1902, Denver.  
 E. C. Elliott, 1903, Leadville.  
 Thursday, December 26, 9:30 a. m.—Auditorium.

## CHILD STUDY SECTION.

D. D. Hugh, president, Colorado State Normal School.  
 Helen Cleve, secretary, Denver, District No. 2.

## KINDERGARTEN SECTION.

Bertha Andrews, president, Colorado State Normal School.  
 Harriet E. Ball, secretary, Denver, District No. 17.

## JOINT MEETING—ORDER OF PROCEEDINGS.

1. Announcements.
2. Selection of committees—(a) Two nominators, each section;  
 (b) special committees.

## PROGRAM.

3. Music—W. K. Stiffey, Colorado State Normal School.
4. Paper—Just and Unjust Criticisms of the Kindergarten, Grace E. Barbour, kindergarten training teacher, Denver Normal School.

5. General discussion.
6. Music—Kindergarten songs.
7. Paper—Nervous and Defective Children and Their Treatment, E. G. Lancaster, Colorado College.
8. General discussion.

## CHILD STUDY ROUND TABLE.

1. Dr. Hall on the Education of Girls.
2. The Dramatic Instinct in Children.
3. Manual Training from a child study standpoint.

## BUSINESS MEETING.

1. Reading minutes of previous meeting.
  2. Report of nominating committee.
  3. Election of officers—(a) President, (b) secretary, (c) representative to the Educational Council, 1.
  4. Unfinished business.
  5. New business.
- Adjournment.

Note—The secretary of the section is required to deliver minutes of the meetings to the general secretary of the association.

Thursday, December 26, 9:30 a. m.—Room 1.

## SCIENCE SECTION.

George L. Cannon, president, High School, District No. 1, Denver.

W. S. Glass, secretary, High School, Canon City.

## ORDER OF PROCEEDINGS.

1. Announcements.
2. Selection of committees—(a) Two nominators, (b) special committees.

## PROGRAM.

3. The Future Work of This Section. Discussion led by George L. Cannon.

4. The Present Status of Nature Study in Colorado, Mrs. Cornelia S. Miles, principal Broadway School, Denver.

5. A New Solution of Kepler's Problem, Herbert A. Howe, University of Denver.

6. Should the Working Teacher Continue Advanced Work? Discussion led by E. W. Elder, High School, District No. 1, Denver.

7. Helpful Literature for Colorado Science Teachers—Astronomy, C. J. Ling; Botany, E. Bethel; Chemistry, J. B. Garvin; Geology, W. T. Lee; Zoölogy, A. E. Beardsley.

8. Reading minutes of previous meeting.

9. Report of nominating committee.

10. Election of officers—(a) President, (b) secretary, (c) representative to the Educational Council, 1.

11. Unfinished business.

12. New business.

Adjournment.

Thursday, December 26, 9:30 a. m.—Room 3.

#### PSYCHO-MANUAL SECTION.

Milton Clauser, president, supervisor of manual training, District No. 17, Denver, Colorado.

Harriet Day, secretary, director art department, State Normal School, Greeley, Colorado.

#### ORDER OF PROCEEDINGS.

1. Announcements.

2. Selection of committees—(a) Two nominators, (b) special committees.

#### PROGRAM.

3. The Relationship of the Artistic and the Practical in Manual Training, C. Valentiné Kirby, Manual Training High School, Denver.

4. Cooking in the Schools, Mary E. Sanford, District No. 20, Pueblo.

5. Manual Training and Social Problems, B. O. Aylesworth, president State Agricultural College, Fort Collins, Colo.

6. Manual Training in the Grades, S. Milo Hadden, director of manual training, State Normal School, Greeley, Colo.

7. Reading minutes of previous meeting.

8. Report of nominating committee.

9. Election of officers—(a) President, (b) secretary, (c) representative to the Educational Council, 1.

10. Unfinished business.

11. New business.

Adjournment.

Thursday, December 26, 9:30 a. m.—Room 4.

SUPERINTENDENTS' AND PRINCIPALS' ROUND TABLE SECTION.

E. W. Palmer, president, Cripple Creek, Colo.

M. F. Miller, secretary, superintendent District No. 7, Denver.

ORDER OF PROCEEDINGS.

1. Announcements.
2. Selection of committees—(a) Two nominators, (b) special committees.

PROGRAM.

3. Child Study—What has it recently accomplished? What important questions are now pending?
  4. Should a committee of teachers be associated with superintendent and board in the selection of teachers?
  5. Handicraft for the lower grades.
  6. What shall we teach in geography?
  7. To what extent should teachers of first class districts be expected to attend county normal institutes?
  8. The Public School and Citizenship. What more can be done?
  9. A closer grading of the schools. (All discussions to be informal.)
  10. Reading minutes of previous meeting.
  11. Report of nominating committee.
  12. Election of officers—(a) President, (b) secretary, (c) representative to the Educational Council, 1.
  13. Unfinished business.
  14. New business.
- Adjournment.

Thursday, December 26, 2 p. m.—Auditorium.

GENERAL ASSOCIATION—ORDER OF PROCEEDINGS.

1. Invocation, A. B. Hyde.
2. Music—Instrumental. (a) Papillon (Greig), (b) Concert Valse (Mrs. E. N. Clark), Tuesday Musical Club.
3. Reading minutes of previous meeting.
4. President's address.
5. Announcements.
6. Appointment of committees—(a) Committee on necrology, 3; (b) committee on resolutions, 3.
7. Election of fourteen nominators.

## PROGRAM.

8. Music—Vocal. (a) An Open Secret (R. Huntington Woodman), (b) Gray Rocks and Grayer Sea (Kate Vannah), Mrs. Otis B. Spencer, Tuesday Musical Club.

9. "Shall We Socialize the School?" Colin A. Scott, principal training department State Normal School, Greeley, Colo.

10. Discussion. Opened by E. S. Parsons, Colorado College, Colorado Springs, Colo. General discussion.

Adjournment.

Thursday, December 26, 8 p. m.—Auditorium.

1. Chorus, female voices, Denver Teachers' Chorus Club; Herbert Griggs, director.

2. Lecture—Subject, "Rascals and Saints," Dr. A. E. Winship, editor Journal of Education, Boston, Massachusetts.

3. Music—(a) In the Spring Time (Pester), (b) Mazurka (Glinka), Dawkin's Violin Quartet.

Admission to the lecture will be free to members. Others will be charged 25 cents.

Friday, December 27, 9:30 a. m.—Room 1.

## COLLEGE AND HIGH SCHOOL SECTION.

H. M. Barrett, president, High School, District No. 1, Denver.

Archibald Belcher, secretary, Leadville High School.

## ORDER OF PROCEEDINGS.

1. Announcement.

2. Selection of committees—(a) Two nominators, (b) special committees.

3. Question for discussion: *Resolved*, That the elective system should be introduced into the high school. Affirmative—Edgar Rollin Downs, superintendent of schools, Durango; Edward L. Brown, principal of the North Side High School, Denver. Negative—Henry White Callahan, head master State Preparatory School, Boulder; E. L. Mason, principal of the High School, Colorado Springs. General discussion.

4. Reading minutes of previous meeting.

5. Report of nominating committee.

6. Election of officers—(a) President, (b) secretary, (c) representative to the Educational Council, 1.

7. Unfinished business.

8. New business.

Adjournment.



Friday, December 27, 9:30 a. m.—Auditorium.

COUNTY SUPERINTENDENTS' SECTION.

G. A. Carpenter, president, superintendent Rio Grande county.

J. E. Snook, secretary, superintendent Weld county.

Executive committee—Helen L. Grenfell, Lois J. Shepherd, Grant Ruland.

ORDER OF PROCEEDINGS.

1. Reading of minutes of previous meeting.
2. Music—Aeolian Quartet, College of Music, University of Denver.
3. Appointment of committees.
4. Announcements.

PROGRAM.

Round Table Discussions—Five-minute presentations by leaders. All are urged to join in the general discussion.

5. New School Laws—(a) The Dollar Fee for Certificates, Indorsements, Renewals, Etc., F. H. Maile, Kiowa county; (b) The Obligations of Institute Committees Because of Resulting Fund, J. E. Snook, Weld county; (c) Instruction Concerning Humane Treatment of Animals, Mrs. M. J. Browne, Delta county. General discussion.

6. The County Superintendent as an Assistant to District School Boards in Regard to: (a) District Finances, W. C. Thomas, Boulder county; (b) Securing Suitable Teachers, Lois J. Shepherd, Pueblo county; (c) Selecting Text-Books, Z. B. McClure, Mesa county; (d) Economy in General Expenditures, E. I. Thompson, Lincoln county; (e) Better School Environments, Frank D. Ball, Douglas county. General discussion.

General discussion.

7. The County Superintendent as an Educational Factor—(a) In the community, A. P. Dickson, Custer county; (b) as a school visitor, Miss M. Holaday, Ouray county; (c) through certificating teachers, Mrs. Thera Satterlee, Teller county; general discussion.

8. Election of (a) two representatives to Educational Council, one for three years, one for one year, unexpired term; (b) two nominators.

9. New business

Adjournment.

Friday, December 27, 9:30 a. m., Room 2.

KINDERGARTEN ROUND TABLE.

1. The Dramatic and Rhythmical Instincts in Kindergarten Children.

2. The Psychology of Froebel's Play Gifts.
3. Constructive Story Telling and Foundation of Literature in the Kindergarten.

## BUSINESS MEETING.

1. Reading minutes of previous meeting.
2. Report of nominating committee.
3. Election of officers, (a) president; (b) secretary; (c) representative to the Educational Council, 1.
4. Unfinished business.
5. New business.

Adjournment.

NOTE—The secretary of the section is required to deliver minutes of meetings to the general secretary of the association.

Friday, December 27, 2 p. m.—Auditorium.

## GENERAL ASSOCIATION—ORDER OF PROCEEDINGS.

1. Music—(a) Asa's Death (Grieg), (b) Anitra's Dance (Grieg). (from Peer Gynt Suite) Miss Du Pre's Orchestra.
2. Andante and Finale from Concerto (Mendelssohn), Miss Lisle Dunning. (By permission of Wolfe Hall College of Music.)
3. Paper—The Normal Institute, Its Scope and efficiency—Can the Latter Be Increased by Having a Graded Course of Instruction? Geo. A. Carpenter, superintendent Rio Grande county.

Discussion—Opened by J. F. Keating, superintendent of District No. 20, Pueblo, from the conductor's standpoint; Mrs. E. O. Price, Durango, from the teacher's standpoint. General discussion.

4. An entertainment by the pupils of the Colorado School for the Deaf and Blind, illustrating methods of instruction employed in the school.

Adjournment.

Friday, December 27, 8 p. m.—Auditorium.

## GENERAL ASSOCIATION—ORDER OF PROCEEDINGS—PROGRAM.

1. Music—Snow Bells and May Bells (Tiehsen), Semi Chorus of Ladies, Wilberforce Whiteman, director.
2. Report of Committee on English—J. R. Brackett, J. E. Le Rossignol, W. M. Shafer, C. B. Morrill, F. H. Clark, John Dietrich and Louise Hannum. General discussion.
3. Music—Contralto solo, (a) The Silver Ring (Chaminade), (b) Had a Horse (Old Hungarian Folk Song), Mrs. W. J. Whiteman.



SCHOOL, AT HOLYOKE, DISTRICT 3, PHILLIPS COUNTY, COLO.



4. Reception to visiting teachers.

5. Music—Male quartet—A Wet Sheet and a Flowing Sea (Lloyd), Messrs. Wallace, Clayton, Thompson and Vote, Wilberforce Whiteman, director.

Adjournment.

Saturday, December 28, 9:30 a. m.—Auditorium.

GENERAL ASSOCIATION—ORDER OF PROCEEDINGS—PROGRAM.

1. Music—(a) Serenade (Neidlinger); (b) Dear, When I Gaze (Rogers), (c) An Irish Love Song (Lang), Geo. L Tenney.

2. Paper—The New Law Requiring the Teaching of Humane Treatment of Animals, E K, Whitehead, secretary Colorado Humane Society, Denver.

3. Paper—The New Law Requiring the Teaching of Humane Treatment of Animals, from the teacher's standpoint, Mrs Flora B. Dodd, Canon City, Colo. General discussion.

4. Report of committee on educational progress, D. R. Hatch, Arthur Allin, Ed F. Hermanns. General discussion.

5. Questions by members of the association.

6. Report and recommendations of the council, by the president, C. V. Parker.

7. Music—(a) Waldesrauschen (Liszt), (b) Witches' Dance (MacDowell), Miss Esther Washburn.

BUSINESS SESSION, 11 A. M.

8. Announcements.

9. Reading minutes of previous meeting.

10. Report of nominators.

11. Election of officers.

12. Consideration of recommendations of the Educational Council.

13. Report of committee on necrology.

14. Report of committee on resolutions.

15. Report of treasurer.

16. Report of auditing committee.

17. Unfinished business.

18. New business.

Adjournment.

Saturday, December 28, 2 p. m.—Auditorium.

GENERAL ASSOCIATION—ORDER OF PROCEEDINGS—PROGRAM.

1. Music—Scotch Ballads, Miss Jean Russell, of the College of Music.
  2. Paper—Is It the Business of Education to Form Ideals or to Conform to Ideals? Charles E. Chadsey, superintendent North Side schools, Denver.
  3. Discussion, opened by J. E. Le Rossignol, University of Denver. General discussion.
  4. Memorial exercises for Dr. Horace M. Hale, by members of the first Colorado Teachers' Association. Addresses, Aaron Gove, J. A. Sewall, J. C. Shattuck; poem by W. E. Pabor.
  5. Music—College of Music, University of Denver.
  6. Unfinished business.
- Adjournment.

MEETINGS OF COMMITTEES.

- Nominating Committee—Friday, 1:30 p. m., Room 1.  
To nominate President, Secretary, Treasurer, Director, Auditor, and Director of State Reading Circle.
- Committee on Resolutions—Saturday, 9 a. m., Room 2.  
Committee on Necrology—Saturday, 9 a. m., Room 3.  
Auditing Committee—Saturday, 9 a. m., Room 4.

PROGRAM OF THE ANNUAL MEETING OF THE EDUCATIONAL  
COUNCIL OF THE COLORADO TEACHERS' ASSOCIATION, DEN-  
VER, DECEMBER 26, 1901.

Ed. F. Hermanns, president, 1900.

C. V. Parker, president, 1901.

Fred Dick, secretary, 1900.

J. B. Ragan, secretary, 1901.

English as the Core of the Public School Course—(a) In the Ele-  
mentary School, Superintendent Helen L. Grenfell, Superintendent John  
Dietrich; (b) In the Secondary School, Superintendent William Triplett,  
Superintendent A. B. Copeland.

Ira M. DeLong, Wm. H. Smiley, D. R. Hatch, executive committee.

OFFICERS AND MEMBERS OF THE EDUCATIONAL COUNCIL.

President, C. V. Parker, Trinidad.

Vice-president, F. H. Clark, Central City.

Secretary, J. B. Ragan, Denver.

Executive committee, Ira M. DeLong, W. H. Smiley, D. R. Hatch.

SCIENCE SECTION.

C. J. Ling, 1901.

Florian Cajori, 1902.

William Triplett, 1903.

KINDERGARTEN SECTION.

Cecilia Adams, 1901.

Aaron Gove, 1902.

Z. X. Snyder, 1903.

PSYCHO-MANUAL SECTION.

J. B. Ragan, 1901.

J. R. Henderson, 1902.

Emily Miles, 1903.

CHILD-STUDY SECTION.

L. C. Greenlee, 1901.

F. H. Clark, 1902.

D. E. Phillips, 1903.

## COLLEGE AND HIGH SCHOOL SECTION.

- N. B. Coy, 1901.  
C. V. Parker, 1902.  
J. H. Baker, 1903.

## SUPERINTENDENTS' AND PRINCIPALS' ROUND TABLE.

- J. S. McClung, 1901.  
John Dietrich, 1902.  
Ed. F. Hermanns, 1903.

## COUNTY SUPERINTENDENTS' SECTION.

- Mrs. Helen L. Grenfell, 1901.  
Mrs. M. J. Brown, 1901.  
F. D. Ball, 1903.

## EDUCATIONAL COUNCIL.

- A. B. Copeland, 1901.  
Arthur Allin, 1901.  
W. H. Smiley, 1902.  
D. R. Hatch, 1902.  
Ira M. DeLong, 1903.  
Fred Dick, 1903.



## STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

The sixteenth annual session of the State Association of County Superintendents of Colorado was held at Colorado Springs, May 14, 15 and 16, 1901.

## OFFICERS.

President, Superintendent Scanlan, Pitkin.

Vice-President, Superintendent Douthit, Las Animas.

Secretary, Superintendent Gill, Larimer.

Treasurer, Superintendent Williams, Gunnison.

Executive committee, Hon. Helen L. Grenfell, State Superintendent; Superintendent McClure, Mesa county; Superintendent Ball, Douglas county.

## PROGRAM.

Tuesday, May 14—Afternoon, 2:30 o'clock.

Music. Roll call. Reading of minutes. President's address, Superintendent Scanlan, Pitkin. Response, Superintendent Collins, El Paso. Growth and Benefits of Reading Circles, Superintendent Snook, Weld. Music.

Evening, 8:00 o'clock—Lecture, Dr. Slocum, president Colorado College.

Wednesday, May 15—Morning.

Visit to the schools of Colorado Springs.

Wednesday, May 15—Afternoon, 2:00 o'clock.

Music. The Province of the County Institute, Superintendent Herey, Arapahoe. Discussion. The Mission of the Public School, Superintendent Carpenter, Rio Grande. Discussion. Recent School Legislation, State Superintendent Grenfell. Music.

Evening—Visit to Colorado College observatory.

Thursday, May 16—Morning, 9:00 o'clock.

Music. The County Superintendent from the City Superintendent's Point of View, Superintendent Dietrich, Colorado Springs; Superintendent Grafton, Colorado City. Round table discussion: State Uniformity of Text Books; School Elections in Common with General Elections; Improvement of the Normal Institute; What Can Be Gained by the Observance of "Days?" Some Practical Problems Which Confront the Superintendent. Business of the Association.

## STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

The seventeenth annual session of the County Superintendents' Association was held at Fort Collins, May 13, 14 and 15, 1902.

## OFFICERS.

President, G. A. Carpenter, superintendent Rio Grande county.

Secretary, J. E. Snook, superintendent Weld county.

Executive committee, Helen L. Grenfell, State Superintendent Public Instruction; Grant Ruland, superintendent Eagle county; E. M. Collins, superintendent El Paso county.

Places of meeting: Tuesday afternoon and evening, College chapel; Wednesday afternoon and evening, District Court room.

## PROGRAM—TUESDAY, 2 P. M.

Music, C. A. C. Glee Club. Roll call. Reading of minutes. Address of welcome, Hon. Fred R. Baker, mayor of Fort Collins. President's address, C. A. Carpenter, superintendent Rio Grande county. Music, violin solo.

## TUESDAY, 7:30 P. M.

Music, C. A. C. Glee Club. Addresses: Dr. B. O. Aylesworth, president Agricultural College; D. P. Taylor, superintendent city schools, Loveland—Are Our High Schools and Colleges Schools for the People? Music, cornet solo, Mr. Bayliss.

## TUESDAY, 6 P. M.

Dinner, Department of Domestic Science, State Agricultural College.

## WEDNESDAY, 9 A. M. TO 2:30 P. M.

Visiting public schools and Agricultural College.

## WEDNESDAY, 2:30 P. M.

Music. Paper: Some Suggestions in Regard to Establishing Public Libraries, E. M. Collins, county superintendent El Paso county. Discussion, Thera Satterlee, county superintendent Teller county. Paper: Problems of Language Teaching in Rural Schools, Helen L. Grenfell, State Superintendent Public Instruction. Discussion, Mrs. Lucy E. DeWitt, county superintendent Garfield county. Music.

WEDNESDAY, 7:30 P. M.

Round table discussions—Leader, Dr. Z. X. Snyder: Desirable School Legislation; What Do You Consider the County Superintendent's Chief Duty? How Might Rules Relating to First Grade Certificates Be Made More Effective? County High Schools.

THURSDAY, 9:30 A. M.

Music. Paper: The County Superintendent as a Practical Office Manager, J. E. Snook, county superintendent Weld county. Discussion, C. F. Parker, county superintendent Sedgwick county. Election of officers. Miscellaneous business, including choice of place for next meeting. Adjournment.

Local committee on arrangements: Mary E. Gill, county superintendent Larimer county; Mr. A. H. Dunn, principal High School, Fort Collins; Professor Ammons, State Agricultural College.



## MISCELLANEOUS PUBLICATIONS.

---

BIRTHDAYS OF WASHINGTON AND LINCOLN, 1901 AND 1902.

ARBOR DAY, 1901 AND 1902.

FLAG DAY, 1901 AND 1902.

"THE SCHOOL LANDS OF COLORADO."



## MISCELLANEOUS PUBLICATIONS.

---

THE BIRTHDAYS OF WASHINGTON AND LINCOLN.  
FEBRUARY 22 AND FEBRUARY 12

---

PREPARED FOR THE PUBLIC SCHOOLS OF COLORADO BY HELEN L. GRENFELL,  
SUPERINTENDENT OF PUBLIC INSTRUCTION, FEBRUARY, A. D. MDCCCL.

---

Denver, Colorado, February, 1901.

*To the Superintendents and Teachers:*

The faithful work accomplished in the public schools of Colorado in the important duty of cultivating the spirit of patriotism is the best guarantee of what can still further be done in this line for our young people.

In planning our work for the celebration of Washington's and Lincoln's birthdays, we have an especial inspiration in this opening year of the new century. The full rounding of one hundred years in the history of the national capital at Washington has been appropriately celebrated there by our government, and gives us additional opportunity to impress the patriotic lessons of these important days upon our pupils.

It is earnestly urged that this opportunity be improved to the utmost by every school in the state, and it is hoped that the accompanying suggestions and selections may be found a helpful contribution to the work.

HELEN L. GRENFELL,  
*Superintendent of Public Instruction.*

### PATRIOTIC TEACHING IN OUR SCHOOLS.

"The proper study of mankind is man." No branch taught in our schools furnishes greater food for the forming character than that of history. The material is unlimited. We should study to know how best to present to the young the lessons of our noble past. We can scarcely estimate the value of the reverential regard that may be im-

planted in our children's hearts for their country's heroes, for ideals do influence conduct.

In addition to the birthdays of the two foremost Americans—Washington and Lincoln—the birthdays of others of the men and women deserving honor in our memories may from time to time be marked by devoting a short period of the day to lessons to be drawn from their lives and work.

By every means and in every way we should strive to impart a true understanding of the meaning of our national life, of its high duties and its glorious opportunities. We should teach the child that in his home and his school life he is living also as a citizen of the larger life of his country. His loyalty to home and parents form the basis of his loyalty to his school, its rules and authority, its community of his peers. His future as a citizen of the United States is most intimately connected with his present discharge of the duties of his youthful days. Home life, school life, national life—the one must help the other. We should teach him through the observance of these birthdays and the feelings of veneration which they awaken that the history of a nation is represented by the history of its great men, but that the child, as well as his elders, is a part of the nation. We should teach him to know that the future holds as great possibilities of service to his country as the history of the past has chronicled, and that the heroism of Washington and of Lincoln found its basis in characters of unswerving principle. Our children are now storing the force that will enable them to meet the demands of citizenship in the twentieth century, and it should be our study to improve every opportunity to aid them in such character building as will furnish our nation with the power to accomplish whatever the future has in store.

#### THE NATIONAL CAPITOL'S CENTENNIAL.

On December 12, 1900, a centennial celebration was held at Washington, D. C., commemorative of the establishment there of the capital of the United States. At the close of its first century of existence, the city of Washington is in many respects the finest city in America, and is one of the most beautiful capitals in the world. With this in mind, it is interesting to note a description of Washington as it appeared in its first year of age, 1800:

“Our approach to the city was accompanied with sensations not easily described. One wing of the capitol only had been erected, which, with the president's house, a mile distant from it, both constructed with white sandstone, were shining objects in dismal contrast with the scene around them. Instead of recognizing the avenues and streets portrayed on the plan of the city, not one was visible, unless we except a road, with two buildings on each side of it, called the New Jersey avenue. The Pennsylvania avenue, leading, as laid down on paper, from the capitol to the presidential mansion, was nearly the whole distance a



deep morass covered with elder bushes, which were cut through to the president's house; and near Georgetown a block of houses had been erected which bore the name of the 'six buildings.' There were also two other blocks consisting of two or three dwelling houses in different directions, and now and then an isolated wooden habitation; the intervening spaces, and, indeed, the surface of the city generally, being covered with scrub-oak bushes on the higher grounds, and on the marshy soil either trees or some sort of shrubbery. There appeared to be but two really comfortable habitations in all respects within the bounds of the city, one of which belonged to Daniel Carroll and the other to Notley Young. The roads in every direction were muddy and unimproved. It was a new settlement.

"When the seat of government was transferred from Philadelphia to Washington there were but three thousand inhabitants, and the transition from the populous and comfortable Quaker City was anything but agreeable to the officials. They made no concealment of their discontent, writing letters to the Northern newspapers in which the capital was spoken of as a 'mudhole almost equal to the great Serbonian bog,' 'a capital of miserable huts,' 'a city of streets without houses,' 'without one solitary attractive feature.'"

The program of exercises on the anniversary day included a reception by the President to the Governors of the States and Territories, held in the morning at the Executive Mansion, and followed by remarks on the history of the White House and on the development of the nation and of the District of Columbia. Early in the afternoon a military, naval and civic procession escorted the Presidential party to the Capitol, where the parade was reviewed by the President. Commemorative exercises were then held jointly by the Senate and House of Representatives, during which addresses were made upon the transfer of the national capital from Philadelphia to Washington, the establishment of the seat of government in the District of Columbia, the history of the first century of the national capital, and the future of the United States and its capital. In the evening a reception at the Corcoran Art Gallery in honor of the Governors of the States and Territories, closed the centennial celebration. The Executive of Colorado was among the guests.

#### THE HOME OF THE PRESIDENTS.

During the first year of the administration of the first president, the capital of the new nation was New York and the residence of the executive was No 3 Franklin Square. Owing to the great stateliness and dignity of the hostess and her reproduction of the ceremonious observances of the foreign heads of governments, the receptions of President and Mrs. Washington gained for their official home the name of the Republican Court. During the second year the seat of government was removed to Philadelphia, where it remained for ten years, and where Washington occupied a house on Market street, which he rented from Mr. Robert Morris.

The second president, John Adams, and his wife, Abigail, passed three years and a half of official life in Philadelphia, and in June, 1800, traveled to the new city of Washington, and took up their residence at the White House. That first White House must have been more imposing than convenient, judging from the description given by Mrs. Adams in a letter:

"The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order. \* \* \* The lighting, from kitchen to parlors and chambers, is a tax indeed; and the fires we are obliged to keep to secure us from daily agues is another very cheering comfort. To assist us in this great castle and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain. \* \* \* The house is made habitable, but there is not a single apartment finished. \* \* \* We have not the least fence, yard or other convenience, without, and the great unfinished audience room I make a drying room of, to hang up the clothes in."

However, much was done during the short half year of the Adams occupancy of the new mansion to render it more habitable, and in the administration following but little was required of its powers in the way of entertainment. President Jefferson's wife had died and his daughters were married, and partly because there was no mistress of the White House, partly because of his ideals of democratic simplicity, Jefferson abolished the custom of holding levees. We are told that some of the Washington ladies determined to gather in force at the usual time and attempt to continue the custom, but finding themselves received by the president as they found him, hat in hand, spurs on his feet, clothing covered with dust, just after a long horseback ride, they did not repeat their experiment.

During the administration of the fourth president, the hospitality of his wife, the charming and popular "Dolly" Madison, made the White House receptions gay and delightful gatherings. It was during this term, however, that the greatest disaster of its life befell the historic mansion. The war of 1812 was in progress, and but few of the troops were left to defend the nation's capital, when the alarm was given of the presence of the British only a few miles away.

In great haste the people packed their valuables and fled. Under the president's direction many important documents were saved, among them the originals of the Declaration of Independence, of the Federal Constitution and of General Washington's commission as commander-in-chief of the army of the Revolution. A magnificent portrait of General Washington hung in the state dining room, and to Mrs. Madison its preservation is due. There was not time to unscrew the massive frame from the wall, and the servants broke it with a heavy axe and removed the painting uninjured. This was the foundation for the oft-repeated tale that Mrs. Madison cut out the valuable canvas with a carving knife, a story which she denied, stating that she only lingered to see the painting safely removed before stepping into the carriage waiting to convey her to safety. What

must have been the feelings of the intrepid mistress of the White House as she fled, not knowing where or when she would meet her husband, and beholding in the distance the flames devouring the roof that now sheltered her home! Terrified people filled the whole region, spreading reports of the approach of the enemy from every direction. The confusion was augmented by a furious thunder storm accompanied by a destructive wind, and at one time during Mrs. Madison's flight she was kept waiting in the rain outside an inn occupied by people who declared that the wife of him who had brought on the war should not find shelter with them, its innocent victims. It was not many days before the enemy, much smaller in force than was supposed by the frightened people, retreated from the ruined city and its inhabitants returned. During the remainder of his term President Madison occupied first the Octagon house, where he signed the treaty of peace, and afterwards the house on Pennsylvania avenue which had been previously occupied by the treasury department. It was in February, 1816, after the restoration of peace, that the most brilliant levee ever held by a president up to that time was given by President and Mrs. Madison.

The executive mansion was opened on January 1, 1818, for the reception of visitors for the first time after its destruction by the British. Its subsequent history has included no adventure of similar terrible nature, but many interesting details in the lives of its occupants.

The first wedding in the White House was that of Miss Todd, a relative of Mrs. Madison, and John G. Jackson, congressman from Virginia, in 1811. Miss Martha Monroe, daughter of the president, was married to Mr. Gouverneur, of New York, in 1820. John Quincy Adams, Jr., married Miss Johnson in 1826, during his father's administration. During Jackson's administration the daughter of Major Lewis, of Nashville, married M. Paqueot, of Martinique, subsequently French minister to the United States. Miss Easton, President Jackson's niece, was married to Mr. Polk, of Tennessee, during her uncle's administration. President Tyler's daughter was married to Mr. Waller, of Virginia, during her father's administration. Miss Nellie Grant was married to Mr. Sartoris during President Grant's administration. Miss Emily Platt was married to General Russell Hastings. Although President Tyler's second marriage occurred during his administration, the ceremony was performed in New York, and the only instance of the marriage of a president under the White House roof has been that of President Cleveland, who was married to Miss Frances Folsom in 1886.

The White House was so called in honor of the Virginia home of Mrs. Washington, in which she was married. Washington's happy memories of that residence led him to suggest the building of a white house for the presidents.

The cost of the original building was three hundred thousand dollars, and its rebuilding after the burning of 1814, its refurnishings at different times, and its various additions and alterations have cost over one million seven hundred thousand dollars. The corner-stone of the building was laid on October 13, 1792. The material of its construction is Virginia free stone, which is so porous that it would admit dampness if it were not

for a thick coat of white lead which is renewed about once every ten years. The house has a magnificent situation in the western part of the city, on a plot of ground of twenty acres, forty-four feet above high water mark. It contains thirty-one rooms, including offices, reception rooms, president's office and library.

With its hundred years of usefulness and its countless associations with the foremost families of the country, there are few buildings of greater interest to Americans than this home of the presidents.

#### CHILDREN OF THE WHITE HOUSE.

It is a singular fact in the history of the home of our presidents that very few children have lived within its walls. The enumeration of the children connected with the lives of the various dwellers in the White House is not long.

The two children of Mrs. Washington, Martha and John Parke Custis, grew up in the home of their mother and stepfather, during the years preceding the Revolution. The daughter died during this period and the son died after the beginning of the Revolution, leaving a widow and four young children to the tender care of General Washington and his wife. Two of these children, a boy and a girl, were adopted by Washington, and thenceforth formed part of his family. Little Eleanor Parke Custis was the pride of her grandmother, and a great favorite with Washington, to whom all her childish confidences were given. She grew to be one of the most brilliant and charming women of her time, and was married to Mr. Lawrence Lewis, the son of George Washington's sister, Elizabeth.

We find no children in the White House again until the administration of Andrew Jackson, when his niece, Mrs. Andrew Jackson Donelson, presided over his household. Mrs. Donelson's four children were born at the White House, and their earliest recollections were of the receptions and state dinners where their mother was hostess. The president was very fond of the lovely group of children, and it was his delight to get a leisure hour away from his cares to join in their games.

The next children to dwell under this historic roof were the three sons of Abraham Lincoln, and it was there that the president and his wife were called to mourn the death of their second son, Willie. President Lincoln was devotedly fond of his children, and took his greatest delight in their society, almost being blinded to their faults, and entirely laying aside his sternness when with them. Many anecdotes are related in connection with the youngest son, "Tad," who seems to have been much in his father's thoughts when they were separated, for we are told that the president sent such telegrams as the following:

"Washington, January 9, 1863.

"Mrs. Lincoln, Philadelphia, Pennsylvania:

"Think you had better put Tad's pistol away; I had an ugly dream about him.  
A. LINCOLN."

Some time in 1864 a telegram to Mrs. Lincoln contained the sentence:

"Tell Tad the goats and father are very well—especially the goats."

Tad was the son who accompanied his mother on her European trip after his father's tragic death, and who, on their return, defended her against obtrusive reporters. He unfortunately died before quite reaching manhood. The oldest son, Robert, is living and has rendered important services to his country in political lines.

While Andrew Johnson was finishing Lincoln's second term the White House was graced by two charming children belonging to his daughter, Martha Johnson Patterson, who acted as hostess, on account of the invalid condition of Mrs. Johnson.

The two sons and two daughters of President Garfield hardly find place under our present subject, since the youngest, "Molly," was a school girl of fifteen at the time of her father's election, but their respective careers as useful and successful citizens have attracted the cordial interest of the public.

During the administration of President Harrison his daughter, Mary Harrison McKee, was a member of his household, and her little son, popularly known as "Baby McKee," was a subject of great interest to us all. In these days much is written in newspapers concerning the families of high public officials, and the four little daughters of President Cleveland have been the interesting theme for many paragraphs, and doubtless would have been for many more were it not for the judicious management of their mother. The second child, Esther, was born in the White House. Mrs. Cleveland personally superintends her children's education and takes great pains to rear them in modest retirement from the public attention.

Our presidents have nearly always attained their exalted office late in life, when their children were men and women, and the rarity of child life in the White House has surrounded the little ones here mentioned with peculiar interest.

#### NAMES OF ORIGINAL THIRTEEN STATES, WITH DATES OF THEIR RATIFICATION OF THE CONSTITUTION.

Delaware, 1787; Pennsylvania, 1787; New Jersey, 1787; Georgia, 1788; Connecticut, 1788; Massachusetts, 1788; Maryland, 1788; South Carolina, 1788; New Hampshire, 1788; Virginia, 1788; New York, 1788; North Carolina, 1789; Rhode Island, 1789.

#### FLAG DAYS SUGGESTED FOR DIFFERENT MONTHS.

September 3, 1783—Treaty of Peace at Paris, closing Revolutionary War. October 2, 1492—Discovery of America. October 19, 1781—Surrender of Cornwallis. November —, 1621—First Thanksgiving Day. December 22, 1620—Landing of Pilgrims; Forefathers' Day. January 1,

1863—Emancipation Proclamation. February 12, 1809—Birthday of Abraham Lincoln. February 22, 1732—Birthday of George Washington. March 9, 1862—Battle of Monitor and Merrimac. March 30, 1870—Fifteenth Amendment. April 9, 1865—Lee's Surrender. April 19, 1775—Battle of Lexington. April 20, 1898—Declaration of War Between United States and Spain. May 1, 1898—Battle of Manila Bay. June 14, 1777—Birth of the Flag of the United States. June 17, 1775—Battle of Bunker Hill. July 1, 2 and 3—Battle of Gettysburg. July 4, 1776—Declaration of Independence. August 1, 1876—Colorado was Admitted to the Union. August 9, 1812—Battle of the Constitution and Guerriere.

#### SOME NOTABLE BIRTHDAYS.

January 6, 1811—Charles Sumner. January 17, 1706—Benjamin Franklin. January 18, 1782—Daniel Webster. January 21, 1813—John C. Fremont. February 8, 1820—William T. Sherman. February 12, 1809—Abraham Lincoln. February 22, 1732—George Washington. February 22, 1819—James Russell Lowell. February 27, 1807—Henry W. Longfellow. March 6, 1831—Philip H. Sheridan. March 15, 1767—Andrew Jackson. April 2, 1743—Thomas Jefferson. April 3, 1783—Washington Irving. April 12, 1777—Henry Clay. April 27, 1822—Ulysses S. Grant. June 14, 1812—Harriet Beecher Stowe. July 4, 1804—Nathaniel Hawthorne. August 29, 1809—Oliver Wendell Holmes. September 6, 1757—Lafayette. September 28, 1839—Francis Willard. October 31, 1735—John Adams. November 3, 1794—William Cullen Bryant. November 29, 1832—Louisa M. Alcott. December 17, 1807—John Greenleaf Whittier.

#### SOME AMERICAN INVENTIONS OF THE NINETEENTH CENTURY.

First steamboat invented by Robert Fulton, 1807, sailed up the Hudson. Reaper and mower, invented by McCormick, 1834. Revolver, invented by Colt, 1835. Friction match, 1829. Screw propeller, invented by Ericsson, 1836. Vulcanized rubber put to use in manufacture of waterproof clothing by Goodyear, 1839. Electric telegraph, invented by Morse, 1837; first line in the United States, 1844. First steam fire engine tried in New York, 1841. Sewing machine, invented by Elias Howe, 1846. Use of ether in surgery successfully tried by Dr. Morton of Boston, 1846. Atlantic cable laid by Cyrus W. Field, 1866. Telephone invented by Bell, 1876. Phonograph, invented by Edison, 1877-88. Electric light produced by Edison's application of sub-division, 1878. Electric railroad operated by Edison, 1884.

#### PROGRAM SUGGESTED.

1. Song—Hail Columbia. 2. Recitation. 3. Essay. (On historical or patriotic subject.) 4. Recitation. (For several pupils.) 5. Song—Star Spangled Banner. 6. Reading. (From works of Washington or of Lincoln.) 7. Recitation. 8. Essay. (Subject connected with Life of Our Country.) Quotations from Washington or Lincoln (by different

pupils.) 9. Flag drill (or other general exercises). 10. Song—America, or Columbia the Gem of the Ocean. Note—In primary schools it seems best to have each child recite one stanza or paragraph where unable to learn longer selections. This gives all a share in the exercises.

The following selections appeared in full in the pamphlet: Extracts from Washington's Farewell Address. Emancipation Proclamation. Maxims of Washington. Memorable Language of Abraham Lincoln. At the End of the Century, Sir Edwin Arnold. Washington's Birthday, Margaret Sangster. Patriot Sons of Patriot Sires, Dr. Samuel Francis Smith. Abraham Lincoln, Susan M. Best. Recitation, "When Lincoln Died," J. A. Edgerton. The Birthday of Washington, George Howland. Nuts to Crack, Adapted from Youth's Companion. Our Flag, Margaret E. Sangster. Carmen Bellicosum, Guy Humphrey McMaster; Our Country and Flag, William E. Robinson; The Landing of the Pilgrim Fathers, Felicia Hemans; The Common School, Chauncey M. Depew. Stand by the Flag, Anon. The Patriot Elysium, James Montgomery. Lincoln, Maurice Thompson. One of the People, R. H. Stoddard. Union and Liberty, Oliver Wendell Holmes. God Bless our Native Land, John Sullivan Dwight. How We Became a Nation, Harriet Prescott Spofford. O Captain! My Captain, Walt Whitman.

Of interest to primary pupils: Lincoln's Boyhood. Lincoln's Mother. Lincoln's Books. Recitation, "The Hard Work Plan," Success. Our Standing Army, Margaret Vandegrift. February Twelfth, Mary Howliston. Song, Truth and Knowledge, Anon. Greeting, N. B. Washington and the Flag, N. B. Song, Herald of Freedom, Anon. A Nation's Strength, Emerson. Something to Remember, Youth's Companion. Washington, Anon. Our Country's Father, N. B. What Washington and his Wife Would Think of Slang, N. B. When Grandma was a Girl, Ada A. Mosher. Our Flag Forever, Frank L. Stanton.

THE BIRTHDAYS OF WASHINGTON AND LINCOLN.  
COLORADO ANNIVERSARY NUMBER.  
1902.

---

PREPARED FOR THE PUBLIC SCHOOLS BY HELEN L. GRENFELL, SUPERINTENDENT  
OF PUBLIC INSTRUCTION, FEBRUARY, MDCCCCH.  
COLORADO.

Thou hast thine eyrie in the lifted lands,  
Oh, Colorado, mountain-born and free;  
Unvexed by terrors of the far-off sea,  
On Earth's high crest thy favored realm expands.  
Nature bestowed they dower with lavish hands—  
The richest gifts within her treasury,  
Which from creation she reserved for thee,  
Thy' ore-veined mountains and thy golden sands.  
Far eastward, ocean-vast thy plains extend;  
Westward thy snow-crowned mountains meet the sky;  
Heavens of unclouded blue above thee bend,  
And the bright sun looks on thee lovingly.  
To what God hath so wrought, may great souls lend  
The fadeless lustre of achievements high.

Denver, December 20, 1891.

—J. D. DILLENBECK.

Denver, Colorado, February, 1902.

*To the Superintendents and Teachers:*

Our state having recently passed her quarto-centennial birthday, it seems a time especially appropriate for a consideration of Colorado's history in connection with the remembrance of the birthdays of those two great men so dear to the hearts of the whole nation.

It is therefore suggested that in connection with the celebration of the birthdays of Washington and Lincoln, special attention be paid to Colorado's position as a loyal and progressive state, whose sturdy pioneers with courage, faith and industry have given to the children of to-day a rich and beautiful heritage to uphold and enjoy. We wish that the patriotic exercises which may be held in our schools during the present month might contribute towards building up a greater pride and interest in our noble state on the part of our school children, and show to them that as the future citizens of a state so blessed they owe the deeper debt of gratitude to the nation that has made possible the state's existence.

We offer the following material with the sincere hope that it may, to some extent, assist the faithful band of teachers in the work



of making effective the exercises of the coming birthdays of Washington and Lincoln.

Very truly yours,

HELEN L. GRENFELL.

Denver, Colorado, February, 1902.

*Dear Girls and Boys of the Centennial State:*

You will all remember that on August 1, 1901, Colorado celebrated her twenty-fifth birthday with joy and gratitude for the wonderful progress and prosperity that has been granted to her ever since the first settlement of her territory.

And I have thought that while you are this month doing honor to our great presidents, Washington and Lincoln, and celebrating their birthdays by songs, recitations and essays, you would also like to pay some attention to the history of your own state. In the book that has been sent to your teachers you will find some things that may interest you concerning the part that Washington took as a pioneer in the early days of our nation, and even before it was a nation at all, and how Lincoln, a true pioneer boy, living in a newly settled country, poor, and obliged to constantly work for his living, with no school to attend as every boy in Colorado now has, yet through hard study and constant effort rose to greatness.

We still have among us many of the brave men and women who in '59 and the early '60's crossed the plains and in spite of all hardships conquered the wilderness and built up the great and glorious state of which you will be the citizens and which it will be your duty to foster and protect. To do this well you must be ready to do your part in conquering whatever difficulties arise. There are no more wild Indians to be subdued or frontier dangers to be encountered, and our people will never again have to seek their fortunes across the dusty plains in emigrant wagons. But there is much work to be done and there are questions of right and wrong constantly to be solved, and by becoming more intelligent concerning the history of our country and state, you will be better prepared to help solve those problems and to be men and women who will lead our state to a further greatness and our country to a nobler place among nations.

Will not each one of you try to learn from the lessons of Washington's and Lincoln's birthdays something that will make you better fitted for the work that is before you?

Your sincere friend,

HELEN L. GRENFELL.

#### SKETCH OF COLORADO'S HISTORY.

It is interesting to know that the first white men to step foot upon Colorado soil were the band of eight hundred Spaniards who set forth

under the command of Francisco de Coronado, in 1540. Their purpose was to find gold, but they were seeking with the expectation of finding it in the treasuries and the ornamentation of king's palaces in grand cities. So the gold and silver in the vast treasuries of the Rocky mountains remained buried for three centuries more, and of Coronado's once brilliant array of explorers, the small remnant that escaped the perils of the wilderness, left the newly discovered country to the red man. For many, many years more he roamed unmolested, except for his quarrels with his own race, and America remained almost ignorant of this part of her domain until after the Louisiana Purchase, in 1803. The coming celebration of that great event is of much interest to Colorado, for a portion of the state was acquired through that purchase.

The vast tract of land constituting the province of Louisiana, and extending from the Mississippi to the Rocky mountains, and northern Texas, and from the Gulf of Mexico to British America, was ceded by France to Spain in 1763, restored to France in 1801, and sold through negotiations of Napoleon Bonaparte with President Jefferson in 1803 to the United States for the sum of fifteen million dollars. By this acquisition the area of the United States at that time was more than doubled, and afterwards from this region were formed the states of Louisiana (admitted as a state, 1812), Arkansas (1836), Missouri (1820), Iowa (1846), Kansas (1861), Nebraska (1867), Wyoming (1890), Montana (1889), and North and South Dakota (1889), with a large part of the states of Minnesota (1858) and Colorado (1876), and also the Indian Territory and Oklahoma.

All the northeastern section of what is now Colorado, and as far south as the Arkansas river, remained in the Louisiana Territory up to 1812, from then until 1854 in Missouri Territory, and from 1854 until 1861, when the Territory of Colorado was formed, in Kansas and Nebraska Territories. The division of our present state lying south of the Arkansas river belonged to the Republic of Texas from the foundation of that republic (1835) until it became one of the United States (1845). Then the region was annexed, part of it to New Mexico and part to Kansas.

In 1806 Lieutenant Pike, with twenty-three men, was sent out by the United States government to explore and report upon the new possessions. The entire route of this historical journey is well worth following, but to the majority of Coloradoans its crowning day was November 15, 1806, when the party first came in sight of the most prominent and beautiful peak of the Rocky mountains, fifty years afterwards named for its discoverer.

In most of the territory visited by Lieutenant Pike's men, they were the first white visitors, although in southern Colorado a few military posts had already been established on the Rio Grande and other rivers.

The next expedition sent out by the government was commanded by Colonel Long, who discovered the peak which bears his name, in the summer of 1820.

The most complete and valuable of all these exploring expeditions was that made under Fremont in 1842-44. He traversed North, Middle and South Parks, and made a complete and satisfactory report.

As early as 1852 some wandering Cherokees discovered gold near the foothills, but it was not until 1858 that a company of people from Georgia and from Kansas began the washing of gold from the sands of the South Platte.

When, in May, 1859, John H. Gregory discovered gold on Clear Creek, in what was thereafter known as Gregory gulch, and since as Black Hawk, the announcement was the signal for the beginning of a vast migration across the trackless prairies, with Pike's peak as the goal of the perilous journey, for that name then, to the East, stood for the country.

In 1858, at a time when the entire region comprised less than two hundred men, a county was defined, called Arapahoe, and delegates elected to congress and the Kansas legislature.

When, in 1861, the Territory of Colorado was founded, it was the wisdom of Governor Gilpin which secured the western slope of the mountains, a portion of territory acquired through the Texas cession in 1850. This made the area of the new territory equal to that of the New England states and Ohio combined. The people began at once the agitation for statehood. They adopted a Constitution in 1865, but although the bill for admitting the territory was passed by congress, it was vetoed by President Johnson, and the young aspirant to the Union was obliged to wait ten years more, thus becoming the "Centennial" state, by reason of its formal entrance as a state during our nations' one hundredth year.

#### SOME VALUABLE BOOKS ON COLORADO.

"Across the Continent," Bowles; "Camps in the Rockies," Grohman; "Cliff Dwellers of the Mesa Verde," Nordenskiold; "Cosmopolitan Railway," William Gilpin; "Colorado," Frank Fossett; "Colorado—A Summer Trip," Bayard Taylor; "Great West," Hall; "Great West," Howe; "Greeley's Overland Journeys;" "History of Colorado," Bancroft; "History of Colorado," Frank Hall; "History of the Arkansas Valley," O. L. Baskin & Co., publishers, Chicago; "History of Clear Creek and Boulder Valleys," O. L. Baskin & Co., publishers, Chicago; "History of Denver," O. L. Baskin & Co., publishers, Chicago; "History of Greeley and the Union Colony of Colorado," Boyd; "Knocking 'Round the Rockies," Ingersoll; "Land of the Cliff Dwellers," Chapin; "Life of Captain Gunnison;" "Life of Kit Carson," Burdett; "Life in the Far West," Ruxton; "Long's Expeditions;" "Marvels of the New West," Thayer; "Memoirs of John C. Fremont;" "Mission of the North American People," Wm. Gilpin; "Mines of Colorado," Hollister; "On the Frontier," J. S. Champion; "Our New West," Bowles; "Our Western Empire," Brackett; "Our Wild Indians," R. I. Dodge; "Prairie and Rocky Mountain Adventures," Van Tramp; "Prairie Tra-

velers," Marcy; "Pike's Expeditions;" "Resources of the Rocky Mountains," Farmer; "Seventy Years on the Frontier," Majors.

#### GOVERNORS OF COLORADO.

Territorial—William Gilpin, 1861-62; John Evans, 1862-65; Alexander Cummings, 1865-67; A. Cameron Hunt, 1867-69; Edward M. McCook, 1869-73; Samuel H. Elbert, 1873-74; John L. Routt, 1874-76.

State—John L. Routt, 1877-79; Frederick W. Pitkin, 1879-83; James B. Grant, 1883-85; Benjamin H. Eaton, 1885-87; Alva Adams, 1887-89; Job A. Cooper, 1889-91; John L. Routt, 1891-93; Davis H. Waite, 1893-95; Albert McIntire, 1895-97; Alva Adams, 1897-99; Charles S. Thomas, 1899-1901; James B. Orman, 1901-1903.

#### CAPITALS OF COLORADO.

Denver, 1861; Colorado City, July 7-11, 1862; Denver, July 11-August 15, 1862; Golden, February 1-4, 1864; Denver, February 4-March 11, 1864; Golden, January 2-February 10, 1865; Golden, January 1-4, 1866; Denver, January 4-February 9, 1866; Golden, December 2, 1866-January 11, 1867; Golden, December 2-9, 1867; Denver, December 9, 1867-January 10, 1868; Denver, permanent since 1870.

#### SESSIONS OF LEGISLATURE.

Territorial—First, September 9, 1861; second, July 7, 1862; third, February 1, 1864; fourth, January 2, 1865; fifth, January 2, 1866; sixth, December 3, 1866; seventh, December 2, 1867; eighth, January 3, 1870; ninth, January 1, 1872; tenth, January 5, 1874; eleventh, January 3, 1876.

State—First, first Wednesday, November, 1876; second, first Wednesday, January, 1879. All succeeding sessions have convened on the first Wednesday in January, each alternate year.

#### LIST OF COUNTIES IN 1861.

When Colorado Territory was organized: Arapahoe, Boulder, Clear Creek, Conejos, Costilla, Douglas, El Paso, Fremont, Gilpin, Huerfano. Jefferson, Lake, Larimer, Park, Pueblo, Summit, Weld. Weld, Arapahoe, Douglas and Huerfano counties extended to the eastern boundary of the Territory, with the Indian reserve lying between Douglas and Huerfano. The entire western slope was occupied by three counties, Summit, Lake and Conejos. To this list had been added by 1876: Bent, Custer, Elbert, Grand, Gunnison, Hinsdale, La Plata, Las Animas, Ouray, Rio Grande, Routt, Saguache, San Juan. And to these have been since added: Archuleta, Baca, Chaffee, Cheyenne, Delta, Dolores, Eagle, Garfield, Kiowa, Kit Carson, Lincoln, Logan, Mesa, Mineral, Montezuma, Montrose, Morgan, Otero, Phillips, Pitkin, Prowers, Rio Blanco, San Miguel, Sedgwick, Teller, Washington, Yuma.

## HISTORICAL SKETCH OF OUR PUBLIC SCHOOLS.

There is no other institution connected with our American life and civilization that has so warm a place in the hearts of the people as the common schools, and the founders of Colorado were not behind those of her sister states in their provision for the education of their children.

In 1861 the first territorial legislature assembled in Denver, passed a very comprehensive school law and provided for the support of a system of schools and for the appointment of a territorial superintendent of common schools, who was to receive a salary of five hundred dollars a year, and whose duties were similar to those prescribed to-day for the same official.

But it seems that the superintendent could do very little along educational lines, since the essential elements of success for school work—namely, children—were wanting.

Some of the school districts organized at that time were as large as any of the New England states, while their school population numbered less than twenty. But as the years went on, in addition to the gold-seekers permanent home-seekers located in the territory, and the necessity for school organization and development became apparent.

The second territorial legislature, which met in 1862, passed a law to the effect that "Hereafter, when any new mineral lode of either gold-bearing quartz, silver or other valuable metal, shall be discovered in this territory, one claim of 100 feet in length shall be set apart and held in perpetuity for the use and benefit of the schools in this territory." Unfortunately the requirements of this law were never met.

The first public school house erected in the state was at Boulder, in 1860, and cost \$1,200. This building was also used for town and church purposes.

The first school held in Arapahoe county was taught in Denver in 1862, but the first school house built there was erected in 1871 on Arapahoe street. The first permanent school buildings in the state were a stone school house in Central City, costing \$20,000, and a frame school house at Black Hawk, costing \$15,000, erected in 1870 and still well serving their purpose.

The historian of education in Colorado states that with the year 1870 a new era began—the transition from infancy to youth, when temporary measures and temporary structures gave way to permanency. The advent of the railroad brought a great increase of population, with greater confidence in the stability of the new commonwealth. Soon more divisions of territory into counties and school districts were made. The schools of the cities were placed under skilful superintendence and progress was rapid in the next decade. By the passing of the succeeding ten years—1880 to 1890—the schools of Colorado attained a reputation second to none in the United States.

In 1886 there were nearly one thousand pupils attending High Schools. Provision for higher education was liberally made, beginning

with the establishment of the School of Mines in 1874, and continuing with the State University in 1877, the Agricultural College in 1879 and the Normal School in 1889, so that any child in the state can be freely admitted to the advantages of a complete college education.

A School for the Deaf and Blind was established at Colorado Springs in 1874.

The establishment, also, of private institutions of a high order has kept pace with the rapid growth of the state.

Kindergartens have been opened in the public schools of our larger cities and of many of the smaller ones. The district schools have nearly all adopted a uniform state course of study.

Altogether we feel that the prophecy uttered in 1877 by the president of the second meeting of the Colorado Teachers' Association has already been fulfilled:

"Thirty years from today the pupils of Colorado public schools will be the product of a people made up of the very best elements of the world, bred and trained in the purest air and under the brightest sky of earth, surrounded by the comforts of a plenteous civilization, without its attendant evils."

SOME EDUCATIONAL STATISTICS.

	1870.	1876.	1901.
Number of school children.....	6,417	21,612	162,419
Teachers .....	132	530	3,744
Districts .....	129	313	1,500
School houses.....	110	219	1,753
Value of school houses.....	\$66,166	\$114,000	\$7,128,000
Income for school purposes.....	64,839	193,903	3,382,958

The State School of Mines was opened at Golden, in 1874, with twelve students. In 1901 it had 200.

The State University was opened at Boulder, in 1877, with 40 students. In 1901 it had 833.

The State Agricultural College was opened at Fort Collins in 1879 with forty-four students. In 1901 it has 387.

The State Normal School was opened at Greeley in 1889 with seventy-six students. In 1901 it had 271.

COLORADO CENSUS.

1860. 34,277; 1870. 39,864; 1900. 539,700.

## NOTES.

The earliest inhabitants of this region of whom we have any record, were a people whose origin and fate are shrouded in mystery. South-western Colorado is one vast network of ruins, showing that in some remote age it was the home of a large population. We call these people the Cliff-dwellers, and their houses were built either in the river bottoms or in the bluffs, or hundreds of feet up in the cliffs. A locality particularly rich in the extent and variety of these ruins is the famous Mesa Verde in Montezuma county. Undoubtedly, the cliff dwellings were thus curiously situated for protection against enemies. The antiquity of this prehistoric people is variously estimated from hundreds to thousands of years, and by many it is supposed that they were ancestors of the modern Pueblo Indians, but it is confidently expected that the scholars of the future will learn to decipher the numerous rock inscriptions, and that the lives of the Cliff-dwellers will come within authentic history at no far distant time.

The Indians found in Colorado by the early settlers belonged to the general division of Shoshones or Snakes, and to the various tribes of Utes, Arapahoes, Cheyennes, and Kiowas. These were at times re-enforced by representatives of the Sioux and the Apaches from the East and South.

The Utes have been placed on two reservations, one in Eastern Utah, one in Southwestern Colorado. The other tribes have scattered to reservations in the Indian Territory and elsewhere.

Chief Ouray, the most notable friend of the white people amongst the Indians of Colorado, died in 1881. It is owing to his efforts that a peace policy chiefly prevailed in their councils. Ouray fortunately was the ruler of the Utes during the years from 1865 to 1880, when mining, railway construction and industrial development were advancing most rapidly. It was he who made them understand the changes coming to their mountain haunts, and prepared them for the inevitable restrictions to follow.

In 1860 all of what is now Colorado that was settled by white men was included in the county of Arapahoe, which then formed a part of the Territory of Kansas. This was the year after the first rush to the "Pike's Peak Gold Mines," so-called.

Early Colorado—then a portion of Missouri Territory—took part in the Mexican War, sending expeditions under Major Gilpin (afterward Colorado's governor) and Colonel Doniphan.

During the Civil War, large forces of volunteers from Colorado performed distinguished service.

In the Spanish-American and Philippine wars the country was served by one regiment of infantry, two troops of cavalry, a battery of artillery and a company of engineers from Colorado.

Colorado is the leading state in the Union in the production of gold and silver, and one of the leading states in the production of wheat.

The name of our state was given to the Colorado river by the Spaniards, the word signifying "colored red," as the reddish soil of some portions of the country through which the river flows, gave the color to its waters.

Colorado was admitted as a state, August 1, 1876.

The first railroad to enter Colorado was the Union Pacific, which was opened for travel on June 24, 1870.

The first newspaper published in Colorado was the Rocky Mountain News, brought out by William Byers & Co., April 23, 1859.

The right of suffrage became universal in Colorado by being granted to women in 1893.

The first steps toward deciding upon the erection of a State Capitol building were taken in 1881. The corner stone was laid on July 4, 1890. The building was completed (except for the statute on the dome yet to be placed, and some interior decoration) in 1900. The total cost has been \$2,600,000.

The United States Census Bulletin of 1900 gives the following list of Colorado's manufactures: Awnings, tents and sails, bicycle and tricycle repairs, blank books, beet sugar, boots and shoes, bottles, brass castings, bread, and other bakery products, brick and tile, brooms and brushes, carpets, carriages and wagons, cars and general shop construction for railroads, chemicals, cheese, butter and condensed milk, china decorating, clothing, men's and women's, coke, confectionery, electric apparatus, flour, food preparations, foundry and machine shop products, fruit and vegetable canning, fur goods, furniture, gas, glass, ice, artificial, iron and steel, jewelry, leather, lime and cement, liquors, malt, mattresses and spring beds, millinery, mining machinery, mineral and soda waters, monuments and tombstones, optical goods, paper, patent medicines, paint, pottery, terra cotta and fire clay products, roofing, saddlery and harness, sewing machines, soap and candles, tobacco and cigars, trunks and valises, wire works, including wire rope and cable.

The following is a list of Colorado's chief products: Mineral—Gold, silver, iron, white, pink and gray lava stone, white, gray, red and brown sandstone, blue, gray, pink, purple and mottled granite, black, white, serpentine and variegated marble, roofing slate, bituminous, anthracite and lignite coal, coke, clay and kaoline, used in pottery, zinc, petroleum, lead, copper. Agricultural—Alfalfa, clover and timothy and natural grasses, wheat, corn, oats and barley, melons and cantelope, fruits and garden products, sugar beets, hops, hemp and flax, hides, wool, honey, dairy products.

WILLIAM M'KINLEY.

The year that has passed since our last celebration of these memorable birthdays has been saddened for the whole nation by the assassination of one of the worthiest of the successors of Washington and Lincoln, and



it seems fitting now that we should pause to do honor to his memory, and to accord a place in our records to the memorial observances of last fall, which have become a part of the history of our state, and our country.

In the general tokens of mourning and the services in memory of the late President, the schools and children participated by meetings, September 19, rendering special programs and listening to addresses, impressing upon the minds of young and old the lessons of a noble life and heroic death.

The boyhood history of William McKinley is that of an affectionate and dutiful son, and an earnest and successful student at school and at college.

A lad of eighteen, when he volunteered his services as a private in the Civil War, his capacity for being always ready for whatever hard duty called and his gallantry in action led to promotion so rapid that at the age of twenty-one he had successively held the ranks of sergeant, second lieutenant, first lieutenant and captain, and was then breveted major of United States Volunteers.

Turning his attention to the study of law, he was not long in achieving distinction in his chosen profession.

For several years he made a careful study of politics, and in 1876 began, with his election to the National House of Representatives, that brilliant public life, whose ever-increasing usefulness brought him to the highest office in the gift of the people.

How grandly he met the ever-increasing burdens of his high position is a matter of household knowledge, and his well known devotion to his home life is no less dear to his fellow countrymen.

When, in the first year of his second term as President, the news was telegraphed from the Pan-American grounds at Buffalo, that McKinley had been shot and dangerously wounded, the whole nation was stunned.

No citizen of our land old enough to read, hear and understand will ever forget the revelation of character unfolded during that week of suspense. The strong, calm fortitude with which he bore pain and suffering, was equaled only by the tenderness of his care for the heavy affliction of his wife, the humanity and justice of his appeal for his wretched assassin, and the nobility of his resignation to the Divine will.

The chief lesson to be learned from the noble life of William McKinley is the practical use in this world of faith. It has been said that the keynote of his character was faith. It was this which sustained him through the pain and apprehension of that last week, as it had sustained him throughout his public career.

If any of us may hope to render such service and achieve such results, as did McKinley, whether in the higher or the humbler walks of life, it will be by cherishing, as he did, faith in God, faith in American institutions and faith in ourselves.

## PROCLAMATION.

Whereas, William McKinley, the beloved and honored President of the United States, who was stricken down by a cowardly assassin, has, through the will of the Almighty Ruler of the Universe, been taken from the nation; and,

Whereas, In the loss of the President, whose sterling qualities, upright character and lovable disposition are thoroughly appreciated and revered by all the true and loyal citizens of these United States, and all persons throughout the world, every citizen of this state has sustained a genuine personal loss almost beyond repair;

Therefore, I, James B. Orman, Governor of the State of Colorado, do order, as a token of respect to the memory of our beloved President:

That the flag of the United States, for which William McKinley fought so valiantly in his youth, and whose honor he has so nobly upheld in his maturer years, be floated at half-mast over the State Capitol, in the City of Denver, for a period of thirty days.

That the offices of the State Capitol be closed during the entire day on Saturday, the fourteenth day of September, and on the day of the funeral services over the body of the beloved President, now departed.

And, furthermore, I do recommend that Sunday, the fifteenth day of September, be observed as a special day of prayer for the future welfare of the Nation, and as a day on which special memorial services be held for the Nation's late chief executive, in partial and only too inadequate recognition of his noble, honorable and truly Christian character, and that the prayers of the citizens of this state be heartily offered for the comfort of Mrs. McKinley, the widow of the departed President.

In testimony whereof, I have hereunto set my hand and caused the Great Seal of the state to be affixed, this fourteenth day of September, A. D. 1901

JAMES B. ORMAN.

By the Governor:

DAVID A. MILLS.

*Secretary of State.*

(Great Seal of State)

Under the cloudless skies of one of Colorado's beautiful September days, thirty thousand people gathered on the capitol grounds to participate in memorial services, which were among the most complete and impressive of all rendered throughout the country.

## PROGRAM OF THE PRESIDENT M'KINLEY MEMORIAL SERVICES.

State Capitol grounds, Denver, Colorado, Thursday, September 19, 1901, at 3 p. m., Mayor R. R. Wright, Jr., presiding. Prayer, Chancellor Buchtel; Hymn—"Lead, Kindly Light," Mr. Peter Menzies, Director; Resolutions, Hon. I E. Barnum; Address, Governor James B. Orman; Address, Hon. Charles Hartzell; Hymn—"Nearer, My God, to Thee," Mr.

Henry Houseley, Director; Address, Hon. H. M. Teller; Hymn—"America," Mr. Herbert Griggs, Director; Benediction, Rev. Robert F. Coyle; Burial Salute, by Detail of Colorado National Guard; Taps, Sounded by Milton N. Campbell (Trumpeter of President McKinley's Regiment). One-half hour guns will be fired during the day, from 9 a. m. to 5 p. m., at the Capitol grounds, by the Chaffee Light Artillery.

## PROCLAMATION.

*To the People and Children of Colorado:*

The McKinley National Memorial Association has been organized for the purpose of raising the money necessary for the erection of a suitable monument at the grave of William McKinley, the late President of the United States.

This organization is composed of men of national reputation, who have requested the Governors of the various states to make an appeal to the churches and schools of the states for assistance in raising the amount necessary for the building of a fitting memorial in his honor.

Wednesday, the twenty-ninth day of January, 1902, will be the fifty-ninth anniversary of the birth of William McKinley, and it has been suggested that this day be set apart by all the schools of Colorado as "McKinley Day," and that it be observed by them with special exercises, befitting the character of such a man as our late President. He was a man who took great interest in the welfare and happiness of the children of our land. He ever had a kind word and loving hand to extend to them. His heart was filled with tender memories for the children, and his eye was ever watchful for an opportunity to assist them.

As a man he ever walked humbly before his Master, and the influences which have gone forth from his inspiring Christian life have done much to upbuild and mold the nation in the Christian faith.

Therefore, pursuant to the request that has been made upon me, and by virtue of the authority vested in me by law, I, James B. Orman, Governor of the State of Colorado, do most earnestly recommend and request that the 29th day of January, A. D. 1902, be observed by the schools of this state as "McKinley Day," and I do further recommend and suggest that the Sunday preceding the twenty-ninth, namely, the twenty-sixth day of January, be specially observed in the churches by such exercises as may suggest themselves as being a most fitting and appropriate remembrance of a truly great and noble Christian life, and that at such time an opportunity be given to all to contribute such sum to the memorial fund as they may desire.

Each person or child making a contribution is requested to give his or her name and postoffice address, with the contribution, so that a suitable memorial receipt may be returned therefor by the National Association.

The contributions from the various schools, together with the names and addresses of the contributors, should be transmitted to Helen L. Grenfell, Superintendent of Public Instruction, Denver, Colorado, and the contributions from the congregations should be turned over to the ministers in charge.

Given under my hand and the Great Seal of State, in Denver, the State Capital, this thirteenth day of January, A. D. 1902.

JAMES B. ORMAN.

By the Governor:

DAVID A. MILLS,  
Secretary of State.

(Great Seal of State.)

WASHINGTON.

George Washington was born in Virginia on February 22, 1732, one year before the founding of the last of the thirteen original colonies, which he was destined to bind into indissoluble union.

His father was a wealthy planter, and when George was seven years of age the family moved to their plantation on the Rappahannock river, opposite Fredericksburg. There the boy began his school life under the teaching of a sexton of the church, who gave him training in reading, writing and ciphering.

George's father died when George was eleven, leaving to him the plantation on the Rappahannock, and to his elder brother the great plantation on the Potomac, afterward called Mount Vernon. This brother, Lawrence, was fourteen years George's senior, had been well educated in England and played an important part in forming his younger brother's character. George was fortunate in having a mother of strong practical mind, capable of firmly and wisely training her children. In boyhood George was fond of warlike plays, probably at first catching the spirit of them from his brother. He organized his playmates into military companies, drilled and paraded them and led their sham battles. He naturally became a leader at an early age, for boys admired athletic skill then as much as they do now, and George was the champion in running, leaping, wrestling and riding. Boys then, as now, loved fair and honest play, also, and they found George always manly and truthful. His quick temper gave him his greatest trial as a child, but how well he learned to control it we see in the entire course of his life.

At the age of sixteen George went to live with his brother, Lawrence, and there met an English gentleman, Lord Fairfax, who, although a man of sixty, became the boy's devoted friend. Undoubtedly this cultured, courtly-mannered man had much to do with forming the manners of the shy, awkward lad, who afterwards bore himself with such grace and dignity.

It was Lord Fairfax who gave George his first commission at surveying, sending him in company with his own son to survey an immense plantation owned by him in the Shenandoah Valley.

The two young fellows made a hundred-mile trip through the forest, riding horses, and carrying guns, as they had to procure much of their food by hunting. On one occasion, during their journey, they fell in with a war party of painted Indians, joined them by their camp fire and watched their evening dance with eager interest. The work upon which George was sent was so well accomplished that his employer secured his appointment as public surveyor.

For three years George continued at this work, gaining valuable knowledge of Indian life, as well as of his native country.

After reaching manhood Washington became heir, through the death of his brother Lawrence, to the large and beautiful estate of Mount Vernon, and thus to a considerable fortune, but his energetic temperament and his naturally patriotic spirit prevented his settling to a life of ease. At the age of twenty-one he was selected by Governor Dinwiddie of Virginia as the most able man he knew for the execution of a difficult mission—that of warning the French at Lake Erie to proceed no further in their encroachments upon territory claimed by the English.

The work involved a thousand miles of travel through the wilderness, in winter, in danger of encounters with hostile Indians, but then, as ever, Washington did not hesitate over a call to the service of his country. Although the answer of the French commandant was unsatisfactory, he received the message, and the duty of the youthful messenger was done. Upon his return with his report to Virginia a company of men was dispatched to build a fort at the junction of the Allegheny and Monongahela rivers, and soon after Washington was sent as lieutenant colonel in command of two companies to the frontier. In his first encounter with a body of the French he was successful, but in the second, at his little earthwork defense, called Fort Necessity, he and his men, although fighting bravely for nine hours in a heavy rain and up to their knees in mud and water, were finally overpowered by numbers, and the youthful commander thus early made acquainted with misfortune.

Washington's next engagement was with the gallant, rash and ill-fated General Braddock, whose defeat on the way to Fort Du Quesne was the signal for better preparation on the part of the British and a long warfare. In this disastrous battle two horses were killed under Washington and four bullets tore through his clothing, but he escaped uninjured.

After his return from service in the French and Indian war he was elected to the House of Burgesses in his own state, and it is interesting to note that, like some other great men, Washington found it difficult to make a speech. The House gave him a vote of thanks, and

he, rising to reply, stood blushing and stammering, unable to utter a word, whereupon the speaker relieved him of the attempt, saying:

"Sit down, Colonel Washington; your modesty equals your valor, and that surpasses the power of any language to express."

The truth of this opinion was repeatedly proved in after years. When the time came to strike the great blow for American liberty all eyes turned to Washington, and he was the universal choice of the people for commander-in-chief of their armies.

During all the stirring events of the time between June 17, 1775, and October 19, 1781, Washington was head, heart and hands of America. He was the inspiration of his men through desperate battles, and still more desperate privations and suffering. He led them, finally, to the magnificent achievement of his country's liberty, and then, when an equally critical time came, in laying the foundations of a great and wise government, he did not fail.

For eight years President of the infant Republic, George Washington nobly met all the trials of that era and continued faithfully to stand throughout his life by the principle chosen in early manhood—the placing of his country's service above all other earthly considerations.

#### LINCOLN.

Abraham Lincoln was born in Kentucky, February 12, 1809, six years after the Louisiana Purchase, through which that portion of America which includes Colorado became United States territory. The pioneer life and scenes to be in another fifty years in Colorado, made the setting for our mental picture of Lincoln, for then Kentucky, Indiana and Illinois—the homes of his boyhood—were on the frontier.

The rough log cabin in which Abraham was born gave place, when he was seven years of age, to the shed constructed of poles, open on one side and warmed only by an out-door fire, which constituted the Indiana home. The rudest home-made furniture sufficed in this cabin, and the cooking, being done over the open camp fire, was very primitive. Potatoes, and "corn-dodgers"—bread made of meal and baked in the ashes—were the staple articles, with deer and bear meat, wild turkey and fish, and in summer wild fruits from the forest.

After the coming of Abraham's stepmother, when he was ten years old, a much more comfortable cabin was provided, and the little opportunity for education offered by the district school was secured for him. It is hard for children in the schools of the present day to imagine what the little pioneer underwent in his efforts to learn. The school buildings were low, log cabins, with dirt floors and oiled paper for windows. There were no desks, and only benches and stools for seats, and but the scantiest supply of books. At home, Abraham's reading was mainly done by the light of the big open fire, the long-legged boy lying prone on the hearth for hours at a time. He afterwards said that he managed to borrow and read every book within a radius of fifty miles around

him. Among the books of his childhood's reading were the Bible, Esop's "Fables," "Robinson Crusoe," "Pilgrim's Progress," Weem's "Life of Washington," and Weem's "Life of Marlon."

It is said that Lincoln never regarded his education as complete. To the night of his death he was a seeker for knowledge. He made of life his school, and strove to master every subject it presented to him. He studied with his own children, digging out every question to the roots. He made up perfectly his early deficiencies in spelling, so that a friend remarked of him that very few college graduates spell as well as Lincoln spelled. How keenly he felt the deficiencies of his early opportunities is attested by this continued application, and how well the passion for study requites its followers is learned from Lincoln's successes.

Until he was nearly twenty, his father hired him out at all sorts of work. About that time, the family moved to Illinois, and made a new home on the Sangamon river, Abraham helping to clear the ground, and build the new cabin. Then, in the fall, his father gave him his permission to start out for himself and seek his fortune. We see him now, a young man, six feet and four inches tall, all his earthly possessions in a pack on his back, stepping forth into the wide world, and with what dreams and ambitions hidden under the plain exterior we may imagine.

He engaged first in the work of splitting rails at so much per hundred, and this early occupation was often alluded to in the brilliant period of his after career—the Rail Splitter of Illinois being one of his principal nicknames. His next work was on a flat boat, that carried corn, hogs, hay, etc., down to New Orleans. It was in that city that he first came face to face with the horrors of slavery, when he saw men, women and children sold on the auction block. As he gazed, his indignation grew until he turned to his companions, saying: "Boys, let's get away from this—if I ever get a chance to hit that thing, I'll hit it hard!"

How hard he hit it there is a monument to tell—the proclamation of January 1, 1863.

His next business was that of clerk in an Illinois village, and there his reputation for fair dealing and absolute honesty became established. The closing of this store left him without employment, and this led to his enlisting as a volunteer in the Black Hawk War, giving him his first experience of war.

Returning from this expedition, he put into practice his longing for the study of law, meanwhile serving as postmaster in New Salem, and then as county surveyor of Sangamon county. After devoting all his spare time for four years to his law studies, he was admitted to the bar, and established an office at Springfield, Ill. From boyhood, he had been fond of making stump speeches, and the practice gained helped him now in his entrance into the political field. He sought and won his election to the Illinois state legislature in 1834, and later was elected to Congress as representative from his state. From then on he was the acknowledged leader in his state, both in politics and in his profession. His champion-

ship in oratory was unquestioned after his successful encounter with Stephen A. Douglas, the "Little Giant," when they were rival candidates for the position of United States senator, in 1858. Although not elected at this time, the impression made upon his fellow countrymen by his power in argument and illustration, his influence in convincing his audiences, and his service to the Republican party, led to his nomination as its candidate for the presidency in 1860, and his election.

Before Lincoln was inaugurated, the secession of the Southern States had begun. Excitement was intense. Would this awkward, plain man of the people be equal to the demand now? Had God indeed called him to save his country?

It must have been so, else he would have been overwhelmed by the burdens of the next four years. But the character that had been forming in all the previous fifty years—the result of the struggle with the wilderness, with ignorance, poverty, deprivation, hardship of every kind, of that persistent study and incorruptible integrity of his young manhood, of the faithful labors of his maturer years, the character thus made stood the test. With unflinching courage, with marvelous judgment, with heaven-sustained wisdom, Abraham Lincoln guided the country through its period of greatest danger.

When on April 9, 1865, General Lee surrendered his army to General Grant, at Appomatox, the war came to a close, and great was the rejoicing. Suddenly the universal joy was overcome by universal sorrow, for the beloved President and Liberator was struck down by the assassin's bullet, in the hour of his success and his country's triumph.

To estimate the value of Lincoln's life, we have but to ask what would be the condition of America to-day without that life? He stands on a level with Washington. As Washington's birth, education and training fitted him to stand at the helm when the Ship of State was launched, so Lincoln's preparation and experience fitted him to guide the ship through its greatest storm.

LIST OF SELECTIONS APPEARING IN FULL IN THE PAMPHLET.

Tribute to Washington, W. H. Harrison; Abraham Lincoln, Robert G. Ingersoll; Extract from Second Inaugural Address of Abraham Lincoln, March 4, 1865; Who Patriots Are, Charles F. Dole; Our Heritage From Washington and Lincoln, Theodore Roosevelt; My Country, Hesperion; Colorado, Edith Paxton Ebbert; Many in One, G. W. Cutter; Independence Bell, July 4, 1776; Bunker Hill, B. F. Taylor; Crown Our Washington, Hezekiah Butterworth; Arnold or Washington, Clara Hauenschild; The Bravest Battle, Joaquin Miller; The Washington Monument, Edna Dean Proctor; The Flower of Liberty, O. W. Holmes; The Better Way, Susan Coolidge; Mount Vernon, the Home of Washington, Rev. William Day; Recessional, Rudyard Kipling; Two Sonnets, Earl Marble; Abraham Lincoln, Mrs. M. A. Wilson; The Cumberland, Henry W. Longfellow; The Grand Advance, Frank H. Gassaway; The Name of Old Glory—1898,



James Whitcomb Riley; Our Flag; Washington's Birthday, Lizzie M. Hadley; The Truthful Boy; The Hatchet Story, *Popular Educator*; Exercise for Washington's Birthday, Lucia M. Mooney; The Name of Lincoln, Susie M. Best; Lincoln's Story, *Youth's Companion*; Four Soldier Boys, North Dakota Memorial Day Circular; Hurrah for the Flag, Anonymous; Why, Anonymous; Our Flag, Bertha E. Bush; A Vexed Question, Ella Johnson Kerr; Soldier Boys; The Banner of the Union, Kate Brownlee Sherwood.

COLORADO ARBOR AND BIRD DAY NOTES, APRIL 19, 1901.

---

ISSUED BY MRS. HELEN L. GRENFELL, SUPERINTENDENT OF PUBLIC INSTRUCTION.

---

PROCLAMATION—ARBOR DAY.

March 11, 1901.

Under and by virtue of an Act of the General Assembly of the State of Colorado, approved March 22, 1889, it is provided that one day in each year shall be set apart for observance by the people of the State in the planting of forest trees for the adornment and improvement of public and private grounds, places and ways, and in such other exercises and undertakings as may be deemed proper and meet for the occasion.

Therefore, I, James B. Orman, Governor of the State of Colorado, do hereby designate

FRIDAY, THE 19TH DAY OF APRIL, A. D. 1901, AS ARBOR DAY,

And I hereby call the attention of the people of the State to the provisions of the said statute, and recommend to them, and especially to the officers and scholars of public schools throughout the State, and the Superintendent of Public Instruction, and the various County Superintendents, its due observance.

The custom is one which Nature, the great benefactor of mankind, would seem to commend to our earnest consideration, and proper attention should be extended by all to the many pleasing features of the day.

In witness whereof, I have hereunto set my hand and caused the Great Seal of the State to be affixed, this eleventh day of March, A. D. 1901.

JAMES B. ORMAN,

By the Governor:

*Governor.*

DAVID A. MILLS,

*Secretary of State.*

Denver, Colorado, April, 1901.

*To the Superintendents and Teachers:*

We send you this little book for Arbor and Bird Day, with the hope that it may offer you some practical help in your school work, not only in assisting the celebration of this particular occasion through tree planting and appropriate exercises, but to further the greater mission of the day, in bringing our boys and girls nearer to Nature, and to associate the spirit of the day with the school work throughout the year,

that steady progress will be made in establishing an intelligent understanding of the necessity of protecting the forest and bird life of the state, so that in the years to come Colorado may, at least in part, be relieved from the harm that has been done through the careless destruction of her plant and animal life.

The greatest power and the richest treasure of our state are the children of our public schools. Everything that we do to minister towards building the right kind of character in our children, means that we will have higher-minded and more intelligent citizens to carry on the affairs of the commonwealth in the future.

The large schools of the cities, the smaller ones of the towns or villages, and the isolated schools of the rural districts, may all, in their own way, celebrate the occasion, even should there be no facilities for tree planting. An appropriate program should be given, and parents and citizens should be invited to share the pleasures and benefits to be gained from the selections and exercises presented.

We wish you success and happiness in your work.

Very truly yours,

HELEN L. GRENFELL.

Denver, Colorado, Arbor Day, 1901.

*Dear Girls and Boys of Colorado:*

Arbor Day occurs this year in our State upon the anniversary of the Battle of Lexington, the day that marked the beginning of the Revolutionary War which gave us our country. It seems to be the very time for us to show that we love our country and that we are willing to do what we can to help to make her better and greater and more beautiful, and if every school in Colorado would observe the custom of tree planting, and if every boy and girl in the schools would resolve anew to practice the noble law of kindness towards all living creatures, we should indeed be helping to make our State and our country better and greater.

Arbor Day teaches us many lessons that we should learn and obey. It teaches us that it is a blessing to live in such a fair and prosperous state as Colorado; it teaches us that it is our duty to plant trees, to make our home and school surroundings more beautiful, and to in some measure make up for the careless destruction of our forests; it teaches us to appreciate and protect the birds which are being killed all over the world with such ceaseless cruelty that if they are to be saved, an army of boys and girls must rally to their rescue. I hope your teacher helped you to form a Bird Club, as suggested in the Arbor and Bird Day book of a year ago, but if not, will you not ask her to please read the plan presented then, and carry it out with you this year?

There is a little story farther on in the pages of the Arbor Day book of to-day, called "The Good Shot." I want every pupil in the

State to read, or have read to him, that little story, and ask himself whether he would be willing to have caused its being written.

If you desire, dear girls and boys, you may make of Arbor Day the most beautiful and useful holiday of the year, not only to those who take part in its celebration, but to all who love our State and country and who are interested in whatever will advance its welfare. To do what is noble and right and for our country's good, is to be a true patriot and a worthy successor to those brave men who showed their patriotism at Lexington by firing the "shot heard 'round the world."

Sincerely your friend,

HELEN L. GRENFELL.

#### NATURE STUDY.

It can not too often nor too emphatically be brought home to us all, that the beneficent work of Arbor and Bird Day belongs not alone to the one holiday set apart in the Spring for specific exercises. The spirit of that day should be a dominating influence from September to June, and diffuse itself throughout the entire course of Nature Study work.

In the State Course of Study and in the other courses of study in use in Colorado are given full outlines, most carefully prepared, for the direction and development of this work, and a list is given below of recent publications that are excellent aids.

In an article quoted in this circular, is graphically shown the great and growing peril that menaces our State, in the destruction of her noble forests. The writer's suggestion for the planting of groves of trees where possible, should be brought to the attention of school boards. In many cases it would be practicable for the members of such boards to set apart certain portions of ground for the purpose, and in so doing, they would not only give the children a source of great interest and pleasure, but would also perform a service of lasting value to the community. The facts given by this writer and other investigators of the subject have led to the framing of the bill (of which we give a synopsis farther on) presented during the present session of the State Legislature. It is to be earnestly hoped that it will not be long before such a measure becomes a law, and the educational workers be upheld by its power.

The statistics given elsewhere relating to the destruction of bird life might well inspire every humane citizen to do his utmost to stop the terrible sacrifice.

Again, let us remember that Arbor Day itself should represent the climax of weeks and months of Nature Study and of humane teaching, and the pupils who have been properly interested throughout the year in that glorious work, will eagerly participate in the celebration of Arbor Day.

## BOOKS FOR NATURE STUDY AND HUMANE TEACHING.

"Our Feathered Friends," Grinnell; D. C. Heath & Co., Boston. "Citizen Bird," Mabel Osgood Wright; Macmillan & Co., New York. "Friends and Helpers," Sarah J. Eddy; Glenn & Co., Boston. "Heart Culture," Page; Whitaker, Ray & Co., San Francisco. "Hand Book of Nature Study," Lange; Macmillan & Co. "Mother Nature's Children," Gould; Glenn & Co. "Birds of the United States"; American Book Co., New York.

## NOTES.

The observance of Arbor Day was instituted in 1872 through the efforts of the Hon J. Sterling Morton, of Nebraska. The beneficent custom spread rapidly throughout the country until now it prevails in every state and territory in the union, excepting Delaware, Indian Territory and Utah, where, however, the day is kept in some localities.

The first reference to any birds residing in Colorado is found in Lieutenant Pike's account of his trip through the state in 1807. He mentions the raven, the magpie, the turkey and the pheasant.—Cooke's "Birds of Colorado."

The total number of species in Colorado, as reported in Mr. Cooke's "Birds of Colorado," is 374, of which resident species number 88, summer residents 236, migratory 60, etc.

Reports of the past fifteen years show that there has been a decrease in bird life in all the states and territories except seven—North Carolina, Oregon and California, where the balance has just been maintained, and the banner states of Kansas, Wyoming, Washington and Utah, where bird life is on the increase. Twelve states have sustained losses in the following proportions: Maine, 52 per cent.; Massachusetts, 27 per cent.; New York, 48 per cent.; Pennsylvania, 51 per cent.; Ohio, 38 per cent.; Indiana, 60 per cent.; Wisconsin, 40 per cent.; Iowa, 37 per cent.; Nebraska, 10 per cent.; Florida, 77 per cent.; Indian Territory, 75 per cent.; Colorado, 28 per cent. Unless prevented, this abuse of nature is likely to become general.

The gratifying result in Kansas seems to be due to a law which exists and is enforced to the effect that no one can buy or sell within the state certain birds named in the statute.

Why can not Colorado have such a law?

From the statistics collected the following conclusions are reached:

Throughout about three-fifths of the whole area of our country, exclusive of Alaska, bird life in general is being annihilated.

The edible birds (about 144 species) have been, and still are, most severely persecuted.

Owing to the disappearance of the true game birds, our song and insectivorous birds are now being killed for food purposes, and unless prevented, this abuse of nature is likely to become general.

The extermination, throughout this country, of the so-called "plume birds" is now practically complete.

The persecution of our birds during their nesting season by egg collectors, and by boys generally, has become so universal as to demand immediate and special attention.

Under present conditions, and excepting in a few localities, the practical annihilation of all our birds, except the smallest species, and within a comparatively short period, may be regarded as absolutely certain to occur.

SOME OF THE PEOPLE WHO ARE TO BLAME FOR THE DESTRUCTION OF BIRD LIFE.

Sportsmen, and "so-called sportsmen." Boys who shoot. Plume hunters and milliner's hunters. Women who wear birds on their hats. Nest robbers. People who devour song birds. Members of gun clubs. Collectors.

(Adapted from report of New York Zoological Society.)

THE FOLLOWING SELECTIONS APPEARED IN FULL IN THE PAMPHLET.

Some Questions for the Children, Pennsylvania School Journal, Why Birds Go to the Arctic Regions, Lutheran Standard. Robbing a Mother, Outlook. Protecting the Birds, Charles Aldrich. Trees—Suggestive Lessons from Outlines in Nature Study and History, Annie G. Engell. Extracts from The Forest Outlook for Colorado, Henry Michelsen. Abstract of the Forestry Bill introduced in Colorado Legislature, session of 1901. The Colorado Blue Spruce, Celia Osgood Peterson. Spring, Helen Hunt Jackson. Our Neighbor, L. A. P. Feathered Name-Speakers, Anon. The Broken Wing, Anon. Questions, Anon. Plant Song, Nellie M. Brown. An Appeal for the Birds, Margaret Frances Mauro. Warblers and Perchers, The Kindergarten. The Secret. The Plow-Boy, Maurice Thompson. Robin Redbreast's Secret, Arbor Day Manual, R. I. A Nest in a Pocket, From "Lights to Literature." The Palm Tree, John Greenleaf Whittier. The Sandpiper, Celia Thaxter. Nest Eggs, Robert Louis Stevenson; The Crow's Children, Phoebe Cary. Phoebe, Julie Lippmann. The Way for Billy and Me, James Hogg. The Seasons, Helen Adelaide Ricker. "Come, Pussy," Anon. How the Leaves Came Down, Susan Coolidge. The Tree, Bjornstjerne Bjornson. The Fiftieth Birthday of Agassiz, Henry W. Longfellow. Robin Redbreast, William Allingham. Violets, John Moultrie. The Yellow Violet, William Cullen Bryant. To a Child, William Wordsworth. From Home to Home, from Harper's Weekly. The Good Shot, Joseph Kirkland. Polly's Arbor Day Mission, abridged from M. Winchester Adams.

For primary pupils—Recitation, When April's Golden Sunbeams, Lizzie M. Hadley. Answer to a Child's Question, Samuel Taylor Coleridge. For the Little Ones, Susie M. Best. Pine Needles, William H. Hayne. A Little Cock Sparrow, Mother Goose. Daffy-Down-Dilly, Anon. Nursery

Song. Mrs. Carter. Over in the Meadow, Katharino Floyd Dana. "The Little Bird Tells." Anon. The Frightened Birds, Anon. Dame Nature's Recipe, Rachael G. Smith. Who Likes the Rain? Clara Doty Bates. A Pretty Gown, Anna M. Pratt. The National Flower, Eleanor W. F. Bates. All Things Beautiful, C. F. Alexander. Selection, from H. W. Beecher.

---

COLORADO ARBOR AND BIRD DAY NOTES--APRIL 18, 1902.

---

ISSUED BY MRS. HELEN L. GRENFELL, SUPERINTENDENT OF PUBLIC INSTRUCTION.

---

*To Superintendents and Teachers:*

The law requiring the observance of the third Friday in April of each year as Arbor Day has been in force in this state for thirteen years, and it is a pleasure to announce that in 1901 there was a more general and effective celebration of the holiday, through appropriate exercises and the planting of trees and shrubs, than at any previous date.

The fact that the observance of the day by our schools is compulsory, and not optional on the part of the teachers, does not seem to be thoroughly understood, and it is urgently requested that every effort be made by those in authority to have the provisions of the statutes fully complied with, and also that complete reports be promptly forwarded to the county superintendent from every school.

This holiday means more than any other to the material welfare of our state through the necessity for supplying the waste of our forests and giving an intelligent understanding of the need for and the work that may be done towards that end, and if, in addition, Bird Day be included in the anniversary, and the interests and co-operation of the citizens of our various communities be aroused through the programs offered, our loyal and devoted teachers will have taken another step toward bringing about higher and better conditions for our commonwealth and toward improving the heritage of our boys and girls.

HELEN L. GRENFELL,  
*Superintendent of Public Instruction.*

ARBOR DAY.

(An act to establish Arbor Day. Approved March 22, 1889. In force June 22, 1889.)

Section 1. The third Friday in April of each year shall be set apart and known as "Arbor Day," 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; Provided, That the actual planting of trees may be done on the day designated or at such other most convenient time as may best conform to logical climatic conditions, such other time to be designated and due notice thereof given by the several county superintendents of schools for their respective counties.

Sec. 2. The day, as above designated, shall be a holiday in all public schools of the state, and school officers and teachers are required to have the schools under their respective charge observe the day by planting of trees or other appropriate exercises.

Sec. 3. Annually, at the proper season, the governor shall issue a proclamation, calling the attention of the people to the provisions of this act and recommending and enjoining its due observance. The Superintendent of Public Instruction and the respective county superintendents of schools, shall also promote, by all proper means, the observance of the day, and the said county superintendents of schools shall make annual reports to the State Forest Commissioner of the action taken in this behalf in their respective counties.

PROCLAMATION—ARBOR DAY.

March 14, 1902.

The beautiful custom of setting apart a day in each year for the purpose of planting trees and shrubs, is most commendable, and one that should be encouraged. It instills in the minds of the young a love for Nature, and causes them to take a deep interest in a work that shall forever be a monument to their public spirit, and others will bless them for their beneficence.

Therefore, I, James B. Orman, governor of the state of Colorado, in compliance with the provisions of the statute, and in pursuance of the authority in me vested, do hereby designate Friday, the 18th day of April, A. D. 1902, as Arbor Day, and recommend its due observance by all the people of the state of Colorado, by the planting of trees and shrubs for the adornment of our homes and the beautifying of our public highways and parks, and further request that our schools and other institutions of learning observe the day in such exercises as will tend to promote and perpetuate the forests of our state.

In Witness Whereof, I have hereunto set my hand and caused the great seal of state to be affixed, at Denver, the state capital, this 14th day of March, A. D. 1902.

JAMES B. ORMAN.

*By the Governor:*

DAVID A. MILLS,  
*Secretary of State.*



Denver, Colo., Arbor Day, 1902.

*Dear Girls and Boys of Colorado:*

Another Arbor Day is come, and when I remember that last year upon this holiday the children of our schools held exercises and planted thousands of trees throughout our state, I am sure that you are all glad to again have the opportunity to celebrate the day and make Colorado more beautiful through your united efforts.

To plant a tree is to do a kind and thoughtful thing, that will be a blessing to many people for many years to come. Is it not a pleasure to know that the little trees you set out on Arbor Day will, if cared for, give shade and comfort, as well as fruit and flowers, for the welfare not only of ourselves, but also of those who come after us, and shelter the birds that help us in so many ways? Arbor Day is the day when we take especial pains to show that we love Nature and all living creatures, and that we are grateful to the Creator of all that is good and beautiful, and it is one of the best days in the year upon which to resolve to make your life so sunshiny and useful that, like the tree, it will give help and comfort to all who come near it.

To help you remember this, I give you on the last page of this book a little verse, which, I hope, you will learn and believe in always.

Sincerely your friend,

HELEN L. GRENFELL.

## TO TEACHERS.

The material herewith presented is not for use solely upon this especial holiday.

An effort has been made to offer enough valuable matter for a number of occasions, and the selections may be used for supplementary reading or for recitations to promote the interest in nature study and humane education throughout the year.

## SUGGESTIONS FOR BLACKBOARD EXERCISES.

I.—Have names of a number of trees native to the various different sections of the country written on the board. Have pupils recite, each one giving a description of a single tree, of its species, its mode of growth, the localities in which it is found or can be raised, its uses, etc. Have him, where practicable, conclude with a poetical quotation upon his topic.

Also, have the names of Colorado trees written on the board in concise shape, for instance, as follows:

Evergreen Trees—Pine Family—Yellow or bull pine, western white pine, black or lodge pole or tamarack pine, foxtail or hickory pine, pinon or nut pine. Spruce Family—Red or Douglas spruce, white or Englemann's spruce, Colorado or blue spruce. Fir Family—White fir, balsam fir. Cedar Family—Red cedar, white cedar or Rocky Mountain Juniper.

Deciduous Trees—Aspen tree or quaking asp, cottonwood, box elder, willow, poplar.

Assign one family or one tree to a pupil for description.

A similar exercise might be given on the subject of "Birds," having first a lesson upon the most common American birds, and, following that, a lesson upon the birds of Colorado. For blackboard arrangement, the following is brief and convenient:

Water Birds—Duck Family—Canvasback, redhead, wood duck, teal (several varieties), ring-necked, old squaw, harlequin, ruddy duck. Swan Family—Trumpeter swan, whistling swan, Canada goose. Goose Family—Greater snow goose, lesser snow goose, American white-fronted. Gull Family—Western gull, American herring gull, California gull, ring-billed gull, laughing gull, Franklin's gull, Bonaparte's gull, Sabine's gull. Tern Family—Arctic tern, black tern, Forster's tern.

Land Birds—Game Birds—Dusky grouse, mountain quail, sage grouse. Falcon Family—Hawk, eagle. Owl Family—Short-eared owl, long-eared owl, barn owl, screech owl, horned owl, snowy owl, burrowing owl. Oriole Family—Red-winged blackbird, yellow-headed blackbird, western meadowlark, bobolink. Sparrow Family—Grosbeak, finch, and fifty other varieties. Crow Family—Long-crested jay, Rocky Mountain jay, magpie, black crow. Swallow Family—Barn swallow, and five other varieties. Thrush Family—American robin, hermit thrush, willow thrush, bluebird.

Have a pupil describe the characteristics of a family, and name the species found in Colorado. Have other pupils speak of the especial features of a species, requesting each to prepare himself from different books that may be accessible, to give interesting details and anecdotes regarding his subject.

#### SUGGESTIONS FOR ESSAYS IN ADVANCED GRADES.

Write of the advantages of trees under the general heads of conserving the water supply, furnishing shade, furnishing protection against winds, beautifying the landscape.

Write of the part that trees have taken in history and literature, speaking of certain historical trees, for instance, charter oak, Philadelphia elm, Washington elm, at Cambridge, Mass., cedars of Lebanon, groves of ancient Greece, Druid oaks, etc.

Further topics for essays: History of Arbor Day, Purposes of Arbor Day, Colorado Trees, The Homes of the Birds, Birds on Sea and Land, Colorado Birds, How Colorado Children May Help the State.

#### THE FOLLOWING SELECTIONS APPEARED IN FULL IN THE PAMPHLET:

Some Phases of the Forestry Problem in Colorado, D. W. Working. Protect the Birds of America, Amos J. Cummings. Collections by Children, from Society for the Protection of Birds. Arbor Day: Its Origin and

Growth, J. Sterling Morton. How Birds Protect Trees, Florence A. Merlam. Arbor Day, ——. An Arbor Day Tree, Youth's Companion. Columbia's Emblem, Edna Dean Proctor. The Palmetto and the Pine, Manley H. Pike. Consider, Christina G. Rossetti. The King of Glory, from the Bible. Birds, Eliza Cook. Bob White, George Cooper. The Humming Bird, School Education. Sir Robin, Lucy Larcom. The Opening of the Piano, Oliver Wendell Holmes. A Bird's Nest, Lights to Literature, Book 3. The Parrot, Thomas Campbell. A Doubtful Heart, Adelaide A. Proctor. Singing at Sunset, Frances Ridley Havergal. Talking in Their Sleep, Edith M. Thomas. The Song of the Seeds in the Spring, E. Nesbit. Little Saplings, Clara J. Denton. Procession of the Months, Nellie Walton Ford. March, Emily Dickinson. In Time's Swing, Lucy Larcom. Little Dandelion, Helen B. Bostwick. Do You Know? Adapted from Alice Irving. Flower Poems for Group of Twelve or Twenty Children, various authors. Little Brown Hands, Mary H. Krout. The Uses of Trees, Anon. The Cloud, Percy Bysshe Shelley. Nature's Voices, Louisa M. Alcott. The Flax Flower, Mary Howitt. The Little Fir Trees, from St. Nicholas. The Little Singing Pine, Cora R. Hoagland. The Death of the Leaf, H. W. Beecher. Planting Trees, Eudora S. Bumstead. Alice's Supper, New McGuffey Second Reader. Fairy Umbrellas, G. Packard DuBois. An Autumn Recipe, School Physiology Journal. A Letter to Mother Nature, Sidney Dayre. The Chicken's Mistake, Phoebe Cary. The Bobolink and the Chick-a-dee, from St. Nicholas. The Wren's Duet, from Citizen Bird. Bird Blossoms, Emma C. Dowd. Anecdote of Lincoln, from Humane Journal. I Used to Kill Birds, from North Dakota Special Day Programs. Selection, Alice Cary. Selection, from Lights to Literature, Book 3. Selection, Anon.

## FLAG DAY, JUNE 14, 1901.

---

ISSUED BY HELEN L. GRENFELL, SUPERINTENDENT OF PUBLIC INSTRUCTION.  
COLORADO.

---

## PROCLAMATION—FLAG DAY.

In pursuance of a commendable custom which has become established among the states of the Union, I hereby proclaim Friday, June 14, 1901, as Flag Day, and recommend that the day be observed by all patriotic and liberty-loving citizens of the state, in such exercises and undertakings as may be in harmony with the general character of the day. I would suggest that all public schools of the state observe the day in exercises of a patriotic character; and that citizens and business houses in all cities and towns decorate their homes and places of business with the Stars and Stripes on said occasion.

Done at the state capitol, Denver, Colorado, this 6th day of May,  
A. D. 1901.

JAMES B. ORMAN,

*Governor.*

DAVID A. MILLS,

*Secretary of State.*

## OBSERVE THE DAY.

*To the School Boards of Colorado:*

Your attention is called to the approaching anniversary of the adoption of the American flag, June 14. A most praiseworthy movement has been gaining ground for the past few years for establishing the custom of appropriately celebrating this important date, and it is requested that all school districts in Colorado observe the day. In districts where the schools are in session on June 14, you are urged to have your teachers prepare some simple program of patriotic selections and songs, and instruct the pupils upon the history and meaning of their country's flag. In districts where the schools are not in session, and it is impracticable to call the children together, it is requested that you have the school flag raised for the day.

HELEN L. GRENFELL,

*Superintendent of Public Instruction.*

## REVERE THE FLAG.

*To the Teachers:*

The request that the school children of Colorado take an active part in the celebration of Flag Day is made by the Governor of the state in his proclamation and by the patriotic societies and citizens, and is wise and timely. In our present age of rapid advance in civilization we are inclined to give too little time and thought to the suitable observance of our holidays. Our opportunities are none too many for paying respect to the great and good deeds of our ancestors, and for impressing upon our growing boys and girls a reverence for all anniversaries and institutions of their country.

A suggestive program, which may be helpful in arranging suitable exercises, is subjoined.

Feeling assured that all your efforts in this, as in other lines of patriotic work, will bring a rich reward, I am, fraternally yours,

HELEN L. GRENFELL.

Denver, Colo., May 8, 1901.

## SKETCH OF THE FLAG.

The American flag had its origin in the following resolution adopted by the American Congress, June 14, 1777:

*"Resolved, That the flag of the thirteen United States be thirteen stripes alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation."*

In the actual construction of the first real flag of the United States one of the patriotic mothers of our country took a leading part. Mrs. Elizabeth Ross, of Philadelphia, popularly known as "Betsy Ross," was invited by a committee of Congress, accompanied by General Washington, to make the flag. It is pleasant to imagine Mrs. Ross at her work—planning and stitching, and no doubt weaving in thoughts of the new nation over which the new flag was to wave.

That flag has seen our country grow from about three million and a half of inhabitants to a nation of seventy-five million people. It was under that flag that Washington and Greene and Putnam, that Jackson and Paul Jones and Taylor, that Grant and Sherman and Thomas, that Dewey and Sampson and Schley led our armies to victory. It is under our flag that commerce has developed until trade relations have been established with all countries, and that manufactories and all the arts of peace have arisen and flourished throughout the land. And it is under our flag that our public school system has had its growth from the small beginning of the colonial school to its place as a corner-stone of the republic.

That "new" flag into which Mrs. Ross worked her skilful plan and her loving thoughts of the future, has become the "dear old flag," and the thoughts it brings to our hearts are great and stirring memories. May it

evermore bring also courageous, glowing resolve to be worthy our noble inheritance, and to serve under its lead in war and in peace with unshaken devotion to its principle.

HELEN L. GRENFELL.

THE FOLLOWING SELECTIONS APPEARED IN THE PAMPHLET.

Our Flag, Charles Sumner. Stand by the Flag, Anon.

PROGRAM SUGGESTED.

1. Flag Salute. 2. Song—The Star Spangled Banner. 3. Recitation—The American Flag, Joseph Rodman Drake. 4. Reading—Account of the Battle of Fort Stanwix, August 6, 1777. (Any U. S. History.) 5. Song—Columbia, the Gem of the Ocean. 6. Recitation—Union and Liberty, O. W. Holmes. 7. Essay—Sketch of the History of Our Flag. 8. Recitation—Old Flag Forever, Frank L. Stanton. 9. Song—America.

---

MEMORIAL DAY, MAY 30, 1902. FLAG DAY, JUNE 14, 1902.

---

ISSUED BY HELEN L. GRENFELL, SUPERINTENDENT OF PUBLIC INSTRUCTION, COLORADO.

---

PROCLAMATION—FLAG DAY.

Pursuant to a custom now established in several states of the Union, I do hereby designate and proclaim Saturday, June 14, 1902, as Flag Day.

To set apart a day for the special purpose of doing honor to our Flag, is most appropriate and commendable. It enables us to become more familiar with its history; it is the symbol of truth, liberty and justice; it instills within us love of our Country, and we look upon it with pride and honor as it floats in the breeze. From it we derive courage and strength for the battles of life. It is especially befitting that the youth of our land should study our Flag, in order that they may be filled with patriotism, with love and devotion for the cause of which it is emblematical, and I suggest that the schools of this state engage in such patriotic exercises and ceremonies as are in harmony with the general character of the day. And I do further heartily recommend that "Old Glory" be generally displayed upon all public buildings, private resi-

dences and business houses, that all honor may be shown to the Flag of our Country.

Done at the State Capitol, Denver, Colorado, this nineteenth day of May, A. D. 1902.

JAMES B. ORMAN.

By the Governor:

DAVID A. MILLS,  
*Secretary of State.*

*To the School Boards:*

One year ago, the first official recognition of Flag Day was given by the executive department of the State of Colorado, and in accordance with suggestions made, the day was celebrated by patriotic exercises wherever the schools were in session, and by raising the school flag in those districts where the terms had closed.

We again ask the coöperation of the School Boards of the State in furthering the celebration of the days to which this pamphlet is devoted. If the interest of the communities is awakened so that the citizens coöperate in the patriotic work, Memorial Day and Flag Day may be especially valuable in extending the work of patriotism in those districts where no school was in session upon the patriotic days occurring earlier in the year.

HELEN L. GRENFELL.

Denver, May 17, 1902.

*To the Superintendents and Teachers:*

In calling your attention to the approach of two notable days whose celebration has become a sacred duty and a high privilege, I would remind you that a republic like ours must, of necessity, be founded upon the heartfelt loyalty of its citizens.

Memorial Day, so long gratefully observed by our united country, and Flag Day, recently awarded its rightful place in our calendar of honored anniversaries, are both rich in opportunity for implanting those patriotic sentiments in our children which will make of them faithful citizens. Hundreds of thousands of people from other countries are constantly seeking homes in America, and all these in time are to be Americans. It is one of the foremost duties of our public schools to so train the children of these newcomers that their citizenship be worthy and useful and their Americanism enlightened and sincere.

While we do and should inculcate the spirit of patriotism every day in the year, let us improve to the utmost the advantage given in these noble anniversaries. Let our children hear many times the story of the upbuilding of our nation. Let them take part individually in exercises fitting for the celebration of these days, and let us urge all friends of our schools to join with us in honoring Memorial Day and Flag Day of 1902.

The accompanying brief notes are offered as suggestions which may be found helpful to our teachers in preparing exercises for these celebrations.

HELEN L. GRENFELL.

Denver, May 17, 1902.

#### ORIGIN OF DECORATION DAY.

The custom of decorating the graves of soldiers was begun in the old world, and in our own country it was first followed, in 1862, by Mrs. Sarah J. Evans, who went into the army with her husband and remained until the close of the war, caring for the sick and wounded.

To General John A. Logan belongs the honor of inaugurating Decoration Day. A copy of the General Orders issued by him as Commander-in-Chief to the Grand Army of the Republic in 1868 is given herein.

In the early years of the observation of this day, the feeling of mourning predominated. Grief over the loss of husbands, brothers and sons was near to most of those who covered the graves with their tributes of flowers. But to-day a second and a third generation have grown up to do honor to our departed heroes; and while the sacrifice of life is not forgotten, nor the mourning unrecognized, exultation and pride in the noble deeds of our ancestors are foremost in our thoughts, and rejoicing in the strength of the Union they died to preserve mingles with the solemnity of the day.

#### Grand Army of the Republic.

General Orders.

Inaugurating Decoration Day.

The 30th day of May, 1868, is designated for the purpose of strewing with flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village and hamlet churchyard in the land. In this observance no form of ceremony is prescribed, but posts and comrades will in their own way arrange such fitting services and testimonials of respect as circumstances may permit.

We are organized, comrades, as our regulations tell us, for the purpose, among other things, "of preserving and strengthening those kind and fraternal feelings which have bound together the soldiers, sailors and marines who united to suppress the late rebellion." What can aid more to assure this result than by cherishing tenderly the memory of our heroic dead, who made their breasts a barricade between our country and its foes. Their soldier lives were the reveille of freedom to a race in chains, and their deaths the tattoo of rebellious tyranny in arms.

"We should guard their graves with sacred vigilance. All that the consecrated wealth and taste of the nation can add to their adornment and security is but a fitting tribute to the memory of her slain



defenders. Let no wanton foot tread rudely on such hallowed grounds. Let pleasant paths invite the coming and going of reverent visitors and fond mourners. Let no vandalism or avarice or neglect, no ravages of time, testify to the present or to the coming generations that we have forgotten as a people the cost of a free and undivided republic. If other eyes grow dull, and other hands slack, and other hearts cold, in the solemn trust, ours shall keep it well as long as light and warmth of life remain to us. Let us, then, at the appointed time, gather round their sacred remains and garland the passionless mounds above them with the choicest flowers of the spring time; let us raise above them the dear old flag they saved from dishonor; let us in this solemn presence renew our pledges to aid and assist those whom they have left among us sacred charges upon a nation's gratitude, the soldier's and sailor's widow and orphan."

It is the purpose of the Commander-in-Chief to inaugurate this observance with the hope that it will be kept up from year to year, while a survivor of the war remains to honor the memory of his departed comrades.

JOHN A. LOGAN,

Washington, D. C., May 5, 1868.

*Commander-in-Chief.*

THE FOLLOWING SELECTIONS APPEARED IN THE PAMPHLET.

A New Memorial Day, Baltimore News. The Meaning of Our Flag, Col. Robert G. Ingersoll. Strew the Fair Garlands, Anon. The American Flag, Joseph Rodman Drake. God Bless the Soldier, Charlotte W. Hawes. A Flag Exercise for the Smallest Ones, O. F. Barbour.

SUGGESTIVE PROGRAM.

Song—Tenting on the Old Camp Ground.

Reading—Selections from Scripture.

Reading—The Gettysburg Address, Abraham Lincoln.

Song—Columbia, the Gem of the Ocean.

Recitation—A New Memorial Day.

Reading—Our Flag, Charles Sumner.

Recitation—The Palmetto and the Pine, Manley H. Pike.

Song—The Battle Hymn of the Republic.

One minute selections from each pupil of a class, illustrating the spirit of union and loyalty.

Song—America.

SUGGESTIVE PROGRAM.

Song—The Star Spangled Banner; salute to the flag. Declamation—Webster's The American Union. Recitation—The Name of Old Glory, James Whitcomb Riley. Essay—Story of the Flag. Song—Many Flags in Many Lands. Declamation—The American Flag, Joseph Rodman Drake. Addresses by visiting veterans or other guests. Song—America.

## THE SCHOOL LANDS OF COLORADO.

---

HELEN L. GRENFELL, BEFORE THE DENVER REAL ESTATE EXCHANGE, JUNE 6, 1902.

---

Although the Constitution of the United States does not in any way refer to the establishment of schools, and confers upon Congress no direct power in regard to the subject of education, that body has, nevertheless, legislated upon the subject in a number of different directions. Its very earliest legislation concerning the disposing of lands in the western territory included the reservation of "lot No. 16 of every township, for the maintenance of public schools within the said township."

For the origin of the custom of granting lands for purposes of education we shall have to go much further back than even the earliest legislation of our own United States, for, long before Europeans settled in America, the practice of founding and maintaining schools by means of gifts of land was well established in Europe and in England. The American colonies were not slow to follow this custom, being led by Connecticut, which, in 1677, voted 600 acres of land forever to each of its four counties for the support of grammar schools in the towns.

In 1762, the president of King's College, in New York, wrote to Archbishop Secker that he wished "instructions might be given to our governors never to grant patents for townships or villages, or large manors, without sequestering a competent portion for the support of religion and schools."

In 1784, Georgia, in an act relative to the survey of lands, requires the county surveyors to lay out in each county 20,000 acres for the endowment of a collegiate seminary of learning.

The first suggestion to be found in our historical annals, giving a slight intimation of the future national land grant policy, is contained in certain propositions, drawn up in 1783, for the settling of a new state in the Northwest territory, and is as follows:

"All the surplus lands shall be the common property of the state, and be disposed of for the common good, as for laying out roads, building bridges, creating public buildings, establishing schools and academies, defraying the expense of government and other public uses."

Two years later—1785—the ordinance was enacted which provided for the dividing of that public territory ceded by the individual states to the United States, into townships of six miles square, and which contained the clause giving section No. 16 in each township perpetually for the purposes of education. The especial educational grant which has its origin in the ordinance of 1787 is that of two complete townships to be

reserved in each state for the benefit of a university—a grant which has never been changed, and under which to-day the University of Colorado enjoys its 46,080 acres.

The state of Ohio was the first to have the benefit of the provision for setting apart section No. 16 of each township, the enabling act, passed in 1802, containing the required clause.

The question then arose as to whether the public schools thus endowed should be under national or state control, and this question Congress settled in 1803 by vesting in the state legislature all lands granted for the use of schools.

Up to the time of the admission of Michigan, in 1836, each township had its separate fund, but the form of grant to Michigan introduced a safer and more economical plan in consolidating the fund under state control, the income being distributed according to the school population.

We find the custom of setting apart section 36, also, of each township, to have originated in the act establishing the territorial government of Oregon, in 1848, and the first state to profit by the grant of the two sections in each township to be California, whose admission as a state took place in 1850.

Congress has never voted lands for common schools except to the public land states, by which are meant those states west of the Alleghany mountains, formed from lands which were ceded to, or purchased by, the United States as a whole, but to other states has issued "land scrip," granting them the income from unoccupied lands to be selected under certain restrictions from the government lands at large. With the public land states, the method of the government has been, as soon as the school sections 16 and 36 in place have been fixed by public survey, to make their appropriation complete and to make out lists, and issue patents thereof to the states.

In addition to the two sections of each township, specifically granted for educational purposes, Congress has by a long series of acts also granted to the states many thousands of acres for internal improvements, and a certain percentage on the net proceeds of sales of the public lands for such public purposes as the states might choose, and an example was soon set of choosing the cause of education as the beneficiary, which example, as time went on, was more and more followed.

The first mention of granting lands for higher institutions of learning was made in 1787, when the government made provision that "two complete townships be given for the purpose of a university," and the next occurred in 1862, when the Thirty-seventh Congress made the grant approved by President Lincoln, giving for the maintenance of agricultural colleges 30,000 acres of land for each senator and representative of a state. Under this provision our agricultural college land grant of 90,000 acres was obtained.

It seems that, beneficent and wise as the educational land grants now appear to the citizens of all parts of our country, they have not al-

ways appeared in this light to our ancestors. A vigorous attempt to arrest the policy, or at least change its character, was made in 1821 by the legislature of Maryland, which body passed resolutions stating that all of the states had equal rights in the public lands, and that those in whose favor no appropriations had been made were entitled to such appropriations. The legislatures of New Hampshire and Vermont endorsed these resolutions and the legislature of Ohio adopted a long and carefully prepared reply, after which the matter was dropped.

Another more famous effort to question the constitutional right of Congress to dispose of the public lands was made in 1830, in a clever speech by Senator Hayne, of South Carolina, wherein he contended that the state was all-powerful in matters concerning itself. Webster's eloquent reply, which proved to be not only his own masterpiece, but the masterpiece of American oratory, established the supremacy of the Union in the minds of thousands whose convictions had not been settled, and if doubts had hitherto existed concerning the right of the national government to provide for the disposition of the public lands, they must have been effectually silenced, notwithstanding Webster's sarcastic announcement at the outset that the resolution upon public lands, which was under consideration, was "almost the only subject about which something has not been said in the speech running through two days, by which the senate has been now entertained by the gentleman from South Carolina."

Up to the present time the total amount of land granted by our government to states, and reservations to territories, for common school purposes, is 71,082,048 acres, of which Colorado's share is 3,715,555 acres. The total amount granted to states and reserved to territories for universities is 1,165,520 acres, of which Colorado's share is 46,080 acres; the total amount of lands "in place" granted for agricultural colleges is 1,770,000 acres, of which Colorado's share is 90,000 acres; the total amount "in scrip," granted for agricultural colleges, is 7,830,000, making the total for agricultural colleges, both "in place" and "in scrip," 9,600,000 acres; and finally, the grand total of United States land grants for educational purposes is 81,847,568 acres, realizing more than \$250,000,000 to the various states.

With this splendid gift from the United States government, it would seem that the children of the newer states were possessed of an estate which would insure to them ample means for the provision for an education for every child, no matter how humble his circumstances, nor how poorly the community in which he lives might do its duty in this line; but, unfortunately, we have to record that the history of the management of these lands has been very unsatisfactory, and little to the credit of those having them in charge. In many instances, neither schools nor real settlers have been the chief gainers, but speculators and corporations have largely reaped the profits.

It has been said that "No part of the history of the United States is more melancholy than the record of the wreck of these splendid educational endowments in several of the states of the South, or the plunder and waste of them in others of the new territories of the West."

One incident from the history of Chicago illustrates the enormous losses that have befallen this endowment. A tract of 640 acres of school land was divided into 142 blocks in what afterwards proved to be the most valuable property for wharfing and building purposes in the city. Had this tract been leased, instead of sold, it would now constitute a fund beside which the endowment of Oxford and Cambridge, Harvard, Yale and Columbia would all together bear no comparison—some such amount as one hundred millions of dollars. But 138 blocks were sold for the sum of \$38,619.47. Four blocks were retained, and one of these four alone was in 1890 worth two hundred times the entire purchase price of the 138 that were sold.

The noble endowment of the general government is a sacred gift, and the care of this gift is a sacred trust imposed upon the state officials. At all times our people should have regarded the school lands as a permanent and enduring provision for the education of many future generations, and never as a means of temporary relief from the burdens of taxation.

Colorado was fortunately able to benefit by the experience of her predecessors among the Western states, and to learn early the results of their sad mismanagement of their school lands; and while it could hardly be expected that in twenty-six years of statehood no mistakes, blunders and unfair dealing whatever would mar our annals, we may yet take pride in the justice, foresight and honesty which, as a rule, have prevailed in the disposal of our endowment of school lands.

The enabling act admitting Colorado as a state, approved March 3, 1875, stated "that sections numbered sixteen and thirty-six in every township, and where such sections have been sold or otherwise disposed of by any act of Congress, other lands equivalent thereto in legal subdivisions of not more than one quarter-section, and as contiguous as may be, are hereby granted to said state for the support of the common schools." And "that the two sections of land in each township herein granted for the support of the common schools shall be disposed of only at public sale, and at a price not less than two dollars and fifty cents per acre, the proceeds to constitute a permanent fund, the interest of which is to be expended in the support of common schools."

The amount of land belonging to the fund originally was 3,650,000 acres; about 2,832,709 acres of this was comprised in sections 16 and 36 of each township, which were free for the state's occupancy, and include widely scattered areas which represent lands of every class, from the highest grade of mineral and agricultural lands to the comparatively worthless arid lands, only fit for grazing purposes, and in many instances too barren and desolate even for these purposes.

As 817,300.26 acres contained in sections 16 and 36 in townships in various parts of the state were unavailable for the state's occupancy on account of previous settlement, mineral restrictions, private land claims and Indian and military reservations, the state has exercised its right of selection to complete the amount of land included in the gov-

ernment's gift, and many of the most valuable school lands possessed by the state have been acquired through this right of selection of indemnity lands, the state naturally locating, whenever possible, valuable lands in the vicinity of streams of water, so that they are susceptible of cultivation.

We find in 1878 the first report of lands leased showed that 57,347 acres were leased that year, being included in 124 leases. The first lease was issued February 20, 1878. The first sale of school land recorded was made on April 13, 1878, and up to 1890, 66,510 acres had been sold.

From 1890 to 1900, 38,217 acres were sold. During the last two years, ending May 1, 1902, 5,461 acres have been sold, making the total amount of school lands sold up to date 110,188 acres, and the total amount brought to the school fund \$1,243,481.22, an average of \$11.00 per acre, the few sales of city lands, at one, two or three thousand dollars per acre, counterbalancing, in estimating an average, the many sales at the minimum price.

The county containing the greatest area of school land is Routt, having 301,972.75 acres; the county containing the smallest amount of school lands is Lake, having 3,840 acres. Delta, Garfield, Mesa, Montrose and Rio Blanco counties, being formed from Indian reservations, have no school lands.

Various policies in regard to the management of these lands have been advocated by different administrations, all, however, coming under two general heads—the administration of the school lands through the policy of selling, or the administration of those lands through the policy of leasing.

In the earlier days the propriety of the Land Board's disposing of the lands at a fair price was strongly advocated. It was urged that the lands should be managed for the benefit of the individual citizens, and that these lands should be available to those desiring to make permanent homes in the state, if an adequate price was given in return.

Some of the earlier reports of the register of the Land Board, as well as messages of the governors, strongly advocate this policy, stating that the lands sold could be made to serve a purpose necessary to the development of the state if sold on terms advantageous alike to the citizen and the state.

It does not seem, however, in looking over the records, that in reality an adequate recompense was ever received by the state in return for thousands of acres of her best lands. The minimum price of \$2.50 per acre—changed in 1887 to \$3.50 per acre—seems in many instances to have been all that was received for farming lands which would to-day command from \$50.00 to 100.00 per acre.

Moreover, it is a fact that Colorado is a state of constantly changing conditions and values, the rocky pastures of to-day being found to-morrow to cover magnificent coal fields, stone quarries or oil basins, which might add hundreds of thousands of dollars to the state's wealth, and some of

the arid lands of the '70s being the most valuable agricultural lands of the '90s.

We must also remember that the irrigation system is in its infancy, and that when Congress provides for the improvement of its arid lands through systems of reservoirs, with as generous appropriations as it has made for rivers and harbors, much of the state's grazing land of to-day, renting for from five to ten cents per acre, would yield many times the amount from the resulting arable lands. This is no chimera, but the knowledge derived from common sense and the appreciation of scientific possibilities.

And when, in addition, we find that \$488,633.44 of the school fund derived from such sales was invested in the so-called "excess warrants" of 1887, 1888 and 1889, which, with interest, now amounts to over \$800,000, the safe course to pursue in the management of these lands can hardly be questioned. Although the warrants were issued strictly within the limits fixed by our Constitution and laws, this amount is apparently entirely lost to the schools of the state, they having been deprived of the use of the money since 1888, and the people of the state having twice repudiated this just debt, when requested to act upon its restitution through constitutional amendment.

Had careful provision been made for the leasing of these lands, the schools of the state would from year to year have enjoyed the benefit of the amount paid in as rentals, and the school fund of to-day would still have been possessed of this valuable portion of its capital represented by the lands.

No stronger argument could be offered in favor of the second policy, which has been urged more and more as the years have gone on, by those especially interested in the proper management and preservation of the magnificent gift of the United States government to the children of Colorado.

One governing fact must not be overlooked in deciding as to what the proper management of these lands may be; *they are the children's own inheritance* from a generous and wise government, paternal to the extent of assisting every child in the various commonwealths towards acquiring an education. The state, or the citizens of the state, have no claims whatever upon these lands in the way of self-interest or pecuniary advantage to the individual or the community, save as the interests of our schools may thereby be benefited.

It becomes, therefore, apparent that the inherent duty of those entrusted with the management of these lands is to systematically, painstakingly, and, above all, honestly execute this important trust.

The easiest policy, and a policy that certainly has some advantages, is that of selling the lands whenever an opportunity offers, depositing the money in the banks, or investing it to the extent permitted by law, which is, however, very limited, being restricted to bonds and warrants of the state of Colorado.

But what would be thought of the trustee of an estate who, to accommodate other people, or to make his work easier, permanently disposed of the property of those minors whose interests had been entrusted to his care, in a manner bringing, in reality, no adequate returns, since banks may break, their officers may abscond, and the state may repudiate its own paper—when, by the expenditure of that time and thought that is due to the interests of his wards, safe, satisfactory and permanent returns might be insured?

The \$800,000.00 derived from the sales of lands given by the government to our children, but for so many years lost to them, in spite of the fact that the Constitution of the state of Colorado says that no part of the school fund—principal or interest—shall ever be transferred to any other fund, or used or appropriated except as provided for the schools of the state, and that the state shall supply all losses thereof that may in any manner occur, make an unanswerable argument in favor of the necessity of a strict adherence of all state land boards to the policy of leasing instead of selling lands.

While in certain cases it may become proper for the board to sell lands in small amounts to those lessees who for many years have been located upon a certain tract, through their own work improving and raising its value, or to sell land for reservoir sites, said reservoirs adding thousands of acres to our arable lands, or to promote some industry which will, through the amount of taxable property it contributes, add materially to the welfare of the state or county, or in other ways serve some specially useful or important purpose advantageous alike to the state and the schools—the leasing and practically non-selling system presents the safe and satisfactory solution of the much agitated school land question.

Yet, we freely admit that the present leasing system is incomplete and unsatisfactory, long since outgrown by the requirements of our state, and the time is at hand when citizens and officials, politicians and educators should work unitedly to place matters on a more satisfactory basis.

At the present time the law does not afford adequate protection to the tenant on state land, or proper inducements for the leasing of such lands by the deserving citizen and homemaker.

The state and citizen might be protected through an elaboration of the present leasing laws, and after several years' service upon the State Land Board, and twenty years' connection with the schools of the state, my own judgment would advocate, in brief, that the policy of the Land Board should be to secure the greatest possible advantage to the school *income* fund, so that the children of today, as well as of tomorrow, may be benefited, instead of to bring about the accumulation of a permanent school fund of millions of dollars, of which only a comparatively small amount of interest would be now available, subject to loss in many ways, and of which disposition would eventually have to be made by constitutional amendment, benefiting those who have in no way contributed to its upbuilding.



To accomplish this I would suggest that the present provisions of our statutes, that no lease of state land shall be for a longer term than ten years, should, at the earliest possible date, be changed so that leases upon agricultural lands and lands lying within the boundaries of cities could be given for a term of fifty years, with the right on the part of the state to a reappraisal of values once in ten years. At present the minimum rental on agricultural lands is thirty cents per acre, the range being from this to \$2.50 per acre.

The present provision of the law, that land shall not be leased at a rental of less than ten per cent. of its value, should be adhered to, and the provision more rigorously carried out than up to the present time has been the case.

The present prerogative of the Board of Land Commissioners in regard to having the right to offer lands under lease for sale at the end of any period of five years should be adhered to, excepting that the period should be made ten years, offering such land for sale under certain conditions.

The right to re-lease at the end of the fifty years should be so guaranteed that protection to improvements would be assured, and greater liberality as to the amount of improvements permitted should be granted in cases of the long leases.

The present allowance for improvements upon ten-year leases has, in the main, proved satisfactory, and is as follows: Upon grazing leases, fences not exceeding in value \$75.00 per mile, and necessary corrals are allowed; on agricultural leases, outside fences not exceeding per mile \$100.00, and necessary inside fences not exceeding per mile \$75.00; water rights, reservoirs, dykes and laterals are allowed only by special permission of the board, and all other buildings and improvements at actual cash value, not to exceed an aggregate value of \$600.00, unless special permission has first been obtained by the register.

In connection with the suggestion for long leasing, reference may be made to the valuable body of school lands lying within the city of Denver, or contiguous thereto, amongst which are 190 acres, lying north and south of City park. Under the present limitation of the statutes, it has been found impracticable to lease these tracts for any purpose requiring valuable buildings, and but a small amount of rental accrues to the state from property worth many hundreds of thousands of dollars.

The time has come when it is an imperative duty that the state should no longer keep vacant, or occupied simply by temporary structures and unsightly occupations, these sightly and valuable tracts, parts of which are in the most beautiful residence portion of Denver, when, if authorized by legislative enactment, the Land Board could, after platting these lands, give long term leases, so that the homemaker and investor could erect permanent and beautiful structures, materially contributing to the comfort and welfare of our citizens, as well as to the prosperity of the school income fund.

Similar conditions exist in regard to the thirty-eight acres of land near Sloan's lake, and the 410 acres near Argo, the thirty-four lots at Pueblo, thirty-three lots at Florence, and small bodies of lands in other towns.

The rules regarding the leases of mineral lands having been very thoroughly revised by the last two administrations, the possibilities of advantageous results to the state are now more thoroughly assured than has ever before been the case.

The demand for these lands is increasing, and at the present time 23,782 acres are held under lease for the purpose of mining gold and silver, coal, fire clay, stone and oil, 10,640 acres for oil having been leased during the past year. At present the general requirements of lessees of mineral lands may be stated as follows: In mining for gold, silver and other metals, lands are leased in lots of ten acres each, the minimum flat rental—\$10 per annum per lot—with graded royalties ranging from four per cent. to fifteen per cent., the amount of work required being variously specified in each lease.

Coal and oil lands have usually a flat rental of \$100.00 per section, the usual royalty being ten per cent. on gross output. On stone and clay lands provisions vary according to location and value of deposits.

It is not felt, however, that the state is receiving adequate returns in many instances from this class of lands, the working covenants of the leases having been difficult to enforce, and the state as a rule obtaining the small end of the loaf.

The total income to the state from mineral lands for the year ending May 1, 1902, including royalties, was \$15,158.36, and as the entire area of agricultural and grazing lands under lease at the same date were 1,155,060 acres, for which was received \$74,000.00 rental, the total number of acres under lease during the past year was 1,178,842, the rental for which was \$89,158.36.

Included in the agricultural and grazing lands are timber lands, which have been estimated at an area of about 35,000 acres. These lands have been the source of little profit and much trouble. In spite of stringent laws, constant depredations have been committed by irresponsible parties, and in case of sale the law restricting the cutting of timber to trees over twelve inches in diameter is constantly violated, and the amount received from such sales is utterly inadequate compensation for the destruction of our most valuable and rapidly disappearing forests.

Upon these, in common with the government lands, terrible havoc has been caused by the forest fires of recent years, the all-important protection of the sources of some of our chief streams being practically annihilated. The careless camper and the timber thief are chiefly responsible for the decreasing flow of our streams, and public sentiment, now sadly lacking, requires to be strenuously cultivated for the protection of all forest lands of the state, and timber should only be sold under the strictest surveillance, if at all.

The United States government and the state of Colorado should unite in providing means for adequate protection of the forest lands. The largest body of state timber land is in Montezuma county, where a special indemnity selection of 20,000 acres was made.

All money received from sales of school lands must go into the permanent school fund, of which the interest only can be used for the benefit of the schools, while money received from rents, royalties, etc., goes into the school income fund, which twice a year is distributed to every school district in the state, according to the number of children of school age within its boundaries. In many of the poorer districts, the amount so received is what enables the school to be maintained for the four months' term required by law, and in every district it is an important feature.

For the past two years the amount distributed has been \$128,663.00 per annum, an increase of \$29,340.00 per year over the two preceding years, and amounting to seventy-six cents per capita for every child in the state. This increase is due to the development of the leasing system, and, with the continued systematic development of this system, this sum could, within ten years, be easily increased to four times the amount.

The amount of permanent school fund now invested is \$799,481.32, \$300,000.00 being invested in capitol building bonds, at 3½ per cent. per annum, and \$499,481.32 invested in state warrants, bringing from 4 to 6 per cent.

The land department is by far the most important part of the state government, involving, as it does, the care of an estate of over three million acres, and its proper administration would necessarily require the most skillful and intelligent management. At the present time its affairs are controlled by the State Land Board, composed of the Governor, the Secretary of State, the Attorney General and the State Superintendent of Public Instruction, while the office itself is directly managed by the register, who is an appointee of the board. The exigencies of politics cause practically a complete change in the personnel of this management every two years, and the corps of assistants varies accordingly. The interests of the public can never be properly subserved while this is the case. The management of the Land Board affairs should be placed in the hands of a nonpartisan board created expressly for the purpose, with salaries sufficient to insure obtaining thoroughly competent people, whose term of office should be long enough so they might be independent, and so that they might have time enough to understand thoroughly the interests involved. Every appointment in the department should be made through some system of civil service examination.

Our Centennial state is justly proud of her magnificent resources—her silver and gold, her agricultural products, her manufactories springing up on every hand. But all will agree that her choicest possessions are the children who are to be her future citizens, and what more noble duty is there to be performed by citizen and office-holder than to untiringly and unselfishly care for the children's heritage—the school lands of Colorado.

## THIRTEENTH BIENNIAL REPORT

## STATISTICS REGARDING THE SCHOOL LANDS OF COLORADO.

- First lease of state school land issued February 20, 1878.  
 First sale of state school lands recorded April 13, 1878.  
 Number of leases issued first year, 124.  
 Number of acres leased first year, 57,340; rental, \$3,640.21.  
 Number of acres leased from 1878 to 1880, 143,003; rental, \$7,633.37.  
 Number of acres leased from 1881 to November 30, 1890, 963,660; rental, \$69,643.97.  
 Number of acres leased from 1891 to November 30, 1900, 1,100,058; rental, \$70,406.28.  
 Agricultural and grazing lands under lease November 30, 1900, to May 1, 1902, 1,155,060; rental, \$74,000.00

## MINERAL LANDS UNDER LEASE MAY 1, 1902.

	Acres.	Rental.
Coal .....	6,880	\$ 8,814 26
Oil .....	10,640	1,675 10
Fire clay and stone.....	1,182	409 00
Gold and silver.....	4,380	4,260 00
	<hr/>	<hr/>
Total .....	23,782	\$15,158 36

Total school lands leased for agricultural, grazing and mineral purposes May 1, 1902, 1,178,842 acres; annual rental, \$89,158.36.

## STATE SCHOOL LANDS SOLD.

	Acres.	Receipts.
Sold previous to 1880.....	12,000	\$ 31,748 88
Sold from 1880 to 1890 .....	54,510	\$14,872 59
Sold from 1890 to 1900 .....	38,217	363,585 85
Sold from Nov. 30, 1900, to May 1, 1902...	5,461	33,273 90
	<hr/>	<hr/>
Total .....	110,188	\$1,243,481 22

School lands unsold May 1, 1902, 3,352,204.49 acres.



SCHOOL, IN UPPER HAYDEN VALLEY, DISTRICT 3, ROUTT COUNTY, COLO.

BRONK & CO.



## SCHOOL LANDS UNSOLD IN THE CITY OF DENVER AND OTHER TOWNS, MAY 1, 1902.

	Acres.
Near Sloan's Lake.....	38
Near Argo .....	410
Near City Park.....	190
---	
Total, Denver.....	638
Adjoining Colorado Springs.....	420
Adjoining Steamboat Springs.....	640

School and indemnity school lands  
owned by the state, May 1, 1902.School lands  
leased November  
30, 1900, to May 1,  
1902.

County.	Acres.	Acres.
Arapahoe .....	161,429.45	36,592.59
Archuleta .....	28,021.69	14,956.40
Baca .....	88,275.11	9,645.29
Bent .....	118,311.96	11,106.60
Boulder .....	16,275.00	1,760.00
Chaffee .....	37,064.00	560.00
Cheyenne .....	64,000.00	960.00
Clear Creek .....	11,279.45	.....
Conejos .....	37,400.00	2,240.00
Costilla .....	16,320.00	6,720.00
Custer .....	19,655.47	880.00
*Delta .....	.....	.....
Dolores .....	23,040.00	640.00
Douglas .....	26,880.00	1,440.00
Eagle .....	48,200.00	3,404.17
Elbert .....	80,099.65	25,243.04
El Paso .....	159,174.93	14,012.04
Fremont .....	53,888.72	6,400.00
*Garfield .....	.....	.....
Gilpin .....	2,860.00	.....
Grand .....	88,675.35	1,160.00
Gunnison' .....	34,140.00	40.00
Hinsdale .....	31,680.00	760.00
Huerfano .....	57,961.66	4,053.50
Jefferson .....	24,503.00	23,016.00
Kiowa .....	105,043.55	6,520.00

School and indemnity school lands  
owned by the state, May 1, 1902.

School lands  
leased November  
30, 1900, to May 1,  
1902.

County.	Acres.	Acres.
Kit Carson .....	73,464.25	16,880.00
Lake .....	3,840.00	640.00
La Plata .....	35,711.24	2,250.00
Larimer .....	165,528.89	12,380.00
Las Animas .....	147,450.35	24,579.68
Lincoln .....	122,989.17	10,529.99
Logan .....	63,958.34	15,280.00
*Mesa .....		
Mineral .....	25,835.00	480.00
Montezuma .....	40,602.67	2,280.00
*Montrose .....		
Morgan .....	48,682.37	9,680.00
Otero .....	125,563.34	19,049.44
Ouray .....	5,520.00	800.00
Park .....	63,800.00	2,640.00
Phillips .....	23,262.84	7,560.00
Pitkin .....	20,704.91	
Frowers .....	56,921.52	7,196.37
Pueblo .....	228,188.54	39,187.96
*Rio Blanco .....		
Rio Grande .....	29,830.00	5,600.00
Routt .....	311,972.50	11,100.00
Saguache .....	107,000.00	8,260.00
San Juan .....	15,160.00	
San Miguel .....	32,800.00	1,836.21
Sedgwick .....	19,040.00	6,080.00
Summit .....	16,160.00	
Teller .....	18,320.00	1,120.00
Washington .....	37,760.00	18,680.00
Weld .....	138,303.69	26,308.50
Yuma .....	40,723.88	17,240.00
Total .....	3,352,204.49	413,277.11

\*These counties, being formed from Indian reservations, have no school lands.



# List of Illustrations



## LIST OF ILLUSTRATIONS

---

1. Canon City High School, District No. 1, Fremont county.....	Frontispiece
2. Denver, District No. 1, Arapahoe county, Hyde Park School.....	12-13
3. Denver, District No. 1, Arapahoe county, Ebert School.....	22-23
4. Denver, District No. 2, Arapahoe county, Byers School.....	32-33
5. South Denver, District No. 7, Arapahoe county, Grant School.....	48-49
6. Denver, District No. 17, Arapahoe county, Columbian School.....	56-57
7. Villa Park School, District No. 21, Arapahoe county.....	60-61
8. Las Animas, County High School, Bent county.....	64-65
9. Boulder, Mapleton School, District No. 3, Boulder county.....	84-85
10. Longmont High School, District No. 17, Boulder county.....	96-97
11. Boulder, Highland School, District No. 3, Boulder county.....	112-113
12. Salida High School, District No. 7, Chaffee county.....	120-121
13. Elizabeth School, District No. 2, Elbert county.....	124-125
14. Colorado Springs, District No. 11, El Paso county, Lowell School.....	128-129
15. Colorado City, District No. 1, El Paso county, Midland School.....	134-135
16. Colorado Springs, District No. 11, El Paso county, Steele School.....	144-145
17. Florence High School, District No. 2, Fremont county.....	148-149
18. Rifle School, District No. 30, Garfield county.....	150-151
19. Glenwood Springs High School, District No. 1, Garfield county.....	152-153
20. Central City Public Schools, District No. 1, Gilpin county.....	160-161
21. Gunnison High School, District No. 1, Gunnison county.....	168-169
22. Golden High School, District No. 1, Jefferson county.....	176-177
23. Arvada School, District No. 2, Jefferson county.....	184-185
24. Wheatridge School, District No. 8, Jefferson county.....	192-193
25. Leadville High School, District No. 2, Lake county.....	200-201
26. Trinidad High School, District No. 1, Las Animas county.....	208-209

27. Trinidad, Santa Fe School, District No. 1, Las Animas county.....	216-217
28. Loveland High School, District No. 2, Larimer county.....	224-225
29. Montrose School, District No. 1, Montrose county.....	232-233
30. Sugar City School, District No. 25, Otero county.....	240-241
31. Holly School, District No. 6, Prowers county.....	248-249
32. La Junta, County High School, Otero county.....	248-249
33. Aspen, District No. 1, Pitkin county, Washington School.....	256-257
34. Pueblo, Carlile School, District No. 20, Pueblo county.....	264-265
35. Monte Vista High School, District No. 9, Rio Grande county.....	272-273
36. Hayden School, District No. 2, Routt county.....	280-281
37. Greeley, District No. 6, Weld county, main group of schools.....	288-289
38. Boulder, District No. 10, Boulder county, rural school.....	304-305
39. Westcliffe School, District No. 2, Custer county.....	320-321
40. Cory School, rural, District No. 9, Delta county.....	336-337
41. Escalante School, rural, District No. 1, Delta county.....	352-353
42. Hill Top School, Joint District No. 30, Douglas and Elbert counties....	369-370
43. Portland school, District No. 3, Fremont county.....	384-385
44. Vasquez School, rural, District No. 32, Jefferson county.....	400-401
45. Gleneyre School, rural, District No. 42, Larimer county.....	417-418
46. Allen School, District No. 13, Mesa county.....	424-425
47. Greeley, State Normal School Building.....	430-431
48. Boulder, State University, main building.....	460-461
49. Boulder, State University, Hale Scientific Building.....	464-465
50. Norrie School and Playground, District No. 8, Pitkin county.....	480-481
51. Colorado Springs, State School for Deaf and Blind.....	490-491
52. Columbine School, rural, District No. 28, Routt county.....	496-497
53. Golden, State Industrial School for Boys, main building.....	504-505
54. Golden, State Industrial School for Boys, Administration Building....	512-513
55. Slater School, rural, on Snake river, District No. 22, Routt county....	544-545
56. Holyoke School, rural, District No. 3, Phillips county.....	560-561
57. Hayden, Upper Valley, rural, District No. 3, Routt county.....	624-625

# INDEX



# INDEX

## A

	Page.
Accredited high schools for admission to State University.....	490
Agricultural College—	
Courses of study.....	429
Enrollment statistics.....	431
Names of instructors and employes, with their annual salaries.....	429
Officers .....	426
Report of State Superintendent of Public Instruction.....	426
The State Board of Agriculture.....	426
Annual Meetings—	
County SuperIntendents' Association, 1901.....	565
County SuperIntendents' Association, 1902.....	566
Colorado Teachers' Association, 1900.....	547
Colorado Teachers' Association, 1901.....	554
Educational Council, Colorado Teachers' Association, 1901.....	563
List of members Colorado Teachers' Association, when organized, 1875....	547
Appeals .....	47
Appeals, decision.....	177
Apportionment state school fund, 1901.....	126
Apportionment state school fund, 1902.....	129
Appropriation and expenses.....	132
Arbor Day circular, 1901.....	598
Arbor Day circular, 1902.....	603
Archuleta county, superintendent's report.....	142
Association of Colorado teachers, 1900.....	547
Association of Colorado teachers, 1901.....	554
Association of county superintendents, 1901.....	565
Association of county superintendents, 1902.....	566
Attorney General, opinions of.....	259

## B

	Page.
Baca county, superintendent's report.....	142
Bar examinations, persons who have passed.....	352
Bent county, superintendent's report.....	142
Bible, decision.....	177
Biennial report, legislation.....	57
Bonds, decision.....	179
Boulder county, superintendent's reports.....	143

## C

Census, 1901.....	74
Census, 1902.....	77
Census, decisions.....	181
Certificates, decisions.....	182
Chaffee county, superintendent's report.....	143
Cheyenne county, superintendent's report.....	143
Circular, Reading Circle, 1901-1902.....	60
Circular of information regarding state certificates.....	40-41
Circular, Humane Education.....	57
Citizen, decision.....	190
Clear Creek county, superintendent's reports.....	144
Colorado bar and dental college examinations.....	335-353
Colorado documents, bound, 1901.....	27
Colorado documents, bound, 1902.....	27
Colorado Fuel and Iron Company schools.....	69
Colorado state and private educational institutions.....	71
Colorado Teachers' Association, 1901.....	547
Colorado Teachers' Association, 1902.....	554
Colorado Teachers' Association, list of original members.....	547
Colorado Teachers' Association, number of members, 1901 and 1902.....	547
Colorado Teachers' Reading Circle.....	60
Compulsory attendance at school.....	15
Compulsory education, decision.....	190
Concejos county, superintendent's reports.....	144
Contracts, decisions.....	191
Costilla county, superintendent's report.....	145
County superintendents, decisions.....	191



	Page
County superintendents, list of, 1900-1901.....	368
County superintendents, list of, 1902-1903.....	370
County superintendents' reports.....	142
Course of study, decisions.....	196
Current year, decisions.....	197
Custer county, superintendent's report.....	145

D

Decisions of State Superintendents.....	18
Decisions of State Superintendents, 1877-1902—	
Introduction .....	177
Appeals .....	177
Bible .....	177
Bonds .....	179
Census .....	181
Certificates .....	182
Citizen .....	190
Compulsory education.....	190
Contracts .....	191
County superintendents.....	194
Course of study.....	196
Current year.....	197
Directors .....	197
Discipline .....	207
Elections .....	207
Electors .....	213
Examinations .....	213
Funds .....	215
High schools.....	219
Holidays .....	222
Kindergarten teachers.....	222
Library .....	223
Loans .....	223
Meetings .....	223
Normal Institutes.....	224
Punishment .....	224
Pupils .....	225
Residence .....	226

Decisions of State Superintendents, 1877-1902—Continued.	Page.
Salary .....	229
School .....	231
School buildings.....	232
School districts.....	235
Taxes .....	242
Teachers .....	245
Text-books .....	251
Tuition .....	251
Warrants .....	252
Year .....	255
Delta county, superintendent's report.....	146
Dental College entrance examinations, persons who have passed.....	367
Denver & Rio Grande Railroad employes' school.....	68
Directions to applicants for county teachers' certificates.....	272
Disbursements, 1901 .....	106
Disbursements, 1902 .....	112
District Normal Institute reports.....	378-421
Donations to State Library.....	29
Douglas county, superintendent's report.....	146

## E

Eagle county, superintendent's report.....	146
Elbert county, superintendent's report.....	147
Elections, decisions .....	207
Electors, decisions .....	213
Enrollment and attendance, 1901.....	80
Enrollment and attendance, 1902.....	83
Examination of teachers, statistics.....	122
Examination Questions—	
Bar—	
Directions to applicants.....	335
Questions, December, 1900.....	336
Questions, March, 1901.....	340
Questions, December, 1901.....	344
Questions, March, 1902.....	347
Rule of Supreme Court.....	335

Examination questions—Continued.	Page.
County—	
Directions to applicants.....	272
Questions, December, 1900.....	274
Questions, March, 1901.....	279
Questions, August, 1901.....	285
Questions, December, 1901.....	291
Questions, March, 1902.....	297
Questions, August, 1902.....	302
Regulations governing .....	271
Dental College Entrance—	
Directions to applicants .....	353
Questions, October, 1901.....	353
Questions, January, 1902.....	358
Questions, October, 1902.....	362
Kindergarten—	
Kindergarten law .....	332
Questions, August, 1901.....	329
Questions, August, 1902.....	332
State—	
Questions, August, 1901.....	309
Questions, August, 1902.....	318
Statement of candidate.....	309
Examinations, decisions .....	213
Executive committees, Normal Institute districts.....	378-420
Expenses Per Capita and School Houses—	
For 1901 .....	94
For 1902 .....	97

## F

Financial State, State Library.....	26
Flag Day, 1901.....	608
Flag Day and Memorial Day, 1902.....	610
Fremont county, superintendent's report.....	148
Funds, decision .....	215

## G

	Page.
Garfield county, superintendent's report.....	148
General Notes—	
County superintendents' associations.....	70
Domestic science .....	70
Kindergartens .....	70
Manual training .....	70
New school buildings.....	69
Number of high schools.....	70
Number of school districts.....	70
School libraries .....	69
Gilpin county, superintendent's report.....	149
Grand county, superintendent's report.....	156
Gunnison county, superintendent's report.....	150

## H

High schools, accredited list for entrance State University.....	490
High schools, decision.....	219
High schools, number of.....	70
Higher standard for teachers.....	17
Hinsdale county, superintendent's report.....	150
Holidays, decision .....	222
Humane education .....	16
Humane education circular.....	57
Humane education law.....	57

## I

Improvements suggested.....	19
Introduction .....	13
Industrial School for Boys—	
Acknowledgments .....	525
Appropriation .....	507
Board of Control, members from 1881 to 1901.....	506
Board of Control, members 1901-1902.....	505
Board of Control, report.....	507
Chapel exercises.....	517

Industrial School for Boys—Continued.	Page.
Chaplain's report.....	522
Common schools.....	511
Dining-room service.....	521
Discipline .....	510
Discipline and punishment.....	520
Exhibit "A"—	
Number of inmates.....	526
Exhibit "B"—	
Ages when received.....	526
Exhibit "C"—	
From what counties boys have been received.....	527
Exhibit "D"—	
Nativity of parents.....	528
Exhibit "E"—	
Nativity of boys.....	529
Exhibit "F"—	
Offenses for which committed.....	530
Exhibit "G"—	
Length of sentences.....	530
Exhibit "H"—	
Number of inmates received each month.....	531
Exhibit "I"—	
Social condition of boys received.....	532
Exhibit "J"—	
School grades when received.....	533
Exhibit "K"—	
Religious denominations.....	533
Exhibit "L"—	
Number of boys assigned to different departments.....	534
Exhibit "M"—	
Work performed in tailoring department.....	535
Exhibit "N"—	
Work performed in carpenter department.....	536
Exhibit "O"—	
Work performed in blacksmith and engineering departments.....	537
Exhibit "P"—	
Work performed in shoe shop.....	538
Exhibit "Q"—	
Work performed in printing department.....	539

Industrial School for Boys—Continued.	Page.
Exhibit "R"—	
Work performed in laundry department.....	540
Exhibit "S"—	
Fruits, vegetables, etc., produced on farm.....	541
Exhibit "T"—	
Number of head of stock, fowls, etc.....	542
Exhibit "U"—	
Milk, butter, eggs, pork and veal produced on farm.....	542
Exhibit "V"—	
Fruits and vegetables put up for the school.....	542
Exhibit "W"—	
Cash receipts.....	543
Exhibit "X"—	
Expenditures under different accounts.....	543
Expenditures and receipts.....	508
Health .....	509
Hospital .....	518
Improvements .....	511
Leaving during term.....	507
Looking backward.....	521
Looking forward.....	522
Manual training.....	515
Military training.....	517
Movement of population.....	507
Musical training.....	516
Needs .....	512
Physician's report.....	523
Recapitulation .....	544
Recreation and amusement.....	517
State agent.....	519
Superintendents, list of.....	506
Superintendent's report.....	510
System under which inmates earn their paroles.....	518
Watchmen in dormitories.....	521

## J

Jefferson county, report of superintendent.....	151
---	-----

## K

	Page.
Kindergarten examination questions .....	329
Kindergarten law.....	332
Kindergartens, number of.....	70
Kiowa county, superintendent's report.....	151
Kit Carson county, superintendent's report.....	151

## L

Lake county, superintendent's report.....	152
La Plata county, superintendent's report.....	152
Larimer county, superintendent's report.....	153
Las Animas county, superintendent's report.....	154
Librarian's report.....	25
Libraries, school, number.....	69
Lincoln county, superintendent's report.....	155
Logan county, superintendent's report.....	155
Louisiana Purchase Exposition.....	63

## M

Magazines and newspapers, lists of.....	33
Manual training.....	70
McKinley memorial fund.....	64
Meetings, Colorado Teachers' Association.....	547
Meetings, decisions.....	223
Meetings, Normal Institutes.....	378
Meetings, State Board of Education.....	47
Meetings, State Board of Examiners.....	39
Memorial Day and Flag Day, 1902.....	610
Mesa county, superintendent's report.....	156
Mineral county, superintendent's report.....	157
Miscellaneous publications—	
Arbor Day, 1901.....	598
Arbor Day, 1902.....	603
Birthdays of Washington and Lincoln, 1901.....	571
Birthdays of Washington and Lincoln, 1902.....	580
Flag Day, 1901.....	608

Miscellaneous publications—Continued.	Page.
Memorial Day and Flag Day.....	610
School Lands of Colorado.....	614
Montezuma county, superintendent's reports.....	157
Montrose county, superintendent's reports.....	158
Morgan county, superintendent's report.....	158

## N

New educational movements.....	65
Normal District Institutes—	
Certificates, bulletin concerning.....	43
Certificates issued.....	375
Executive committees.....	378-420
Programs .....	378-420
Reports .....	378-421
Normal Institute fee fund.....	16
Normal Institute fee fund, account of.....	132
Normal School—	
Annual statement, 1901.....	433
Annual statement, 1902.....	439
Apparatus, 1901.....	433
Apparatus, 1902.....	440
Attendance, 1901.....	433
Attendance, 1902.....	440
Board of trustees.....	451
Course of study.....	449
Diplomas, 1901.....	434
Diplomas, 1902.....	440
Enrollment, 1901.....	433
Enrollment, 1902.....	439
Examining board, 1901.....	451
Examining board, 1902.....	452
Employees, 1901.....	436
Employees, 1902.....	443
Faculty, 1901.....	436
Faculty, 1902.....	443
Financial statement, 1901.....	437
Financial statement, 1902.....	444
Function of the Normal School.....	447



Normal School—Continued	Page.
History of the school.....	446
Library, 1901.....	433
Library, 1902.....	440
Needs of the school.....	447
Normal course of study.....	449
Outline of work.....	450
Relation to the child.....	448
Relation to faculty.....	448
Relation to the home.....	449
Relation to society.....	449
Relation to the state.....	449
Relation to those preparing to teach.....	448
Report of president.....	446

## O

Official visits of deputy.....	141
Official visits of superintendent.....	137
Opinions of Attorney General.....	259
Otero county, superintendent's report.....	159
Ouray county, superintendent's reports.....	159

## P

Park county, superintendents' reports.....	160
Per capita expenses and school houses, 1901.....	94
Per capita expenses and school houses, 1902.....	97
Phillips county, superintendents' reports.....	160
Private schools, list of.....	71
Prowers county, superintendents' reports.....	161
Pueblo county, superintendents' reports.....	162
Punishment, decisions.....	224
Pupils, decisions.....	225
Purchases for library.....	34

## R

Reading Circle, Colorado Teachers'.....	60
Receipts, 1901.....	100
Receipts, 1902.....	103

	Page.
Recommendations to the Fourteenth General Assembly.....	21
Regulations governing county examinations of teachers.....	271
Report of Assistant State Librarian.....	25
Reports of county superintendents—	
Archuleta .....	142
Baca .....	142
Bent .....	142
Boulder .....	143
Chaffee .....	143
Cheyenne .....	143
Clear Creek.....	144
Conejos .....	144
Costilla .....	145
Custer .....	145
Delta .....	146
Douglas .....	146
Eagle .....	146
Elbert .....	147
Fremont .....	148
Garfield .....	148
Gilpin .....	149
Grand .....	150
Gunnison .....	150
Hinsdale .....	150
Jefferson .....	151
Kiowa .....	151
Kit Carson.....	151
Lake .....	152
La Plata.....	152
Larimer .....	153
Las Animas.....	154
Lincoln .....	155
Logan .....	155
Mesa .....	156
Mineral .....	157
Montezuma .....	157
Montrose .....	158
Morgan .....	158

Reports of county superintendents—Continued.	Page.
Otero .....	159
Ouray .....	159
Park .....	160
Phillips .....	160
Prowers .....	161
Pueblo .....	162
Rio Blanco.....	163
Rio Grande.....	164
Routt .....	164
Saguache .....	165
San Juan.....	165
San Miguel.....	165
Sedgwick .....	166
Summit .....	167
Teller .....	167
Weld .....	168
Report of State Library.....	25
Report of State Superintendent—	
Compulsory attendance.....	15
Decisions of State Superintendents.....	18
Higher standard for teachers.....	17
Humane education.....	16
Improvements suggested.....	19
Normal Institute fee fund.....	16
Recommendations to the Fourteenth General Assembly.....	21
Scarcity of teachers.....	17
Special days.....	18
State institutions for higher education.....	14
State school lands.....	18
Requirements for admission to State University.....	489
Rio Blanco county, superintendent's report.....	163
Rio Grande county, superintendent's report.....	164
Routt county, superintendent's report.....	164

## S

Saguache county, superintendent's report.....	165
Salary, decisions.....	229
San Juan county, superintendent's report.....	165

	Page.
San Miguel county, superintendent's report.....	166
Scarcity of teachers.....	17
School bond account, 1901.....	118
School bond account, 1902.....	120
School buildings, new.....	69
School buildings, decisions.....	232
School directors, decisions.....	197
School for the Deaf and Blind—	
Acknowledgments .....	501
Attendance .....	493
Blind department, course of study.....	496
Board of trustees.....	491
Conclusion .....	502
Deaf department, course of study.....	495
Disbursements .....	504
General information.....	491
Graduates .....	494
Health .....	494
Industrial department.....	497
Literary department.....	494
Needs .....	500
Physical training.....	497
Receipts .....	504
Repairs and improvements.....	499
Stratton fund.....	498
Superintendent's report.....	492
Tables .....	503
Visits to eastern schools.....	497
School lands of Colorado.....	614
School libraries, number of and number of volumes.....	69
School of Mines—	
Faculty .....	154
History .....	153
Receipts and disbursements.....	157
Report of president.....	153
Table .....	153
Sedgwick county, superintendent's report.....	166
Special days.....	18

	Page.
State Board of Education—	
Appeal cases.....	47
Dates of meetings.....	47
Names of holders of state certificates.....	51
State Board of Examiners—	
Circular of information.....	39
Circular of rules for state diplomas.....	41
Dates of meetings.....	39
Normal Institute certificate, bulletin.....	43
State certificates—	
Circular of rules concerning.....	41
Names of holders.....	51
State educational institutions—	
Agricultural College.....	426
Industrial School for Boys.....	505
Normal School.....	433
School for Deaf and Blind.....	491
School of Mines.....	453
University of Colorado.....	460
State examination questions—	
August, 1901.....	309
August, 1902.....	318
State institutions for higher education.....	14
State school lands.....	18
Statement of candidate for state examination.....	309
Statistical reports—	
Apportionment for the year 1901.....	126
Apportionment for the year 1902.....	129
Appropriation and expenses.....	132
Census for the year 1901.....	74
Census for the year 1902.....	77
Disbursements for the year 1901.....	106
Disbursements for the year 1902.....	112
Enrollment and attendance, 1901.....	80
Enrollment and attendance, 1902.....	83
Examination of teachers, 1901.....	122
Examination of teachers, 1902.....	124
Normal Institute fee fund.....	132
Per capita expenses and school houses, 1901.....	94

Statistical reports—Continued.	Page.
Per capita expenses and school houses, 1902.....	97
Quarto-centennial comparative statistics.....	133
Receipts for the year 1901.....	100
Receipts for the year 1902.....	103
School bond account, 1901.....	118
School bond account, 1902.....	120
Teachers and salaries, 1901.....	86
Teachers and salaries, 1902.....	90
Summary of school legislation of Thirteenth General Assembly.....	57
Summer school, Denver.....	65

## T

Taxes, decisions.....	242
Teachers, decisions.....	245
Teachers and salaries, 1901.....	86
Teachers and salaries, 1902.....	90
Teller county, superintendent's reports.....	167
Text-books, decisions.....	251
Tuition, decisions.....	251

## U

University of Colorado, biennial report—	
Athletics .....	468
Attendance .....	460
Buildings and grounds.....	465
Certificate of indebtedness.....	471
College of Liberal Arts.....	463
Degrees conferred.....	461
Departments of the University.....	460
Executive Order.....	471
Gifts .....	472
Graduates .....	461
Graduate courses.....	461
High School Day.....	466
Inventory .....	488
Librarian's Report.....	486
Loan .....	469

University of Colorado, biennial report—Continued.	Page.
Needs .....	468
Pay roll.....	475
Preparatory school.....	465
Relation to the High Schools.....	466
Report of Regents.....	460
Report of Secretary.....	479-485
Report of Treasurer.....	484
Requirements for admission.....	489
Resolution of the Regents.....	472
School of Applied Science.....	463
School of Law .....	464
School of Medicine .....	464

## W

Warrants, decisions.....	252
Washington and Lincoln Birthday Circular, 1901.....	571
Washington and Lincoln Birthday Circular, 1902.....	580
Weld county, superintendent's reports.....	168

## Y

Year, decisions.....	255
----------------------	-----















