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OF THE  
SUPERINTENDENT  
OF PUBLIC INSTRUCTION  
COLORADO



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INDUSTRIAL EDUCATION, MANUAL TRAINING HIGH SCHOOL, DENVER.

*Compliments of*

*Mathew M. Cook.*

*State Superintendent of Public Instruction.*





*Casimiro Barba,  
Senator 4th Senatorial District.*

# REPORT

OF THE

## State Superintendent of Public Instruction

OF THE

## STATE OF COLORADO

For the Years 1909-1910

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Katherine M. Cook  
State Superintendent of Public Instruction



THE SMITH-BROOKS PRINTING CO., STATE PRINTERS  
DENVER, COLORADO  
1910



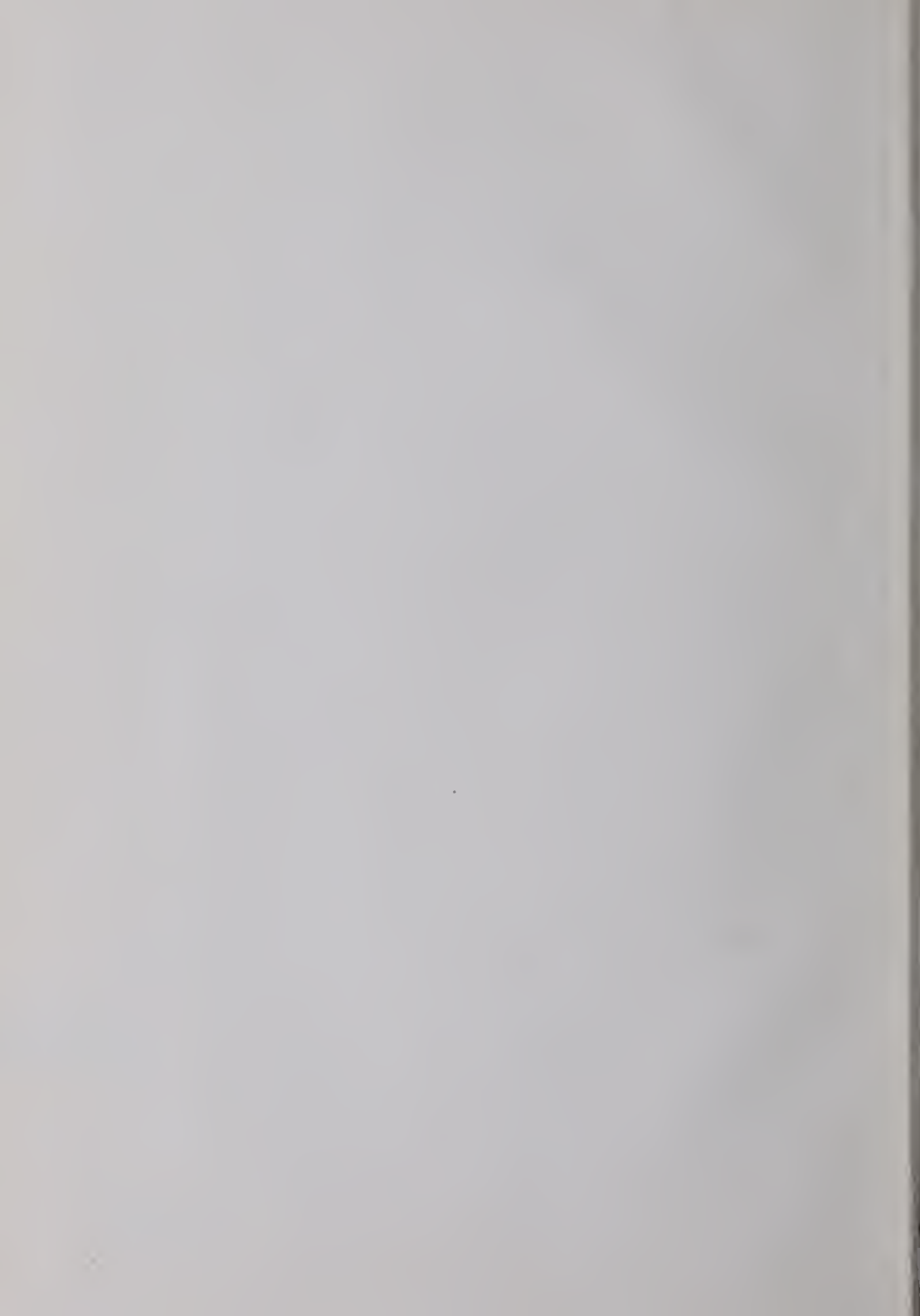
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BIENNIAL REPORT  
OF THE  
State Superintendent of Public  
Instruction

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Denver, Colorado, November 30, 1910

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To His Excellency,

The Honorable JOHN F. SHAFROTH,  
Governor of the State of Colorado.

Dear Sir—I beg to transmit, in obedience to the provisions of the law, this report on educational conditions and school operations and progress throughout the State for the biennial period of nineteen hundred nine and ten.

Permit me to say, in the beginning, that, in my judgment, we have much to do; in fact, we have hardly begun to work out a satisfactory system of education for our children in this State. It is not intended to imply that our schools, in many cases, are not doing good and conscientious work, nor, to underestimate the many advantages of our present system; but it is intended to urge that a large percentage of our children have very inadequate facilities for obtaining an education. They attend school in badly equipped and unsanitary buildings, in charge of poorly paid, untrained and incompetent teachers.

Colorado is a young State, whose growth and development have been so rapid that our increase in school population has been greater, in proportion, than district valuations. We have been so absorbed in keeping abreast of the times commercially, that we have neglected to do so educationally; and, in view of the vast changes during recent years, in the social, economic and industrial life of the community, those who have the responsibility of controlling and directing the educational activities of the State should recognize the necessity of adjusting public school conditions to the needs of the times. This adjustment can be made without sacrificing any of the advantages of our present school system—retaining all of the ideals of the old, while improving and enriching the new.

Very large numbers of our children are attending schools in third class districts; nearly all of these in one-room schools, and

many of them are enrolled in schools with an attendance of less than ten pupils. The great majority of these children are taught by untrained and inexperienced teachers, with no supervision except that furnished by the county superintendent of schools. Under present conditions, in this State, it is a physical impossibility for many county superintendents to visit the schools in their counties more than once a year. Some county superintendents travel more than four thousand miles, largely by wagon, in order to do that. It is particularly unfortunate that such a state of affairs exists in localities where the bad physical conditions of the buildings, and the youth and inexperience of the teachers, make organization and supervision more necessary than in the richer and more populated districts, where a greater abundance of money and a stronger sentiment of the people demand better teachers and supervisors.

In two counties of this State the annual salary of the county superintendent is one hundred dollars; in thirteen counties, five hundred dollars; in ten counties, eight hundred dollars; in sixteen counties, eleven hundred dollars; in ten, twelve hundred dollars; in five, two thousand dollars; and, in three, twenty-eight hundred dollars. In two-thirds of our counties, the county superintendents work for a salary of eleven hundred dollars or less. Not only are the salaries ridiculously low in many counties, but it is certainly far from creditable to our educational system that supervising officers, at the head of county and state school systems, have no required educational qualifications of any nature. It is true that in many localities the sentiment for educators to fill these positions is sufficiently strong so that unqualified persons seldom aspire to them; but this is by no means universal; and it is not a rare occurrence, even where trained and experienced educators are available for these positions, that political exigencies, of various natures, place them in the hands of incompetent persons, many of whom have never been teachers and supervisors themselves, and some have never been actively identified with the educational interests of the community.

It would be much better if State and county superintendents were appointed by non-political or educational boards, because of eminent qualifications; but, if our present system is to continue, the law should require at least a first grade certificate, or its equivalent from an academic standpoint, and the aspirant should have been actively identified with educational work in this State for at least five years at the time of the election.

In this day of specialization, it is becoming more and more necessary that teachers, as well as carpenters, machinists, lawyers, doctors and followers of every other occupation, should have special training for their work, and, unless the supervising officer has at least equal qualifications with the teacher, it is unreasonable to hope that he can, in any adequate manner, supervise the work of his assistants, or be of any practical or inspirational value to the school system. The day has passed when the

superintendent of schools can serve in the capacity of clerk, instead of in the capacity of an educator, and still fulfill his mission.

One of the unfortunate conditions of our school system is the fine line of distinction which is drawn between districts of the first class and those of the second and third classes. First class districts conduct their own teachers' examinations; have special supervisors, special reading circles and teachers' meetings; hence do not attend county institutes, associations, reading circle meetings, etc., or become, in any way, identified with the interests of the county teachers. In many cases this difference of interests brings about friction, instead of sympathy and co-operation, between city superintendents and county superintendents, as well as between teachers of the different districts, and encourages a sort of aristocratic class distinction between city and rural teachers, which is not conducive to the best interests of the profession. This is by no means the fault of the individual concerned, but it is the fault of unfortunate conditions, which emphasize for teachers, as well as for pupils, the inequality of opportunity now existing in our school system.

A long and earnest study of the public school situation in Colorado has convinced me that the efficiency and economy of school administration may be promoted in the following ways:

#### District Reorganization—

There should be greater equality of opportunity, to the end that every boy and every girl in this State, wherever they may live—whether it be in the coal camps or the mining towns, the dry farms or the irrigated regions, in the slums or the best residence districts of our cities—may have equal facilities for developing the best that is born in them, and for obtaining at least a good, practical, elementary education.

There should be greater equality of taxation, to the end that children living in sparsely settled portions of our State, where valuations are so low as to render it impossible to maintain satisfactory school conditions, may, without working too great hardships upon the tax-payers of the locality, have better school advantages.

There should be a simpler and more efficient form of rural school organization and supervision. The district unit of organization is too small to be entrusted with matters of such vital importance as those concerning the details of the education of the children. Especially is this true where the taxing power is concerned. Local jealousy, parsimony and individual indifference help to make the district unit unsatisfactory in actual practice. The school directors are often persons without insight into the needs of schools and their proper management, especially in regard to the selection of books, courses of study, etc.—problems properly coming within the ability of trained educators. Those capable of doing this kind of work are usually too busy with their regular occupations to devote the necessary time to the proper

conduct of school districts. Teachers are employed from considerations of friendship or relationship, rather than because of ability and experience. Buildings are poor, badly lighted, and unsanitary. Equipment is meager, grounds are unsightly, and the term short.

While children in populated districts have nine months school, thousands of children, in our rural districts, have only from three to six months. The number of pupils is so small as to arouse very little interest or rivalry among the pupils, and the number of classes so large as to make five and ten minute recitations necessary. All must admit that a school, with an actual daily attendance of less than ten pupils, is too small for effective work, especially where eight grades are to be taught; and many states are passing laws closing these schools, and transporting the children to neighboring larger ones.

Outside of cities and towns, a comparatively small percentage of our boys and girls have the opportunity for high school education. To remedy these conditions, many states are adopting the township and county organization plan. Since the township is not a recognized unit in this State, the county organization plan seems most feasible. This would make it possible to treat urban and rural parts of the county alike, so far as practicable. A board of education, composed of representative persons, elected by the people of the county for a term of five years, one retiring each year, could manage all the schools. The school tax could be levied at a uniform rate, upon all the property of the county, thus giving all of the schools in the county the benefit of railroad and other corporation taxes. The county and State funds could then be distributed according to the number of children to be educated, and, to the needs of the particular localities. When necessary, there could be a special district tax.

The same qualifications should be required for country and for city teachers; at least, teachers should be treated as nearly alike as conditions permit, and should be paid the same, or about the same, salaries. Schools should be in session the same length of time. One superintendent could have charge of all the schools, and could be furnished with assistants when necessary.

If this system prevailed, school houses would be far more apt to be built where they are needed, than under the present system. Equality of school provision, in respect to school houses and grounds, school terms, and character of teachers, would be more fully secured. Larger numbers of children could be brought together, hence greater interest and enthusiasm, better teaching and grading and more careful supervision could be secured.

This would not necessitate, but would encourage, consolidation of rural schools, and promote simplicity and economy of administration, and would eliminate in a great degree the evils of the present system. It would make it possible to procure



high school advantages for children who are now, by necessity, forced out of school at the close of the eighth grade.

I respectfully recommend to Your Excellency and the members of the Legislature that this plan receive your earnest consideration; and I believe some similar plan absolutely necessary to equalize school taxation and facilities in the counties of this State. I have no doubt it could be inaugurated by the coming session of the Eighteenth General Assembly. Although it would meet opposition, it is well to remember that any established order, however objectionable, will always have its adherents; and changes of importance are never accomplished, anywhere, without a struggle. The inherent weakness of the independent district system has frequently been pointed out by educators, for many years, but the complete failure of the system to meet the needs of rural and village communities has become much more apparent to the general public in recent years than formerly.

#### State and County Superintendents—

I believe it will be generally admitted that county school supervision can not be put upon a true professional basis until the selection of a superintendent is removed from party politics.

The county superintendent should be selected by a board, in some such manner as city superintendents are now selected. He should be chosen because of educational qualifications only, without prejudice, and with a view to the best interest of the schools; should be retained in office during good service, and should receive as large a salary as the available funds will justify. The elimination of politics is the only guarantee we can have of a reasonable tenure of office, and that the qualifications and real fitness of the candidate will be given just consideration.

County superintendents should have much more authority than they have under the present law. The county superintendent should have a voice in the choice of teachers and of books, and in the making up of the course of study. Under the existing law, in this State, almost the only real authority the county superintendent has, consists in the adjustment of disputed boundary lines, and the changing of territory from one district to another.

I also desire to urge upon Your Excellency and the General Assembly the need of a change in the manner of selecting a State superintendent. Colorado demands that any aspirant to the position of Attorney General be a lawyer in good standing, admitted to practice before the Supreme Court; the state engineer, the bank examiner, the insurance commissioner—in fact, all officers whose duties necessitate technical or professional experience—have certain required qualifications, with the exception of the State Superintendent of Public Instruction, for which office the only stipulated qualification is, that the person holding it should be over thirty years of age. This office, also, should be removed from partisan politics, and should require educational qualifica-

tions and experience, knowledge of school conditions in this and other states, and should always be held by one who is actively engaged in school work in the State, and who has been for at least five years prior to his appointment.

In my judgment the office should be appointive. Either the Governor or a State educational board could be safely charged with this duty. Under the present system the selection of State Superintendent must be made from a few self-appointed candidates. The expense connected with campaigning for office is so great, and the tenure so short and uncertain, that the best work is not possible, and the best educators not available. The election or appointment should be made without expense to any applicant, and with respect only to ability to give eminent service to the State.

This would be a change in line with that already effected in many states, as evidenced by the fact that in ten states the superintendent is now appointed by the governor, and in four states by educational boards.

#### Professional Qualifications of Teachers—

However much we may succeed in accomplishing by better boards, better school systems, better courses of study,—the real responsibility rests with the teacher, and it avails little if all other conditions are satisfactory, if the teacher does not measure up to the required standard.

There has been a mistaken idea that teachers are born, not made, but we have learned that there are not enough born teachers to supply the demand, and that even born teachers can be made much better by systematic training. It is unfortunate that in this most important of occupations there are so many neither born nor made teachers, but makeshifts; and that while good, well prepared and experienced teachers receive salaries that are entirely inadequate, yet a large majority of the makeshift teachers, with no special fitness for the work they are trying to do, are getting much more than they are worth.

Better salaries and better equipped teachers must go hand in hand. If teaching is to be established on a professional basis, as both the good of the teacher and the welfare of the school imperatively demand, no one should be permitted to enter the profession who does not add to adequate academic training a specific knowledge of the science and art of teaching.

No teacher, untrained professionally, should be permitted to learn his work in the school room, at the expense of the children's minds, any more than doctors are permitted to learn their work at the expense of the children's bodies. Every teacher should know as much as possible about the history and philosophy of education, methods of teaching, school law, management and administration. At present the provision for professional training of teachers, in this State, is entirely inadequate, especially that for the training of rural teachers.

The products of our normal school and universities are needed to supply the demands of cities, and their courses have been shaped largely with this end in view. We have not nearly enough summer schools to accommodate those who should be in attendance, and summer institutes are entirely inadequate to fit teachers in professional lines.

I recommend that provision be made for six weeks' summer normal schools at convenient places throughout the State; that no person be permitted to teach who has not had at least high school training, or its equivalent, and, in addition, at least six weeks' professional training in a recognized school for teachers. Special courses should be provided for rural teachers, including agriculture, nature study and farm life, both in the summer schools and in the regular courses of our established normal schools.

### School Buildings—

It is surprising how many unsightly, ill-adapted school buildings exist, which, if the money expended in their construction had been used to the best advantage, would be both sanitary and convenient. A bulletin was prepared and distributed by this department, with special reference to the needs of schools located in rural districts and small towns, since the larger cities have, as a rule, sufficient funds at their disposal to employ competent architects to make plans for suitable buildings in which to school our children.

Whether a school building contains one, ten or twenty rooms, it should be so arranged as to secure not only the greatest convenience in school work, ready means of exit in emergencies (and other conditions necessary in all public buildings), but particularly good heating and ventilating systems and lighting facilities. Unfortunately, it is rarely the case that we find school buildings satisfactory in all these features. It is especially deplorable to see new buildings being erected, sometimes at great cost, in which as little attention is paid to these important matters as was done in the old buildings.

It also happens frequently that where ventilating and heating systems have been installed the teachers and janitors, through unfamiliarity with their operation, fail to obtain the best results.

Surely every child is entitled to comfortable and sanitary conditions in the school room, where he spends from five to six hours every school day, and no district should be placed in the position of forcing pupils into buildings, or surrounding them by conditions which are injurious to their physical welfare.

The school is not worth more than the district pays for it, and if school premises are unattractive or repulsive, work with real spirit in it is not likely to be accomplished.

The site of the building should be so selected as to provide for ample play grounds and, when possible, school gardens.

The problem of adequate playgrounds is just as important in the rural districts and small towns as it is in large cities. Particular attention should be given to this selection, and schools should be located where water is available, either in ditches or from wells supplied with wind mills.

Concerning the selection of grounds for a school building experience has taught, and authorities urge us to consider, the following:

First. The grounds should be of sufficient size to give at least thirty square feet of space to each child in the school.

Second. Whenever possible a site slightly elevated above the surrounding ground should be selected.

Third. A school should not be located near other buildings, nor should trees be planted too close to school buildings.

Fourth. A school should not be located in an unsightly place or on unproductive soil.

The danger of having trouble with the foundation owing to the presence of "ground water" is sufficient to cause boards of education to exercise much care relative to the advantage of the site. Slightly elevated ground, as a rule, not only secures good drainage, but gives advantage to the architect, and to the landscape gardener, in their efforts to make the building and grounds artistic and beautiful.

It is difficult to properly light and ventilate a building where obstructions to light or air are too near it. One writer says that *neighboring buildings should be distant not less than twice their height from a school building*. Occupied buildings near a school building prove a nuisance during the study as well as the play period of the school.

Too often rural communities select a poor or worn out piece of ground upon which to build the school house. On such soil it is impossible to make the surroundings attractive. It should be the aim of every rural community to show less fortunate fellow citizens of the city how attractive a school ground can be. Though there be but a one-room building, the school grounds can and should be made the civic center of every rural community.

A few important principles should be constantly before those who have upon them the great responsibility of building a school house, whether it be a large or a small one.

First. The building should be adequately and properly lighted, heated and ventilated.

Second. The rooms should be as nearly square as possible, and of sufficient size to accommodate from thirty to forty pupils.

Third. Class rooms, where children remain all day, should never be placed below the level of the ground.

Fourth. Well lighted and ventilated wardrobes should be provided. Whenever the main halls are used as wardrobes, neat racks, rubber cases and umbrella racks should be provided.

Fifth. To guard against the evil effects of "ground air" the walls and floors of the basement should be cemented.

Sixth. The rooms should be finished so as to provide the least possible amount of dust-resting places.

Seventh. Adequate toilet rooms should be provided, and, whether placed inside or outside the main building, they should be absolutely separate for the two sexes.

If a school building is so constructed that it could be said that its builder had given adequate attention to the essentials noted above, it ought to grade high on a percentage basis. There ought to be such a basis for grading our school buildings, as well as our school equipment and grounds.

There are, however, other much-to-be-desired features of the modern school which we may enumerate, though space forbids discussion. Schools should have:

First. A play room in the basement, well lighted and ventilated.

Second. A lunch room equipped with small folding tables.

Third. A general work room, provided with materials to weigh, measure, count, etc., placed in strong cases and bins.

Note—(One room properly constructed could serve all three of the above purposes.)

Fourth. A reading and library room.

Fifth. A work shop for boys.

Sixth. A model kitchen for girls.

Seventh. An assembly room.

The modern school building which has been built with an eye single, not to its cost, but to its efficiency, has all, and more than all, of the appointments which have been mentioned. It is recognized that school buildings must be kept within reasonable bounds as to costs, but the most essential things demand not so much a lavish as an intelligent expenditure of money.

To the end that better accommodations be furnished, I recommend that the Legislature create a school building commission of three members, who shall be appointed by the Governor, one of whom shall be an architect, and who shall receive a per diem of four dollars for time actually engaged, whose duty shall be to pass upon plans for all school buildings, where finances do not permit of engaging the services of an architect, such plans to be approved before warrants can be drawn for payment on the building.

### Playgrounds—

Playgrounds, in connection with school work, are receiving more and more attention each year, especially in our cities. In nearly every town or city some provision for this work is made, and in many cases where new buildings are in course of erection the site has been chosen with reference to the need for play-

grounds. However, the equipment of country and village school grounds for healthful and attractive games is a much neglected matter. There is a mistaken feeling that the boys and girls of the farm do not need such provision.

In the effort to promote this phase of the work in districts where only a small amount of money is available, a chapter suggesting playground apparatus that could be obtained at little cost was added to a bulletin on buildings, issued by this department during the past year. A playground can be fairly well equipped, if these suggestions are followed, for from ten to twenty-five dollars. Many superintendents have followed the suggestions with gratifying results. Any board willing to spend a little time and money will find the expenditure amply justified in the pleasure of the children, as well as in the discipline of the school.

The State Board of Land Commissioners, in order to encourage playgrounds in connection with schools, will donate from one to five acres for playground and school garden purposes to any school occupying school land whose board of directors is willing to spend a reasonable amount for equipment.

#### Physical Examination—

Among several worthy laws concerning schools, enacted by the Seventeenth General Assembly, no one was of greater importance for the protection of children than that concerning the physical examination of children.

Section 2 of this bill provides that:

“Every teacher in the public schools shall report the mental, moral and physical defectiveness of any child under his supervision, as soon as such defectiveness is apparent, to the principal, or, where there is no principal, to the county superintendent. Such principal or county superintendent shall promptly notify the parents or guardian of each child found to be defective, of the child’s defectiveness, and shall recommend to such parents or guardian that such child be thoroughly examined as soon as possible by a competent physician or surgeon with special reference to the eyes, ears, nose, throat, teeth and spine.

“If the parents or guardian of such child shall fail, neglect or refuse to have such examination made and treatment begun within a reasonable time after such notice has been given, the said principal or superintendent shall notify the State Bureau of Child and Animal Protection of the facts; Providing, however, that whenever it shall be made to appear to the said principal or superintendent, upon the written statement of the parent or guardian of said child, that such parent or guardian has not the necessary funds wherewith to pay the expenses of such examination and treatment, the said principal or superintendent shall cause such examination and treatment to be made by the county physician of the district wherein said child resides; and it shall



THE NEW COUNTY HIGH SCHOOL, MONTROSE, COLO.





be the duty of such county physician to make such examination and treatment, and if he be unable to properly treat such child he shall forthwith report such fact to the county commissioners of the county with his recommendation."

The necessary blanks, etc., are supplied by the State Superintendent of Public Instruction, and the reports are forwarded to this department.

While the returns are incomplete and not wholly accurate, owing to unfamiliarity of teachers with the law and its provisions in this, the first year of its existence, they are sufficiently complete and reliable to give a fair idea of its importance.

The report is tabulated by counties, and will be found among statistics at end of this volume. Out of the sixty counties in the State, Dolores, Garfield, Kiowa, Larimer, Park and Washington failed to make any return. The law was not complied with by the superintendents, principals and teachers of these counties, and the children in their schools are not included in the totals.

In the remaining fifty-four counties 108,798 children are enrolled. Of this number 92,427 were examined, with the result that 41,546 were found defective physically, mentally or morally to a degree sufficient to warrant reporting their condition to their parents, in accordance with the terms of the law.

Surprising as this result is, and certain as it is to be received with incredulity by all who have given the matter little or no attention, it is still short of the percentage of defectives found elsewhere. It must be remembered that this examination is pretty thorough and searching, and covers defectiveness of any kind, which in many cases might go unnoticed for years, even by the parents of the children. This is especially true of the sight, hearing and breathing tests. The law provides that especial attention be paid to the eyes, ears, nose, throat, teeth and spine. If defectiveness were looked for in no other organs, and if mental and moral defectiveness were left out altogether, the number of children found defective would very nearly equal the total found. In fact the returns show that sight, hearing and breathing alone would account for nearly all of them. The number of adults who have perfect sight, perfect hearing, and whose air passages are in normal condition is very small, indeed; and while the proportionate number of children normal in these respects is higher, it is much lower than most people suppose.

The returns from Colorado show 45 per cent. of defectiveness in the children examined. In Chicago, out of 123,897 children examined, 51 per cent. were found defective; in Kansas City 56 per cent. were found defective.

Out of the 41,546 children found defective in Colorado, defects of sight existed in 26,978, hearing in 6,155, breathing in 8,045, and other unclassified defects, 21,825. There were 3,071 mental defectives and 746 moral defectives.

In Chicago 32.3 per cent. had defective teeth, 20 per cent. enlarged tonsils and 15.9 per cent. defective vision. In Colorado 29.1 per cent. had defective vision, a difference which our brilliant sunshine and frequent dust storms may perhaps account for in part.

In Colorado 6.6 per cent. had defective hearing and 8.8 defective breathing.

It was found in one school in Denver, the only one in which such a record was kept, that the teachers' examination made under the directions from the Superintendent of Public Instruction, was confirmed by the physician's diagnosis in ninety-eight per cent. of the cases discovered by teachers and reported to the parents for medical examination. If a like degree of accuracy or anything approaching it was reached in the rest of the schools hardly anything better can be asked.

Without going further into an analysis or comparison of the results obtained than to say that they show for the first year a value and importance not merely justifying the law, but fixing its place as a permanent part of our school law not less in importance than the instruction for which our schools have heretofore existed, it may be said that Colorado is far in the lead of any other state or country in the world. England is the most progressive foreign country in this respect, yet she ranks below Massachusetts, and the superiority of the Colorado law over that of Massachusetts is so great as to be practically out of comparison.

Out of the 41,546 cases of defectiveness reported to the State Superintendent of Public Instruction as having been discovered, and presumably reported to the parents of the children, 221 cases were reported by teachers to the State Bureau of Child and Animal Protection for failure of parents to have the medical examination indicated by the teachers' examination made. Whether this was the total number of cases which should have been reported we have no means of knowing. In the absence of further information it may be assumed that it does not depart far from the total which should have been referred.

With one exception the parents in all these cases were induced by letter or by the visit of our officer to do whatever the children's condition required. In the one case where it was necessary to bring the parents into court the child's throat was nearly closed by enlarged tonsils and his health seriously affected. At the trial the father was sentenced to thirty days' imprisonment.

Owing to the failure of some superintendents, principals and teachers to comply with the law and the reluctance of others to do so the instructions of the State Superintendent of Public Instruction this year contain the following paragraphs:

"The requirements of the law providing for the examination and care of children in the public schools are mandatory upon teachers, principals and county superintendents.

"In all cases where teachers, principals and county superintendents fail, neglect or refuse to comply with the terms of the law it will be the duty of the State Bureau of Child and Animal Protection to enforce against them the provisions of the following sections of the law for the protection of children:

"It shall be unlawful for any person having the care or custody of any child wilfully to cause or permit the life of such child to be endangered, or the health of such child to be injured, or wilfully to cause or permit such child to be placed in such a situation that its life or health may be endangered \* \* \* or in any other manner injure such child.

"Any person who shall be convicted of violating any of the provisions of the preceding section of this act shall be fined not exceeding one hundred dollars, or be imprisoned in the county jail not exceeding three months, or both, in the discretion of the court; and upon conviction for a second or any subsequent offense shall be fined not exceeding two hundred dollars, or be imprisoned in the county jail not exceeding six months."

A quantity of informative circulars, one on the care of the teeth, prepared by the Denver Dental Association, and one on the care of the eyes, ears, nose and throat, prepared by the Humane Education Society, Denver, were sent to the county superintendent of schools, accompanied by the following letter:

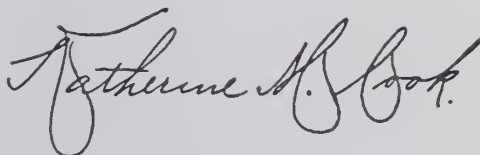
STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

February 14, 1910.

To the County Superintendent of Schools:

I am sending some circulars on the physical care of children, prepared by the Humane Education Society and Denver Dental Association. They are for general distribution. It is hoped, by those who have issued them, that they will prove of some assistance in the enforcement of the new law on the physical examination and care of children in our public schools.

Respectfully,



The circulars mentioned have, also, been incorporated in the State course of study.

While we were somewhat lenient in the enforcement of this law, during the past year, because of its newness and the fact that parents and teachers were both unfamiliar with its provisions, I believe it should hereafter be rigidly enforced,

and I feel the utmost confidence in the ultimate good to be accomplished thereby.

### Salaries—

So much has been said on this subject, so much that is of a more or less superficial and sentimental nature, that one hesitates to express an honest opinion, because it is almost sure to be misunderstood. I have said before in this report that in my judgment a great many teachers are now receiving more than they are worth, and a great many more are working for an amount that is infinitesimal compared to the services they are rendering to the community.

The value of a good teacher can not be estimated in dollars and cents; a poor one is worth very much less than nothing.

Much as Americans believe in the public education, and the consequent importance of the teaching profession, they fail utterly to give it adequate support, either socially or financially. I have always believed that the only way to get better salaries is to get better teachers, and, while they are absolutely dependent upon each other, it is probable that we must aim to be *better teachers first*, because the public, it seems, must be convinced. Mr. Focht, in his book, "The American Rural School," gives two reasons why better salaries prevail in Europe than in the United States:

- (1) Higher professional requirements.
- (2) Stronger popular appreciation to the teacher's service and calling.

It is not difficult, and, I am sure, not necessary—the subject is so familiar—to quote statistics which show that carpenters, painters and mechanics of all kinds receive higher yearly salaries than teachers.

I believe we need a law providing a minimum salary for teachers, which shall include better school support and assistance for poor districts, either from State or county tax; and, at the same time, we should require a minimum amount of academic and professional training before persons are allowed to teach, as already recommended in this report.

### Agriculture and Nature Study—

During the last two years the demand has been increasing for agriculture and nature study as a subject to be included in the regular curriculum of schools in rural and farm communities.

The methods of introducing it have been discussed at teachers' associations, and a few county superintendents are making special efforts for this work. The Agricultural College sent five professors out during the summer, and courses of one or two weeks duration in agriculture, nature study and domestic science were placed in each of the thirteen teachers' normal institutes.

I have felt that our teachers realize their own inability to teach these branches, because of their own lack of special training

for this work, and, for this reason, every effort possible has been made to assist them. The State course of study, recently compiled, contains a graded course in these subjects, and a special bulletin on agriculture and nature study, suited for work in the seventh and eighth grades, has been prepared by Professor Frear, of the Agricultural College, and issued and distributed by this department.

Last year nature study leaflets were sent out each month to teachers in the State, each containing an interesting subject of Colorado plant or animal life. The leaflet on the beaver, and one of the letters sent out from this department in connection with it, follow:

### NATURE STUDY LEAFLET.

February, 1910.

#### A BEAVER STORY

BY ENOS A. MILLS.

Up in the mountains, at the source of the North St. Vrain, is a typical beaver home. The house is a rude one in form, and stands in the upper edge of the pond near where a brook enters.

Most wild animals are homeless wanderers; the beaver, however, lives in a home of his own building, and does so many interesting, useful things that I like him better than any of the wild people, except our friends, the birds.

A beaver dam three feet high and eighty feet long forms this pond by the St. Vrain, around which are thick growths of willow and a few small groves of aspen.

I had long wanted to have a close look at the house and to take some measurements. The opportunity came one November a few days after the pond was frozen over. The pond was one hundred and twenty feet wide, and measuring from the place where the brook came into the dam it was eighty feet long. The house was made of a mixture of mud and long willow sticks. I measured the house around the bottom on top of the ice. It took twenty-six feet of rope to go around it, while the top of the house was exactly five feet above the ice. Wondering how much of the house was in the water under the ice, I thought to measure by thrusting a pole to the bottom. Since the ice was not very thick, I attempted to accomplish this by holding the pole in a vertical position, raising it, then bringing it down with all my strength to force it through the ice. It went through the ice, and so did I. The water was two and one-half feet deep; so, all together, the house was seven and one-half feet high.

Most beaver houses have two entrances. These usually consist of two holes about one foot in diameter that extend from the floor to the bottom of the pond. Beaver houses do not have any other openings, except some very small air holes in the top of the structure.

The room in this house was like the rooms of most beaver houses; it was circular, four feet across and two and one-half feet high, while the floor, with two entrance holes in it, was about three inches above water or pond level.

In the water by the house was a large brush-heap of green aspen and willows. This was the beaver's granary or food pile, and would supply food for this entire household during the whole winter season. When hungry a beaver would go from the floor of the house down through one of the entrance holes into the pond, there take a stick up into the house, and then, when his meal is finished, carry all rubbish down again into the pond, for the beaver is a clean housekeeper.

Beavers do most of their work by night, but occasionally work in the daytime. One autumn afternoon I hid on top of a rock pile close to this beaver pond and watched three beavers at work. They were cutting down aspens for winter. One beaver concluded to cut down an aspen that was five inches in diameter. In the beginning of his labors he rose up and placed his forepaws against the aspen tree, propped himself by extending his hind legs wide apart, and began cutting. He worked steadily until he had a deep notch in the tree. Then he stopped, tucked his tail between his legs, sat down on it and continued cutting. After gnawing away for one hour and fifteen minutes he stopped and thumped the ground three or four times with his tail, then scampered away, and with him scampered the other two beavers just in time to escape injury from the falling tree, which came to earth with a resounding crash.

Our beaver then removed the limbs of the tree and gnawed the trunk into short lengths, so that he would be able to carry them away. While he was working on the fallen tree one of the other beavers, who had felled a very small aspen, was dragging it, limbs and all, to the pond. This was hard work, and it consumed much time. When the tree was finally placed in the water the beaver caught one of the limbs in his teeth and swam away, easily dragging the tree through the water to the pile of other green trees in the water beside his house.

While the beaver with the five-inch aspen was still busy cutting it into sections a coyote came along and tried to catch him. The agile beaver, however, fled for the pond and jumped in just as the coyote snapped for his tail. He escaped, but it was a close call. Once in the water, he was safe.

Beavers have very short legs, and on land are so slow and clumsy that their enemies often catch them. In water, however, they swim and dive so easily that they usually escape their foes.

Beavers need water, so that they may move about without danger of being caught by enemies, and also that they may go about more quickly and may transport more easily the trees that they cut down for food. To have access to water at all times in the year it is necessary for the beaver to build reservoirs or ponds.

These are made by building a dam across a brook or stream, and, as a result of their skill shown in accomplishing this work, beavers have been called "our first engineers."

The striking points in a beaver are his four sharp front teeth, so much used in cutting trees, and his long, flat, broad tail. In most respects a beaver looks like a gigantic muskrat, weighs from twenty to seventy pounds, and is from thirty to forty inches long.

Although beavers in a few places do damage, most of their work is beneficial to us. Beaver ponds along mountain streams conserve our fish supply, since these ponds are places of deep water in which fish are safe from low water in time of drought, as well as a protection against the thick ice of winter.

A beaver pond on a mountain stream delays the run-off of storm water, checks floods and helps to equalize stream flow. Each pond, too, catches and saves some of the soil that is being washed away. Thousands of acres of farm land and countless mountain meadows are of soil saved and packed in beaver ponds.

There are numerous mountain streams in Colorado where beavers could be useful or on which beaver fur farms could be maintained.

It would pay the people of Colorado to have more beaver. It will be an advantage to every young person to know more of the interesting, skillful, adroit ways of this useful animal. Beavers practice a kind of conservatism and help save fish, soil and water. Their picturesque, permanent houses gladden lonely scenes and add a delightful charm to the wilds.

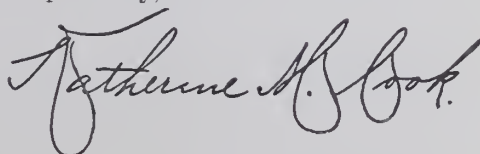
STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

February 14, 1910.

To the County Superintendent of Schools:

I am sending you at this time a number of leaflets on nature study. The lesson on the beaver was written for this purpose, at my request, by Mr. Enos A. Mills, who is an authority on wild life in the Rocky Mountain region. I trust you will see that every teacher in your county is supplied with a copy at an early date. It is my intention to issue these leaflets each month on topics of interest to our Colorado boys and girls in the study of nature. I feel that there is a need for this particular kind of material, adapted to the conditions in this State, and I hope for your co-operation in gaining the interest of the teachers and pupils.

Respectfully,



Superintendent.

Following the issuance of the above bulletin Mr. Mills offered prizes for the best essays on the beaver. The conditions of the contest are given in the following letter:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

To the Teachers of Colorado:

Mr. Enos Mills, who is a friend of the wild animals as well as of the boys and girls of Colorado, is desirous of promoting among the school children a wider knowledge of one of his favorites, the beaver.

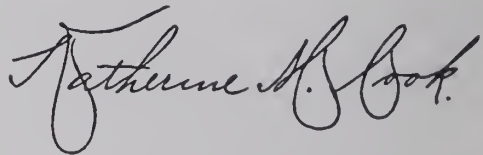
To further this desire Mr. Mills is offering to all pupils of the rural and village schools, from the first to the eighth grades, inclusive, a prize of \$10.00 in gold for the best essay written on "The Beaver." A prize of \$5.00 in gold will be given for the second best essay.

The best essay submitted in each county will be selected by a committee chosen for that purpose by the county superintendents of schools, who will forward to the State Superintendent the essays thus selected. They will then be judged by a committee composed of three members, chosen as follows: One to be appointed by the State Superintendent, one by Mr. Mills, and the third selected by these two members. This committee will award the prizes.

I hope every pupil in our schools who is a lover of nature—and every boy and girl should be—will enter this contest, and do his best to write the best essay.

Will you read this letter to your school and co-operate with us in creating an interest?

Cordially yours,

A handwritten signature in cursive script, reading "Katherine M. Cook". The signature is written in dark ink and is positioned centrally below the text "Cordially yours,".

Superintendent.

The first prize was won by a ten-year-old boy, Henry W. Conklin, of Wiggins, Colorado. The second prize was won by a fourteen-year-old girl, May Beecher, of Louviers, Colorado.

I sincerely hope that some of the bills now pending in Congress, providing for special appropriations for the encouragement of teaching agriculture in our elementary and high schools and assisting in training teachers for this work, will become laws, for, with some financial assistance, I believe great results can be accomplished in our State.



### Normal Institutes—

So few opportunities for professional and inspirational improvement are open to a large number of teachers that the teachers' normal institute has been an important part of educational work. The plan as now carried on consists of a two weeks' summer school in each of the thirteen institute districts. The plan is an old one, which has rather outgrown its usefulness in this State.

In the first place, the districts, in most cases, are much too large—so many counties being included which are remotely located from the place of holding the institute that teachers find the distance and expense too great, and do not attend. Frequently counties not only have no teachers in attendance, but even the county superintendents fail to be present. Again, the time—two weeks—is too long for inspirational work and too short to permit of academic work that has real value to the teacher. The committees in charge do not always select the best people available in the State for instructors—although it is only just to say that many conscientious superintendents make a special effort to do so—for too often local and personal considerations influence this very important duty.

The law allows 5 per cent. to be added to the general average made by applicants for teachers' certificates for attendance at institutes, thereby encouraging young and inexperienced persons who desire to become teachers to attend. The demand from these teachers is for the kind of review work which helps them to pass the teachers' examination more creditably. This demand is too often conceded to by superintendents and instructors, and teachers who hold good certificates and are actually engaged in teaching do not attend, because they want professional help rather than academic work.

The institute, then, fails to accomplish the purpose for which it was instituted. It is by no means the duty of the institute to help people to get into the profession, but it is its purpose to help those who are already in the profession to become better teachers. The institute is primarily for the benefit of the schools and the good of the children; it is not directly either for the superintendent, instructors or teachers. It should give to the teacher the kind of training that is of practical and tangible value in the school room.

An earnest effort was made during the past two years to improve the quality of work done in teachers' institutes. The following letters, sent to institute instructors, show something of the ideals aimed at in the issuance of institute certificates:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

June 21, 1909.

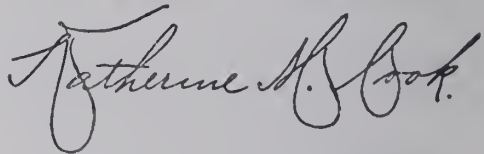
To the Conductors and Instructors of Institutes and to the County Superintendents:

The members of the State Board of Examiners are of the opinion that the county institutes of Colorado should stand for higher professional training. They believe the real purpose of the institute is not to correct academic deficiencies nor to enable the individual to secure higher grades on examination, but that its important work is to give instruction in the best methods of presenting the studies of the school curriculum. History of education, psychology, methods of instruction, inspirational lectures, and such professional work as the local conditions will permit should take the place of the usual academic routine. Emphasis should be given to the ideal attitude of the teacher toward teaching and to the ideal attitude of the child toward learning.

Inasmuch as the time has expired for which the present institute course of study was prepared, the Board has considered the matter of its efficiency and helpfulness, and has decided that at this time it is neither necessary nor advisable that a new one be issued. We feel that such an institute course of study, in order to be of value, would of necessity be very elastic, and suggestive, rather than mandatory. It is, however, the desire of the Board that institutes follow the suggestions of this letter as closely as practicable, and that our aim be for better institutes, in which professional work only need be given.

Respectfully yours,

STATE BOARD OF EXAMINERS.



President.

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

June 4, 1910.

To the Instructors in the Normal Institutes of Colorado:

The State Board of Examiners is desirous of establishing the highest possible standard of work in the institutes of this State during the coming summer. It is the opinion of the Board that the work in the institutes should help the teacher in her work in the school room, and should be a stimulus to her to become a better and a more professional teacher.



INDUSTRIAL, EDUCATION, MANUAL TRAINING HIGH SCHOOL.

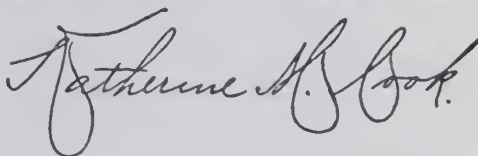


In the judgment of the Board it is not the purpose of the institute to fit applicants to pass a teachers' examination nor to attempt to make up, in the short period of two weeks, for deficiencies in academic training.

The Board expects to acquaint itself, in so far as possible, this year, either by personal visits or otherwise, with the nature of the work done in all of the institutes by the various instructors, and I have been instructed, by a resolution of the Board at its last meeting, to advise you that the work as carried out this year will be a criterion by which to judge the fitness of the applicants for institute certificates in the future.

Yours respectfully,

STATE BOARD OF EXAMINERS.



President.

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

..... 1910.

I wish to acknowledge the receipt of your letter of the..... instant, in which you make application for a certificate as institute..... In reply I beg leave to state that the next meeting of the State Board of Teachers' Examiners will be held on the.....day of..... at.....o'clock, ... M., at which time your application will be considered; Provided, that you submit to the Board an outline of your plan of work. The following points will be the basis of consideration:

The chief characteristics of a successful institute are:

(1) The work should be professional and not academic, although showing special fitness in subject-matter from an academic point of view.

(2) The work should be such that the teacher would gain an enthusiastic attitude toward her work and become familiar with the ideal attitude of the child toward learning.

(3) The work should afford the teacher a grasp of the fundamental principles and the best methods of presenting the studies in the curriculum, together with sane, useful and helpful teaching devices.

(4) The work of an institute should be designed for the help and inspiration of trained and experienced teachers, who, in their respective places of engagement, will be encouraged to become more active leaders in all movements looking toward better

service and higher professional ideals. The function of initiative and leadership on the part of strong lay teachers should be encouraged.

The successful institute conductor or instructor should have:

(1) The power to inspire to action, together with a broad knowledge of principles upon which methods of teaching are based.

(2) A wide knowledge of methods in present use, skill in class demonstration of these, with the ability to devise methods of teaching based upon foundation principles.

(3) A special fitness in subject-matter from an academic point of view.

The Board holds the opinion that the institute is not for the purpose of academic instruction in the facts of a given subject, but the art of teaching that subject is the aim.

Attendance at the meeting of the Board will be optional, but unnecessary if you are personally acquainted with a majority of the members.

Respectfully,

.....

Secretary.

STATE BOARD OF EXAMINERS.

For the benefit of rural school teachers the co-operation of the Agricultural College was obtained. In this connection the following letter was sent to each county superintendent:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

December 1, 1909.

To the County Superintendent of Schools, Member Normal Institute Executive Committee:

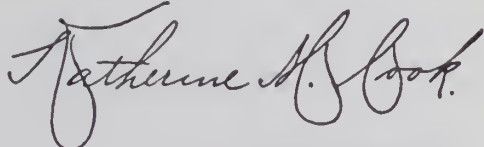
Dear Sir—A committee, composed of members of the faculty of the State Agricultural College, has been working on a course of agricultural and nature study and domestic science adapted to rural schools. At the college are several professors who are willing to work at the normal institutes if the committees will pay the necessary traveling expenses. They are prepared to give lectures, illustrated by lantern slides, and a course open to teachers in attendance at the institutes.

I consider the work of these professors will be of great benefit. Their work will undoubtedly prove profitable in the schools next year. I hope every committee will be able to secure their services.

The matter will come up, I trust, in the county superintendents' section at the Colorado Teachers' Association meeting in

December. I desire your committee to consider this subject in the meantime, so that then we can form definite plans with Professor Johnson, who is the chairman of the committee.

Respectfully,



Superintendent.

This resulted in a meeting of county superintendents with the State Superintendent and Professor Johnson, at which time it was arranged that five professors of the Agriculture College should provide courses in every institute in the State. The result was most gratifying.

Statistics, gathered from the institutes held in the summer of 1910, show that, although there are more than 5,000 teachers in the State, the total enrollment was only 1,887; of that number 708 attended for the purpose of preparing for examinations and 421 were persons who have held no certificate whatever. When it is remembered that these institutes cost approximately \$9,000 per year, it will be understood that the State is certainly not getting value received for the money expended.

I recommend that the State be redistricted for normal institute purposes, so that the districts are smaller and more accessible; and that six weeks' summer schools be held in each district. In connection with this there should be a two or three day meeting held every school year in each county at a place to be selected by the county superintendent, which every teacher should attend under penalty of revocation of his certificate, unless reasons, satisfactory to the county superintendent, are furnished for absence. The fund already available, with a small fee from each teacher in attendance, would be sufficient for the first purpose; and short meetings could be taken care of by the individual counties or by special appropriation of the Legislature.

#### National Educational Association—

During the summer of 1909 we had the pleasure of entertaining the National Education Association. Committees were appointed, among the teachers in Denver and other cities in the State, who worked diligently, not only to make good our guarantee of 2,500 memberships in this State, but particularly were we concerned as to the comfort, convenience and entertainment of our guests.

The following letter, urging a large attendance, was sent to every superintendent in the State:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

May 14, 1909.

To the Superintendents of Schools:

In behalf of the local committee in charge of the National Education Association, which is to meet in Denver on July 5th and 6th, I wish to urge upon you the necessity of doing all in your power to obtain advance memberships for the association.

Since the decision of the interstate commerce commission, declaring that the two dollars paid by the railroads on each ticket sold to the convention meeting place was a rebate, the association has no means of support except the two dollars received from actual members. The expenses of the meetings are heavy, and the last two meetings have resulted in a deficit in the treasury of the association.

The various committees for education investigations and for other purposes are working entirely without pay. Some of these investigating committees are doing important and expensive work, for which the members are paying expenses from their private purses; but the results, of course, will benefit every member of the National Association, and, through this benefit to the teachers, will add directly to the efficiency of our schools.

The convention will also focus public attention upon teaching and the teaching profession; thus helping to prepare the minds of the people to receive, in the proper mood, the efforts for better pay for our teachers and for all other movements which will contribute to the welfare of our schools.

The local committee, which succeeded in bringing the National Association to our State, has promised 2,500 advanced memberships; of these, only about 600 have been obtained so far. Surely all Colorado teachers should take sufficient pride in making good the promise of their committee, to aid, in every possible way, in securing the required membership.

It seems to me that every teacher should have an ambition to attend, as often as possible, the sessions of the National Education Association—to come in contact with the leaders in the profession from all parts of the United States, and to benefit by the new ideas and methods. The convention being held in Denver this year gives our Colorado teachers an opportunity to profit by these great benefits at a minimum expense. Moreover, our loyalty to Colorado should urge us to secure the largest enrollment from this State that has ever been given to the National Association.

The names and addresses of the advance members will be kept as a permanent mailing list; from time to time bulletins, relating to important educational movements, will be sent to all these members from this office.

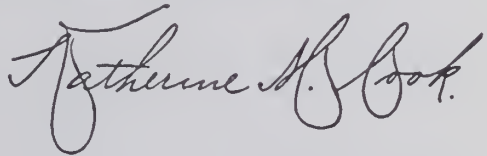


We hope that county superintendents in every county in the State will appoint committees to canvass the schools in their respective counties, and to urge all teachers, business men and others interested in education to become advance members. County superintendents have splendid opportunities to reach city superintendents and county high school teachers, as well as rural and village teachers.

We wish to keep a tabulated list in this office of the work done by the different county superintendents, so please send in, at your earliest convenience, the number registered in your county. The publicity committee of the State Association will want to publish this information in the local papers, so it will be an accommodation to us if you will enclose the names of the most important papers in your county with the reports sent to this office.

If the teachers and county and city superintendents take this matter up carefully, as I feel assured they will, we should have no trouble in getting the necessary 2,500 members.

Yours for the success of the N. E. A.,

A handwritten signature in cursive script, reading "Katherine M. Cook". The signature is written in dark ink on a light background.

Superintendent.

The attendance, while not so large as expected, was very satisfactory, and the meeting was delightful and beneficial. The committee on entertainment planned many things for the pleasure of the members, including an elaborate production, at the Auditorium, of Hiawatha by the Indian students of Haskell Institute, Lawrence, Kansas, and a reception at El Jebel Temple to all the visitors.

#### **The Colorado Teachers' Association—**

This organization has accomplished much in the biennial term. The purchase of the Colorado School Journal and the completion of the arrangement by which it shall be sent to all members must result in the unification of opinion upon educational measures, and should in the course of a few years result in constructive legislation of great value to the State.

The change of the time of the annual meeting of the association, bringing it within the school year instead of in vacation, and the very generous response of school boards in the way of permission to attend with full pay for the time thus spent, makes the association really a part of the school system of the State. The success of the meeting in November of this year, the first under the new arrangement, indicates that the very great success of this plan in Iowa, Michigan, Wisconsin,

Kansas, Nebraska and other states will be equalled by Colorado. The action of certain cities, among the number Fort Collins and Fort Morgan, by which the teachers are enabled to attend without loss of pay, and the children really gain two days of instruction in the year, is especially commendable.

The Educational Council co-operated with this office and with other agencies in bringing to the attention of the Seventeenth General Assembly several important measures which were approved and have become laws. The reorganization of the State Board of Examiners and the recognition of high preparation in the certification of teachers, the consolidation of rural schools and the transportation of pupils at public expense, the physical examination of school children, unique in Colorado in being of State-wide application; a higher limit of bonded indebtedness for school districts, better conditions for the maintenance of the county high school, conservative pension legislation, which has been put in operation so that fully 20 per cent. of the teachers of the State are already working under the operation of the pension law, and the establishment of the home for mental defectives, are the more important laws relating to education. The association rendered the State substantial service by its active advocacy of most of these measures.

It appears at this time that the efforts of the association, through its journal, for the information of the teachers and others in regard to the diversion of the school fund from its proper use by investment in the so-called repudiated warrants of the State has resulted in the adoption of the constitutional amendment providing for the refunding of the warrants by the issue of bonds bearing 3 per cent. interest. This will make \$443,503.21 of the principal of the school fund productive again, after a lapse of over twenty years. As the bonds are sold for the purpose the interest upon this sum will be apportioned from this office to the counties of the State for the support of the schools.

Whatever has been accomplished by the Colorado Teachers' Association in the thirty-five years of its existence has been done at the expense of the teachers without aid from the State. Many states recognize such organizations as agencies for substantial service and furnish facilities for publicity in the way of publication of proceedings. Other voluntary organizations working for the development of the material resources of the State are furnished with offices and with help. I would respectfully recommend to the consideration of the Eighteenth General Assembly that the Colorado Teachers' Association be provided with office room and facilities in the Capitol and with a stenographer, and that limited appropriation be made for publication of proceedings. It is felt that the unselfish service of the teachers of the State by their main organization deserves this recognition and this provision for more effective work.

**Reading Circle—**

The reading circle board is an adjunct of the educational council of the Colorado Teachers' Association, and consists of three members, with the State Superintendent of Public Instruction ex-officio chairman.

In 1909, beside the State Superintendent, the members were: Mr. Joseph F. Daniels, librarian at Colorado Agricultural College, and Mr. Ralph S. Pitts, assistant principal of the East Side High School. It was the purpose of the board to make the price of the books as low as possible, so that every teacher could afford to own the set, and to select books of such character that every teacher would feel the need of owning them.

The following and similar circular letters were sent out from time to time soliciting the co-operation of city and county superintendents:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

May 7, 1909.

To the County Superintendents:

The reading circle board of the State Teachers' Association has adopted the following books for the ensuing year:

Dinsmore's "Teaching a District School," Hufford's "Selected Essays and Letters from Ruskin" and Woolley's "Handbook of Composition." These selections were made only after very careful consideration of school conditions in Colorado and careful attention to the needs of the teacher.

"Teaching a District School" is purely a professional book in which are expressed practical, common sense ideas in plain Anglo-Saxon. It will be helpful not only to the young and inexperienced teachers, but to all those who wish to improve their school work and to keep in touch with progress in education.

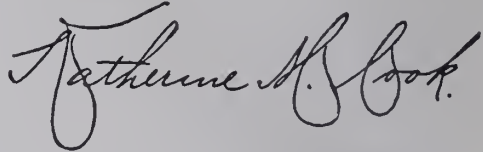
Surely no writings are more eminently fitted for teachers to read than Ruskin's, and none more conducive to general culture, so necessary a part of a teacher's training.

Woolley's "Handbook of Composition" is a concentrated grammar and rhetoric, which no one who desires to use correct English can afford to be without.

The county and city superintendents can do more to promote the reading circle work than any other class of educators; therefore, I urgently request that you give this work all the time and energy you can possibly devote to it, in order that we may secure better results this year than ever before. I hope that, by personal talks or by circular letters you will urge your teachers to read these books. The price—two dollars—is unusually low; the books are practical and helpful. Certainly every teacher who knows their value will wish to read them.

Blank forms, containing names of teachers doing the reading, will be sent to you later in the year. I sincerely hope that each county superintendent will make a special effort to promote interest in this work. It means greater culture and efficiency for our teachers.

Very sincerely yours,



Superintendent.

The board discussed at some length plans for extending the work to include a pupils' reading circle, and to publish a list suitable for school libraries. After a report was submitted to the council, one hundred dollars was appropriated to carry on the work for nineteen hundred ten.

Mr. Daniels, for many years a valuable member of the board, to whom much of the success of reading circle work in this State is due, retired, and Mr. Otto H. Dubach, of the Colorado Springs High School, was appointed to fill the vacancy created.

The following is one of the letters sent out to superintendents, asking that credit of some nature be given for reading by eighth grade pupils:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

August 20, 1909.

To the County Superintendent of Schools:

It is the desire of the Reading Circle Board to establish a pupils' reading circle for 1909-1910; it is also the intention of the board to publish a list of probably one hundred books, especially adapted for school libraries, which it is hoped will be suggestive to superintendents and teachers who are establishing or enlarging their libraries.

The board is especially desirous to have the co-operation of the county superintendents, believing it is only through such assistance that anything of value can be accomplished.

One way in which we feel that the county superintendents might help is this, that the eighth grade pupils taking the county examination be allowed credit for the reading circle work in this examination; if the county superintendent feels that the pupil who has done the work, and is recommended by the teacher, need not take any examination in reading—this would be a special inducement. If this seems too much credit, the board would then



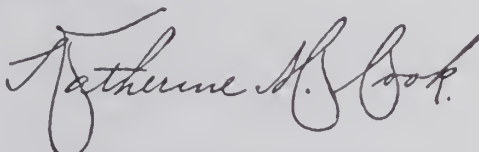
INDUSTRIAL TRAINING IN HIGH SCHOOL, DENVER.



recommend that a certain percentage be allowed on reading to those pupils who have done the work.

Will you please notify us at once how you feel in this matter, and whether you are willing to do either of these things?

Cordially yours,



President Reading Circle Board.

Practically all of the county superintendents favored the plan and carried it out in their counties. Printed, hereafter, is a circular letter issued by the superintendent of schools of Chaffee county to the teachers of his county, a copy of which was sent by this department to every county superintendent, accompanied by the following letter:

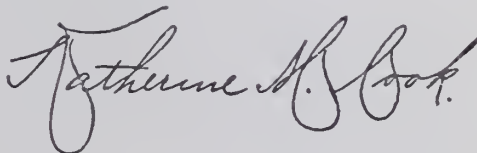
STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

February 14, 1910.

To the County Superintendent of Schools:

I am enclosing herewith a copy of a circular letter which Mr. Harry L. McGinnis, superintendent of schools of Chaffee county, sent to the rural teachers in his county. I believe a letter of this kind can not fail to be of great benefit to the pupils' reading circle work in the rural schools; every effort for betterment in these schools is especially commendable.

Respectfully,



Superintendent.

Buena Vista, Colorado, December 28, 1909.

To the Rural Teachers of Chaffee County:

Our city schools are provided with excellent libraries, and every possible inducement to read is offered to the pupils. In the rural schools libraries are necessarily small and frequently lacking altogether, and the teacher having a multiplicity of classes has little time for undivided attention to the pupils or for selecting reading material and encouraging its use. A large per cent. of our pupils never read, except for a few minutes in school each day. Having little practice, they never learn to interpret the thoughts of a printed page easily and rapidly, and their inability

to read well is a constant detriment to them in pursuing their other studies. To make good readers we need to have our pupils read more, many times more, than they ordinarily do. The pupils' reading circle is designed to secure this result, and I wish to urge upon every rural teacher in the county the necessity of taking up this work. Inclosed with this letter is a list of books for every grade, prepared by the State Superintendent, and a record card for recording the books read each month by each pupil.

If the pupils are unable to purchase the books, ask the school board to get a set for the school. Not a school board in the county will refuse if you point out to them the advantages to be secured. Keep a careful individual record of the books read during the year, and at the end of the term send the record cards to the county superintendent.

When the examination is given next spring for graduation from the eighth grade, the reading examination will be based upon the reading circle books.

I realize that you are busy, but if you have no time for this work, as your program now stands, curtail some other line of work and devote the time to the reading circle work. I know you will not regret it at the end of the term.

With best wishes,

HARRY L. MCGINNIS,  
County Superintendent.

Appended herewith are the reading circle and library lists issued during the present biennial period:

#### STATE TEACHERS' READING CIRCLE BOOKS

1909-1910

Dinsmore, "Teaching a District School." Price, \$2.15, postpaid; \$2.00 at store.

Woolley, "Handbook of Composition." Price, \$2.15, postpaid; \$2.00 at store.

Hufford, "Selected Essays and Letters from Ruskin." Price, \$2.15, postpaid; \$2.00 at store.

#### PUPILS' READING CIRCLE BOOKS

1909-1910

##### First Group.

##### FIRST AND SECOND GRADES.

"Aesop's Fables Retold." Mary Godolphin and David McKay. Price, 40 cents.

Robert Louis Stevenson Reader. Bryce and Spaulding. Charles Scribner's Sons. Price, 50 cents.

"The Bird Woman of the Lewis and Clark Expedition." Katherine Chandler. Silver, Burdett & Co. Price, 40 cents.



**Second Group.**

## THIRD AND FOURTH GRADES.

- "The Jungle Book." Rudyard Kipling. The Century Company.  
Price, \$1.25.
- "Nellie's Silver Mine." Helen Hunt Jackson. Little, Brown  
& Co. Price, \$1.25.
- "Stories of Long Ago." Grace H. Kupfer. D. C. Heath & Co.  
Price, 40 cents.

**Third Group.**

## FIFTH AND SIXTH GRADES.

- "Wonder Book or Tanglewood Tales." Nathaniel Hawthorne.  
A. L. Burt & Co. Price, 50 cents.
- "Tales from Shakespeare." Charles and Mary Lamb. Ginn &  
Co. Price, 45 cents.
- "Four Great Americans." James Baldwin. American Book  
Company. Price, 60 cents.
- "Wood Folk at School." William J. Long. Ginn & Co. Price,  
55 cents.
- "Corn Plants, Their Uses and Ways of Life." Frederick Le Roy  
Sargent. Houghton, Mifflin & Co. Price, 75 cents.

**Fourth Group.**

## SEVENTH AND EIGHTH GRADES.

- "Source Readers in American History." Volume I, Colonial  
Children. Albert Bushnell Hart. The Macmillan Company.  
Price, 50 cents.
- "A Man Without a Country." Edward Everett Hale. Little,  
Brown & Co. Price, 40 cents.
- "Literary Readings." Charles Madison Curry. Rand, McNally &  
Co. Price, 85 cents.
- "Story of the Great West." Theodore Roosevelt. The Century  
Company. Price, 70 cents.
- "The Story of The Other Wise Man." Henry Van Dyke. Harper  
& Bros. Price, 50 cents.
- "Uncle Sam's Secrets." Oscar Phelps Austin. D. Appleton  
Company. Price, 75 cents.

The groups of adopted books for the Colorado pupils' reading circle will be supplied through the State distributors, The Herrick Book and Stationery Company, 934 Fifteenth Street, Denver. Arrangements for ordering sets of books may be made with the county superintendent, at his option, as in the case of the teachers' reading circle.

The prices listed in this circular will cover the cost of shipping the books.

All correspondence other than book orders should be addressed to Mrs. Katherine M. Cook, Superintendent of Public Instruction, State Capitol Building, Denver.

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

March 25, 1910.

To the Teachers of Colorado :

The reading circle board of the Colorado Teachers' Association takes pleasure in issuing this, its first library list. It is intended chiefly for schools which have no libraries or have small ones; and it is hoped may be suggestive to others. It is issued in response to many calls made upon the members of the board and upon the Department of Public Instruction, for assistance in selecting books most suitable for school libraries. This selection is by no means an easy task, and many teachers and directors with a love for books and a realization of their educative value do not have the time for a sufficiently careful selection, that small amounts of money may be economically expended. The books here listed have been carefully selected and inspected by each member of the board, and we believe this to be a splendid collection.

I need not emphasize to you the importance of the school library; I have already said much about it in my visits to schools and teachers' associations, and in the circular letters which have, from time to time, been sent out from this office.

The child who learns to know and love good books has a most valuable asset, which will afford pleasure and profit throughout his life. Good books are the best of companions in youth and in age; we can not be too familiar with them.

Every school should have a library, however small. Resourceful teachers and boards of directors will find many ways of getting one started, even though a small beginning be necessary. The law of Colorado permits every school board to levy one-tenth of a mill tax for library purposes—by a vote of the district, the levy can be made much higher. But at least the tenth of a mill levy should be placed by every board, and when the amount is little, as it will be in small districts, it can be supplemented in the various ways which will suggest themselves to those interested in procuring good reading matter for the children.

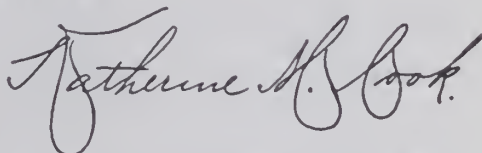
Members of boards of directors are busy people, and frequently are not familiar with the needs of a school. It is, therefore, the teacher's duty and privilege to create as much interest as possible in the efficacy of the library in the school, and to do all in her power to supply this great need in our small schools.

The traveling library is at your service, and the commission is willing and anxious to help you. If you can not have books of your own, at once, at least have a traveling library

box in your room; then proceed to add to it as rapidly as circumstances in your district will permit.

The money to further the work of the board in this direction has been furnished at some sacrifice by the State Teachers' Association, through its board of directors, who believe, as we do, that the teacher who fails to instill in her children a love for books, or who fails to cultivate that love, already instilled, is missing a great opportunity.

Cordially yours,



President Reading Circle Board.

### LIBRARY LIST.

(Books can be secured from publishers or mailed at prices quoted by Herrick Book Store, Denver.)

#### First Group.

##### FIRST AND SECOND GRADES.

- "The Overall Boys." Eulalie O. Grover. Rand, McNally & Co. Publisher's price, 45 cents; mail price, 50 cents.
- "The Sunbonnet Babies' Primer." Eulalie O. Grover. Rand, McNally & Co. Publisher's price, 40 cents; mail price, 45 cents.
- "Tale of Peter Rabbit." Beatrix Potter. Frederick Warne & Co. Publisher's price, 50 cents; mail price, 45 cents.
- "A Child's Garden of Verses." Robert Louis Stevenson. Rand, McNally & Co. Publisher's price, 50 cents; mail price 55 cents.
- "Fairy Stories." Hans Christian Andersen. The Macmillian Co. Publisher's price, 25 cents; mail price, 30 cents.
- "The Brownies—Their Book." Palmer Cox. The Century Co. Publisher's price, \$1.50; mail price, \$1.25.

#### Second Group.

##### THIRD AND FOURTH GRADES.

- "Book of Nature Myths." Florence Holbrook. Houghton, Mifflin & Co. Publisher's price, 40 cents; mail price, 45 cents.
- "Adventures of Pinocchio." Collodi. Ginn & Co. Publisher's price, 40 cents; mail price, 45 cents.
- "The Golden Windows." L. E. H. Richards. Little, Brown & Co. Publisher's price, \$1.00; mail price, 85 cents.
- "Fifty Famous Stories Retold." James Baldwin. American Book Co. Publisher's price, 35 cents; mail price, 40 cents.

- "Tree Dwellers." K. E. Dopp. Rand, McNally & Co. Publisher's price, 45 cents; mail price, 50 cents.
- "Little Lame Prince." Craik Dinah Maria Mulock. D. C. Heath & Co. Publisher's price, 30 cents; mail price, 30 cents.
- "Birds' Christmas Carol." Kate Douglas Wiggin. Houghton, Mifflin & Co. Publisher's price, 50 cents; mail price, 45 cents.
- "Alice's Adventures in Wonderland." Lewis Carrol. The Macmillan Co. Publisher's price, 25 cents; mail price, 30 cents.
- "Old Stories of The East." James Baldwin. American Book Co. Publisher's price, 40 cents; mail price, 45 cents.
- "Hans Brinker." Mary Mapes Dodge. M. A. Donahue & Co. Publisher's price, 50 cents; mail price, 35 cents.
- "Stories of Great Americans for Little Americans." Eggleston. American Book Co. Publisher's price, 40 cents; mail price, 45 cents.
- "Ten Boys Who Lived on the Road from Long Ago to Now." Jane Andrews. Ginn & Co. Publisher's price, 50 cents; mail price, 55 cents.

### Third Group.

#### FIFTH AND SIXTH GRADES.

- "America's Story for America's Children." (Volumes 1-5.) Volume 1. Pratt. D. C. Heath & Co. Publisher's price, 35 cents; mail price, 35 cents; volumes 2, 3, 4, 5, publisher's price, 40 cents; mail price, 40 cents.
- "Gulliver." (Two voyages only.) Jonathan Swift. D. C. Heath & Co. Publisher's price, 30 cents; mail price, 30 cents.
- "Uncle Remus, His Songs and Sayings." Joel Chandler Harris. D. Appleton Co. Publisher's price, \$2.00; mail price, \$1.55.
- "Water Babies." Kingsley. Ginn & Co. Publisher's price, 35 cents; mail price, 40 cents.
- "Stories of The Nibelungen." Gertrude R. Schottenfels. A. Flanagan Co. Publisher's price, 35 cents; mail price, 40 cents.
- "Book of Golden Deeds." Charlotte Mary Yonge. The Macmillan Co. Publisher's price, 50 cents; mail price, 55 cents.
- "Robinson Crusoe." Daniel Defoe. (Edited by Mary Golphin.) Educational Publishing Co. Publisher's price, 40 cents; mail price, 40 cents.
- "Raphael in Italy." Etta B. McDonald. Little, Brown & Co. Publisher's price, 60 cents; mail price, 55 cents.
- "Frozen North." Edith Horton. D. C. Heath & Co. Publisher's price, 40 cents; mail price, 40 cents.
- "Arabian Nights." E. E. Hale. Ginn & Co.
- "The Story of a Short Life." Julia Ewing. D. C. Heath & Co. Publisher's price, 20 cents; mail price, 25 cents.

- "Story of Sonny Sahib." S. J. Duncan. D. Appleton Co. Publisher's price, \$1.00; mail price, 80 cents.
- "Child Rhymes." James Whitcomb Riley. The Bobbs, Merrill Co. Publisher's price, \$1.25; mail price, 95 cents.
- "The Prince and the Pauper." Mark Twain. Harper & Bros. Publisher's price, \$1.75; mail price, \$1.45.
- "Heidi." Spyri. Ginn & Co. Publisher's price, 40 cents; mail price, 45 cents.
- "What a Girl Can Make and Do." Lina and Adelia Beard. Charles Scribner's Sons. Publisher's price, \$2.00; mail price, \$1.60.

#### Fourth Group.

##### SEVENTH AND EIGHTH GRADES.

- "Emergencies." Charlotte V. Gulick. Ginn & Co. Publisher's price, 45 cents; mail price, 50 cents.
- "For the Honor of the School." R. H. Barbour. D. Appleton Co. Publisher's price, \$1.50; mail price, \$1.25.
- "Under the Lilacs." Louisa M. Alcott. Little, Brown & Co. Publisher's price, \$1.50; mail price, \$1.20.
- "Old Fashioned Girl." Louisa M. Alcott. Little, Brown & Co. Publisher's price, \$1.50; mail price, \$1.20.
- "Huckleberry Finn." Mark Twain. Harper & Bros. Publisher's price, \$1.75; mail price, \$1.45.
- "Lobo, Rag and Vixen." Ernest Thompson Seaton. Charles Scribner's Sons. Publisher's price, 50 cents; mail price, 50 cents.
- "Sketch Book." Washington Irving. Silver, Burdett & Co. Publisher's price, 50 cents; mail price, 55 cents.
- "The Man Who Married the Moon." Charles F. Lummis. The Century Co. Publisher's price, \$1.50; mail price, \$1.25.
- "Boys' Book of Sports." Maurice Thompson. The Century Co. Publisher's price, \$2.00; mail price, \$1.50.
- "Twenty Thousand Leagues Under the Sea." Jules Verne. A. L. Burt & Co. Publisher's price, \$1.00; mail price, 60 cents.
- "Autobiography." Benjamin Franklin. Houghton, Mifflin & Co. Publisher's price, 40 cents; mail price, 45 cents.
- "A Christmas Carol." Charles Dickens. Henry Altemus Co. Publisher's price, 25 cents; mail price, 30 cents.
- "Treasure Island." Robert Louis Stevenson. A. L. Burt & Co. Publisher's price, \$1.00; mail price, 60 cents.
- "Lay of the Last Minstrel." Sir Walter Scott. Ginn & Co. Publisher's price, 30 cents; mail price, 35 cents.
- "Boys' Book of Inventions." Ray Stannard Baker. McClure, Phillips & Co. Publisher's price, \$2.00; mail price, \$1.50.
- "The Story of Marco Polo." Noah Brooks. The Century Co. Publisher's price, \$1.50; mail price, \$1.25.

- "Last of the Mohicans." James Fennimore Cooper. Silver, Burdett & Co. Publisher's price, 50 cents; mail price, 55 cents.
- "Story of My Life." Helen Keller. Doubleday, Page & Co. Publisher's price, \$1.50; mail price, \$1.50.
- "Child's History of England." Charles Dickens. A. L. Burt & Co. Publisher's price, \$1.00; mail price, 60 cents.
- "Dumb Animals and How to Treat Them." E. K. Whitehead. Western Newspaper Union. Publisher's price, 65 cents; mail price, 45 cents.

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

June 14, 1910.

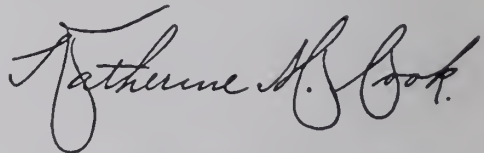
To the Teachers of Colorado:

The books listed hereinafter have been adopted by the reading circle board of the Colorado Teachers' Association for the teachers' and pupils' reading circles, respectively, for the year 1910 and 1911.

It is urged that as many of the teachers will read the teachers' reading circle books as can possibly do so. The board believes that a careful study of these books will prove pleasurable as well as profitable.

The pupils' reading circle books have been carefully selected, with the idea of inculcating a desire for good literature in the minds of the children. It is hoped that, where practicable, the boards of directors will purchase these books, that they may become a part of the permanent libraries in our schools.

Cordially yours,



President Reading Circle Board.

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STATE TEACHERS' READING CIRCLE BOOKS.  
1910-1911.

Bagley, "Classroom Management."

Allen, "Civics and Health."

Baldwin, "Six Centuries of English Poetry" (Tennyson to Chaucer). Set price, \$2.50, postpaid; \$2.25 at store.

**PUPILS READING CIRCLE BOOKS.**

1910-1911.

**First Group.****FIRST AND SECOND GRADES.**

- "Aesop's Fables." J. H. Stickney. Ginn & Co. Price, 40 cents.  
 "Robert Louis Stevenson Reader." Bryce and Spaulding. Charles Scribner's Sons. Price, 50 cents.  
 "The Bird Woman of the Lewis and Clark Expedition." Katherine Chandler. Silver, Burdett & Co. Price, 40 cents.  
 The Palmer Cox "Brownie Primer." Mary C. Judd and Palmer Cox. The Century Company. Price, 45 cents.

**Second Group.****THIRD AND FOURTH GRADES.**

- "The Jungle Book." Rudyard Kipling. The Century Company. Price, \$1.25.  
 "Nellie's Silver Mine." Helen Hunt Jackson. Little, Brown & Co. Price, \$1.25.  
 "Stories of Long Ago." Grace H. Kupfer. D. C. Heath & Co. Price, 40 cents.  
 "Robinson Crusoe." James Baldwin. American Book Company. Price, 40 cents.

**Third Group.****FIFTH AND SIXTH GRADES.**

- "Wonder Book, or Tanglewood Tales." Nathaniel Hawthorne. A. L. Burt & Co. Price, 50 cents.  
 "Tales from Shakespeare." Charles and Mary Lamb. Ginn & Co. Price, 45 cents.  
 "Four Great Americans." James Baldwin. American Book Company. Price, 60 cents.  
 "Wood Folk at School." William J. Long. Ginn & Co. Price, 55 cents.  
 "Stories of Brave Dogs" (retold from St. Nicholas). Edited by M. H. Carter. The Century Company. Price, 75 cents.

**Fourth Group.****SEVENTH AND EIGHTH GRADES.**

- "Source Readers in American History." Volume 1. Colonial Children. Albert Bushnell Hart. The Macmillan Company. Price, 50 cents.  
 "A Man Without a Country." Edward Everett Hale. Little, Brown & Co. Price, 40 cents.  
 "Literary Readings." Charles Madison Curry. Rand, McNally & Co. Price, 85 cents.

- "Story of the Great West." Theodore Roosevelt. The Century Company. Price, 70 cents.
- "The Story of The Other Wise Man." Henry Van Dyke. Harper & Bros. Price, 50 cents.
- "Uncle Sam's Secrets." Oscar Phelps Austin. D. Appleton Company. Price, 75 cents.
- "The Earth in Past Ages." Sophie Bledsoe Herrick. American Book Company. Price, 70 cents.
- "Jacqueline of the Carrier Pigeons." Augusta Huiell Seaman. Sturgis & Walton Co. Price, 85 cents.
- "Ivanhoe." Sir Walter Scott. D. C. Heath & Co. Price, 60 cents.
- "Dale and Fraser, Sheepmen." Sidford F. Hamp. W. A. Wilde Company. Price, \$1.00.
- "Huckleberry Finn." Mark Twain. Harper & Bros. Price, \$1.45.
- "First Steps in the History of England." Arthur May Mowry. Silver, Burdett & Co. Price, 70 cents.

The groups of adopted books for the Colorado pupils' reading circle will be supplied through the State distributors, The Herrick Book and Stationery Company, 934 Fifteenth Street, Denver. Arrangements for ordering sets of books may be made with the county superintendent, at his option, as in the case of the teachers' reading circle.

The prices listed in this circular will cover the cost of shipping the books. Ten per cent. discount at store.

All correspondence other than book orders should be addressed to Mrs. Katherine M. Cook, Superintendent of Public Instruction, State Capitol Building, Denver.

Since the inception of teachers' reading circle work in this State the following adoptions have been made:

1892-1893.

"Theory and Practice." Page.

"Lights of Two Centuries." Hale.

1893-1894.

"The Schoolmaster in Literature." White.

"Elements of Pedagogy." White.

1894-1895.

"School Management." White.

"Readings in Folk-lore." Skinner.

1895-1896.

"School Interests and Duties." King.

"Pedagogics." Patrick.

1896-1897.

"Psychology in Education." Roark.

"Introduction to American Literature." Matthews.



1897-1898.

"Walks and Talks in the Geological Field." Winchell.

"Psychology of Childhood." Tracy.

1898-1899.

"Method of the Recitation." Murry.

"Insect Life." Comstock.

1899-1900.

"Teaching the Language Arts." Hinsdale.

"Beginners of a Nation." Eggleston.

1900-1901.

"Nature Study Manual." Wilson.

"Side Lights on American History." Elson.

1901-1902.

"Introductory Lessons in English Literature." McNeill and Lynch.

"Art of Study." Hinsdale.

1902-1903.

"Nature Study." Hodge.

"Classic Myths." Gayley.

1903-1904.

"Elements of General Method." McMurry.

"Jean Mitchell's School." Wray.

1904-1905.

"Art of Teaching." White.

"Geographic Influences in American History." Brigham.

1905-1906.

"The Louisiana Purchase." Hitchcock.

"School Sanitation and Decoration." Burrage and Bailey.

1906-1907.

"How to Tell Stories to Children." Bryant.

"Essays of Elia." Lamb.

1907-1908.

"Among Country Schools." Kern.

"Essentials of Teaching Reading." Sherman and Read.

"The Tempest." Shakespeare.

1908-1909.

"The American Indian as a Product of Environment." Fynn.

"Education by Plays and Games." Johnson.

"Moral Training in the Public Schools." California prize essays.

"History of American Literature." Bronson.

1909-1910.

"Teaching a District School." Dinsmore.

"Handbook of Composition." Woolley.

"Selected Essays and Letters from Ruskin." Hufford.

1910-1911.

"Classroom Management." Bagley.

"Civics and Health." Allen.

"Six Centuries of English Poetry" (Tennyson to Chaucer).

**Rural Education—**

The question of better schools for country children is the most important one before us, and upon its satisfactory solution depend not alone the welfare of the country people, but the good of the city people as well.

Secondary and higher education in our State have attained a fairly satisfactory degree of efficiency, and institutions of this nature are so well established as to have their future development reasonably assured. Graded schools in cities and larger towns have reached a stage where the sentiment for liberal support, and the securing of trained teachers and supervisors, has practically assured their future.

But while attention has been centered on the betterment of city schools, the country schools have been sadly neglected. They have received very little attention from organized educational authority, and the rural school has been allowed to become a sort of poor imitation of the city school. What we need is not a rural school modeled after the city school, but a system which will educate country people for the country as successfully as city schools educate city people for the city; one which fits for life, and at the same time fits for college, without destroying the home or taking away from home the young people at the time in their lives when they most need home influences in the formation of character and the development of ideals. We need the kind of country schools that dignify and not belittle country life; that breathe the atmosphere of country life; that create a love for the country; and that teach in terms of country life, which the country child understands.

It is a fact that farmers are really supporting a double school system—one at home, by taxation; the other in the nearest town or city, for high school privileges—in the form of tuition. In spite of arguments regarding the impracticability of transporting pupils, hundreds of children all over the State are now transporting themselves at private expense, at the cost of many more horses and conveyances than would be necessary if the work were done at the expense of the district. So the farmer really pays more for an inferior educational system than his city neighbor pays for a good one.

Perhaps the young children are not the heaviest sufferers, but the boys and girls in the adolescent period, who, because of lack of school facilities which appeal to them, either fail to finish the eighth grade, or, having finished it and received a diploma, feel that they have completed their education because there are no higher schools to which they have been accustomed to look forward. The law passed by the Seventeenth General Assembly,



The transformation brought about by consolidation in rural districts.  
THE OLD BUILDINGS AND THE NEW, LOMA CONSOLIDATED DISTRICT, MESA COUNTY.



making it possible to consolidate rural schools, was a long step in the promotion of good schools in the country. Since its passage we have been working diligently in various parts of the State to create a sentiment in favor of consolidation, where feasible; and for better school conditions where consolidation seems impracticable. In Pueblo, Mesa and Otero counties systematic campaigns have been conducted. A stereopticon lantern, with slides showing conditions in consolidated districts in Ohio, Indiana and other states, emphasizing the contrast between buildings, grounds and interior of rooms under old and new conditions, proved a very effective argument.

By consolidation of schools is meant the uniting of two, three or more small and weak schools into one that shall be large enough in point of numbers, to be interesting, and strong enough financially to afford a comfortable building, two or more good teachers, and reasonable facilities for work. It means the transportation of at least a portion of the pupils; it means children arriving at school on time, with dry, comfortable clothing, in cold or stormy weather; it means greater economy, because, even though more money is required in some cases, results are so far superior that value received is eventually greater; it means the inspiration that comes with numbers, to both teachers and pupils; it means the possibility of introducing agriculture, nature study and household arts, music and drawing, into the rural schools; it means high schools at home for the farmer's children; in short, it means a square deal for the boys and girls of the farm, giving them the right to which they are entitled—the same opportunity for an education as the boys and girls of the cities.

This subject seems to me to be of so great importance that I am including herein a short account, written by the county superintendents, of the progress made during the last eighteen months in two counties of the State where the greatest progress has been made.

I felt, in the beginning of the campaign for better schools in the country, that the most difficult part would be to get the plan well started. Now that this has been accomplished, and we can point to so many instances being carried on successfully in our own State, we need no longer answer the argument that, while consolidation might be a good plan in Ohio or Indiana or Illinois, our conditions were different, and there was no guarantee that it could be carried on satisfactorily here. Our delightful climate and natural roadways make conditions here much more favorable than in the middle states, and I feel sure that, with the magnificent beginning already made, great progress in rural school improvement can be reasonably expected in the next few years.

#### **Consolidation in Mesa County—**

By C. G. SARGENT, COUNTY SUPERINTENDENT.

The most important educational movement started in this county in the last two years was the campaign for improving the

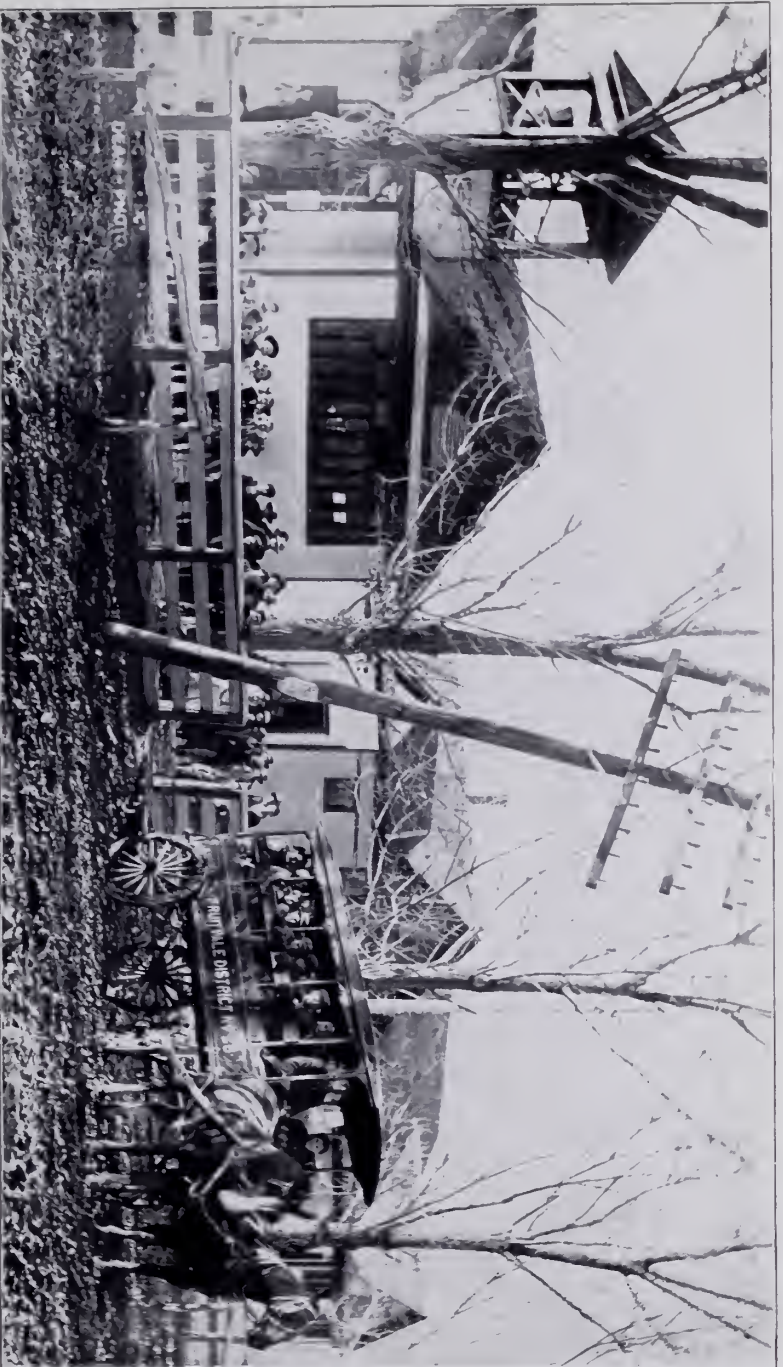
country schools, especially along the line of consolidation of districts and transportation of pupils. After months of preparation and preliminary work, the real campaign started on November 1, 1909, with the arrival of Honorable Katherine M. Cook, Superintendent of Public Instruction, and Professor W. B. Mooney, of the State Normal School. Mass meetings were held every evening for ten days in the districts where consolidation was proposed.

A stereopticon lantern was furnished by the State Normal School, and about one hundred and fifty slides showing consolidated schools in Ohio, Illinois, Indiana and South Dakota were used. In addition to State Superintendent Cook and Professor Mooney, we had the help of such persons as Superintendent J. H. Allen, ex-County Superintendent Mrs. E. Hinton, Mr. Thomas Mahoney, secretary of our chamber of commerce and author of the consolidation law, and many of our ablest teachers and leading citizens. The sentiment of those engaged in educational work, and those most interested in the welfare of our schools, has always been almost unanimously in favor of consolidation.

Large audiences gathered at most of the school houses to listen to the arguments for consolidation, and in some cases the debate waxed warm. Too much cannot be said in appreciation of the able assistance given by our State Superintendent and Professor Mooney. It is one of the few cases where a State Superintendent has taken so much time from a busy office for the good of our country schools. On more than one occasion she remained to answer questions in the school house until a late hour, and to give what information she could.

Elections for consolidation were held in seven different districts, and it carried in five and was lost in two. The first election was held on November sixteenth, nineteen hundred nine, in the three districts known as Loback, Pomona and Columbine: in Loback the vote was forty for consolidation, ten against; in Columbine, twenty-two for and two against; in Pomona it carried by the close vote of sixty-two for and sixty against. Bitter opposition developed in the Pomona district. Challengers for both sides were at the polls, and no one was permitted to vote on either side unless, so far as known by the judges, he was a qualified elector.

It is only fair to say that no fraud was committed nor attempted by either side, and that no mistakes were made, only such as are probably made at every school election in Colorado, but owing to the close vote the election was finally contested, and with the assistance of able attorneys a case was made out and the consolidation was attacked on ten or twelve different points. The case was tried in the District Court, and the judge ruled in favor of the new district on each and every point. The case was appealed to the Supreme Court, where it was argued on October 16th, but a decision has not yet been handed down. Pending this



The new method of getting to school in the open country.  
DISTRICT NO. 28, MESA COUNTY.





decision, the three schools are being operated under a consolidated board, as consolidated district No. 38.

Principal C. H. Burgess, a most able instructor, has general supervision of the three schools, with headquarters at the Loback school. With six assistant teachers he is carrying out a course of study that is uniform throughout, and is getting results that are superior to anything that has been accomplished before in any of the schools. A large ninth grade class has been started, and with a favorable decision from the Supreme Court, the school board, and those who believe in this kind of a school, hope to establish one of the best country schools that can be found anywhere. The district is almost square and contains sixteen square miles, and no child would have to be transported over four miles. It has an assessed valuation of \$372,000 and a school census of 283, and by next year it will almost enter the second class.

If permitted to do so the Board expects to build a beautiful central school on a 5-acre site, and give the country boys and girls of this district a chance for an education such as few country boys and girls can have.

The proposition was voted upon in four other districts: in Pear Park it lost by 125 to 25; in Allen it lost by 41 to 29; in Fruitvale it carried by 83 to 27; in Loma it carried unanimously.

The Loma consolidation is worthy of fuller description, for there we have put into operation every feature of the consolidated school. In marked contrast to the bitter opposition met with in some of the other districts, was the complete unanimity of sentiment here. The district is of fair size, nearly square, and has no difficult transportation problems. The greatest distance for transportation is only a little over four miles. The first time the present county superintendent visited the schools in this district he found three one-room buildings that only by courtesy could be called schools. It can be proven to anyone's satisfaction that they were as poor as any school needs to be.

He hardly expected to see any marked improvement in his term of office, if it came by the slow process of evolution. But the day of miracles has not yet passed. While the battle for better country schools was raging in other districts, and while in two of the districts it was being voted down, the school board at Loma quietly called an election. Everyone in the district was duly informed, and on election day the county superintendent, by special invitation of the Board, was present. A good attendance for the district was present; each person expressed himself upon the proposition of abandoning the three one-room schools, building one modern central school, and transporting all of their children to this central school.

When put to a vote it carried unanimously, and the sentiment has been unanimous. As fast as the preliminary steps could be taken, bonds to the limit of the district's ability to bond, were voted and carried unanimously. Local citizens, as well as non-

residents who were interested in the district, instead of opposing the new enterprise, seemed eager to boost it, and all joined hands for the good of the boys and girls. The Western Land and Sugar Company donated a beautiful site of three and a half acres of ground, and the Honorable Verner Z. Reed, of Colorado Springs, generously gave \$500.00 in cash for the new building. A handsome \$14,000.00 brick building now adorns the site.

It has seven large, well ventilated, well lighted rooms, including a spacious auditorium that will comfortably seat 300 persons. It has a principal's office, is heated by steam, and is modern throughout.

This elegant building takes the place of three one-room structures that did not have a combined value of \$1,000.00. The new building was opened on September 10, 1910. At the request of the Board the county superintendent invited many of the leading educators of the county, and the most progressive citizens, to be present at and participate in the opening exercises. Twenty-four persons from different parts of the county accepted the invitation and took the interurban at Grand Junction for Fruita, where the Loma school board met them with the new transportation vans and conveyed them to Loma, five miles away. The patrons of the entire district assembled in the spacious and well lighted assembly of their new school, and with pardonable pride showed to Mesa county and the rest of the great State of Colorado what can be done to improve country schools in a few brief months by united efforts.

The new school has more than fulfilled our expectations. It proved so popular from the start that practically the entire census was enrolled, and others have located in the district largely on account of the school.

When the county superintendent visited the consolidated school, and observed the splendid work that is now being done, and then recalled his first visit to this district, it made the most remarkable contrast he had ever seen.

The district runs three transportation vans. The vans cost \$240 each. Three capable and reliable men drive the wagons, and so far the transportation feature is one of the most satisfactory things in the consolidation. Each wagon carries twenty-five pupils and makes a round trip of from eight to eight and a half miles. The district owns the wagons and pays \$50 a month for a good team and driver for two of them, and \$59 a month for the other.

Happier or more contented children could not be found, and from every standpoint, as far as it has been tried, it is an unqualified success.

The enrollment and attendance are at the maximum. There are no tardy marks for the transported pupils. It is a school; the others were not.



LAKEVIEW RURAL SCHOOL HOUSE, PUEBLO COUNTY.

Dedicated September 1, 1910.

A sample of the better kind of rural school houses now being erected in Colorado.



It is more than was expected. It simply shows what can be done when common sense and dollars and cents are combined in school work the same as in other lines of work. It is a school district reduced to a business basis. All can take pride in this school; no one was proud of the others.

#### Consolidation in Pueblo County—

BY NELLIE CORKISH, COUNTY SUPERINTENDENT.

At the annual election of May, 1908, school district No. 27 decided to consolidate the two schools in that district. At the same meeting the people decided to vote bonds and erect a new two-room school building, and also voted to carry the children from the outlying district to school in a wagon.

By January, 1909, the building was completed and the new school was opened. A farm wagon was fitted up and one of the older boys had charge of it that year. The route of the wagon is about five miles; salary paid boy who furnished team, \$20 a month. Last year the salary paid to the driver, one of the patrons of the district, was \$30, and it is the same this year.

This is one of the best schools in the county at the present time. The building is beautiful and is well equipped with everything necessary for a good school. There are two teachers, the principal receiving \$90 and the primary teacher \$65. There is an enrollment of about sixty. Each teacher has four grades, and, practically, graded school work is being done. Music and drawing are taught. I believe nothing could persuade the people to go back to their single schools.

During the summer of 1909 district No. 55 and district No. 18, near and at Avondale, Pueblo county, effected a consolidation. Avondale had a two-room building, with two teachers, whose combined salaries were \$100 a month. District No. 55 had a small building, with one teacher, salary \$55, and all of the grades.

The years 1909 and 1910 two teachers handled all of the children, but they were more experienced teachers, to whom higher salaries were paid. The cost of transportation in this district was \$50 a month, the district owning the wagon. The enrollment was about ninety. The attendance and punctuality nearly 100 per cent.

So successful was the school that in the May election, 1910, another outlying district voted to consolidate with Avondale. This district had just built a one-room building, and it was moved to Avondale, where it is now used for the primary department.

This year there are three teachers, with salaries of \$90, \$60 and \$75; three wagons—two large and one small—are used. The longer routes are about five miles and the shorter one three.

The grounds have been improved, trees planted and walks laid.

One year of high school work has been given in this school. The rate of taxation this year is ten mills. Not a bit of dissatisfaction has been heard up to this writing.

### Industrial Education—

In this dynamic age, in which thought is almost instantly transferred into consecutive activities, it is difficult to dissociate a discussion of industrial education from a discussion of education in general. There are two points of view from which industrial education is usually regarded: First, it is considered as a means of developing the latent powers of the child. So do we consider the function of arithmetic, history, geography or any other subject taught in the public school. Second, it is considered as a means of training the child to earn a living. At first glance these two ideas seem to be much opposed—one seems to be cultural, the other utilitarian. Happily for the boys and girls, who go through our schools, these two ideas are fast losing their antagonism, and it is believed and preached by our most eminent educators that the activity which is utilitarian in its motive may become, under proper leadership and instruction, most cultural in its effect upon the worker.

“Nor would I have my reader overlook the fact,” says Davenport, “that the culture that comes from doing in the best way possible the everyday and common things of life is the best preparation possible for an appreciation of that culture that is purely intellectual, but which can never be properly appreciated except by him who creates, who produces in some fashion or other the expression of an ideal, whether the ideal be a picture upon canvas or in stone, or whether it be upon the landscape in the figure of beautiful trees and flowers or of bountiful crops; whether the ideal be teeming thoughts in words that will never die, or whether it be in the flesh and blood of an improved animal; whether it be in the daily duty of a high and unusual order, or of a common and ordinary kind, the individual must be an artist himself or his culture is only a veneer.”

It is good pedagogy to use as many of the muscles of the child as possible when teaching him anything. The active child is the learning child. Any activity which requires him to use his muscles, thereby giving him power, accuracy and skill, whether such activities grow out of the language class or a manual training class, should be denominated industrial education. Industrial training of this character is undoubtedly dominated by the so-called cultural aim, and upon this ground it was first introduced into the public schools.

Problems of the industrial and social world are pressing upon us so persistently that the people have come to feel the need of an advanced step in this view of the purpose of industrial education in our schools. They have seen their boys and girls come from the public schools unable to do tasks re-



INDUSTRIAL ARTS HIGH SCHOOL OF LOGAN COUNTY, SPERLING, COLO.





quiring more or less muscular skill and mental acuteness, and they have cried out for a more specific purpose in such work than that of general culture, for a wholesome attitude toward labor requiring the use of the muscles. As a result we have seen the development of business colleges and privately controlled trade schools. There is now a strong feeling that the work being done by these private schools should be done at public expense in our high schools. The educational machinery moves slowly, but there are evidences throughout the country that it has begun to move most satisfactorily in response to the demand of the people that children be trained for industrial and social efficiency. In the state of Massachusetts this movement has assumed a most hopeful aspect. Under the wise leadership of her eminent educators, the state has undertaken to train young men and women for industrial occupations. So far, the results of their experiments are most satisfactory.

In Colorado there are very hopeful signs that we are aware of the great value of industrial training for general educational purposes. In practically every elementary school in the State there is some form of muscular training being done. In the lower elementary grades this takes the form of paper cutting, clay modeling, whittling and various activities which the training and ingenuity of the teacher may suggest. In the upper elementary grades the industrial training takes the form of sewing and cooking for the girls, and manual training for the boys. Unfortunately this last-named form of industrial training is not so universal as the preceding. It is limited to only a few schools—largely in the cities. Its absence in other schools, however, is due, not to a lack of interest on the part of the board, teachers or communities, but to a lack of room and money. Again, it must be remembered that Colorado is a young, developing State, and that a community must often make provision for a third or a half more children, at the beginning of a school year, than were provided for the year previous. This condition makes crowded buildings, and boards of education feel that under such conditions it is unwise to take room for the installation of domestic science or manual training equipment. Under the law, empowering boards of education to bond their district for five instead of three per cent. of their assessed valuation, this condition is being relieved, and in all of the new buildings, of which there are many, that have been built during the biennial period, provision for industrial training has been made.

In many sections of the State there is evidence that the people who manage our high schools are wakening to the fact that the boys and girls who attend the high schools, and who are by choice or necessity destined to become workers in the great industrial life of our country, have a right to enjoy high school courses which fit them to enter intelligently and happily into such life. Along this line progress is necessarily slow; but

it is hoped that the factors that stand in the way of such wholesome development will ever grow less significant, and that in the near future Colorado will have many high schools where children are taught to do things with their hands, which will make their lives and the lives of those with whom they live more happy and contented. It seems inevitable that the high schools must take up this problem of industrial training, or it will be taken up by special schools which will demand their share of public support.

During the last year meetings have been held, under the auspices of this department, in a number of towns and cities of Colorado in the interest of industrial education. Wherever such meetings were held there was a marked interest shown by the people of all classes. Such meetings are commended as a means of arousing community interest in the work.

Courses in industrial training in the rural schools are much needed. This is especially true of courses in agriculture and farm economics. Such courses can be introduced into our rural schools only when we have a system of supervision and control that will be adequate.

In several counties of the State boys' and girls' agricultural clubs have been organized under the direction of the State Agricultural College. These clubs have not existed long enough to determine their worth in this State, but, judging from the brief experience and by observation of similar movements in other states, these organizations should prove of much value.

It seems to me that the problem of industrial education is of such vital import to the future development of Colorado that it would be well to delegate powers to some State board, or to some especially appointed commission, to make an investigation of the problem as related to public education and to the industries of our people.

#### County High Schools—

Since the enactment of the new law regarding county high schools, by which they are enabled to bond the county for buildings and to increase the levy to four mills, several counties have been enabled to erect magnificent buildings for high school purposes. Noticeable among these are Montrose, Logan and Sedgwick counties.

The second meeting of the Colorado high school and college conference was held in Boulder immediately following the Colorado Teachers' association in November. It was very well attended. The purpose of the conference is to improve and revise courses of study, fix minimum qualifications for teachers, unify required credits, fix requirements as to libraries, laboratories, accredited high schools, etc., and, in general, work toward the improvement and unification of high school courses.

In connection with the Otero county high school a boys' club has been established, which is under the supervision of the regular



THE BIG PLAY HOUSE FOR THE BOYS OF TO-DAY—THE MEN OF TO-MORROW.  
Established June 1, 1910, by School District No. 11, La Junta, Colo.



school officers. The club is at all times regarded as a definite part of the school program. It is purely educational in its work from 9 a. m. to 4 p. m. on school days. At all other times its work is along civic, ethical, social, moral, physical and literary lines. It has a manual training department, under the supervision of the supervisor of manual training of the high school. The "playhouse" contains an auditorium, library, game rooms, gymnasium, bowling alley, bath room, etc., and, in addition, there is a public playground, containing a block of ground, across the street from the club, which has been equipped with iron playground apparatus, at a cost of about \$1,000. There is also a commercial high school and night school in connection with this high school.

#### Legislation—

It is quite generally conceded by persons familiar with the school law of this State in operation that important changes and additions, as well as general revision of that part of the law which is contradictory and inconsistent, is very essential, and should be made as soon as possible.

Beside the suggestions already made in regard to unit of organizations, teachers' normal institutes, professional training and minimum salary for teachers, and inspection of building plans by a committee, I recommend that the law providing for compulsory education be so amended that there will be no ambiguity as to its meaning in districts of the third class, and better provision for its enforcement be made; that provision be made for insuring honest school elections in our cities; that school boards in third class districts be required to expend a certain minimum amount for school libraries; that school directors be allowed reimbursement for expenses necessarily incurred in visiting State and county school directors' associations, and all counties be reclassified as to salaries of county superintendents.

In order that these and other desired provisions be enacted into law, and the present law be codified to remove present ambiguities and inconsistencies, I respectfully recommend that the commission recently appointed by the Governor, or a similar commission to be appointed later, be allowed a special appropriation, providing salary and expenses for some person, to be selected by the committee, who is familiar with school law and school systems in this and other states, whose duty it shall be to make necessary and desirable revisions and codify the law in a manner satisfactory to the commission, and that the results shall be embodied in a report to the Nineteenth General Assembly, with the recommendation that it be enacted into law.

#### Visits of State Superintendent of Public Instruction—

A very large percentage of the time of the State Superintendent of Public Instruction during the biennial period just closing was spent in school work in the different parts of the State. I have an abiding faith and belief in the idea that the

function of this department is to be an active factor in all movements tending toward the upbuilding of our public school system, and to render to the boys and girls of the State some tangible service which shall be of real educational value. Hence only such time as was necessary to put the routine work of the office into practical working order and keep it so, and to attend to that portion of the correspondence (largely concerning legal questions, etc.), which seemed to require personal attention, was spent in the office.

The educational problems of this State are of a peculiar nature, owing to varied physical conditions as to climate, altitude, industries, etc., and they can never be really understood if viewed from the office in the Capitol building. I look forward to the time when there can be a high school visitor, an elementary school visitor and a rural school visitor, working under the direction of this department, who can spend a week, or more if necessary, each year in every town and county in the State, to give inspiration and practical suggestions to the schools, and to keep this department in the closest possible touch with every part of the system.

The trips enumerated below do not in any sense represent the work done or the visits made. In some cases one trip was a week or ten days in duration, and covered visits to country schools or neighboring towns, as well as public meetings, school clubs, directors' meetings, etc., which can not be enumerated.

## 1909.

## February—

- 11 Colorado Springs.  
22-27 Department of superintendents, N. E. A. .Chicago, Ill.

## March—

- 13 Teachers' meeting . . . . . Littleton  
14 Teachers' meeting . . . . . Sunflower Fairmount College  
26-27 Teachers' meeting . . . . . Fort Morgan  
29 Educational council . . . . . Boulder

## April—

- 1- 3 Educational council . . . . . Denver  
2 Normal School . . . . . Greeley  
9-10 Boulder.  
17 Teachers' meeting . . . . . Adams City  
24 Teachers' meeting . . . . . Trinidad  
28 Teachers' meeting . . . . . Glenwood Springs  
30 High school contest . . . . . Idaho Springs

## May—

- 1 Teachers' meeting . . . . . Idaho Springs  
5 Commencement . . . . . Burlington  
7 Commencement . . . . . Lamar  
13 Commencement . . . . . Walsenburg  
14 Commencement . . . . . Hawthorne School



SCHOOL HOUSE AT AGUILAR.  
Dedicated August, 1910.





## May—Concluded.

15	Commencement .....	Louisville
21	Teachers' meeting.....	Canon City
22	Commencement .....	Swink
24	Normal School.....	Greeley
27	Commencement .....	Rockvale
30	Teachers' meeting .....	Trinidad
31	Teachers' meeting.....	Fort Morgan

## June—

2	Teachers' meeting .....	Lamar
5-7	Teachers' meeting .....	Holyoke
9	Teachers' meeting .....	Boulder
10-16	Directors' meeting .....	Greeley
16-18	Institute.....	La Junta
11	Commencement, etc .....	Trinidad
21-25	Commencement, etc.....	Pueblo
24	Golden.	
25	Denver.	

## July—

2-3	County Superintendents' Association.....	Greeley
5	Address Indian Educational Dept., N. E. A. . . .	Denver
6	Address Agricultural Ed. Dept., N. E. A. . . .	Denver
7	Address State Superintendent section, N. E. A.	Denver
16	Address Summer School.....	Greeley
19	Address Woman's Industrial Council.....	Denver
24	Consolidation meeting.....	Fort Lupton
26	Institute .....	Glenwood Springs

## August—

2	Institute .....	Trinidad
6	Institute .....	Cheyenne Wells
12	Institute .....	Del Norte
28	Institute .....	Greeley
26	Institute .....	Pagosa Springs
11	Institute .....	Colorado Springs
16	Institute .....	Delta
29	County association.....	Littleton

## September—

3 Greeley.

## October—

1-2	Teachers' Association.....	Yampa
6	Teachers' Association.....	Trinidad
19	Teachers' Association.....	Fort Collins
16	Teachers' Association.....	Brighton
25	Teachers' Association.....	Boulder

## November—

1 Grand Junction.  
 3 Littleton.  
 6 Boulder.

## November—Concluded.

7-17	Vicinity of Fruita, Palisade, Grand Junction.	
21	Teachers' Association .....	Golden
22	Corner stone Woman's building.....	Fort Collins
26	Teachers' Association.....	Del Norte
27	Normal School.....	Greeley
28	Teachers' Association .....	Eads

## December—

7-10	Normal School.....	Greeley
11	Consolidation meeting .....	Pinon
27-30	State Teachers' Association.....	Denver

1910.

## January—

29 Durango.

## February—

5	Teachers' Association.....	Cheyenne Wells
11	People's meeting, visit school.....	Eads
12	Teachers' meeting.....	Sheridan Lake
15	Manual training luncheon, high school.....	Denver
16-19	Rocky Ford, La Junta, Cheraw.....	Otero County
23	Normal School .....	Greeley
25	Consolidation .....	Penrose
26	Teachers' Association.....	Canon City

## March—

1- 5	Department of superintendents.....	Indianapolis
7-11	Chicago schools.....	Chicago
19	Teachers' Association.....	Hugo
30-31	Institute conference.....	Denver

## April—

1	Educational council.....	Denver
2	Teachers' Association .....	Akron
7- 8	Normal board meeting.....	Greeley
9	Teachers' Association .....	Brighton
11	Class normal .....	Greeley
12-13	Potato train.....	Antlers, Silt, Rifle, New Castle
14	Banquet, Daughters of Colorado, Albany.....	Denver
16	Reading circle board.....	Denver
22	Trustees, Normal .....	Greeley
23	Industrial education.....	Glenwood Springs
25	Industrial education.....	Aspen
26	Industrial education.....	Leadville
27	Industrial education.....	Buena Vista
29	Corner stone.....	Fort Collins

## May—

2	Industrial education.....	Grand Junction
3- 4	Industrial education .....	Delta
5	Glenwood.	
16-18	Examination, seniors.....	Greeley

## May—Concluded.

19	High school commencements.....	Wheatridge
20	Boulder.	
21	Board of Examiners.....	Denver
24	Commencement.....	Nederland
26	Commencement.....	Black Hawk
27	Commencement, School of Mines.....	Golden
28	Reading circle board.....	Denver

## June—

1	Consolidation meeting.....	Milliken
2	Commencement.....	Fort Logan
3	Commencement.....	Burlington
11	Board of Education.....	Denver
14	Flag Day address, City Park.....	Denver
15	Commencement, Colorado College..	Colorado Springs
20-21	Institute.....	Canon City
22	Institute, East Denver High School.....	Denver
23	Institute.....	Golden
24-28	Normal class.....	Greeley
30	Summer School, University of Colorado...	Boulder

## July—

1- 2	Institute.....	La Junta
5	Normal class.....	Greeley
11	Normal class.....	Greeley
12-14	County superintendents' meeting....	Grand Junction
15	Glenwood Springs.	
18-22	Summer School.....	Greeley
27	Greeley.	
28	Institute.....	Colorado Springs

## August—

2	Teachers' institute.....	Leadville
4	Teachers' institute.....	Alamosa
5	Teachers' institute.....	Trinidad
8	Teachers' institute.....	Grand Junction
9	Teachers' institute.....	Montrose
12	Teachers' institute.....	Boulder
22	Teachers' institute.....	Greeley
24-25	Denver.	
29	Meeting of course of study committee.....	Denver

## September—

1	Dedication of school.....	Pueblo
3	Greeley.	
4- 5	Labor Lay, visit to training school.....	Creede
24	Corner stone.....	Greeley

## October—

4- 5	Colorado Real Estate Association.....	Trinidad
6	Adams County Fair.....	Brighton

## November—

21-23 Colorado Teachers' Association . . . . . Denver

## December—

1 Examination board, Normal School . . . . . Greeley  
12 Normal School . . . . . Greeley

## Conclusion—

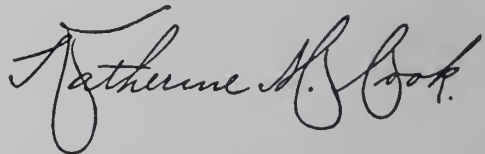
In conclusion, permit me to say that I have great faith in the possibilities for education in this State and in the opportunity this department may enjoy in contributing to the ultimate end—an ideal system of schools.

No state in the United States believes more firmly in the benefits of universal education than the State of Colorado, and none gives greater promise of development.

I believe we are making progress. In the faculties of our State institutions and among our superintendents, principals and teachers we have some of the ablest, most conscientious workers in any State. I have found them at all times sincere and helpful and willing to co-operate with this department, often at great personal sacrifice of time and hard work.

I have been sincerely interested in the work of this department and in the educational work in this State, with no ordinary, mercenary or official interest, and it is because of this interest that I have embodied in this report the suggestions and recommendations I have made, because I earnestly and sincerely believe in them as wise and necessary changes, which will contribute materially to the welfare of the schools. Surely, nothing is too good for the boys and girls of Colorado. Do we not owe them the kind of schools worthy of the great State we believe ours to be?

Respectfully submitted,



State Superintendent of Public Instruction.

## APPEALS.

1909.

R. L. Gardner  
 vs.  
 County superintendent of Pitkin  
 county.

Appeal from county super-  
 intendent's grading of  
 examination papers.

Appeal dismissed January 30, 1909.

James N. Aiken  
 vs.  
 County superintendent of Arapahoe  
 county.

Appeal from the county  
 superintendent's de-  
 cision in the matter of  
 the division of district  
 22, thus creating dis-  
 trict 24.

Appeal sustained April 16, 1909.

Maud Evans  
 vs.  
 County superintendent of Elbert  
 county.

Appeal from county su-  
 perintendent's grading  
 of examination papers.

Appeal dismissed April 16, 1909.

School district No. 2, Yuma county,  
 vs.  
 County superintendent of Yuma  
 county.

Appeal from county su-  
 perintendent's decision  
 in granting school priv-  
 ileges to Nellie Filkins.

Appeal dismissed April 19, 1909.

Vina Williams  
 vs.  
 County superintendent of Yuma  
 county.

Appeal from county su-  
 perintendent's grading  
 of examination papers.

Appeal sustained September 28, 1909.





OTERO COUNTY HIGH SCHOOL, LA JUNTA.





## ARBOR DAY.

In order that the law for observing Arbor Day might be more effectively carried out, this department has prepared two Arbor and Bird Day books, with a view to stimulating an interest in the adornment of public grounds, the promotion of a spirit of protection to birds and trees, and the cultivation of an appreciative spirit concerning them. The Arbor Day Book of 1910 is composed almost entirely of selections written by Coloradoans, many of whom are connected with the schools, and are either teachers or pupils. The material in general pertains to the trees, birds and flora of this State. The fact that the book is a Colorado production, we believe, has awakened greater interest in the celebration of the day, and we wish to express our appreciation to those who have so generously contributed their work for the benefit of the public.

In addition to the preparation of these books, we have sent tree, flower and garden seed to the county superintendents for distribution among the schools. The flower and garden seed were sent to us by the Colorado Congressmen, and the tree seed, which came from Mr. Sidney A. Gaylor, of Washington, D. C., were picked up from the grounds of the White House.

Arbor Day is a subject worthy of serious thought, and one in which there are great possibilities. The music of the birds, beauty of the trees, their form, shade and shelter, are all adjuncts of man's happiness. Aside from this enjoyment, they are of incomparable value to our nation, when considered purely from a commercial standpoint. Our birds destroy thousands of harmful insects every year; our arid plains have been transformed into beautiful and invaluable orchards, through irrigation and the planting of trees; our forest products exceed the value of gold and silver many times.

The observance of this day, as well as creating a certain pride in the appearance of streets, school grounds, parks, may also lead to a greater and broader interest in the general welfare of the country. The spirit of the day is unselfish. We are growing the trees of the nation, not for the individual alone, but for the benefit of all, and not only for the present, but for the future.

# ARBOR DAY



ARBOR AND BIRD DAY ANNUAL, 1910

## The State of Colorado



Executive Department

## Arbor Day Proclamation

WHEREAS, It is provided in the Statutes of Colorado, that, "Annually, at the proper season, the Governor shall issue a proclamation, calling the attention of the people to the provision that 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."

"The day, as above designated, shall be a holiday in all public schools of the state, and the school officers and teachers are required to have the schools under their respective charge observe the day by the planting of trees or other appropriate exercises."

It is, further, exceedingly desirable that the same day be a general clean-up day for sanitary and beautifying purposes.

I, therefore, in accordance with the law, designate Friday, the 15th day of April, A. D. 1910, as ARBOR DAY, and urge upon all citizens of this Commonwealth that it be observed.

I further recommend that all State Institutions of learning in the State of Colorado, and all public schools therein, observe this day in the manner contemplated by the law, and that the Superintendent of Public Instruction and County Superintendents of Schools, together with all teachers and school trustees, join in making this holiday of significance to the schools, the homes and the community of our Commonwealth.



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 Seventeenth-day of March, A. D. One Thousand Nine Hundred and Ten.

By the Governor:

Attest:

Secretary of State.

## ARBOR AND BIRD DAY ANNUAL, 1910

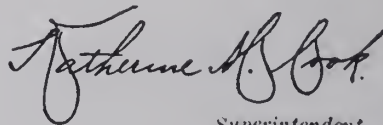
April 15, 1910.

*To the Superintendents and Teachers:*

With much pleasure the Department of Public Instruction issues this Arbor and Bird Day Book. It is entirely the work of Coloradoans, most of whom are connected in some way with the schools of the state. It contains some practical suggestions which will help the teachers in carrying out the spirit of Arbor Day, namely: to take the school into nature and nature into the school. If this manual helps to awaken a love of trees, birds and flowers, a love which includes their beauty on the one hand and service on the other, it has served its purpose well.

Whether or not Arbor Day shall be one of mere formal ceremony or one of deep and genuine significance will depend very largely upon the teacher, who will, indeed, miss a great opportunity if she emphasizes only the utilitarian or economic aspect of the day or limits the exercises to the planting of trees in the school yard. Not only trees, but flowers, vines and shrubs should be planted. The school yard should be a suggestion, and its ideas should be carried over to the home yards and even to the open fields, as is done in France. Arbor Day exercises should be a strong stimulus to the after work to be done upon school and home gardens.

Very cordially yours,



Superintendent.

**ARBOR AND BIRD DAY REPORT.  
1909-1910.****Adams County.**

Arbor and Bird Day was observed in the following number of districts, 55.

Number of trees planted, 256.

Number of shrubs planted, 238.

Number of kitchen gardens planted, 144.

These included window gardens and egg shell flower gardens. Many schools planted hardy annuals, such as holly hock, bouncing betty and tansy plants, which require little water. Programs taken from the Arbor and Bird Day books were the only feature in some districts. The origin of Arbor Day, the protection of birds and the need of forests were taught in many schools, and in one extremely dry, barren region teacher and pupils went four miles to procure a few small trees for transplanting. Two districts celebrated with May-pole dances and out-of-door picnics. In all the districts above represented, readings, songs and recitations, chosen mostly from the Arbor Day Book, were given.

**Arapahoe County.**

Arbor and Bird Day was observed in the following number of districts, 29.

Number of trees planted, 50.

Number of shrubs planted, 45.

Number of kitchen gardens planted, 1.

Various kinds of flower seeds, pumpkins, potatoes, pie plant and flags, among shrubs and lilac bushes. Lack of water is given by many districts for not planting more trees, shrubs, etc. Talks to pupils by teachers concerning the necessity for observing Arbor and Bird Day—cultivating a love for plants and animals. Appropriate songs, dialogues, recitations and compositions by pupils touching the observance of Arbor Day. Selections from the beautiful Arbor Day annual freely used. Reading of the Governor's proclamation, State Superintendent's greeting to teachers and pupils and other exercises befitting the occasion was given.

**Archuleta County.**

Arbor and Bird Day was observed in the following number of districts, 11.

Number of trees planted, several.

Number of shrubs planted, several.

Number of kitchen gardens planted, 1, with numerous flower beds.

On account of late spring the exercises were principally indoors, consisting of planting seeds in boxes. Appropriate programs were rendered. Two of the teachers took pupils for a walk, talked and learned of birds, trees and flowers that were available. Numerous beds of sweet peas were planted. The school houses were cleaned inside, while the grounds were given a general cleaning. Many of the children carried the spirit of the day home with them, thus continuing work with flower beds, also vegetable beds and planting a few trees. A number of boys and girls planted seeds and shrubbery in the city park (District No. 1), also did some general cleaning up, as was done in all schools.

#### Baca County.

Arbor and Bird Day was observed in the following number of districts, 2.

Number of trees planted, 9.

Number of shrubs planted, none.

Number of kitchen gardens planted, none.

The schools that were not closed before the date of Arbor Day provided the usual exercises—consisting of reading, singing, recitations and talks by teachers. In district No. 4 the grade rooms and the high school were divided into committees and work assigned. Some put fences around school houses, and put up gates, cleaned the yard and repaired other things.

#### Bent County.

Arbor and Bird Day was observed in the following number of district, 9.

Number of trees planted, 59.

Number of shrubs planted, 31.

Number of kitchen gardens planted, 2.

The trees were planted in the country districts, and the shrubs, as well, were planted in the rural districts near town. The kitchen gardens were planted by a town teacher to show the germination of the different seeds.

Several of the country districts went on picnics, with reading by the teacher about the origin of Arbor Day. One read from the "Bonnie Briar Bush." The new Arbor and Bird Day booklet was used by all the districts. One teacher used it for language work, and another as a supplementary reader. Many memory gems were learned pertaining to Arbor Day, and the general trend, so far as I can learn, was to teach the children more of trees, their value, etc. By next year I hope to have more nature study in my rural schools, hence a better Arbor Day.

### Boulder County.

Arbor and Bird Day was celebrated in the following number of districts, 58.

Number of trees planted, 193.

Number of shrubs planted, 1,104.

Number of kitchen gardens planted, 72.

Some planted seeds in boxes and many cleaned up their school grounds and transplanted flowers and shrubs. In many of the mountain schools the ground was frozen or covered with snow, so that it was impossible to plant trees or shrubs. About one-half of the territory of Boulder county is mountainous. The teachers were especially pleased with the Arbor and Bird Day Book prepared by our State Superintendent and the programs were generally arranged from the subject matter contained therein. Interesting programs were carried out in the various school districts of the county which related to birds and trees. Readings, recitations, songs, dialogues, drills and outdoor nature study classes characterized the day's program in the respective schools. The day was not very favorable for excursions or tree planting, but in the main the day was properly and enthusiastically observed.

### Chaffee County.

Arbor and Bird Day was observed in the following number of districts, 21.

Number of trees planted, 148.

Number of shrubs planted, 93.

Number of kitchen gardens planted, 84.

The programs, consisting of songs, recitations, and other exercises given, were almost exclusively taken from the pamphlet issued by the State Superintendent.

### Cheyenne County.

Arbor and Bird Day was observed in the following number of districts, 7.

Number of trees planted, none.

Number of shrubs planted, none.

Number of kitchen gardens planted, 8.

Many school grounds are not fenced. Climatic conditions would not permit of outdoor work.

Programs were given in the schools and when possible the grounds were cleaned up.

### Clear Creek County.

The celebration of Arbor and Bird Day was conducted in the following number of districts, 5.

Number of trees planted, none.

Number of shrubs planted, none.

Number of kitchen gardens planted, none.

There was a general cleaning up in most of the districts. Owing to so many of the schools in this county being situated at such a high altitude and the inclemency of the weather, it was impossible for teachers to hold outdoor exercises.

In almost all of the districts interesting programs were given, consisting of songs, recitations, etc. Some of the children planted flowers in boxes to remain in school windows.

#### Conejos County.

Arbor and Bird Day was observed in the following number of districts, 4.

Number of trees planted, 62.

Number of shrubs planted, 6.

Number of kitchen gardens planted, 7.

Sweet peas were planted under the windows of the school houses in School District No. 1. In the schools of two other districts gardens were made indoors, and in some districts home gardening is being done. Some of the schools had closed when Arbor Day came.

Programs, either in the various rooms of a district, consisting of poems, readings, gem thoughts, nature songs and compositions, made up the indoor part of the observance of the day. One school which has a beautiful grove, planted in years recently passed, instead of planting more trees, raked and burned the old leaves and accumulated rubbish. In most districts, where exercises were given, selections from the Arbor Day Book were used.

#### Costilla County.

Arbor and Bird Day was observed in the following number of districts, 7.

Number of trees planted, 20.

Number of shrubs planted, none.

Number of kitchen gardens planted, 12.

At this altitude, Arbor and Bird Day comes rather early in the season, before the water has been turned in the ditches, and, consequently, there is no water available to keep the trees growing.

Singing exercises, songs and recitations, reading from the Arbor and Bird Day Annual, flag display, reading of "The Planting of the Apple Tree," lecture on the "Need of Protection to Trees," talks about "The Benefit of Trees to the Coming Generation," "The Harmlessness of Birds; the Usefulness of Many, and Why They Should Not Be Destroyed," history of trees, trees, the beauty of their foliage and the usefulness of their fruit. Weather will not permit of agricultural operations.



### Custer County.

Arbor and Bird Day was observed in the following number of districts, 1.

Number of trees planted, 2.

Number of shrubs planted, none.

Number of kitchen gardens planted, none.

Pansies, sweet williams, sweet peas, and wild cucumber were planted. Indoor programs were given, dealing wholly with birds and flowers. Program was opened with reading of Governor Shafroth's Arbor and Bird Day Proclamation. Talks about trees, uses of same; telling of European countries adopting Arbor Day. Reading of several flower myths, planting of seeds, flower seeds and the seeds of the sycamore tree.

### Delta County.

Arbor and Bird Day was observed in the following number of districts, 24.

Number of trees planted, 86.

Number of shrubs planted, 37.

Number of kitchen gardens planted, none.

The programs in the various schools differed somewhat from those of previous years. All schools celebrating the day made use of the very excellent booklet sent out by the State Superintendent of Public Instruction. One school wrote poems and tied them to their trees in Japanese fashion. Another school, whose ground is planted to trees, put up a bird house. Six schools did not celebrate the day, but spent the time in a visit to the Potato Special train, at Austin, Hotchkiss and Paonia on that day.

A number used part of the day to clean up the grounds.

### Denver County.

Arbor and Bird Day was observed in the following number of districts, 1.

Number of trees planted, not specified.

Number of shrubs planted, not specified.

Number of kitchen gardens planted, not specified.

Arbor Day in School District No. 1, City and County of Denver, was observed in the usual way. The schools all over the city held special exercises on the morning of Arbor Day, at which time selections were rendered. In most cases the special book sent out by the State Superintendent of Public Instruction was used as a basis for the programs.

Since nearly all the school grounds in Denver are well equipped with trees and shrubs, but little was done in this way. In a number of cases, however, where trees had died, new trees were planted.

**Dolores County.**

Arbor and Bird Day was observed in the following number of districts, 1, 2 and 3.

Number of trees planted, 12.

Number of shrubs planted, 11.

Number of kitchen gardens planted, 10.

Alder, pinon, clematis, wild mosses and shrubs were planted.

Arbor and Bird Day exercises consisted of songs, recitations, readings, essays, drawings and spelling contests, all of which were enjoyed very much by all present.

**Douglas County.**

Arbor and Bird Day was observed in the following number of districts, 15.

Number of trees planted, 87.

Number of shrubs planted, 4.

Number of kitchen gardens planted, 9.

Woodbine and other vines, flowers, etc., were planted.

Programs appropriate to the occasion were given in each district from which I received a report.

**Eagle County.**

Arbor and Bird Day was observed in the following number of districts, 14.

Number of trees planted, 75.

Number of shrubs planted, 18.

Number of kitchen gardens planted, 45.

Fourteen schools had exercises on Arbor and Bird Day, but the weather was so bad in most places that planting of trees and shrubs was an impossibility without exposing the children too much. Indoor exercises, therefore, were the chief features in this county. Our people are becoming more interested in Arbor Day and many trees and shrubs were planted in home yards and around public places.

**Elbert County.**

Arbor and Bird Day was observed in the following number of districts, 42.

Number of trees planted, 56.

Number of shrubs planted, 27.

Number of kitchen gardens planted, 7.

The day was not favorable in our county and few trees were planted. Programs, however, more or less elaborate, were planned in most of the schools in session. The programs consisted of songs and recitations appropriate to this day, and much read-

ing and instruction upon forests, and their value; upon the planting and care of trees; upon our birds, the various species, etc. It is difficult in our county to make this day as valuable as it should be. We have very little timber, few birds, and the unfenced school yards discourage the planting of trees.

#### El Paso County.

Arbor and Bird Day was observed in the following number of districts, 24.

Number of trees planted, 35.

Number of shrubs planted, 5.

Number of kitchen gardens planted, 16.

On account of the inclemency of the weather nearly all districts omitted the planting of trees, shrubs, etc., on Arbor Day. However, some trees and shrubs have been set out since that day, as had been planned. In most instances the programs carried out indoors consisted of nature songs and birds songs, recitations, essays, talks on trees, the value of wood and the preservation of forests, etc. I am glad to state the subject of beautifying school grounds and the subject of agriculture in the schools have been looked upon with favor by a number of the school boards and patrons of our county. The habits of birds and their usefulness to mankind were generally discussed throughout the county.

#### Fremont County.

Arbor and Bird Day was observed in the following number of districts, 36.

Number of trees planted, 90.

Number of shrubs planted, 150.

Number of kitchen gardens planted, 15.

Flowers, bulbs, trees were planted, yards and windows were cleaned. Nature study books and notes exhibited to visitors.

Programs were held in almost all the schools, recitations, readings, essays on various appropriate topics, talks, addresses and the Governor's Proclamation read.

#### Garfield County.

Arbor and Bird Day was observed in the following number of districts, 25.

Number of trees planted, 20.

Number of shrubs planted, 20.

Number of kitchen gardens planted, 4.

Sycamore seed planted in all the districts which remembered Arbor Day.

In general the programs followed the suggestions of the annual Arbor and Bird Day Book furnished by the State Superintendent, Mrs. Cook. To these suggestions were added various

selections bearing on the benefits accruing from the preservation of forest and bird life. Emphasis was also placed upon the care of domestic animals. Several schools had picnics in groves near the school house, parents, pupils and teachers taking part in the program. Where water can be obtained for the school grounds, grass, shrubs and trees were planted.

#### Gilpin County.

Arbor and Bird Day was observed in the following number of districts, 5.

Number of trees planted, 11.

Number of shrubs planted, none.

Number of kitchen gardens planted, 14.

A number of window boxes were planted in the various schools. Conditions here are very unfavorable for the planting of trees, etc. Our rural schools are all closed at that time, but in most schools in the rural districts we have kitchen gardens planted later.

Exercises consisting of appropriate programs and instructions on plants, birds and especially forestry were given in all the schools in session and the teachers have since given instructions in the preparation of the soil and planting of flowers.

#### Grand County.

There were only three or four districts having school in April of 1909, and the snow at that time averaged two feet deep all over this county. The few teachers teaching at that time report that their exercises were very brief on account of the weather conditions.

Exercises in this county in 1910 were held in seven schools, all that were in session at that time. They were taken from books furnished by the State Superintendent, supplemented by songs, also by essays written by older pupils. In one district trees were planted; parents and friends met and enjoyed a picnic on the school grounds after exercises. Much livelier interest in this day and its significance was manifested by both pupils and teachers.

#### Gunnison County.

Arbor and Bird Day was observed in the following number of districts—16.

Number of trees planted, 60.

Number of shrubs planted, none.

Number of kitchen gardens planted, none.

At this altitude Arbor Day is usually too early in our season for much planting to be done. Flowers, shrubs and gardens, if practicable at all, are planted later.

Programs suitable to the day were given and some time was spent in cleaning up the school premises.

#### Hinsdale County.

Some window boxes were planted in the intermediate and grammar rooms of district No. 1.

Exercises were held relating to birds, trees and plants. The snow was too deep for planting trees but some flowers and plants were set out in boxes in the school houses.

#### Huerfano County.

Arbor and Bird Day was observed in the following number of districts—14.

Number of trees planted, 36.

Number of shrubs planted, 30.

Number of kitchen gardens planted, 25.

Two lawns sown.

The usual exercises of songs, drill, orations, marches and sewing of grass seed by the pupils.

#### Jackson County.

Arbor and Bird Day was observed in the following number of districts—3.

Number of trees, shrubs, kitchen gardens, none.

The tree seeds sent out from the State office were distributed to districts holding summer schools.

The exercises in the schools consisted of recitations, readings and songs relating to birds and trees.

#### Jefferson County.

Arbor and Bird Day was observed in the following number of districts—24.

Number of trees planted, 141.

Number of shrubs planted, 94.

Number of kitchen gardens planted, 26; and flowers beds, 36.

One district built six bird houses.

Songs, readings, recitations, appropriate for the occasion, by teachers and pupils. Some spent a part of the day in cleaning up the yards.

#### Kiowa County.

No report.

#### Kit Carson County.

Arbor and Bird Day was observed in the following number of districts—7.

Number of trees planted, over 84.

Number of shrubs planted, not designated.

Number of kitchen gardens, not designated.

Eight of my schools were not in session on Arbor Day. Many teachers failed to report to me, because their schools are located far away from settlements, and for this reason it is difficult to make a report.

A great many tree seeds were planted and each child planted a catalpa and an ash and two for each absent one. Most of the schools in the county observed Arbor Day in the way of interesting readings, upon bird and plant life, recitations, songs, and by cleaning up the school yards.

#### Lake County.

Arbor and Bird Day was observed in the following number of districts—Not designated.

Number of trees planted, 10.

Number of shrubs planted, none.

Number of kitchen gardens planted, 36.

Programs were given in every school which was in session. The Arbor Day booklet sent out by the State Superintendent was the inspiration of many interesting programs. Very few trees were planted this year, since it has been found very hard to beautify our school yards with them on account of the altitude. Many packages of seeds were distributed, which the children used in making small gardens at home.

#### La Plata County.

Arbor and Bird Day was observed in the following number of districts—14.

Number of trees planted, 259.

Number of shrubs planted, 181.

Number of kitchen gardens planted, 429.

Flower beds made, 18.

Packages of seeds planted, 105.

The County Superintendent during the year had given talks on birds to different schools. Pupils wrote essays telling what they remembered of the talks and each teacher selected the best essays and forwarded them to the County Superintendent. Several school grounds were plowed and planted. Many were cleared by the children.

#### Larimer County.

Arbor and Bird Day was observed in the following number of districts—47.

Number of trees planted, 80.

Number of shrubs planted, 50.

Number of kitchen gardens planted, 13.

A number of small plants were also set out.

Programs consisting of the Arbor Day Proclamation and selections appropriate to Arbor Day. Talks on habits of birds, on preservation of plants and birds. Other lessons in nature study were given; cleaning of school yards in almost all schools. Readings, recitations, Arbor Day stories, drawing and writing exhibits, compositions, etc., were also a part of the programs.

#### Las Animas County.

Arbor and Bird Day was observed in the following number of districts—29.

Number of trees planted, 45.

Number of shrubs planted, 30.

Number of kitchen gardens planted, 14.

The program in regard to the exercises was carried out very nicely all over the country. The trees planted were not very many, on account of most of the school houses not having any fences or even water for the trees. In places where they have these conveniences, there were a number planted. In all districts talks were given by the teachers in regard to birds and trees. A general study of nature was given in the majority of the districts.

#### Lincoln County.

Arbor and Bird Day was observed in the following number of districts—13.

Number of trees planted, 73.

Number of shrubs planted, 76.

Number of kitchen gardens planted, 9.

There were three garden beds planted. The trees for the most part were planted and named after the historic men and women of our nation.

The programs for the most part were taken from the Arbor Day book, consisting of recitations, songs, and essays. The history of the day, as given in the manual, was read in most of the schools and commented on by the teachers. Talks were given showing the advantage of growing trees, moisture, winds, and the many birds that they would bring to help beautify nature.

#### Logan County.

Arbor and Bird Day was observed in the following number of districts—not specified.

Number of trees planted, 57.

Number of shrubs planted, 14.

Number of kitchen gardens planted, 28.

Arbor and Bird Day was observed by planting trees and flowers and cleaning the yard, fixing the fences, etc. Some of the teachers and pupils spent part of the day at the river getting trees and shrubs and in observance of things growing there.

#### Mesa County.

Arbor and Bird Day was observed in the following number of districts—15.

Number of trees planted, 64.

Number of shrubs planted, 30.

Number of kitchen gardens planted, none.

While only fifteen districts mailed me a report of their exercises, I think that nearly twice that number held exercises appropriate to the day. I think that the day was generally observed in our county as required by law.

#### Mineral County.

Arbor and Bird Day was observed in the following number of districts—4.

Owing to climatic conditions and lack of facilities for irrigation, no planting could be done.

In each school part of the day was devoted to a program with selections and songs relative to birds, trees, butterflies, etc. Talks on Colorado trees, trees, birds and their uses. Also, compositions on those subjects and on nature. Two of the schools had a picnic on the mountains, to observe nature more closely.

#### Montezuma County.

Arbor and Bird Day was carried on in the following number of districts—10.

Number of trees planted, 30.

Number of shrubs planted, 6.

Number of kitchen gardens planted, none.

Flower and tree seeds were planted.

Programs in rooms and on grounds while planting; bird, tree and animal booklets made, yards cleaned; history of day used in composition, songs, recitations and other exercises were given. Most of our schools were closed by Arbor Day.

#### Montrose County.

Arbor and Bird Day was observed in the following number of districts—12.

Number of trees planted, 36.

Number of shrubs planted, 10.

Number of kitchen gardens planted, none.

All schools in session had programs; birds and trees were dis-



ensed. In the rural schools the programs were given in the house and then the pupils adjourned to the grounds, where trees were planted and grounds graded. In the towns the lower grades had programs and the higher grades planted trees and graded grounds. At the high school the Civic Improvement League assisted in the program and the planting of trees.

#### Morgan County.

Arbor and Bird Day was observed in the following number of districts—26.

Number of trees planted, 145.

Number of shrubs planted, 64.

Number of kitchen gardens planted, 1.

Some prepared gardens on lots near school houses, also prepared kitchen gardens on small plots. All rural schools blessed with water and fences have taken great interest in the school gardens.

The Colorado Arbor and Bird Day books were used in preparing appropriate programs, which consisted of readings or recitations, songs and original stories upon birds, trees, flowers, etc., flower drills and one flower masquerade. Most of the schools had their programs in the morning and planted the trees, cleaned up the yards and made their gardens in the afternoon. Some had their programs the afternoon before Arbor Day and spent the entire day outside.

#### Otero County.

Arbor and Bird Day was observed in the following number of districts—7.

Number of trees planted, 603.

Number of shrubs planted, 33.

Number of kitchen gardens planted, 2.

In district number eleven (South La Junta) an acre of ground was plowed and prepared for sowing a lawn.

In general, the programs consisted of Arbor and Bird songs, recitations about Arbor Day and birds and nature study, etc. We are much encouraged in Otero county as to improvement of school grounds. Two school yards have been graded and seeded to lawn grass. Other districts are planning similar work and the *people* are as much interested as any of us.

#### Ouray County.

Arbor and Bird Day was observed in the following number of districts—18.

Number of trees planted, 23.

Number of shrubs planted, 18.

Number of kitchen gardens planted, 7.

All schools gave programs relating to bird life, trees and flowers. In some districts the school grounds were cleaned by the boys and the school houses by the girls. In other districts excursions were made to secure the trees and shrubs; the pupils took part in taking up the plants and resetting them.

#### Park County.

Arbor and Bird Day was observed in the following number of districts—8.

Number of trees planted, 29.

Number of shrubs planted, 1.

Number of kitchen gardens planted, 5.

The yards of several schools were cleaned. Programs consisted of songs, recitations and readings selected from the Arbor Day annuals. The weather is usually very stormy in April, and Arbor Day is not celebrated as we would like to celebrate. Many of the rural schools were closed at that time.

#### Phillips County.

Arbor and Bird Day was observed in the following number of districts—6.

Number of trees planted, 100.

Number of shrubs planted, 20.

Number of kitchen gardens planted, 2.

Rhetoricals pertaining to the care and protection of animal and plant life. There is no means of irrigation in this county, so we have found that heretofore our tree planting has been a failure, except in Holyoke, which has beautiful school grounds, made so through irrigation from the city water works.

#### Pitkin County.

Arbor and Bird Day was observed in the following number of districts—11.

Number of trees planted, 13.

Number of shrubs planted, 5.

Number of kitchen gardens planted, 5.

The exercises were held indoors in almost all the schools. They consisted of songs and talks on birds and flowers. The interest heretofore has not been very great on account of snow. This spring, being early, more interest was taken. Where no trees could be planted, appropriate exercises were held.

#### Prowers County.

Arbor and Bird Day was observed in the following number of districts—30.

Number of trees planted, 497.

Number of shrubs planted, 56.

Number of kitchen gardens planted, none.

Programs were taken from the Arbor Day book. In most cases music was added by the school, as well as by persons outside the school. Too much importance cannot be placed upon planting of trees and the beautifying of our school grounds.

#### Pueblo County.

Arbor and Bird Day was observed in the following number of districts—50.

Number of trees planted, 100.

Number of shrubs planted, 12.

Number of kitchen gardens planted, 6.

Most of the trees planted this year were in the country districts. Seven having reported as having planted trees, shrubs and two gardens.

All the schools in session had interesting programs. Most material used being taken from the Arbor Day book sent from the State Superintendent's office.

#### Rio Blanco County.

No trees were planted in this county, on account of being insufficient supply of water. Where possible, teachers have potted plants in the school rooms.

Exercises consisting of readings and recitations, music when possible. The teachers made the exercises as interesting as possible. Only a few schools have organs, hence the music was lacking in some places. The teachers seemed pleased to get the books and gave all the information on different subjects they could.

#### Rio Grande County.

Arbor and Bird Day was observed in the following number of districts, 16.

Number of trees planted, 49.

Number of shrubs planted, 60.

Number of kitchen gardens planted, 125.

Nearly all the programs were taken from the Arbor and Bird Day Books sent out by the Superintendent of Public Instruction. Appropriate exercises were given to properly observe the day.

#### Routt County.

Arbor and Bird Day was observed in the following number of districts, 10.

Number of trees planted, 26.

Number of shrubs planted, 15.

Number of kitchen gardens planted, 2.

In almost all of the rural districts the school houses are in a very poor location for planting and watering trees and shrubs;

however, in the summer schools many of the districts have been quite successful, especially with the gardens and flowers.

General programs, with especial attention to the bird and tree features, were given in almost all of the schools in session at the time. Many of the teachers report general house cleaning, then an excursion into the hills, where they held their programs and discussed the benefits of the forests and aids of forest preservation. Gardens have been planted with some success, but the difficulty in watering them makes the proposition a hard one. The books received from the State Superintendent were much appreciated by all the teachers.

#### Saguache County.

Arbor and Bird Day was observed in the following number of districts, 16.

Number of trees planted, 31.

Number of shrubs planted, 57.

Number of kitchen gardens planted, none.

On account of severe weather at this season it is almost impossible to do any planting in the majority of the districts in this county.

The programs consisted of recitations, readings, and essays, all appropriate for Arbor Day exercises. In one district each pupil wrote an essay on a particular bird which they had studied previously. In some of the districts the grounds were cleaned and flower beds made and planted.

#### San Juan County.

On account of the altitude and other climatic conditions trees and flowers can not be grown out of doors, but many pupils will plant garden seeds in their own yard, our school grounds being too small at present for gardens.

All the schools in the county held exercises appropriate to Arbor and Bird Day, and all the week preceding Arbor Day all language work was based upon trees, flowers, spring, etc.

#### San Miguel County.

Arbor and Bird Day was observed in the following number of districts, not designated.

Number of trees planted, 5.

Number of shrubs planted, 4.

Number of kitchen gardens planted, 3.

In different grades of Telluride school kitchen gardens were planted. In all the districts programs from the Arbor Day Annual were given.

**Sedgwick County.**

Arbor and Bird Day was observed in the following number of districts, 6.

Number of trees planted, 70.

Number of shrubs planted, 37.

Number of kitchen gardens planted, 37.

Programs, consisting of recitations, readings and songs pertaining to birds and the planting of trees. Stories and legends were told to arouse the interest and the necessity of observing Arbor and Bird Day.

**Summit County.**

Arbor and Bird Day was observed in the following number of districts, 4.

Number of trees planted, 20.

Number of shrubs planted, grass and hardy plants.

Owing to the climatic conditions Arbor Day was not observed until the thirteenth of May. Appropriate exercises were held, giving essays, songs, talks and stories.

**Teller County.**

Arbor and Bird Day was observed in the following number of districts, all.

Number of trees planted, 30.

Number of shrubs planted, 2.

Trees were planted in several of the rural districts and much interest was taken by patrons and pupils in this work. School houses were cleaned thoroughly in all districts. Essays and compositions were written and work on nature study was given.

**Washington County.**

Arbor and Bird Day was observed in the following number of districts, 10.

Number of trees planted, 31.

Number of shrubs and kitchen gardens planted, 12.

Some schools were closed; others had no fences, so did not plant trees. Several districts cleaned their school yards. The programs consisted of songs, poems, quotations and recitations. Some schools went on excursions in order to study nature.

**Weld County.**

Arbor and Bird Day was observed in the following number of districts, 54.

Number of trees planted, 271.

Number of shrubs planted, 143.

Number of kitchen gardens planted, 51.

The programs consisted of recitations, songs, readings, nature stories, nature story exercises, drills, picnic dinners and cleaning up of grounds.

Yuma County.

No report.

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## WASHINGTON AND LINCOLN ANNIVERSARIES.

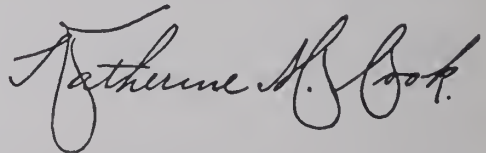
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In accordance with a long-established custom this department has prepared and published two Washington and Lincoln Birthday books, which have been distributed somewhat freely among the school and libraries. The programs suggested may be helpful in commemorating the birthdays of our great statesmen, not only for past years, but in the future, and it is desired that these publications, together with similar volumes, be preserved as a permanent part of the school libraries. In the preparation of the books many of the selections printed therein have been taken from school journals and magazines. For the use of this material and to those who have so ably contributed, this department wishes to acknowledge its indebtedness.

To the Principals of High Schools in the State of Colorado:

It is suggested that in observing the Lincoln and Washington anniversaries, we give particular attention to instructing our high school pupils in their duties to civil government. Standing, as they are, upon the threshold of a complete citizenship, it is of the utmost importance that they should learn now what will be expected of them in public affairs, if they are to fill the standard of patriotic American citizenship.

In furtherance of this purpose, men or women, who are well known for their efforts along the lines of civic righteousness, should be invited to address them upon subjects that will make more clear the fundamental principles which underlie our government.



I am not bound to win, but I am bound to be true; I am not bound to succeed, but I am bound to live up to what light I have.

—Abraham Lincoln.

I am resolved that no misrepresentations, falsehoods, or calumny shall make me swerve from what I conceive to be the strict line of duty.

—George Washington.

## COUNTY SUPERINTENDENTS OF SCHOOLS.

DEPARTMENT OF PUBLIC INSTRUCTION,  
STATE OF COLORADO,  
DENVER.

County	Name	Address
Adams	Mrs. Mary I. Decatur	Brighton
Arapahoe	Louis J. Rote	Littleton
Archuleta	Mrs. Birdie E. McConnell	Pagosa Springs
Baca	N. Gomer Jones	Springfield
Bent	Mrs. Edith Klett Cuning	Las Animas
Boulder	J. H. Shriber	Boulder
Chaffee	Harry L. McGinnis	Buena Vista
Cheyenne	Miss Pearl Clark	Cheyenne Wells
Clear Creek	Mrs. Ella Robeson Adams	Georgetown
Conejos	E. A. Nielson	Sanford
Costilla	Jose Pablo Sanchez	San Luis
Custer	Asa P. Dickson	Westcliffe
Delta	Mrs. Mildred Anderson	Delta
Denver	Mrs. Mary C. C. Bradford	Denver
Dolores	Mrs. Abi Quine Maas	Rico
Douglas	C. A. Bent	Castle Rock
Eagle	J. H. Troendly	Red Cliff
Elbert	Mrs. Clara M. Keirn	Kiowa
El Paso	Miss Inez Johnson	Colorado Springs
Fremont	Mrs. Minnie C. Merriam	Canon City
Garfield	Mrs. Ella Ozburn	Glenwood Springs
Gilpin	Mrs. Frances C. Mayhew	Central City
Grand	Evan D. Lemmon	Fraser
Gunnison	Miss Sara B. Easterly	Gunnison
*Hinsdale	Miss Mamie E. Lawler	Lake City
Huerfano	Frank Mead	Walsenburg
Jackson	Mrs. Eva Dawson	Walden
Jefferson	Miss Elizabeth Hemberger	Golden
Kiowa	R. T. Cline	Eads
Kit Carson	Mrs. Dessie McCutchen Boldt	Burlington
Lake	Mrs. Ollie I. Vivian	Leadville
La Plata	Mrs. Rosepha C. Pulford	Durango
Larimer	Miss Pearl L. Moore	Fort Collins
Las Animas	J. M. Madrid	Trinidad

\* Miss Mamie E. Lawler resigned; Miss Alice C. Watson appointed.

### COUNTY SUPERINTENDENT OF SCHOOLS—Concluded.

County	Name	Address
Lincoln	H. V. Matthews	Hugo
Logan	Mrs. Arba Brown Haynes	Sterling
Mesa	C. G. Sargent	Grand Junction
Mineral	Mrs. Effie M. Anderson	Creede
Montezuma	Miss Hannah Durward	Cortez
Montrose	Miss Mary Abernethy	Montrose
Morgan	Mrs. Helen Mar Simpson	Fort Morgan
Otero	S. S. Phillips	La Junta
Ouray	Miss Edith McIntosh	Ouray
Park	Miss Anna B. Osborne	Alma
Phillips	Miss M. Celeste Donnelly	Holyoke
Pitkin	Miss Anna B. Canning	Aspen
Prowers	C. G. Smeltz	Lamar
Pueblo	Miss Nellie Corkish	Pueblo
Rio Blanco	James L. Riland	Meeker
Rio Grande	Elmer Underwood	Del Norte
Routt	Miss Mamie F. Weyand	Craig
Saguache	S. M. Ludwick	Saguache
San Juan	Mrs. Jessie M. Harwood	Silverton
San Miguel	Mrs. Luella A. Moore	Telluride
Sedgwick	Miss Elma O. Law	Julesburg
Summit	Mrs. Elizabeth W. Enterline	Breckenridge
Teller	Miss Marie V. Donahue	Cripple Creek
Washington	James H. Worley	Akron
Weld	L. H. Harrison	Greeley
Yuma	Ralph H. Weekly	Wray



## COUNTY SUPERINTENDENTS' ASSOCIATION OF COLORADO.

Twenty-fourth Annual Session, July 2 and 3, 1909.

STATE NORMAL SCHOOL, GREELEY, COLO.

## Officers of County Superintendents' Association.

President.....Supt. J. M. Madrid, Las Animas County  
 Vice-President...Miss Emma G. Myers, ex-Supt., Delta County  
 Secretary.....Miss Marie V. Donahue, Supt., Teller County  
 Treasurer.....Miss Pearl L. Moore, Supt., Larimer County

## Executive Committee.

Mrs. Katherine M. Cook, State Superintendent.  
 J. H. Shriber, Superintendent Boulder County.  
 L. H. Harrison, Superintendent Weld County.

## Program.

FRIDAY, A. M.

Music .....Vocal Solo  
 Miss Mary Kendel,  
 Invocation.....Rev. DeWitt D. Forward, First Baptist Church  
 Address of Welcome...Hon. Geo. M. Houston, Mayor of Greeley  
 Response.....Supt. J. M. Madrid, President Association  
 Organization of New Districts in Semi-Arid Counties....  
 .....Supt. N. Gomer Jones, Baca County  
 General Discussion.  
 Recent Progress of Education in Colorado.....  
 .....Hon. Katherine M. Cook, State Superintendent

FRIDAY, 2:00 P. M.

Music .....Vocal Solo  
 Mrs. Kate Norcross-Petrikin,  
 Ways and Means of Organizing School Directors.....  
 .....Supt. J. H. Shriber, Boulder County  
 General Discussion.  
 3:30—As guests of the Automobile Club the Association  
 will take a trip through as fair a farming region as  
 the sun ever smiled upon.  
 6:00—Dinner at the Camfield Hotel in honor of the visit-  
 ing superintendents.  
 8:00—Parlors of the Camfield Hotel.  
 Business meeting of the Association and Election of Officers.

SATURDAY, 9:00 A. M.

- Music ..... Vocal Solo  
 Prof. Theo. E. Fitz, Director Music, Normal School.  
 Objects and Results of the County Superintendents' Visit  
 ..... Mrs. Helen L. Grenfell, ex-State Supt.  
 General Discussion.  
 Manual Training and a Sense of Beauty as Factors in  
 Moral Development..... Supt. Mary C. C. Bradford, Denver  
 General Discussion.

SATURDAY, 1:30 P. M.

- Music ..... Orchestra  
 Address..... Miss Mary Rausch, Agricultural College  
 Round Table. Led by Supt. Harry L. McGinnis, Chaffee County

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## TWENTY-FIFTH ANNUAL MEETING.

July 13, 14 and 15, 1910.

Grand Junction, Colo.

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### Officers.

- President..... Supt. Pearl L. Moore, Teller  
 Vice-President..... Supt. E. A. Neilson, Conejos  
 Secretary..... Supt. N. Gomer Jones, Baca

### Executive Committee.

- Hon. Katherine M. Cook, State Superintendent.  
 Supt. Mary Abernethy, Montrose.  
 Supt. C. G. Sargent, Mesa.

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### Program.

WEDNESDAY, 10 A. M.

- Music ..... Selected  
 Invocation..... Rev. D. Luther Edwards  
 Address of Welcome..... C. G. Sargent  
 Response..... Supt. Pearl L. Moore, Larimer County  
 Our Country Schools and How To Improve Them—Ten  
 minute talks and general discussion.....  
 The Country Child—His Advantages and Disadvantages..  
 ..... H. V. Mathews, Lincoln County  
 Consolidation of Districts and Transportation of Pupils..  
 ..... To Be Supplied  
 Uniformity of Text Books..... L. H. Harrison, Weld County  
 Uniform Course of Study..... J. H. Schriber, Boulder County

WEDNESDAY, 1:30 P. M.

Music.

- Better Buildings and Equipment.....  
 .....Miss Nellie Corkish, Pueblo County
- Libraries and Home Reading.....  
 .....Miss Mary Abernethy, Montrose County
- Teachers' Meetings.....Miss Sara Easterly, Gunnison County
- Directors' Meetings.....Mary I. Decatur, Adams County
- Parents' Meetings.....Mildred Anderson, Delta County
- Boys' and Girls' Clubs.....  
 .....Prof. H. M. Cottrell, State Agricultural College

WEDNESDAY, 8:00 P. M.

- Lecture (Presbyterian Church)—Industrial Education..  
 .....Dr. Charles A. Lory, President Agricultural College

THURSDAY, 8:00 A. M.

Auto ride to Palisade through orchards.

THURSDAY, 1:30 P. M.

Needed Legislation—

- Should a Deputy Be Allowed in Counties Having 100 or  
 More Teachers? .....S. S. Phillips, Otero County
- Removing the 15 Mill Limitation From Third Class  
 Districts .....H. McGinnis, Chaffee County
- County Unit.....Katherine M. Cook, Supt. Public Instruction
- Are We Ready to Require a Minimum of Professional  
 Training Before Giving a Certificate to Teachers?....  
 .....E. A. Neilson, Conejos County
- The Gove Amendment.....Rosepha Pulford, La Plata County
- General Discussion.

THURSDAY, 8:00 P. M.

Dinner to visiting Superintendents at La Court Hotel.

Business Meeting in Parlors of La Court Hotel.

FRIDAY, 8:00 A. M.

Ride to Fruita on Interurban.

FRIDAY, 1:30 P. M.

- Agriculture and Horticulture for Boys.....  
 .....Prof. S. Arthur Johnson, State Agricultural College
- Discussion.
- Should Our District Normal Institutes Be Changed?....  
 .....Prof. W. B. Mooney, State Normal School

PROGRAM OF THE COUNTY SUPERINTENDENTS' DEPARTMENT  
OF COLORADO TEACHERS' ASSOCIATION .  
1910.

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Monday, November 21.

COUNTY SUPERINTENDENTS' SECTION.

President, E. A. Nielson, Sanford.

Secretary, Marie V. Donohue, Cripple Creek.

PROGRAM.

- a. President's Address.
- b. The Country Child—His Advantages and Disadvantages—H. V. Mathews, Lincoln County.
- c. Consolidation of Districts and Transportation of Pupils—C. A. Bent, Douglas County.
- d. Uniform Course of Study—Mamie F. Weyand, Routt County.

Tuesday, November 22.

PROGRAM.

- a. Better Buildings and Equipment—Nellie Corkish, Pueblo County.
- b. Parents' Meetings—Mildred Anderson, Delta County.
- c. Boys' and Girls' Clubs—C. H. Hinman, State Agricultural College; L. H. Harrison, Weld County.
- d. Removing the Fifteen Mill Limitation from Third Class Districts—Harry McGinnis, Chaffee County.

Officers for 1910.

President.....E. A. Nielson, Conejos County  
Vice-President.....S. S. Phillips, Otero County  
Secretary.....Marie V. Donahue, Teller County  
Treasurer.....Sara B. Easterly, Gunnison County  
Executive Committee. Superintendent of Public Instruction;  
Mary I. Decatur, Adams County; J. H. Shriber, Boulder County.

Statement.

The following subjects received especial consideration:

Directors' Meetings.

Consolidation of Districts.

County Unit.

A Minimum of Professional Training.

Reimbursement of School Officers for Expenses Incurred in  
Attending State and County Associations of School Officers.

### Resolutions Adopted by County Superintendents at Their Annual Meeting at Grand Junction.

We endorse the idea that a minimum amount of experience or training of those who apply to the county superintendents for examination be required. Furthermore, we believe that a minimum salary and a higher minimum length of school term should be provided for by law.

We believe that the Normal Institute as at present conducted in this State is inadequate for the present educational needs of the State. We therefore endorse the efforts that are being put forth to make needed changes in the laws governing the teachers' institutes of this State.

Since the boards of education of this State have powers the exercise of which is so vital to educational progress, we endorse any effort to secure such legislation as will bring them into closer touch with the educational work of the State.

Resolved, That it is the profound sense of the County Superintendents' Association of Colorado that urgent need exists for a new classification of the counties of the State with respect to the office of County Superintendent on a basis of fairness and adequacy.

Resolved, That our Association is heartily in favor of making the rural school more efficient in training the boys and girls for country life; that we endorse the plan of the Agricultural College to have a rural school visitor (two if possible) to co-operate with the State and County Superintendents to further the work, and that we pledge our support to the college for getting the necessary appropriation.

Resolved, That this Association endorses the Gove amendment and pledges its support for the adoption of the same.

Resolved, That the county superintendents favor the creation of the necessary number of training schools to be managed by the State schools, plan for such to be worked out as will be provided for later.

Resolved, That a committee consisting of three superintendents appointed by the chairman and a member to be selected by each of the following State institutions, State Normal School and Agricultural College, be appointed to formulate a course of study in agriculture and manual training.

Resolved, That a member of the faculty of the State Normal School, State University and Agricultural College, to be appointed by the president of each, be a regular member of this Association.

Resolved, That the County Superintendents' Association favors a law creating a County Board of Education, whose duty will be to select a County Superintendent with stipulated educational qualifications, and which board shall have general super-

vision over all schools in the county, the exact manner to be hereafter prescribed; and that the Committee on School Law, recently appointed by the Governor, be requested to formulate a bill embodying the ideas here discussed and known as the county unit idea, to be presented to the next Legislature.

### COLORADO CONFERENCE OF NORMAL INSTITUTE CONDUCTORS, INSTRUCTORS AND SUPERINTENDENTS.

The first Colorado Conference of Normal Institute Conductors, Instructors and Superintendents held in the State of Colorado convened in the Senate Chamber on April 2, 3, and 4, 1908. This conference, as organized by the former State Superintendent, Katherine L. Craig, held two very successful meetings during the spring of 1909 and 1910.

The result of the election of officers made the personnel of the executive committee for 1910 as follows:

Katherine M. Cook, president ex officio.

Frank E. Thompson, first vice-president.

L. H. Harrison, second vice-president.

D. E. Phillips, third vice-president.

Ida Kruse-McFarlane, secretary and treasurer.

The following programs were given:

#### Second Annual Conference of Institute Conductors, Instructors and Superintendents.

East Denver High School, April 1, 2, 3, 1909.

##### Program.

THURSDAY AFTERNOON, 2:00.

##### EDUCATION FOR CHARACTER.

Katherine M. Cook, Presiding.

The Aim..... Frank E. Thompson, J. C. Shedd

The Method..... Will Grant Chambers, V. A. C. Henman

THURSDAY EVENING, 8:00.

Address..... William F. Slocum

Pianiste..... Mary Slavens Clark

FRIDAY MORNING, 9:30.

##### CURRENT TENDENCIES AND DEMANDS.

Florence M. Stote, Presiding.

D. D. Hugh, Elizabeth McMechen, Mary C. C. Bradford,

D. C. Cameron.

**Program.**

FRIDAY AFTERNOON, 2:00.

**SOURCES AND MEANS.**

Ida Kruse McFarlane, Presiding.

Francis Ramaley, Mrs. C. B. Dyke, John M. Downen, George R. Momyer, S. A. Lough.

FRIDAY EVENING, 8:00.

Reception—Rooms of Superintendent of Public Instruction,  
Capitol Building.

SATURDAY MORNING, 9:30.

**PRACTICAL APPLICATIONS.**

Katherine M. Cook, Presiding.

Helen L. Grenfell, D. E. Phillips, Dora Ladd, Edward S. Parsons.  
East Denver High School, April 1, 1909.

THURSDAY EVENING, 8:00.

Address. The Ethical Element in the Life and Work of the Teacher  
Dr. William F. Slocum.

Piano Solos:

- (a) Rhapsodie No. 2.....Liszt
  - (b) Slumber Song.....Chopin
  - (c) Caprice Espagnol.....Mowszkowski
- Mary Slavens Clark.

**Third Annual Conference of Institute Conductors, Instructors and  
Superintendents.**

Senate Chamber, Capitol Building, March 30-31, 1910.

**Program.**

WEDNESDAY MORNING, 10:00.

**ECONOMY OF TIME.**

Katherine M. Cook, Presiding.

Economizing the Time of the Normal Institute.....S. S. Phillips  
Discussion—Milton C. Potter.Qualifications of the Institute Instructor.....I. E. Miller  
Discussion—Katherine M. Cook.

WEDNESDAY AFTERNOON, 2:00.

INSTITUTE INSTRUCTION

WITH REFERENCE TO SAVING TIME

Frank E. Thompson, Presiding.

History.....	O. F. Dubach
Discussion—	Nellie Corkish.
Geography.....	Mary G. Carson
Discussion—	Geo. L. Hess.

Program.

THURSDAY MORNING, 10:00.

INSTITUTE INSTRUCTION

WITH REFERENCE TO SAVING TIME

L. H. Harrison, Presiding.

Saving the Pupil's Time.....	Wilson M. Shafer
Discussion—	Eleanor Davidson.
Shall Physical Education Be Given a Place in the Institute Program? .....	Chas. E. Chadsey
Discussion—	Frank E. Castleman.

THURSDAY AFTERNOON, 2:00.

SPECIAL SUBJECTS

WITH REFERENCE TO SAVING TIME

D. E. Phillips, Presiding.

What Place Shall Institute Give to Art.....	Richard Ernesti
Discussion—	Emily H. Miles.
Music.....	J. Henry Allen
Discussion—	Mary Harrington.
Agriculture .....	H. A. Keeley
Discussion—	Chas. A. Lory.

THURSDAY EVENING, 8:00.

Reception—Rooms of Superintendent of Public Instruction,  
Capitol Building.



**NORMAL INSTITUTES.****Advisory Board, 1910.**

Dr. Z. X. Snyder, President, State Normal School.

Mrs. Katherine M. Cook, State Superintendent of Public Instruction.

**Faculties and Executive Committees of Normal Institute Districts.**

District No. 1, Julesburg, June 6-17, 1910—Executive Committee, Helen M. Simpson, Morgan county; James H. Worley, Washington county; Elma O. Law, Sedgwick county. Instructors, D. E. Weideman, Montrose; D. E. Cameron, Fort Morgan; Lucia J. Wallace, Chicago, Ill. Conductor, D. E. Weideman, Montrose. Lecturers, Frank E. Thompson, Boulder; Mrs. Katherine M. Cook, Denver; E. J. Hoenshel, Lincoln, Neb.; Theodore Fitz, Greeley; W. W. Remington, Denver; A. J. Waller, Julesburg.

District No. 2, Boulder, Aug. 1-12—Executive Committee, Pearl Moore, Larimer county; J. H. Schriber, Boulder county; L. H. Harrison, Weld county. Conductor, H. M. Barrett, Pueblo. Instructors, Minnie McCall, Colorado Springs; Valentine Kirby, Buffalo, N. Y.; U. G. Gordon, Greeley; George R. Monyer, Central City; C. S. Dunham, Boulder; B. O. Longyear, State Agricultural College; Mary Rausch, State Agricultural College. Lecturer, Katherine M. Cook.

District No. 3 (East Denver High School), Denver, June 13-24—Executive Committee, Louis J. Rote, Littleton; Mary I. Deatur, Brighton; Mary C. C. Bradford, Denver. Conductor, Daniel E. Phillips. Instructors, Daniel E. Phillips, Eleanor Davidson, M. E. Eagleton, Gertrude Bell, C. B. Raybourn, Charlotte E. Cooper, Miss Grace Shoe, Mrs. Harriet Scott Saxton.

District No. 4, Golden, July 13-24—Executive Committee, Mrs. Ella R. Adams, Clear Creek county; Mrs. Frances C. Mayhew, Gilpin county; Miss Elizabeth Hemberger, Jefferson county. Lecturer, Katherine M. Cook. Conductor, J. M. Downen, Golden. Instructors, J. M. Downen, Golden; Miss Minnie L. McCall, Colorado Springs; Miss Anna L. Force, Denver; Miss Mary F. Rausch, Fort Collins; D. R. Hatch, Denver.

District No. 5, Colorado Springs, July 18-29—Executive Committee, Miss Marie V. Donahue, Teller county; Miss Inez Johnson, El Paso county; Mr. C. A. Bent, Douglas county; Mrs. Clara M. Keirn, Elbert county. Lecturer, Katherine M. Cook. Conductor, Milton C. Potter, Pueblo. Instructors, Miss Grace E. Shoe, Denver; H. A. Keeley, Manitou; C. V. Kirby, Buffalo, N. Y.; Theodore Fitz, Greeley; Evelyn Lewis, Boston, Mass.; Bess E. Foster, Des Moines, Iowa; S. Arthur Johnson, Fort Collins; Mary F. Rausch, Fort Collins.

District No. 6, Burlington—Executive Committee, H. V. Mathews, Lincoln county; Pearl Clark, Cheyenne county; Dessie

M. Boldt, Kit Carson county. Conductor, O. F. Dubach, Colorado Springs. Instructors, H. A. Keeley, Manitou; C. E. Temple, Cheyenne Wells; Wilda B. Kindig, Colorado Springs; Miss Inga Allison, State Agricultural College. Lecturers, Katherine M. Cook, E. J. Hoenshel, H. A. Keeley, Dr. W. N. Beggs, Frank E. Thompson, C. Valentine Kirby, W. R. Callicotte, George H. Thomas, O. F. Dubach.

District No. 7, Canon City, June 13-24—Executive Committee, Asa P. Dickson, Custer county; Minnie C. Merriam, Fremont county; Nellie Corkish, Pueblo county. Conductor, Milton C. Potter, Pueblo. Instructors, John F. Keating, Pueblo; Mary G. Carson, Denver; Harriet S. Palmer, Pueblo; Tom G. Taylor, Canon City; Mary F. Rausch, State Agricultural College. Lecturer, Katherine M. Cook.

District No. 8, La Junta, June 27-July 8—Executive Committee, George Smeltz, Prowers county; Mrs. Edith K. Cuning, Bent county; S. S. Phillips, Otero county. Conductor, H. M. Barrett, Pueblo. Instructors, C. E. Temple, Cheyenne Wells; Eleanor Davidson, Denver; D. W. Frear, State Agricultural College. Lecturer, Katherine M. Cook.

District No. 9, Trinidad, Aug. 1-12—Executive Committee, J. M. Madrid, Las Animas county; Frank Mead, Huerfano county; H. B. Brown, Las Animas county. Conductor, M. F. Miller, Fort Collins. Instructors, S. M. Andrews, Walsenburg; Mrs. A. W. Eagleton, Denver; Mrs. Cornelia Mills; S. A. Johnson, State Agricultural College; Inga Allison, State Agricultural College. Lecturer, Katherine M. Cook.

District No. 10, Alamosa, Aug. 1-14—Executive Committee, S. M. Ludwick, Saguache county; F. A. Neilson, Conejos county; Elmer Underwood, Rio Grande county. Conductor, Dr. Frank H. H. Roberts, Denver. Instructors, J. W. Ellison, Wheatridge; Eleanor Davidson, Denver. Lecturer, Katherine M. Cook.

District No. 11, Durango, Aug. 14-27—Executive Committee, Mrs. Birdie E. McConnell, Archuleta county; Mrs. Bessie M. Harwood, San Juan county; Mrs. Rosepha C. Pulford, La Plata county. Conductor, D. E. Phillips, Denver. Instructors, Mrs. Gertrude Bell, Denver; Mrs. Fannie Cozine, Pueblo. Lecturer, Mrs. Katherine M. Cook.

District No. 12, Montrose, Aug. 2-16—Executive Committee, C. G. Sargent, Mesa county; Mary Abernethy, Montrose county; Edith McIntosh, Ouray county. Conductor, Dr. D. E. Phillips, Denver. Instructors, J. Henry Allen, Grand Junction; D. E. Weideman, Montrose; Mrs. Mary S. Detzer, Delta; Lulu Barnes, Denver; B. O. Longyear, State Agricultural College. Lecturer, Katherine M. Cook.

District No. 13, Leadville, Aug. 1-12—Executive Committee, J. H. Troendly, Eagle county; Ollie I. Vivian, Lake county; Elizabeth W. Enterline, Summit. Conductor, James F. Keating, Pueblo. Instructors, Frederick P. Austin, Leadville; Emily H.

Miles, Denver; Bess Eleanor Foster, Des Moines, Iowa; Mary F. Rausch, State Agricultural College. Lecturers, Katherine M. Cook, and members of faculty of State Normal School.

### Normal Institute Certificates Issued.

#### 1909.

Allen, J. Henry	Johnson, A. E.
Barnes, Lule B.	Keating, J. F.
Bell, Mrs. Gertrude	Kirby, Valentine C.
Carson, Mary G.	Lamb, Mary C.
Clarendon, Alvan	Lewis, Evelyn
Condit, D. M.	Harrington, Mary
Cooper, Charlotte	Meyers, Mrs. Emma H.
Cozine, Fannie D.	Miller, M. F.
Davidson, Eleanor	Momyer, Geo. R.
Detzer, Mary	Morand, Earl R.
Dodson, Cora B.	Murdock, Mrs. W. M.
Dubach, O. H.	Phillips, D. E.
Downen, John	Potter, Milton C.
Cagwin, D. C.	Roberts, Frank H. H.
Eagleton, M. E.	Rogers, Mrs. Etta
Force, Laura	Ripley, S. L.
Flansburg, Fonetto	Saxton, Mrs. Scott
Foster, Bess Eleanor	Shoe, Grace E.
Fym, A. J.	Smith, Henry B.
Gorden, N. G.	Thompson, F. E.
Griffin, J. L.	Weidmann, D. E.
Herren, C. M.	Westberg, Emma
Hess, Geo. L.	Wilbur, H.
Holbrook, Florence	Worley, Victor

#### 1910.

Allen, J. H.	Connolly, Louise
Allison, Inga M. K.	Cooper, Charlotte E.
Andrews, C. M.	Cotton, F. O.
Anderson, Emma M.	Cozine, Mrs. Fannie
Austin, Fred P.	Doland, Matilda B.
Barrett, Harry M.	Davidson, Eleanor
Barnes, Lula B.	Detzer, Mary S.
Bell, Mrs. Gertrude S.	Downen, John M.
Betts, George H.	Dubach, Otto F.
Bigley, Alpha N.	Dunham, C. S.
Cameron, D. E.	Eagleton, Anna W.
Carson, Mary G.	Eagleton, M. E.
Clarke, P. L.	Ellison, J. W.
Collins, C. O.	Force, Anna Laura

## Normal Institute Certificates Issued—Concluded.

Foster, Bess Eleanor	Miller, M. F.
Frear, Prof. D. W.	Miles, Emily H.
Gibbs, E. B.	Miles, Cornelia
Gordon, U. G.	Momyer, George R.
Harrington, Mary	Palmer, Harriet S.
Harrop, Dr. Arthur H.	Parker, Geneva
Hatch, D. R.	Phillips, Dr. D. E.
Hoenshel, E. J.	Potter, Milton C.
Hunter, Alice S.	Rausch, Mary F.
Johnson, S. Arthur	Raybourn, C. B.
Jones, Ella	Roberts, Frank H. H.
Keating, J. F.	Romick, Nell
Keeley, H. A.	Saxton, Mrs. Harriet
Kirbey, V. C.	Shoe, Grace E.
Kindig, Wilda B.	Snell, Mrs. Sanford S.
Lamb, Mary A.	Taylor, Tom
Lewis, Evelyn	Temple, C. E.
Longyear, Prof. B. O.	Thomas, George H.
Mahin, William	Walker, Alfred J.
McCall, Minnie C.	Wiedemann, D. E.
McMechan, Elizabeth	



## NORMAL INSTITUTE—Continued.

	Percentage of Teachers Employed in County in Attendance at Institute	No. Teachers in County Giving Any Work, Even One Lesson a Week in Domestic Sci- ence	No. Teachers Employed in County Giving Any Work, Even One Les- son, in Agriculture
Adams .....	70%	10	4
Arapahoe .....	40	..	..
Archuleta .....	..	..	..
Baca .....	No report	..	..
Bent .....	40	2	..
Boulder .....	55	6	50
Chaffee .....	9	..	..
Cheyenne .....	60	1	11
Conejos .....	60	3	7
Clear Creek .....	..	..	..
Costilla .....	50	4	2
Custer .....	20	..	2
Delta .....	23	..	..
Denver .....	..	..	..
Dolores .....	..	..	..
Douglas .....	27	3	1
Eagle .....	50	2	10
Elbert .....	5	40	3
El Paso .....	50	20	5
Fremont .....	50	150	25
Garfield .....	40	31	20
Gilpin .....	4 1/6	2	20
Grand .....	33	5	..
Gunnison .....	..	5	2
Hinsdale .....	20	..	..
Huerfano .....	50	..	..
Jackson .....	21	..	..
Jefferson .....	..	..	..
Kiowa .....	57	..	..
Kit Carson .....	..	..	10
Lake .....	2/3	2	3
La Plata .....	50	10	..

## NORMAL INSTITUTE—Continued.

	Percentage of Teachers Employed in County in Attendance at Institute	No. Teachers in County Giving Any Work, Even One Lesson, a Week in Domestic Sci- ence	No. Teachers Employed in County Giving Any Work, Even One Les- son, in Agriculture
Larimer .....	82	..	..
Las Animas .....	40	..	..
Lincoln .....	54	..	..
Logan .....	25	..	2
Mesa .....	..	..	..
Mineral .....	9	..	..
Montezuma .....	33 1/3	..	..
Montrose .....	33 1/3	1	..
Morgan .....	37	12	20
Otero .....	5	30	..
Ouray .....	18	2	6
Park .....	4	..	5
Phillips .....	44	..	..
Pitkin .....	1	1	..
Prowers .....	..	..	..
Pueblo .....	33 1/3	..	1
Rio Blanco .....	..	..	..
Rio Grande .....	38	..	..
Routt .....	..	..	..
Saguache .....	7 1/2	..	..
San Juan .....	2	..	..
San Miguel .....	45	1	..
Sedgwick .....	1/3	2	5
Summit .....	22	..	..
Teller .....	20	25	10
Washington .....	5	3	5
Weld .....	20	5	8
Yuma .....	No report	..	..
	33	368	237

## NORMAL INSTITUTE—Continued.

### NORMAL INSTITUTE FUND.

1908.

Amount not apportioned.....	\$ .56
August, 1908, receipts from county examination fees.....	1,599.80
December, 1908, receipts from county examination fees.....	857.90
March, 1909, receipts from county examination fees.....	738.00
Total .....	\$3,195.24
Amount apportioned to each normal institute.....	245.78

1909.

Amount not apportioned .....	\$ 1.05
August, 1909, receipts from county examination fees.....	1,497.00
December, 1909, receipts from county examination fees.....	967.00
March, 1910, receipts from county examination fees.....	\$60.00
Total .....	\$3,322.95
Amount apportioned to each normal institute.....	255.61



## TEACHERS CERTIFICATES ISSUED UNDER STATE LAWS

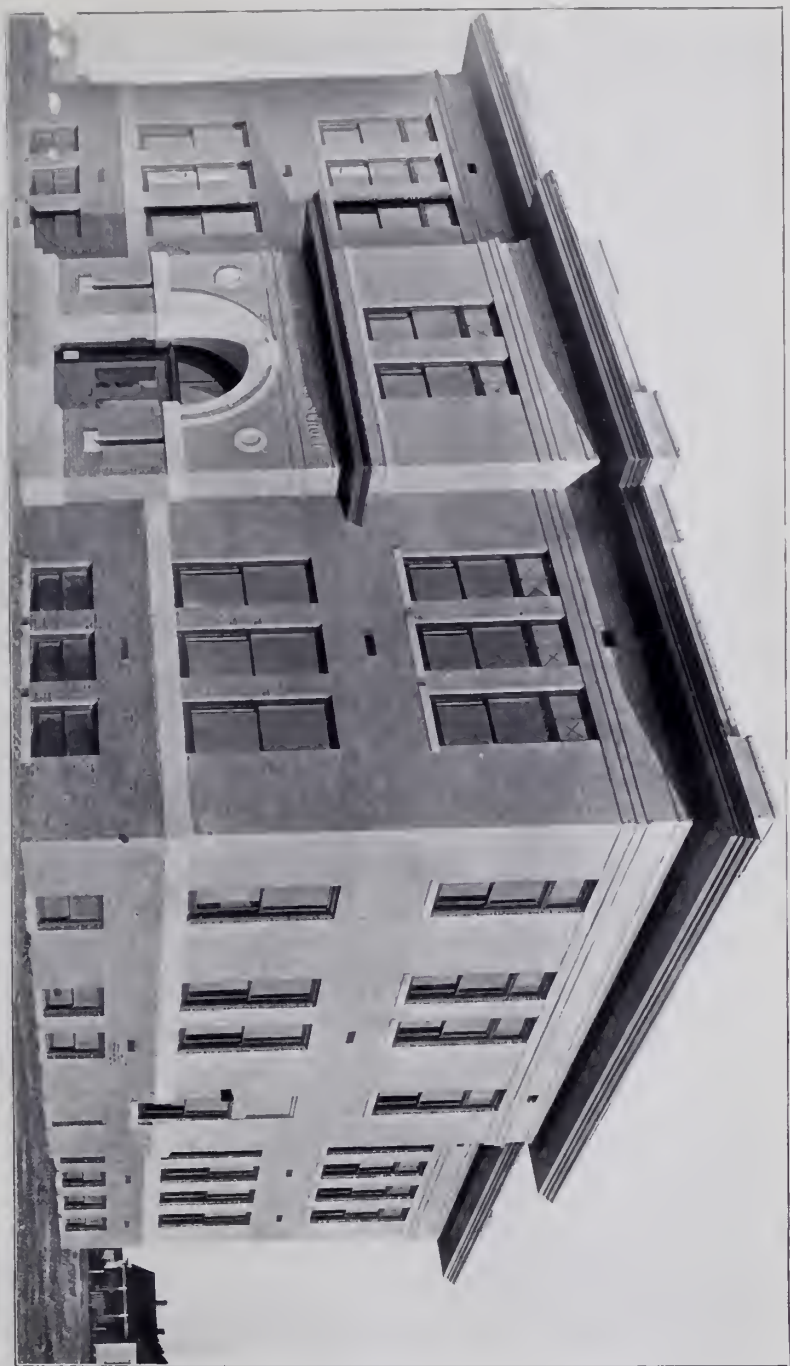
Name of Certificate.	Issued By.	Valid In Territory.	In Schools.	Duration.	Renewal.	Experience Required.	Questions Preparatory.	Papers Examined By.	Scholarship Requirements.
State diploma. Without examination.	State Board of Education.	State.	Any.	Five years.	Renewable for five years in discretion of State Board of Education, then renewable for life.	Twenty-four months.			Graduation from a Colorado college maintaining standard 4-year course and requiring 4-year standard high school course or equivalent for admission. Professional training equivalent to one-sixth standard 4-year course in at least three of these (one being No. 4): 1) General and educational psychology. 2) History of education. 3) Science and principles of education. 4) Practice teaching and special methods. 5) Organization and management of schools. 6) Philosophy, sociology and anthropology.
(a) Upon examination. Without examination.	State Board of Education.	State.	Any.	Five years.	Renewable for five years in discretion of State Board of Education, then renewable for life.	Twenty-four months.	State Board of Examiners.	State Board of Examiners	Academic and professional attainments equivalent to above.
Temporary certificate.	State Board of Education.	State.	Any.	Five years.	Non-renewable.	None.	No examinations required.	County superintendent.	Equivalent to qualifications described above for State diplomas.
First grade county certificate.	County superintendent.	(b) County.	Any.	Three years.	Renewable once.	None.	State Superintendent.		Examination in orthography, reading, writing, arithmetic, English grammar, geography, history and Constitution of the United States and the Constitution of Colorado, civil government, physics, natural sciences, theory and practice of teaching and school law of Colorado. If applicant is to teach in high school, examination shall extend to such additional branches as are to be pursued in such school.
Second grade county certificate.	County superintendent.	(b) County.	Any.	Eighteen months.	Renewable once.	None.	State Superintendent.	County superintendent.	Same as first class, but lower percentage is required.
Third grade county certificate.	County superintendent.	(b) County.	Any.	Nine months.	Renewable once.	None.	State Superintendent.	County superintendent.	Same as first class, but lower percentage is required.
School district certificates. (Districts of the first class.)	School district board.	District.	Any.	Varies.	Determined by district board.	Varies.	Determined by district board.	Determined by district board.	Determined by district board.

(b) County superintendent in emergency may recognize county teachers' certificates issued in another county or another state by indorsing same as "Good" until next county examination.  
County superintendent may issue a like grade certificate to a teacher holding a similar first grade certificate of another county, good during life of certificate upon which it is issued.

(a) Degrees from higher educational institutions situated in other states accepted as equivalent to those conferred by colleges in the State, provided the applicant has taught two years (twenty-four months).  
Certificates from other states are not recognized except as mentioned in note "b."



SEDGWICK COUNTY HIGH SCHOOL, JULIESBURG, COLO.





## INFORMATION REGARDING TEACHERS' EXAMINATIONS.

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Every teacher legally employed in the public schools of Colorado must hold at least one of three certificates provided for by law: a county certificate, a district certificate, or a State certificate.

### County Certificates.

Examinations for county certificates are conducted by the county superintendents three times during the year, on the third Thursday and Friday of March, August and December. The law does not permit any special examination to be given. The questions are prepared by the State Superintendent and are uniform throughout the State. The subjects are as follows: spelling, reading, penmanship, arithmetic, grammar, geography, history and Constitution of the United States and the Constitution of Colorado, civil government, physiology, natural science, theory and practice of teaching, and the school laws of the State. All teachers of second and third class districts are required to take these examinations, unless they hold State certificates.

Certificates are of three classes—first, second and third, according to the following grades: first, average of 90 per cent., no branch below 70 per cent.; second, average of 80 percent., no branch below 60 per cent.; third, average of 70 per cent., no branch below 60 per cent. There is no law concerning the per cent to be obtained in examination nor the number of months of experience required for the issuance of a certificate of any grade, except such rules and regulations governing county examinations as are prepared by the department of public instruction. In order to comply with these rules, an applicant for a first grade certificate shall have taught successfully for at least twelve months.

### State Certificates.

State certificates are issued by the State Board of Education on the recommendation of the State Board of Examiners, who hold four regular meetings during the year: namely, on the second Saturday of March and December and the third Saturday of June and September.

A diploma from the State Normal School is a license to teach in any of the public schools in the State. These diplomas are conferred on the recommendation of a State Examining Board, consisting of the State Superintendent, a county superintendent of schools within the State, and the president of the school.

**LAW GOVERNING THE STATE BOARD OF EDUCATION IN THE  
ISSUANCE OF STATE CERTIFICATES.****State Board of Education.**

5866. Who constitute state board.—The superintendent of public instruction, the secretary of state and attorney-general shall constitute a state board of education, of which the superintendent of public instruction shall be president.

5867. Meetings of board—rules and regulations.—The state board of education shall meet at the state capitol on the last Saturday in December, in each year, and at such times and places as may by them be deemed necessary, and shall have power to adopt any rules and regulations not inconsistent with law, for its own government, and for the government of the public schools.

5868. Board may grant state diplomas—effect.—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 exceptional 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 examinations of persons holding the same, by county, city, town or local examiners, and shall be valid in any county, city, town or district in the state, for the grade work indicated unless revoked by the state board of education.

5869. State board of examiners.—There is hereby created a state board of examiners which shall consist of a state superintendent of public instruction who shall be president of the board, and eight other persons who shall be appointed by the state board of education in the manner following: Immediately upon the passage of this act the state board of education shall appoint two members of said state board of examiners, one of whom shall be recommended to it for that purpose by the president of the State Agricultural College, and both of whom shall be citizens of Colorado, actively engaged in educational work, and who are not members of the faculties of either the State Agricultural College, the University of Colorado, the State School of Mines, or the State Normal School, which said members shall hold office until the first day of May, A. D. 1910, and whose respective successors shall in like manner be appointed to hold office for successive terms of four years thereafter.

And the state board of education shall also in like manner appoint two members of said state board of examiners, one of whom shall be recommended to it for that purpose by the president of the University of Colorado, and both of whom shall be citizens of Colorado, actively engaged in educational work, and who are not members of the faculties of either the State Agricultural College, the University of Colorado, the State School of

Mines or the State Normal School, which said members shall hold office until the first day of May, A. D. 1911, and whose respective successors shall in like manner be appointed to hold office for successive terms of four years thereafter.

And the state board of education shall also in like manner appoint two members of said state board of examiners, one of whom shall be recommended to it for that purpose by the president of the State School of Mines and both of whom shall be citizens of the state of Colorado, actively engaged in educational work, and who are not members of the faculties of either the State Agricultural College, the University of Colorado, the State School of Mines or the State Normal School, which said members shall hold office until the first day of May, A. D. 1912, and whose respective successors shall in like manner be appointed to hold office for successive terms of four years thereafter.

And the state board of education shall also in like manner appoint two members of said state board of examiners, one of whom shall be recommended to it for that purpose by the president of the State Normal School, and both of whom shall be citizens of the state of Colorado, actively engaged in educational work, and who are not members of the faculties of either the State Agricultural College, the University of Colorado, the State School of Mines or the State Normal School, which said members shall hold office until the first day of May, A. D. 1913, and whose respective successors shall in like manner be appointed to hold office for successive terms of four years thereafter. [L. '09, pp. 369, 370, §1.

5869a. Applicants to be examined.—The state board of examiners shall, as often as directed by the state board of education, and at least as often as once a year, and after having given due public notice of the same, examine all applicants for state diplomas in such branches and upon such terms as in the judgment of the state board of examiners shall be requisite to prove the applicant's possession of academic and professional attainments, fully equivalent to those set forth in section 4 of this act. [L. '09, p. 370, §2.

5869b. Requirements of applicants.—And the state board of education shall grant state diplomas to such persons as shall by virtue of such examination be found to possess the requisite scholarship and culture, and who shall also exhibit evidence, satisfactory to the state board of education, of good moral character. [L. '09, p. 370, §3.

5869c. Diplomas without examination.—The state board of education shall issue state diplomas upon application, without examination, to applicants who shall be graduates of colleges situated within the state of Colorado, which maintain a standard four-year course of collegiate work and require four standard years of high school work or its equivalent for admission, and who shall also exhibit evidence satisfactory to the state board

of education of good moral character, and who shall also present evidence satisfactory to the state board of education that they have had twenty-four months of successful teaching experience, and who shall also produce evidence satisfactory to the state board of education of professional training equivalent to at least one-sixth of a standard four years' college course in at least three of the following groups of subjects, one of which shall be Practice Teaching, to-wit:

- (1) General and Educational Psychology.
- (2) History of Education.
- (3) Science and Principles of Education.
- (4) Practice Teaching and Special Methods.
- (5) Organization and Management of Schools.
- (6) Philosophy, Sociology and Anthropology. [L. '09, p. 371, §4.

5869d. Who need not take examination.—The state board of education shall grant state diplomas to all persons who shall be teaching in the public high schools of the state of Colorado at the time of the passage of this act and who shall, within a period of six months thereafter, satisfy the state board of education that they have had forty-five months' successful teaching experience in the public high schools of the state of Colorado. [L. '09, p. 371, §5.

5869e. Diploma for eminent service.—The state board of education may, in their discretion, issue state diplomas without examination, to those persons who, in addition to good moral character and scholarly attainments, have, in the opinion of the state board of education, rendered eminent service in the educational work of the state for a period of not less than six years. [L. '09, p. 371, §6.

5869f. Diplomas license to teach for five years.—State diplomas, granted under the provisions of this act, shall license the holders thereof to teach in the public schools of any county, city, town or district in the state without the necessity of any other examination, for a period of five years unless sooner revoked by the state board of education, and at the expiration of said time, the same may be renewed for a like period of five years in the discretion of the state board of education, and at the expiration of this time, the same may be renewed for life upon presentation to the state board of education of satisfactory evidence of professional growth and efficiency; *Provided*, That the state board of education shall issue upon application, without examination, to those persons who possess the qualifications set forth in section 4 of this act, experience in teaching alone excepted, a temporary, non-renewable certificate to teach for five years in the public schools of Colorado. [L. '09, pp. 371, 372, §7.

5870. Board may revoke diploma.—The state board of education may at any time revoke a state diploma, upon satisfactory evidence that the holder thereof has become unworthy the same;



*Provided*, That before revoking any such diploma, the holder thereof shall have at least thirty days' notice to appear before the state board and refute any charges brought against him.

### COUNTY REGULATIONS.

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. The fee received should be forwarded to the superintendent of public instruction not later than the time of forwarding the examination report.

4. Paper of uniform size will be furnished by the county superintendents.

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. The answer papers, arranged and filed in good order, must be collected at the expiration of each session.

11. (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.

12. Not more than two certificates of the third grade shall be issued to the same person. (See School Laws, 1909, Section 5994.) Consult lists of names of persons to whom third grade certificates have been issued as furnished by the state superintendent of public instruction.

13. Certificates should be dated upon the date of the examination.

14. Applicants for certificates of the first grade shall have taught successfully for at least one year.

15. 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.

16. Private examinations shall not be lawful.

17. 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.

18. 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.

19. Papers of the applicant shall be placed on file in the county superintendent's office for at least three months.

### Directions To Applicants.

Morning sessions, 9 to 12; afternoon sessions, 1:30 to 4:30.

1. A fee of one dollar must be paid to the county superintendent by the applicant before the examination is taken.

2. Write the number assigned you and the subject at the head of every sheet of paper.

3. Do not write two subjects on the same sheet, use one side of the paper only and do not fold the paper.

4. Number answers to correspond with questions; do not repeat questions.

5. Give complete solutions of arithmetical problems.

6. Ask no questions; any act of dishonesty will make worthless the examination.

### Statement of Applicant.

No. .... County, Colorado.

You will be known during your examination by the number on your envelope.

Answer the following questions, place in envelope and seal:

Name in full.....

P. O. address.....

Age..... Place of birth.....

How many months have you taught?.....

State number of different districts of Colorado in which you have 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 issued.....  
 What educational papers do you read regularly?.....  
 What educational associations have you attended during the past year?  
 .....

### EIGHTH GRADE REGULATIONS.

1. Questions for the examination of pupils in the eighth grade of the public schools should be prepared by the County Superintendents in accordance with the course of study recommended by the State Superintendent of Public Instruction.

2. Teachers should grade papers on a scale of 100 and forward the papers and the grading to the County Superintendent for inspection and record.

3. Pupils are required to make an average of 70, no branch below 60, before being entitled to a certificate.

4. The certificate should be issued by the County Superintendent and signed by both the Superintendent and teacher.

5. The teacher and County Superintendent should confer regarding the manner of conducting these examinations, since it is necessary that the diplomas be signed by both County Superintendent and teacher.

6. As there are no set rules governing the time these examinations are to be given, the teachers should confer with the Superintendent and dates be determined upon that will give ample time for the marking of papers and issuing of certificates.

### QUESTIONS FOR THE COUNTY EXAMINATION OF TEACHERS

Before taking this examination, every applicant is required to pay a fee of one dollar to the County Superintendent. See School Laws, 1909, Sec. 5992.

For First, Second and Third Grade Certificates,

December 15 and 16, 1910.

Prepared by

KATHERINE M. COOK,

Superintendent of Public Instruction,

Denver, Colo.

NOTE.—Spelling to be marked from all papers, penmanship marked from paper on School Law.

First Day. A. M.

ARITHMETIC.

Answer ten.

1. A dealer bought 280 boxes of apples at \$1.25 per box. He lost 40 boxes through frost, and sold the remainder so that he gained 20% on the whole. What was the selling price per box?

2. Find the cost of 8 sticks of timber 32 ft. long, 10 inches wide, 9 inches thick, at \$12.00 per thousand board feet.

3. Define: Commission, liter, longitude, board foot, average.

4. What is the amount due at the end of 4 years on a \$300.00 note, bearing 5% interest, payable semi-annually, no payments having been made?

5. Pencils are bought three for a dime and sold for a nickel each, what is the per cent. of gain?

6. At a place  $163^{\circ} 45'$  W. longitude, it is 6:43 a. m. Monday, what is the time at a place  $165^{\circ} 30'$  E. longitude.
7. From 12 miles 200 rods 6 inches take 8 miles 315 rods 2 feet 7 inches.
8. What must I ask for a horse that cost me \$250.00, so that I may lower the price 25% and still gain 20%?
9. A rectangular field contains 13 acres 20 sq. rods, its length is to its breadth as 7 to 3. Find the length and breadth.
10. Net proceeds of a shipment of grain were \$1,050.00, which the agent was instructed to invest in dry goods, after taking out a commission of \$50.00 for purchasing. If he received the same rate of commission for selling the grain as he did for buying the dry goods, find the value of the grain sold.
11. If time were lacking, what subjects would you omit in your teaching of arithmetic as less important? Why?

### THEORY AND PRACTICE.

1. Mention several prevalent physical defects among school children. What are their effects upon scholarship, and upon the general order and efficiency of the school?
2. What is a good recitation? What is the real object of the recitation? How often should each pupil recite and why?
3. State several arguments you would use to justify the introduction of music and drawing into the course of study in your school.
4. Define attention and discuss several methods of securing it.
5. Name, in order of their excellence according to your judgment, the titles and authors of three books on education that you have read or expect to read this year.

### First Day, P. M.

#### GEOGRAPHY.

1. What are the results of glaciation in New England? In the Central Eastern States? What other regions have been glaciated? Locate some existing glaciers in the United States.
2. What would be the effect upon the climate of the United States if the Rockies were upon the Eastern coast? What would be the effect if the mountains extended east and west across the northern boundary of the United States?
3. Where is the great food belt of the United States? What foods are produced and what is done with the products?
4. Tell the secret of New York's rapid growth; Buffalo's; Chicago's; New Orleans'; Seattle's.
5. What effect commercially will the Panama canal have upon the commerce of South America; of the United States?
6. Name five of the greatest exports of the United States, as to value.
7. Locate the Sahara. Give its approximate latitude and account for its desert condition.
8. Name the states that border on the Great Lakes. Locate five principal lake ports, and tell what products are handled there.
9. What countries lead in the production of the following: Wool, hides and leather, coal and iron, wheat, wines?
10. Name the Republics of Europe. What changes in the forms of government have taken place in Europe recently; give reasons for such changes.

#### SCHOOL LAW.

1. How may a teacher's certificate be revoked? For what may a board dismiss a teacher?

2. Name five duties of the president of a school board; of a secretary?
3. Name three laws passed by the Seventeenth general assembly of importance to school interests.
4. What is the difference between a general and a special school election?
5. State the substance of the law by which union high schools are established and maintained.

## CIVIL GOVERNMENT.

1. Explain briefly the primary election system for nominating candidates.
2. How may one accused of crime, who is a fugitive from the state; be apprehended and brought to trial?
3. What are direct taxes; indirect taxes?
4. For what purpose, and how often, is the United States census taken?
5. Distinguish between grand and petit jury.
6. Write briefly of the growth of the President's cabinet.
7. Why is a tariff bill a measure of great importance?
8. Define the general duties of an ambassador; consul; the Secretary of the Interior; Commissioner of Education.
9. Explain briefly the general plan of the commission form of municipal government.
10. Outline briefly the judicial branch of our state government.

## Second Day, A. M.

## READING.

1. (a) What is the result when too many words in a sentence, or group of sentences, are made important?
- (b) Underline the important words in the following:  
 "This is the ship of pearl, which poets feign,  
 Sails the unshadowed main—  
 The venturous bark that flings  
 On the sweet summer wind its purpled wings  
 In gulfs enchanted, where the Siren sings,  
 And coral reefs lie bare,  
 Where the cold sea-maids rise to sun their streaming hair."
2. State fully what means you intend to use in your school for encouraging your pupils to read good books.
3. (a) What, in your opinion, is the importance of placing upon the list of books adopted for the teacher's reading circle work, such a book as *Six Centuries of English Poetry*?
- (b) Name four men and two women, prominent among nineteenth century poets.
4. Name five poems that you would recommend to be memorized by eighth grade pupils and give your reasons for such recommendations.
5. Describe briefly the phonic method of teaching reading. What is its value?

## NATURAL SCIENCE.

1. Give an outline of a nature study lesson for fifth grade.
2. How are harbors made?
3. Name two beneficial insects and three harmful insects. Tell in what way each is beneficial or harmful.
4. Discuss the formation of coal.
5. What benefit does the farmer derive from: (a) deep plowing; (b) rotation of crops?
6. What are the two most important elements of the air and in what proportion are they mixed?
7. Give the meaning of the following terms: catkin, amoeba, chlorophyll, inertia, staminate.

8. Give three examples of protective coloring.
9. State in exact terms a principle of pressure in liquids.
10. Discuss in detail the origin and direction of trade winds.

### UNITED STATES HISTORY.

Answer ten.

1. What is the connection between the inter-colonial wars and the Revolutionary period?
2. Name a section of the United States where the influence of the Spanish or French explorations and settlements may be seen in the life of the people. In what way is this true?
3. What were the plans advanced for the reconstruction of the Southern states after the Civil war? What was the effect of the plan used upon the politics of the South?
4. Name four great American writers whose work influenced the political situation of the nineteenth century. Briefly outline this influence.
5. What is the attitude of the present political parties toward tariff? What is the chief complaint against the Payne-Aldrich tariff bill?
6. What is the importance of teaching local history? In what grades should this be done?
7. What is the relation between the teaching of any event, and the teaching of the meaning of that event? Which is the more important and why?
8. (a) How have the physical features of New England influenced the history of its people?  
(b) Discuss the commercial benefits to New England resulting from the Civil war.
9. State briefly how the slavery question affected: (a) the formation of the Constitution; (b) the rise or fall of political parties.
10. In what way did the War of 1812 affect our manufacturing industries?
11. Write a fairly comprehensive sketch, outlining the life, character and public services of Grover Cleveland or Theodore Roosevelt.

### Second Day, P. M.

#### PHYSIOLOGY.

1. Give illustrations to show the intimate relation between mind and any body. Discuss the bearing of this relation on education.
2. Give your idea of what the physical conditions of the school room should be. Name some of the effects of insufficient ventilation.
3. What is the cause and remedy of typhoid fever?
4. Name the principal impurities in water. Give the principal ways of purifying water.
5. Give six practical directions for the proper care of the eyes.
6. What is a narcotic? What is the general effect of a narcotic when taken into a living organism?
7. What is the function of the liver?
8. Name the organs of respiration.
9. Compare the functions of the nerve cells and the nerve fibres.
10. Mention some of the common means of arresting hemorrhages caused by wounds.

#### GRAMMAR.

1. Give the correct abbreviations for the following:  
That is, doctor of philosophy, mountains, Thomas, pages, et cetera, quart, Florida, doctor, barrel.
2. What are the essentials of a good paragraph? Write one.
3. Define the following terms, copula, modifier, appositive, vocative, metaphor.
4. Write the plural of the following words:  
Dynamo, loaf, knight-templar, spoonful, Ottoman, valet, trout, Mr. Brown, genius.

5. What is said in the Handbook of Composition (Woolley) about using *you, they* and *it* indefinitely?

6. Illustrate by sentences five different uses of a noun in the objective case.

7. My *fairest child*, I have no song to give *you*,  
No Lark could *pipe* to skies so dull and gray.  
Parse words in Italics.

8. What is meant by construction in grammar?

Give the construction and case of the words in Italics in the following stanza:

"Be good, sweet *maid*, and let who will be clever;  
Do noble *things*, not dream them all *day* long,  
And so make *life*, death and that vast *forever*  
One grand, sweet *song*."

9. Distinguish between an infinitive and a participle. Illustrate.

10. Show why the following are incorrect:

I knew it was her.

I took it to be he.

I wish each pupil present to remain standing in their seats.

His voice sounds pleasantly.

If he wishes to go with you and I, he may do so.

### For High School Certificates.

December 17, 1910.

#### First Session.

##### ZOOLOGY.

1. (a) How are diseases carried by the house fly?

(b) What diseases may be carried by the fly?

(c) Show in detail from the life history of the fly, how the pest may be most effectively dealt with.

2. What is meant by complete metamorphosis? Use the butterfly as an illustration.

3. Name five insect pests of Colorado and give the best ways of exterminating them.

4. Discuss the economic value of snakes.

5. Give the characteristics of the class Aves (Birds).

6. What is artificial selection? Explain by tracing the history of the domestic chicken.

##### CHEMISTRY.

Answer Five:

1. Explain in detail three methods of preparing oxygen. Give equations.

2. What is carbonic acid? Discuss its occurrence in nature. Explain the formation of limestone caverns.

3. How many liters of sulphur dioxide at 27° and 640mm pressure can be produced by burning 100 grams of sulphur?

4. What is meant by the nascent state of an element? Define solution; reduction; deliquescent; combustion.

5. Write equations representing the neutralizing of KOH, NaOH, Ca(OH)<sub>2</sub> with each of three different acids.

6. What is mortar? Explain the setting of mortar. Equations.

7. What is ammonia? Give two methods of preparing it. Equations.

##### ASTRONOMY.

Answer Five:

1. Define perihelion of a planet.

2. If you lived at a point on the equator where would you look to see Polaris?

3. How many large bright moons has Jupiter?

4. Where, in the ring system of Saturn is the dusky ring?

5. With what instrument are velocities in the line of sight measured?

6. Give two reasons why summer days are hot.

## PHYSICS.

1. 40 jack screws are employed to lift a building weighing 400,000 pounds. Each screw has a pitch of  $\frac{1}{4}$  inch and a lever arm of 2 feet. If the efficiency of each jack screw is 50%, what effort must be applied at the end of each lever?

2. Give the essential steps in the ammonia process of manufacturing ice, explaining the heat changes.

3. If a certain mass of gas occupies a volume of 500 cubic feet under a pressure of 50 pounds and a temperature of  $20^{\circ}$  C., what will be its volume under a pressure of 60 pounds and a temperature of  $-10^{\circ}$  C.? State the laws involved and solve.

4. Make a diagram of a simple Bell telephone and explain its action.

5. Give a simple and clear explanation, with diagram, of the working of a mercury barometer.

6. Why do the echoes which are prominent in an empty hall often disappear when the hall is full of people?

7. Explain clearly why a stick held partly in the water appears to be bent.

## GEOLOGY.

Answer Five:

1. How is the relative age of rock strata determined?

2. State the geological work of winds.

3. Discuss the origin, direction and limits of the drift of the glacial epoch of North America.

4. Define the following terms: Igneous, fault, porphyritic, oölytic, moraine.

5. What forces now in operation are producing important geologic changes?

6. Discuss the origin and location of coal in Colorado. What causes the frequent explosions in soft coal mines?

7. Give the mineral associations of gold, silver, lead, zinc and iron, as found in Colorado.

## Second Session.

## BOTANY.

1. Define photosynthesis; give a short account of the process as it takes place, for example, in the potato plant.

2. (a) What is meant by pollination? Name three means by which pollination may be effected, and give one or more examples of each.

(b) What is the difference between cross-pollination and self-pollination? Which is, in general, preferable? Why?

3. Why do the leaves fall in autumn? Explain the process. What becomes of the sap at this time?

4. What are parasites? Saprophytes? Give examples of each.

5. What are xerophytes? Name five means adopted by plants to conserve their water supply.

6. What agencies are employed by plants for the dissemination of seeds? Give examples illustrative of each.



## ALGEBRA.

Answer Five:

- Factor the following:
  - $a^6 + b^6$
  - $a^{12} + b^{12}$
  - $x^7 + y^7$
  - $x^2y - x^2z - xy^2 + xyz$
  - $a^2 - 2cd + b^2 - c^2 - d^2 - 2ab$
- Find the value of  $x$  in the following:
  - $\frac{x^2 + 2}{3} + 8 = 42$
  - $\frac{\sqrt{25 + 16x}}{\sqrt{x}} + \frac{\sqrt{25 - 16x}}{\sqrt{8}} = \sqrt{8}$
  - $\frac{x - 5}{10} = \frac{x + 1}{x - 6}$
  - $\sqrt{x + 5} = \frac{12}{\sqrt{x + 12}}$
  - $3x - \sqrt{9x^2 - 18x} = 5x - x^2 + 4$
- Find the value of  $x$  and  $y$  in the following:
  - $xy = 6$   
 $2x - 3y = 9$
  - $\frac{1}{x} + \frac{1}{y} = \frac{3}{10}$   
 $\frac{1}{x^2} + \frac{1}{y^2} = \frac{1}{20}$
  - $x = 2y^2$   
 $x - y = 15$
  - $x + y = 3$   
 $x^4 + y^4 = 17$

4. What number concepts have you gained in algebra that you did not find in arithmetic?

5. The perimeter of a rectangular field is 180 ft. and its area is 1,800 sq. ft. Find its dimensions.

6. A farmer cuts his grain with a binder by going round and round it, commencing on the outside. If his field is 60 rods long by 50 rods wide, how wide a strip must be cut to be half done?

## LITERATURE.

Answer Five:

1. What is the value of oral reading in the teaching of Literature? Illustrate your answer by quotations or citations.

2. Distinguish between the idealist and the realist in literature. Name two of each class and some of their works.

3. Who were the poets of romanticism and what did they contribute to English literature?

4. How did Tennyson and Browning exemplify the social and religious conditions of their age?

5. Show the importance of the following names in literature: Wyatt and Surrey, Bunyan, DeMorgan, Poe, Moody.

6. Sketch a plan for the teaching of *Ivanhoe*.

7. Trace briefly the development of the drama.

## GEOMETRY.

Answer Five:

- Define axiom; corollary; postulate; theorem.
  - Classify triangles in respect to sides; to angles.

(c) Which of the following terms includes the other: parallelogram—quadrilateral?

2. The sum of the three angles of a triangle is equal to———. Complete and prove.

3. By what arcs are the following angles measured: an inscribed angle; a central angle; an angle formed by a tangent and a chord; an angle formed by two chords intersecting within the circumference?

4. Prove: the area of a trapezoid is equal to half the sum of the bases times the altitude.

5. A square field contains 3 acres, 12 sq. rods. Find its perimeter in rods correct to three decimal places.

6. The diameter of a circular well is 6 feet, and the water is 7 feet deep. How many gallons of water are there in the well, reckoning  $7\frac{1}{2}$  gallons to a cubic foot?

7. Do you think plane geometry should be required of all high school pupils? State reasons.

#### GENERAL HISTORY.

Answer Five:

1. Explain the significance of the ninety-five theses posted by Martin Luther at the castle church of Wittenberg.

2. What is meant in English history by "The Protectorate"; "The Test Act"; "The Five Mile Act"?

3. By whom was Saint Petersburg in Russia founded? Why was it to take precedence over Moscow?

4. What permanent results to France did the activities of Napoleon Bonaparte produce?

5. What were the main achievements of the ancient Greeks? How do these compare with achievements in the same lines in modern times?

6. Name ten of the greatest men of the ancient world, and characterize each in a phrase or brief sentence.

7. If a pupil in the high school can study but one year of history, what should it be? Support your choice with reasons.

#### READING CIRCLE.

Certificates issued by State Superintendent.....202

#### KINDERGARTEN.

##### Rules.

School Laws of Colorado, 1909, Section 5927.

"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."

Candidates must pass a written examination in each of the following branches with an average of 90 per cent.; no branch below 70 per cent.: History and philosophy of education, psychology, philosophy, history, science and art of the kindergarten.

#### STATE KINDERGARTEN EXAMINATION QUESTIONS.

##### 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?

**Childhood.**

60 Minutes.

1. What sense is first developed in an infant?
2. In what locality is the sense of touch keenest?
3. Why does an infant stretch out its hands to grasp an object?
4. What is the value of the early training of the senses?
5. What can you say of the imitative instinct of children?
6. What is the value of imaginative power?
7. How may it be developed and strengthened?
8. What is the natural method of discipline?
9. How carried out 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?

**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 kindergartener successfully deal with twenty children of two grades in gift and occupation work?

**Personal Questions.**

20 Minutes.

1. Name?
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 have you taught kindergarten?
10. Did you ever do any other teaching?
11. Are you a musician?
12. Do you sing?

**Mutter and Kose Lieder.**

45 Minutes.

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.

**Occupations.**

45 Minutes.

1. What are the materials used in kindergarten handwork?
2. Why are these materials best suited to the child?
3. How does the kindergarten handwork correspond to the industrial world?

4. What is the value of manual training?
5. How do the kindergarten occupations prepare a child for reading, writing, arithmetic, and the natural sciences?
6. What occupations do you consider most valuable?
7. Why should color be introduced into a child's handwork?
8. Would you introduce sloyd into the kindergarten?
9. Have you finished a school of perforating?
10. Have you finished a school of sewing?
11. Have you finished a school of drawing?
12. Have you finished a school of interlacing?
13. Have you finished a school of intertwinning?
14. Have you finished a school of weaving?
15. Have you finished a school of cutting?
16. Have you finished a school of folding?
17. Have you finished a school of peas work?
18. Have you finished a school of cardboard modeling?
19. Have you finished a school of sand?
20. Have you finished a school of clay?

### Garden Work.

60 Minutes.

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?

## COLORADO COLLEGE OF DENTAL SURGERY.

### Rules for Admission.

The Colorado College of Dental Surgery is a member of the National Association of Dental Faculties, and all the rules of that Association will be strictly observed.

The preliminary examination is in the hands of the State Superintendent of Public Instruction, and, on approval, A. J. Fynn, A. M., principal of the Longfellow School, has been appointed to pass upon certificates and make examinations for this school.

### Code of Rules.

Rule 1. Regulating Admission of Students—Preliminary Examination.—Each student seeking admission to any college of this Association shall present a certificate showing his right of entrance into the fourth year of high school, or a certificate from some other reputable literary school of equal standing, showing his right of entrance into a grade equivalent to the fourth year of high school; or shall successfully pass an examination proving the equivalent to three years of completed high school work.

This examination and the examination and verification of all certificates shall be conducted by a State Superintendent of Public Instruction, or his appointee. If, however, in any state, there is no officer bearing the title of Superintendent of Public Instruction, that title shall be construed to apply to the highest educational official in the state, or his appointee. Nothing in this rule shall be construed to interfere with college members of this Association that are able to maintain a higher standard of preliminary education.

Sufficient knowledge of the English language for the easy comprehension of lectures and didactic instruction shall in every instance be demanded of foreign students in American dental schools.

## Dental College Certificates, 1909-1910.

Bailey, Joseph Ralph	Johnson, Charles Wesley
Brady, Frank Joseph	Lee, Walter Alza
Brown, Russell Jackson	Lininger, Alfred Magers
Crane, Roy M.	Little, Earle Ralph
Chamberlain, Dean Lisle	McCafferty, Ross Corwin
Champion, Ray Miller	McMillan, Clarence Osborn
Cohen, David Louis	Miller, Harry Alfred
Dorne, Lester Harvard	Minez, Julius
Irish, Marion Eugene	Oberto, William Thomas
Knorr, William Fay	Reed, Harold Perrie
Buell, Anna Mary	Reiter, Fred Ward
Cramer, Geo. Washington	Richards, Glen William
Crist, Jacob Ray	Rubins, Leon
Ellsworth, Bert Detmer	Rugg, John Elmer
Eames, Edwin Leslie	Shapiro, Ida
Fuchs, Rufo Adolph	Smolenske, Wm. Charles
Fletcher, William Charles	Telpers, Hyman
Glessner, Edmund Theo.	Varvel, Emmett
Green, Richard Cline	Volk, Marcus Henry
Hasley, Charles Kellogg	Watson, Charles Hunter
Henderson, Kenneth	Wikan, A. O.
Hill, David Bennett	Wilson, Harry Wellington
Hoffman, George William	Wood, Thomas Howard
Inouye, George Katsudo	

## PRELIMINARY BAR EXAMINATION.

## Rules of the Supreme Court.

Rule 39 (c). The law, under which the rules for admission to practice law in this state were formulated, will be found in 3 Mills' (Rev.), 206-206b. This law does not enter into details, but empowers the supreme court by virtue of its provisions to designate the character of the examination to which applicants must submit.

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."

## QUESTIONS FOR THE PRELIMINARY BAR EXAMINATION,

August 18 and 19, 1910.

Prepared by  
**KATHERINE M. COOK,**  
 Superintendent of Public Instruction,  
 Denver, Colo.

Note to Applicants.—The written answer 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.

#### UNITED STATES HISTORY.

1. (a) Name the earliest English Colony within the present limits of the United States.  
 (b) In what respects did the methods of English Colonization differ from that of the French? Of the Spanish?  
 (c) What effect had these differences on the subsequent history of our country?
2. Give the causes and results of Bacon's Rebellion.
3. (a) When, and for what purpose was the New England Confederation formed?  
 (b) By whom was it managed?
4. What questions were settled by the French and Indian War?
5. Just prior to the Revolutionary War, how were the colonists restricted in trade, in respect:
  - (a) To countries with which trade was permissible.
  - (b) To the ships employed.
  - (c) To manufacturing.
  - (d) To the grain traffic.
6. (a) What right claimed by England and denied by the colonists was not settled by the Revolution?  
 (b) How was this question settled?
7. Contrast in brief the Articles of Confederation with the Constitution.
8. (a) Who, of all the members of the Constitutional Convention, was the greatest statesman?  
 (b) Give reason for your answer.
9. How, and in whose administration was Hawaii acquired?
10. Write a paragraph on any one of our present National problems.

#### ALGEBRA.

1. Factor: (a)  $5x^2 + 15x - 50$ .  
 (b)  $a^4 + a^2b^2 + b^4$ .
2. Solve by method of factoring: A room is eight feet longer than wide. Its floor space is 384 sq. ft. What are its dimensions?
3. Find the value of  $x$  in the equation:
 
$$\frac{x}{x-a} - \frac{x+2b}{x+a} = \frac{a^2+b^2}{x^2-a^2}$$
4. A can do in eight days a piece of work which B can perform in ten days. In how many days can it be done by both working together?
5. Solve  $3x - 4y = -11$ .
 
$$\frac{2}{x+5} - \frac{5}{y+1} = 0.$$

6. A crew can row ten miles down a stream in fifty minutes, and twelve miles in one and one-half hours against the stream. Find the rate in miles per hour of the current, and of the crew in still water.
7. Simplify:  $2\sqrt{12x^2 + 60xy + 75y^2} - \sqrt{48x^2 - 72xy + 27y^2}$ .
8. Multiply:  $2\sqrt{3} + 3\sqrt{2}$  by  $3\sqrt{3} - \sqrt{2}$ .
9. Divide:  $3\sqrt{12}$  by  $\sqrt{16}$ .
10.  $\sqrt{2x - 1} + \sqrt{2x + 6} = 7$ .

### Second Session.

#### CIVICS.

1. What was the only department of government established by the Articles of Confederation? Mention two important defects.
2. Why was it thought best to have Congress consist of two houses?
3. What state has the largest representation in the house of representatives? Why?
4. Under what circumstances are the presiding officers in Congress entitled to vote?
5. Mention three important powers vested exclusively in the house of representatives and give the reason in each case.
6. Has the senate any executive power? Discuss.
7. To what extent is immigration restricted? What is the object of these restrictions?
8. By what authority are new states admitted to the Union?
9. Mention five things the Constitution forbids a State to do.
10. Give the Constitutional provisions regarding the powers reserved to States.

#### ENGLISH LITERATURE.

1. What is meant by "Literature is a Definition of Man?"
2. Name a work of literature and its author, showing how the religious sentiment penetrates literatures; author and work, showing the influence of science on literature.
3. Write briefly on any one of Shakespeare's plays.
4. Who wrote Gulliver's Travels? What was the author's purpose?
5. What characterizes the poetry of Wordsworth, Tennyson, Burns, Browning, Shelley and Keats?

#### ENGLISH HISTORY.

1. Give a short account of William I, stating the effects of his career on the history of England.
2. State, and discuss briefly, the Feudal Doctrine.
3. Give the substance of the Constitutions of Clarendon. Name two of the principal characters in the council that enacted these constitutions.
4. Write a brief account of Magna Charta.
5. What was the Star Chamber? Under what ruler was it instituted?
6. How was the union of England and Scotland accomplished?
7. Give the historical significance of the Battle of Naseby.
8. What caused the Habeas Corpus Act to be passed? Give the substance of the Enactment.
9. The Golden Age of English Literature was during the reign of what sovereign? Why so called?
10. Who is the present king of England? What are his powers as ruler?

### Third Session.

#### GEOMETRY.

1. Define axiom, theorem, proposition, corollary.
2. If two angles of a triangle are equal, the sides opposite are equal, and the triangle is isosceles.

3. Only one perpendicular can be drawn to a given line from a given point.
4. Prove that if the perpendiculars from the extremities of the base of a triangle to the other two sides are equal, the triangle is isosceles.
5. If two parallel lines are cut by a transversal, the alternate-interior angles are equal.
6. If the opposite sides of a quadrilateral are equal the figure is a parallelogram.
7. Prove that the mid-point of the hypotenuse of a right triangle is equi-distant from the three vertices.
8. An angle formed by a tangent and a chord drawn from the point of contact is measured by half the intercepted arc.
9. In any proportion the product of the extremes is equal to the product of the means.
10. The bisector of an angle of a triangle divides the opposite side into segments which are proportional to the adjacent sides.

#### GENERAL HISTORY.

1. Contrast Sparta and Athens.
2. What was Asiatic Greece? Describe the character of the Asiatic Greeks.
3. What was Alexander's ambition? How did he forward the civilization of the world?
4. Show the connection between the Greek and the Roman civilizations.
5. What social and political groups stood above the family in the Roman State?
6. How did the rights of the Roman Plebeians and Patricians differ?
7. What was the real reason for the decline of the Roman power? Trace Roman influence on the life of to-day.
8. Account for the superiority of the Franks over the other German tribes. Who was the founder of the Frankish kingdom?
9. Show that the struggles of the Christian princes with the Moslems is well named a perpetual Crusade.
10. Write briefly of the recent Russo-Japanese treaty.



## STATE BOARD OF EXAMINERS.

Katherine M. Cook,	Charles E. Chadsey
Ex-Officio President	Charles A. Hollingshead
W. W. Remington	William H. Smiley
Pearl L. Moore	James H. Steele
Wilson M. Shafer	Eva Carpenter, Secretary
George L. Hess	

## Meetings.

## 1909.

June 7.....	Department of Public Instruction
June 19.....	Department of Public Instruction
July 12 a. m.....	Department of Public Instruction
July 12 p. m.....	Department of Public Instruction
July 29.....	Department of Public Instruction
September 6.....	Department of Public Instruction
October 5.....	Department of Public Instruction
October 23.....	Department of Public Instruction
December 18.....	Department of Public Instruction

## 1910.

March 12.....	Department of Public Instruction
March 29.....	Department of Public Instruction
April 20.....	Department of Public Instruction
May 21.....	Department of Public Instruction
June 11.....	Department of Public Instruction
June 18.....	Department of Public Instruction
September 17.....	Department of Public Instruction
November 22.....	Department of Public Instruction
December 17.....	Department of Public Instruction

## Certificates Issued.

Honorary state diploma.....	4
State diplomas .....	197
Temporary non-renewable .....	170
Total.....	371

### Rules Governing the Actions of the State Board of Examiners in Recommending the Granting of Diplomas.

Under provisions of the law enacted as House Bill No. 423 the following diplomas will be granted by the State Board of Education, and the following rules and interpretations shall govern the actions of the State Board of Examiners in recommending the granting of these diplomas:

## I.

Under provisions of Section 2 an examination will be held in the office of the State Superintendent of Public Instruction on . . . . ., which examination shall be calculated to demonstrate the applicant's possession of the following academic and professional attainments:

(a) Of general education equivalent to that presumably gained through four years of high school and four years of college work, or, in other words, that represented by the standard college A. B. degree.

(b) Of twenty-four months of successful teaching experience.

(c) Of accurate acquaintance with the content of at least three of the groups of subject named in Section 4 of this Act, and described under Rule II of the State Board of Examiners.

## II.

Under provisions of Section 4 of the above named Act, the State Board of Examiners will recommend the granting of diplomas, *without examination*, to such applicants as fulfill the following conditions:

(a) Graduation from a college, situated within the State of Colorado, which college maintains a standard four years' course of collegiate work, and requires four standard years of high school work, or its equivalent, for admission, or the possession of a degree taken from such college on the basis of not less than one year of *graduate* work.

(b) The presentation of evidence of twenty-four months of successful teaching experience.

(c) The presentation of credentials, which show that the applicant has had professional training in institutions of collegiate grade, amounting in all to at least twenty semester hours,\* and that this professional training was distributed among at least three of the groups of subjects named and described below, and that one of these groups was Practice Teaching.

1. General and Educational Psychology.—Under this head such courses as are commonly designated "General Psychology" or "Introductory Psychology," outlined by such texts, e. g., as *Angell-Psychology* or *James-Psychology* (Briefer Course),—not less than three hours; and such courses as are commonly designated "Genetic Psychology" or "Educational Psychology," outlined respectively by such texts, e. g., as *Kirkpatrick-Genetic Psychology* and *Thorndike-Principles of Teaching*—not less than two hours in either case.

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\*A semester "hour" is understood to be one class-room recitation or lecture per week, with its necessary preparation, throughout one college semester.

2. History of Education.—Such courses as are commonly designated "History of Education" and outlined by such texts or syllabi, e. g., as *Monroe-History of Education* or *Cubberly-Syllabus on the History of Education*—not less than four hours.

3. Science and Principles of Education.—Such courses as are commonly designated "Science of Education," or "Principles of Education," or "Science and Principles of Education," and outlined by such a text, e. g., as *Horne-Philosophy of Education*—not less than three hours; and such courses as are commonly designated "General Method," or "Method in Education," outlined by such texts, e. g., as *McMurry-Elements of General Method*, *Bagley-Educational Process*, or *Laurie-Institutes of Education*—not less than two hours.

4. Practice Teaching.—All applicants must present evidence showing that satisfactory work under this head has been done consisting of not less than sixty recitation periods of not less than thirty minutes each, on not less than fifty different days, or not less than ninety recitation periods of not less than thirty minutes each on not less than twenty-five different days, that they were under competent supervision at all times and that instruction in Special Methods for class-room control and individual discipline were provided for in not less than fifteen separate conferences and class-room exercises in not less than six separate weeks—not less than four hours; provided that practice teaching shall not be accepted when taken by students of lower than college senior rank.

5. Organization and Management of Schools.—To consist of such courses as are commonly designated "Secondary Schools," "Elementary Schools," "School Supervision," or "Supervision of Instruction," and outlined by such texts, e. g., respectively, as *DeGarmo-Principles of Secondary Education*, *Gordy-A Broader Elementary Education*, *Arnold-School and Class Management*, and *Bagley-Class Management*—not less than three hours.

6. Philosophy, Sociology and Anthropology.—Such courses as are commonly designated "Introduction to Philosophy," or "General Sociology," "Elements of Sociology," "Principles of Sociology," or "General Anthropology," "General Ethnography"—not less than three hours.

### III.

Under provisions of Section 6 the State Board of Examiners will recommend the granting of State diplomas without examination to such persons as in their judgment have rendered service of such eminence in the educational work of the State for a period of not less than six years as to entitle them to honorary distinction. State diplomas granted under provisions of this section are not to be applied for by those who wish to hold them.

## IV.

Under provisions of Section 7 the State Board of Examiners will recommend the granting of a Temporary Non-renewable Certificate to teach for five years in the public schools of Colorado upon presentation of credentials, as defined under Section 4 and described in Rule II above, evidence of teaching experience alone excepted.

**Rules Governing the Examination of Applicants for Diplomas Under the Provisions of Section 2 of the Law on State Diplomas, Enacted as House Bill No. 423 by the Legislature of 1909.**

## I.

Each candidate must appear in person before the Board of Examiners.

## II.

Applications for examinations under this law, and on proper blanks, must be filed with the Secretary of the State Board of Examiners not less than thirty days prior to the date on which an examination is held, and such application should state:

1. In detail, the experience, if any, as teacher or superintendent.

2. In detail, the institutions, if any, of high school, normal school and college grade in which work has been done and the nature and amount of that work.

3. In detail, reading, correspondence and institute courses taken.

4. In detail, private reading, academic and professional, done during past five years.

5. Names and grades of teacher's certificate now held.

6. Names of at least five persons of whom information regarding applicant can be readily obtained.

7. The general field in which applicant is willing to be examined.

## III.

Candidate should have with him when examined:

1. Such diplomas or certificates as he may hold (or certificates of their possession).

2. Certificates covering at least twenty-four months of teaching experience.

3. Detailed statements (amounts and grades) of work done in education, psychology, philosophy, sociology or anthropology, certified to by proper officials.

## IV.

The examination shall be calculated to test the candidate's preparation in three departments: Academic, Professional and Practical, and shall be as follows:

1. Academic—Written.—(a) Ten questions on some general field as, e. g., Physical Science, Biological Sciences, Ancient Languages, Modern Languages, Ancient and Modern Languages, Mathematics, History, Economics, Philosophy, the general field to be chosen by the applicant.

(b) English Literature (includes American).

(c) Five of fifteen questions which men of average information and intelligence should be able to answer. (General common sense and ability, to use the vernacular, will be judged from these answers.)

2. Professional—Written.—Ten questions in at least three of the fields specified in Section 4 of the law on State Diplomas, namely:

(a) General and Educational Psychology.

(b) History of Education.

(c) Science and Principles of Education.

(d) Practice Teaching and Special Methods.

(e) Organization and Management of Schools.

(f) Philosophy, Sociology and Anthropology.

These questions will be, in part, based upon or suggested by the list of professional reading given by the candidate in his application for examination.

3. Practical—Oral.—The candidate must answer such questions as may be put to him by members of the Board of Examiners, and these questions shall be calculated to bring out the applicant's professional profit from his experience as well as the philosophy under which his work was done.

## V.

When, in the judgment of the State Board of Examiners, credentials held by the candidate show genuine equivalence in certain departments of his preparation to specific departments of the preparation which the examination as a whole is calculated to test, then such candidate may be excused from examination in such departments, for example: a Bachelor's Degree from an accredited college may be accepted in lieu of a record in the academic examination.

## STATE BOARD OF EDUCATION.

## Members.

Mrs. Katherine M. Cook, State Superintendent.  
 John T. Barnett, Attorney General  
 James B. Pearce, Secretary of State.

## Meetings.

## 1909.

January 30 .....	Department of Public Instruction
April 16, a. m. ....	Department of Public Instruction
April 16, p. m. ....	Department of Public Instruction
April 19 .....	Department of Public Instruction
May 7 .....	Department of Public Instruction
May 28 .....	Department of Public Instruction
June 28 .....	Department of Public Instruction
September 9 .....	Department of Public Instruction
September 28 .....	Department of Public Instruction
September 29 .....	Department of Public Instruction
October 26 .....	Department of Public Instruction
November 7 .....	Department of Public Instruction
August 1 .....	Department of Public Instruction
December 16 .....	Department of Public Instruction
December 23 .....	Department of Public Instruction

## 1910.

January 19 .....	Department of Public Instruction
April 29 .....	Department of Public Instruction
May 10 .....	Department of Public Instruction
June 20 .....	Department of Public Instruction
November 25 .....	Department of Public Instruction

## Powers.

It is the duty of the State Board of Education to hear all appeals from the decision of the county superintendents, and to consider the issuance of State diplomas to applicants examined and recommended by the State Board of Examiners.

## LAND BOARD MEETINGS.

December 1, 1908, to November 30, 1910.

1908.

December 2-11-16-23-30.

1909.

January 2-7-7-12.

August 23-27.

February 3-5-8-10-13-17-19-24-25.

September 8-11-20.

March 2-3-8-9-10-17-17-24-31.

October 4-4-6-7-8-13-13-14-14-20-27-28.

April 7-14-21-28.

November 3-8-19-24-26.

May 5-7-12-19-19-19-26-29.

December 1-6-13-13-14-15-15-22-22.

June 7-11-12-22-23-30.

July 2-9-12-14-27.

1910.

January 5-5-8-12-20-26-31.

June 14-17-21-22.

February 1-2-8-9-10-23.

July 6-7-9-21-26.

March 2-9-9-10-10-12-14-16-16-24-28-30.

August 13-13-17-19-26.

April 1-6-9-19-21-22-27-28.

September 21-21-28.

May 4-14-18-18-19.

October 6-6-6.

November 16-30.

## PUBLICATIONS, 1909-1910.

## Books.

Course of Study.....	4,500
Agricultural outline studies.....	2,000
School Laws .....	5,200
Decisions on School Laws.....	500
Arbor and Bird Day Annual.....	10,000
Census books .....	7,000
Book of orders on county treasurer.....	2,500
Teachers' registers .....	9,000
Second grade certificate books.....	50
Like grade certificate books.....	60
Washington and Lincoln anniversary.....	8,000
Examination fee books .....	150
County superintendent's record book.....	100
Public kindergarten certificate book.....	10
District secretary's record book.....	500
Teacher's high school certificate book.....	20
Temporary non-renewable certificate book.....	10
Dental surgery certificate book.....	1

## Blanks.

Annual report of county superintendent to State Superintendent.....	400
Quarterly report of county treasurer to district secretary.....	10,000
Quarterly report of county treasurer to district secretary, receipts.....	10,000
Annual report of district secretary to county superintendent.....	10,000
Arbor Day report of teacher to county superintendent.....	7,000
Arbor Day report of county superintendent to State Superintendent.....	500
Eighth grade diplomas .....	5,000
Certificates of promotion .....	20,000
Census report of county superintendent to State Superintendent.....	500
District secretary's election report.....	7,000
Notices of annual election.....	10,000
Tax levy report.....	5,000
Oaths of office.....	7,000
Official bond .....	5,000
Principal or teacher's summary.....	20,000
Teachers' monthly reports.....	35,000
Teachers' contracts .....	5,000
Receipts for supplies.....	5,000
Teachers' normal institute reports.....	500
Statement of standing.....	5,000
Statement of applicant.....	9,500
Direction to applicant.....	9,500
List of county superintendents of schools.....	6,500
List of city superintendents of schools.....	750
Rules governing issuance of State diplomas.....	500
Astigmatism charts for physical examination.....	3,450
Distance charts for physical examination.....	3,450
Envelopes for charts.....	3,500
Teacher's test record book for physical examination.....	8,500
Notice to parent or guardian for physical examination (book of 60 pages)..	3,044
Law on physical examination.....	6,000
Instruction on physical examination (circular).....	11,000
Instruction on physical examination (folder).....	11,000
Notice of failure to comply with physical examination law.....	6,000
Report of teacher or principal to county superintendent of physical examination .....	11,000
Report of county superintendent to State superintendent of physical examination .....	5,500
School building bulletins.....	5,000
Nature study bulletins.....	20,000
Catalogue of reading circle books.....	10,000





SKETCH SHOWING ADDITIONS TO HALE SCIENTIFIC BUILDING  
UNIVERSITY OF COLORADO,  
BOULDER-COLO.

*Barratt & Co.*



Pupils' reading circle lists.....	10,000
Circulars regarding certificates to teach.....	2,000
Circulars regarding Institutes.....	500
Blanks regarding State certificates (three kinds).....	2,200
Application blanks for State certificates.....	3,000
Institute letters.....	1,006
Columbian elasp envelopes.....	12,250
Library lists.....	1,000
Lists of high schools of Colorado.....	250
Receipt books.....	10

### Examination Questions.

Teachers' county examination questions.....	24,000
Teachers' high school examination questions.....	2,500
Third grade certificate lists.....	365
Preliminary bar examination.....	200

## UNIVERSITY OF COLORADO.

### Seventeenth Biennial Report of the Regents, 1908-1910.

*To the State Superintendent of Public Instruction, and the Eighteenth General Assembly:*

The Seventeenth Biennial Report, from October 1, 1908, to October 1, 1910, is herewith presented by the Regents.

### Pay-roll of the State University (Annual).

#### ADMINISTRATION.

James H. Baker, M. A., LL. D., president.....	\$ 5,000.00
Frank H. Wolcott, B. S., secretary Board of Regents.....	1,500.00
Fred E. Hagen, B. A., secretary and registrar.....	1,500.00
Katharine Kalene, stenographer.....	720.00
Frances B. Jones, stenographer.....	540.00
Gertrude H. Collins, stenographer.....	480.00
Dean Worcester, employment bureau.....	300.00
Bertha Hunting, B. A., students' aid.....	200.00
V. May Smith, faculty stenographer.....	450.00
Additional clerical help in registrar's office.....	294.00

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\$ 10,984.00

#### COLLEGE OF LIBERAL ARTS.

Fred B. R. Hellems, Ph. D., dean; professor of Latin.....	\$ 2,600.00
J. Raymond Brackett, Ph. D., dean of the graduate school; professor of comparative and English literature.....	2,500.00

Ira M. DeLong, M. A., professor of mathematics.....	2,500.00
Charles C. Ayer, Ph. D., professor of romance languages.	2,500.00
S. Griswold Morley, Ph. D., acting professor of romance languages .....	.....
George Norlin, Ph. D., professor of Greek.....	2,500.00
Francis Ramaley, Ph. D., professor of biology.....	2,500.00
Melanchthon F. Libby, Ph. D., professor of philosophy....	2,400.00
John B. Phillips, Ph. D., secretary of the college of com- merce; professor of economics and sociology.....	2,400.00
John B. Ekeley, Ph. D., professor of chemistry.....	2,500.00
Russell D. George, M. A., professor of geology.....	2,500.00
Theodore D. A. Cockerell, professor of systematic zoology	1,000.00
George M. Chadwick, professor of music.....	1,200.00
James F. Willard, Ph. D., professor of history.....	1,900.00
Oliver C. Lester, Ph. D., professor of physics.....	2,300.00
Frank E. Thompson, B. A., secretary of the college of education; professor of education.....	2,300.00
Junius Henderson, B. A., professor of natural history; curator of the museum.....	2,100.00
John S. McLucas, M. A., professor of English.....	1,900.00
Grace F. van Sweringen, Ph. D., professor of German....	1,700.00
Milo G. Derham, Ph. D., professor of Latin.....	1,400.00
Lawrence W. Cole, Ph. D., professor of psychology.....	1,900.00
Martha G. McCaulley, M. A., dean of women; assistant assistant professor of literature.....	1,200.00
S. Antoinette Bigelow, M. A., acting dean of women; as- sistant professor of literature.....	.....
Fordyce P. Cleaves, M. A., instructor in oratory.....	550.00
Charles B. Dyke, M. A., instructor in education.....	450.00
Joseph L. Kingsbury, B. A., instructor in history.....	800.00
Whitford H. Shelton, M. A., instructor in romance lan- guages .....	800.00
Wilfred W. Robbins, M. A., instructor in biology.....	1,100.00
Harry A. Curtis, M. A., instructor in chemistry.....	1,000.00
Adolph G. Pierrot, Ph. B., instructor in English.....	800.00
William R. Brackett, B. A., instructor in physics.....	800.00
Mildred S. McArthur, M. A., instructor in German.....	800.00
David J. MacDonald, M. A., instructor in education.....	800.00
Easley S. Jones, M. A., instructor in English.....	500.00
Elva Cooper, M. A., instructor in mathematics.....	500.00
Arnold J. Lien, M. A., instructor in economics.....	800.00
F. M. Handy, B. A., instructor in geology.....	1,200.00

William V. Casey, instructor in education.....	200.00
Margaret L. Wheeler, M. A., instructor in English.....	800.00
Paul M. Dean, B. A., instructor in chemistry.....	800.00
Cleophile Bell, M. A., assistant in literature.....	300.00
Ethel R. Ford, B. A., assistant in literature.....	100.00
Gladys C. Shufelt, M. A., assistant in mathematics.....	300.00
Helen O. Coates, assistant in romance languages.....	200.00
Louise L. Tourtelotte, B. A., assistant in biology.....	200.00
Warren E. Watkins, B. S., assistant in biology.....	200.00
Katherine E. Dier, M. A., assistant in philosophy.....	400.00
Charles F. Poe, assistant in chemistry.....	100.00
Winthrop W. Leach, assistant in chemistry.....	100.00
Phillip G. Worcester, B. A., assistant in geology.....	250.00
Roy M. Butters, B. A., assistant in geology.....	150.00
Collin B. Goodykoontz, assistant in history.....	100.00
Frederick V. Bliss, B. S. (E. E.), assistant in physics.....	400.00
Cornelius J. Marvin, assistant in physics.....	200.00
Bulah Stearns-Macauley, B. A., assistant in English.....	200.00
Ferd J. Lockhart, assistant in English.....	400.00
Ruth M. Shelledy, B. A., assistant in German.....	400.00
Mary E. Lakenan, B. A., assistant in psychology.....	150.00
Iva Pearl Smith, dean's secretary.....	360.00
Mildred Peck, attendance secretary.....	180.00
Other clerical service in dean's office.....	195.00
Inez Kennison, clerk college of education.....	180.00

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\$ 61,565.00

## SUMMER SCHOOL.

Twenty-two instructors .....	\$ 2,730.00
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\$ 2,730.00

## COLLEGE OF ENGINEERING.

Milo S. Ketchum, C. E., dean; professor of civil engineering .....	\$ 2,600.00
Herbert S. Evans, E. E., professor of electrical engineering .....	2,200.00
John A. Hunter, M. E., professor of mechanical engineering .....	2,000.00
Saul Epsteen, Ph. D., professor of engineering mathematics .....	1,400.00
David R. Jenkins, E. E., assistant professor of electrical engineering .....	1,200.00

Clement C. Williams, C. E., assistant professor of civil engineering .....	1,600.00
George L. Sullivan, M. E., instructor in mechanical engineering .....	800.00
Guy W. Smith, M. S., instructor in engineering mathematics .....	800.00
Edward C. Stocker, B. S. (C. E.), instructor in civil engineering .....	800.00
Ollison Craig, B. S. (M. E.), instructor in mechanical engineering .....	800.00
Harland C. Woods, B. S. (C. E.), instructor in engineering drawing .....	1,100.00
Joseph B. Morrill, B. S. (E. E.), instructor in electrical engineering .....	600.00
Siebelt L. Simmering, B. S. (M. E.), instructor in mechanical engineering .....	800.00
Whitney C. Huntington, B. S. (C. E.), assistant in civil engineering .....	400.00
Frederick V. Bliss, B. S. (E. E.), assistant in engineering mathematics .....	200.00
Carl M. Duff, B. S. (C. E.), assistant in engineering mathematics .....	200.00
Carl M. Duff, B. S. (C. E.), assistant in engineering drawing .....	400.00
Irma Lindsley, dean's secretary.....	240.00
Additional clerical work .....	200.00

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\$ 18,340.00

#### SCHOOL OF MEDICINE.

William P. Harlow, B. A., M. D., dean.....	\$ 250.00
Luman M. Giffin, M. D., professor of surgery.....	200.00
John Chase, B. A., M. D., professor of ophthalmology and otology .....	.....
Thomas E. Taylor, B. A., M. D., professor of obstetrics.	50.00
William B. Craig, M. D., professor of surgery.....	.....
E. Barber Queal, M. D., professor of physiology.....	250.00
George H. Cattermole, M. D., professor of medicine (pediatrics) .....	150.00
Frank E. Waxham, M. D., professor of rhinology and laryngology .....	25.00
Francis Ramalcy, Ph. D., professor of histology and embryology (salary noted elsewhere).....	.....

Charles Fisher Andrew, M. D., professor of materia medica and therapeutics.....	100.00
Charles S. Elder, M. D., professor of surgery (gynecology)	100.00
Newton Wiest, M. D., professor of dermatology.....	100.00
John B. Ekeley, Ph. D., professor of chemistry (salary noted elsewhere) .....	.....
James R. Arnell, B. A., M. D., professor of medicine (clinical medicine) .....	.....
Richard W. Corwin, M. D., LL. D., professor of surgery	45.00
Charles B. Lyman, M. D., professor of surgery.....	.....
John M. Foster, M. D., professor of otology.....	25.00
Edward Jackson, M. A., M. D., professor of ophthalmology .....	25.00
Edward F. Dean, M. D., professor of anatomy.....	600.00
Ross C. Whitman, B. A., M. D., secretary; professor of pathology .....	2,000.00
Oscar M. Gilbert, M. D., professor of medicine (clinical medicine) .....	50.00
Alvin R. Peebles, M. D., professor of medicine (therapeutics) .....	800.00
Clough T. Burnett, M. D., professor of bacteriology.....	800.00
Samuel B. Childs, M. D., professor of anatomy.....	25.00
Walter W. Reed, M. D., assistant professor of obstetrics.	150.00
George E. Neuhaus, M. D., assistant professor of neurology and psychiatry .....	100.00
Eugene H. Robertson, Ph. M., M. D., lecturer on electrotherapeutics .....	200.00
Edward Delehanty, M. D., lecturer on neurology.....	50.00
Theodore D. A. Cockerell, lecturer on comparative anatomy (salary noted elsewhere).....	.....
Oliver Lyons, M. D., lecturer on genito-urinary diseases..	25.00
Edward B. Trovillion, M. D., instructor in anatomy.....	300.00
William A. Jolley, M. D., instructor in pharmacology.....	75.00
Willard J. White, M. A., M. D., instructor in medical jurisprudence .....	50.00
Jacob Campbell, M. D., instructor in minor surgery.....	250.00
John Andrew, B. A., M. D., instructor in anatomy.....	300.00
Frank R. Spencer, B. A., M. D., instructor in laryngology and rhinology; ophthalmology and otology.....	100.00
Clay E. Giffin, B. A., M. D., instructor in surgery.....	150.00
Henry S. Denison, B. A., M. D., instructor in medicine...	150.00
Carbon Gillaspie, M. D., instructor in anatomy.....	300.00

J. W. Amesse, M. D., instructor in medicine.....	50.00
Walter W. Wasson, B. A., M. D., instructor in anatomy.	300.00
William O. Callaway, B. A., assistant in bacteriology.....	200.00

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\$ 8,345.00

#### UNIVERSITY HOSPITAL.

Jean McIntosh, matron.....	\$ 720.00
Twelve nurses .....	1,152.00
Hospital employes, as cook, laundress, maids, porter....	2,100.00

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\$ 3,972.00

#### SCHOOL OF LAW.

Appropriation for traveling expenses of professors and lecturers whose salaries are not indicated.....	\$ 100.00
John D. Fleming, B. A., LL. B., LL. D., dean; professor of law; associate judge of practice court.....	2,500.00
Moses Hallett, LL. D., dean and professor of American constitutional law, emeritus.....	.....
John Campbell, M. A., LL. B., LL. D., dean emeritus; professor of law of private and municipal corporations. ....	.....
Albert A. Reed, LL. B., professor of law.....	1,400.00
William H. Bryant, B. S., LL. B., professor of law.....	250.00
Edwin Van Cise, professor of law.....	250.00
William H. Pease, B. A., LL. B., professor of law.....	2,100.00
James F. Willard, Ph. D., professor of American and English constitutional and political history (salary noted elsewhere) .....	.....
Fred G. Folsom, B. A., LL. B., instructor in law; judge of practice court.....	1,000.00
Joseph L. Kingsbury, B. A., instructor in history (salary noted elsewhere) .....	.....
Hugh Butler, lecturer on common law pleading.....	.....
Robert S. Morrison, lecturer on law of mines and mining. ....	.....
Charles S. Thomas, LL. B., lecturer on law of evidence.. ....	.....
Lucius M. Cuthbert, M. A., LL. B., lecturer on Roman law .....	.....
John A. Riner, LL. B., lecturer on international law.....	.....
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. ....	.....
Willard J. White, M. A., M. D., lecturer on medical jurisprudence .....	.....



Ernest L. Williams, LL. B., lecturer on appellate procedure .....	150.00
James W. McCreery, lecturer on law of irrigation and water rights .....	150.00
John E. Robinson, lecturer on bankruptcy.....	150.00
William B. Waldo, law librarian.....	150.00
Oliver C. Wilson, B. A., assistant law librarian.....	50.00
Eugene A. Bond, assistant law librarian.....	50.00
John S. Stidger, stenographer.....	50.00
—————, engineering law lecturer.....	50.00
Arthur W. Fitzgerald, clerk of the practice court.....	25.00
Sheriff of the practice court.....	.....

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\$ 7,725.00

#### LIBRARY AND PHYSICAL TRAINING.

Walter L. Barnes, Ph. B., assistant librarian in charge (twelve months) .....	\$ 1,400.00
Faith B. Foster, assistant librarian (twelve months).....	650.00
Jennie B. Ritchle, assistant librarian (twelve months)....	600.00
C. Belmont Preston, assistant in library (twelve months)	300.00
Jacob C. Preston, assistant in library (nine months).....	150.00
Frank R. Castleman, B. S., director of physical training and athletics .....	1,500.00
Margaret L. Johnson, M. D., instructor in gymnasium....	400.00
Earl E. Wright, assistant in gymnasium.....	120.00

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\$ 5,120.00

#### OTHER EMPLOYEES.

Joseph Klemme, steward .....	\$ 900.00
William W. Parce, landscape gardener.....	200.00
George R. Moore, carpenter.....	900.00
John Gumeson, carpenter.....	960.00
Dan E. Haywood, employe on campus.....	600.00
E. S. Garwood, night watchman.....	720.00
W. J. Albertson, teamster.....	600.00
Abraham L. Smith, janitor main building.....	600.00
E. M. Dickson, janitor engineering building, gymnasium and old anatomy building.....	360.00
Harley E. Tomlinson, janitor chemistry building.....	180.00
Arthur Duff, janitor shops building.....	180.00
Leon Pichugin, janitor medical and anatomy buildings and care of animals (twelve months).....	540.00
Irwin L. Lowe, janitor Hale science building.....	315.00

Giley R. McConnell, janitor law building and Stoker cottages 1 and 2.....	270.00
R. C. Morris, janitor library.....	135.00
Mrs. Mary Coffey, care of rooms Woodbury hall and cottages 1 and 2.....	342.00
Other employes for regular care of buildings and grounds .....	4,179.89
Charles E. Cummings, superintendent of heating and lighting .....	1,200.00
John Burgner, fireman .....	720.00
E. E. Barrows, fireman.....	720.00
Thomas Storm, fireman (nine months).....	540.00
_____, fireman .....	.....

\$ 15,161.89

## SUMMARY.

Administration .....	\$ 10,984.00
College of liberal arts.....	61,565.00
Summer school .....	2,730.00
College of engineering.....	18,340.00
School of medicine.....	8,345.00
University hospital .....	3,972.00
School of law.....	7,725.00
Library and physical training.....	5,120.00
Other employes .....	15,161.89

\$133,942.89

## TREASURER'S REPORT.

From October 1, 1908, to October 1, 1910.

## RECEIPTS.\*

Cash on hand October 1, 1908.....	\$ 15,285.52
From State Treasurer, 2-5 mill rate.....	304,218.63
From State Treasurer, land income, interest.....	1,384.17
From State Treasurer, land income, rent.....	6,422.95
Secretary, Board of Regents, receipts.....	93,719.40
Transferred from State Treasurer, permanent land fund..	24,044.29
Transferred from Stratton fund.....	3,406.78
Transferred from Macky fund (account previous payments) .....	450.00
Philo Sherman Bennett Fund—	
Balance October 1, 1908.....	429.73
Interest .....	14.14
Total .....	\$ 443.87

\$449,375.61

\* The \$200.00 included in previous report, due from E. J. Temple, omitted by order of Board as uncollectible.



GUGGENHEIM LAW BUILDING, UNIVERSITY OF COLORADO, BOULDER.



## DISBURSEMENTS.\*\*

Warrants paid October 1, 1908, to October 1, 1910.....	\$434,244.59
Cash on hand October 1, 1910.....	14,687.15
Philo Sherman Bennett Fund—	
Warrant paid .....	16.00
Balancee October 1, 1910.....	427.87

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\$449,375.61

CHARLES H. CHENEY,  
Acting Treasurer University of Colorado.

\*\* The Special Funds reported in 1908 have been devoted by order of the Board to appropriate uses as follows:

Stratton Fund (\$12,756.78, including \$457.87 interest):

For Stratton Field .....	\$ 9,350.00
To General Fund .....	3,406.78
Balance Guggenheim Fund to Museum.....	36.21
Women's Fund to Women's League.....	25.00
Men's Fund to Y. M. C. A., for student interests.....	25.00
Engineering Fund to Engineering Journal.....	50.00

## TREASURER'S REPORT ON BUILDING FUND.

Amount to October 1, 1910.

## RECEIPTS.

From State Treasurer.....	\$176,000.00
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## PAYMENTS.

On Heating, Lighting and Power Plant; Wings of Hale Science Building; West Wing of a Science and Museum Building .....	\$134,169.29
Balance in hands of Treasurer October 1, 1910.....	41,830.71

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\$176,000.00

CHARLES H. CHENEY,  
Acting Treasurer, University of Colorado.

## SECRETARY'S REPORT ON BUILDING FUND.

To October, 1910.

Total Warrants issued on Heating, Lighting and Power Plant; Wings of Hale Science Building; West Wing of a Science and Museum Building:	
Amount paid by Treasurer.....	\$134,169.29
Amount outstanding .....	1,365.42

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Total warrants issued ..... \$135,534.71

FRANK H. WOLCOTT,  
Secretary Board of Regents.

## SECRETARY'S REPORT.

From October 1, 1908, to October 1, 1910.

Warrants issued in payment of expenses of the several departments of the University, during the biennial period, October 1, 1908, to October 1, 1910:

General Administration—Regent's service and mileage, President's and Secretary's salary, salaries of Registrar and his assistants, and all expenses of Registrar's office .....	\$ 24,502.33
College of Liberal Arts—Instruction and expense.....	120,726.05
Biology—Books, apparatus, supplies .....	1,345.09
Chemistry—Books, apparatus, supplies .....	3,660.36
Economics—Books .....	498.00
Education—Books, supplies .....	273.52
English—Books .....	241.66
Geology—Books, apparatus, supplies .....	3,207.00
German—Books .....	181.81
Greek—Books .....	549.45
History—Books .....	623.75
Latin—Books .....	347.15
Literature—Books, apparatus .....	302.90
Mathematics—Books, apparatus .....	487.24
Museum—Books, apparatus, specimens, etc.....	2,154.23
Music—Books, supplies .....	550.44
Philosophy—Books .....	273.47
Physics—Books, apparatus, supplies .....	2,552.76
Psychology—Books, apparatus, supplies .....	554.22
Romance Languages—Books .....	110.65
Systematic Zoology—Books, apparatus, supplies.....	308.76
College of Engineering—Instruction and expense.....	32,039.22
Civil Engineering—Books, apparatus, supplies.....	5,960.87
Electrical Engineering—Books, apparatus, supplies.....	1,867.52
Mechanical Engineering—Books, apparatus, supplies.....	2,051.63
Engineering Mathematics—Books, apparatus, supplies....	274.71
General Engineering Drawing—Books, apparatus, supplies	150.38
Shops—Machinery, instruments, supplies .....	2,357.09
School of Medicine—Instruction, apparatus, supplies, hospital, dispensary, nurses' cottage and other expense (largely reimbursed by medical tuitions and hospital receipts) .....	54,301.59
School of Law—Instruction, Library, and other expense (partly reimbursed by tuitions) .....	16,075.86

Summer School—Instruction and expense (largely reimbursed by tuitions) .....	6,779.44	
Library—Services, books, periodicals, binding and supplies .....	14,094.91	
Physical Training—Salaries for Physical Training, apparatus and expense .....	3,704.76	
Buildings and Grounds—		
Salaries (janitors, heating and lighting service, and care of grounds).....	\$30,975.70	
Repairs .....	4,185.64	
Insurance .....	5,326.65	
Water rent .....	1,735.00	
Fuel .....	16,548.46	
Horses .....	533.71	
Unclassified .....	1,031.46	
Tools .....	50.20	\$ 60,386.82
		<hr/>
Buildings and Grounds—		
New buildings .....	\$12,892.46	
Improvements on buildings.....	3,264.43	
Improvements on grounds.....	5,840.58	\$ 21,997.47
		<hr/>
Furniture and supplies .....	11,153.59	
Printing .....	9,650.33	
Stationery and postage .....	2,835.82	
Heat and light supplies.....	525.47	
Telephone and telegraph .....	301.69	
High school visitation, lectures by faculty members, etc...	3,174.48	
Advertising .....	890.46	
Refunds (including fees to "Associated Students").....	9,723.93	
General unclassified (including interest).....	13,149.06	
		<hr/>
Total for biennial period.....		\$436,927.99
		<hr/>
Warrants issued not paid by October 1, 1910.....	\$ 5,197.93	
Warrants, outstanding October 1, 1908, paid.....	2,514.58	
		<hr/>
		\$ 2,683.40
Warrants issued from October 1, 1908, to October 1, 1910....	\$436,927.99	
Subtract .....	2,683.40	
		<hr/>
Sum paid by Treasurer.....		\$434,244.59

Total expenditure for biennial period.....	\$436,927.99
On new buildings .....	12,892.46
<hr/>	
For running expenses (including usual necessary im- provements and repairs.....)	\$424,035.53
Average annual expenditure, 1909, 1910 (not including new buildings) .....	212,017.76

Respectfully submitted,

FRANK H. WOLCOTT,  
Secretary Board of Regents.

### Needs.

1. **More and Better Teaching Needed.**—The great increase in the number of students demands a readjustment of the teaching force; several departments should be divided and new professors appointed; more instructors are needed. If the energies of professors are entirely drained by committee work and undergraduate teaching, the Graduate School will suffer. The University has entered upon many phases of investigation of great moment to the State, as is shown in other pages. These investigations require the service of the best professors and instructors that can be obtained. Salaries should be sufficient to enable the University to keep able men.

2. **More Books and Apparatus Needed.**—It is a calamity to the Graduate School that this year there is no money for books or apparatus. An old and well-established university might live upon its accumulations; but a year of deprivation comes very near to the life of this school. The appropriation for the next two years should be ample for the growth of the institution.

3. **Graduate Fellowships and Scholarships Needed.**—The care of the State is asked, not only in providing additional instructors and equipment, but also in furnishing those advantages and inducements which will put the Graduate School of the University on some equality with other graduate schools. An up-to-date graduate school must have a body—it may be a small body—of first-class students to set a standard of work. Our departments of biology, zoology and geology are well co-ordinated for graduate work; they have one of the most attractive locations in the world, but it is hard to keep good graduate students even in these departments, much less in others less favored; able students are sooner or later drawn to other graduate schools by superior inducements, not of field or instruction, but of money or of position. The continual cutting off at the top results in great loss of power and prestige. These students of ability are needed here; some can teach; all can help in original investigation. There should be established at least one fellowship and one scholarship of liberal income for each professor that offers graduate work; and this number should be increased from year to year.



THE MACKAY AUDITORIUM, UNDER CONSTRUCTION, UNIVERSITY OF COLORADO, BOULDER.





The Graduate School is the training place for special investigation in science, in philosophy, in literature, in history, in sociology. The scholarship of the University is judged by the quality of work done in preparing students for higher degrees. It is a matter of importance to every citizen of Colorado that this work be of a high standard of excellence, and that ample means be provided. The time has come when the Legislature should look into the needs of the Graduate School and provide for its support.

Considering that a very small fund has been allowed for the summer work (the summer session cost the State last year only about two dollars per student in attendance) and that it has been impossible to expand the advantages of the summer session to keep pace with the expansion of the University in general, this growth in attendance is all and more than we could expect.

Situation and climate seem to have conspired to make this one of the greatest centers in the country for summer study. All that is needed is enough funds to put the advantages of the Summer Session on a par with the advantages of the regular academic year.

The Summer Session should be recognized as one of the most important phases of the work of the University. It has abundantly justified itself up to the present time, in spite of the necessary handicap of extreme economy. The courses offered have been well conducted by specialists of excellent training and standing from our regular Faculty, and from those of other universities, and have been highly appreciated by students from Colorado and other states who have taken advantage of them.

But the scope of the Summer School should be much enlarged. It should offer still greater advantages to the teachers of Colorado, encouraging them to continue here their studies under the most competent guidance. It should be made to attract still larger numbers from other states, thus diffusing a knowledge of the University throughout the country.

For the next Session it is planned to try especially to meet the particular needs of the teachers of this State. A larger number of courses will be offered for their benefit. The School of Education will give courses of unusual strength and value.

The passage by the Legislature at its last regular session of the bill submitting to the voters the Constitutional Amendment permitting the teaching of all except the two first years of the medical course at Denver is the first of the two most important events of the last biennial period. The second is the consolidation of the Denver and Gross Medical College with this department, the contract for which was signed last spring by the Regents and the Board of Trustees of the Denver and Gross College. On January 1, 1911, the latter school becomes an integral part of this department. The last obstacle to the passage of the Constitutional Amendment is thus removed, and a greatly enlarged field is opened to the Medical Department. The attainment of these objects, by

consolidating medical education in Colorado under one head, will enhance enormously the strength of medical education throughout the entire West. It will then remain only to perfect adjustments by which the abundant hospital facilities in Denver may be used to the fullest extent for teaching purposes. When this is accomplished, and facilities for laboratory study of cases and for clinical research are provided, the department will take its place in the very front rank of medical education.

### State Laboratory of Hygiene.

Attention was called in the last biennial report to the advantages to be derived for the State at large from the establishment, in connection with the department, of a Laboratory of Hygiene. Such laboratories have been established by many of our sister states, and have proved a potent factor for good in every instance. Such a laboratory would engage investigations such as the following:

1. Source and cause of epidemics in any part of the State, and the means of controlling same.
2. Publication and distribution of health bulletins from time to time, as occasion requires, for the benefit and guidance of the people.
3. Investigation of problems of health peculiar to this State.
4. Manufacture and free distribution of preventive vaccines and curative sera for smallpox, rabies, diphtheria, lockjaw, hog cholera, anthrax, black leg, etc.

At the same time such a laboratory could be made of great use as an adjunct to the present medical curriculum, by training medical students in methods employed in attacking various diseases by first hand experience, thus equipping them to be of correspondingly greater use in their several communities after graduation. An appropriation of about \$5,000.00 per year would suffice to initiate this work on a highly useful basis, and with provision for extension of the work as the means at hand would permit.

### Immediate Needs.

As noted in the last report, the greatest single need of the department at the present time is a suitable and dignified building. The present cramped, shabby and ill-arranged quarters of the school constitute a great handicap to its legitimate progress. The second-year class now has to be taken to another building at a distance from the Medical Building for lectures and recitations, where any apparatus needed for demonstrations cannot be used, except as it is carried back and forth between the buildings. Rooms set apart for research workers have been gradually, and of necessity, converted to other uses, and, in a word, the proper and adequate teaching of the most important branches of the first two years is impossible, even with the added space to be made

available by the removal of the last two years of the course to Denver. There is critical need of a building which should afford, in a seemly and dignified manner, two amphitheaters accommodating 150 students each, two or three smaller recitation rooms for section work, adequate and well arranged laboratories for teaching pathology, bacteriology, physiology, pharmacology, histology and embryology, besides research rooms, animal rooms, museum, toilet and reading rooms. To fail to provide such a building within the near future will be to fail in grasping the opportunities opened to us by the passage of the Constitutional Amendment, and to find ourselves top-heavy with a school well provided for in the last two years, but woefully deficient in the first and fundamental years. No visitor to the school in its present habitat can fail to carry away any other than a most unfavorable impression.

The following are the most important needs of the University:

- (1) A reasonable increase in salaries of all instructors; additional instructors.
- (2) Increase in facilities for experiment and research.
- (3) Developing a Graduate School.
- (4) Placing the Medical School on a solid foundation.
- (5) Buildings: Medical Building, the Center and East Wing of the Science and Museum Building, Women's Building, Main Building, Gymnasium, completion of Library, addition to Shops Building.
- (6) Improvements on Grounds.

Items 1, 2, 3 and 4 call emphatically for a larger income. In all justice provision must be made for living salaries for professors and instructors. The teaching force, especially in the College of Liberal Arts and the Graduate School, should be increased thirty-three per cent. The Graduate School has no definite support, and is maintained almost as an extra voluntary service on the part of the Faculty. The Graduate School is rapidly becoming the distinctive feature of a true University, and Colorado is to be one of the great centers of the United States for a University of first standing. The union of the Denver and Gross College of Medicine with the University of Colorado School of Medicine is a move that insures a great medical school for this entire Rocky Mountain region. Medical education to-day must be supported either by a great private foundation or by the State. The demands of the science and its importance to the people, but recently fully understood, make unnecessary any apology for asking adequate support for the Colorado School of Medicine.

In the past two years some of the building needs have been met, but in addition the buildings enumerated above are necessary for the immediate work of the University. The importance of these buildings was urged upon the Legislature six years ago.

The average annual running expenses during the past two years (aside from \$12,892.46 paid out of the General fund for new buildings) was.....\$212,017.76

The average income, general funds, was..... 203,097.58

The deficit was covered by transferring to the General Fund:

From Permanent Land Fund.....	\$ 24,044.29
Balance of Stratton Fund.....	3,406.78
	<hr/>
	\$ 27,451.07

These are the conditions of extreme economy under which the deficit occurred:

1. Underpaid instructors.
2. Inadequate teaching force.
3. No appropriations last year to the departments for equipment.
4. No special fund for the Graduate School.
5. No addition for the development of the Medical School.

When we consider that this extreme economy can no longer be employed; that there has been an increase of about twenty-five per cent. in students in two years; that the University must have funds to meet all urgent needs for development; that there is no longer a fund to draw upon in emergency, it is evident that there must be a substantial increase of regular income in the next biennial period.

Respectfully submitted,

HAROLD D. THOMPSON,  
 THOMAS D. BAIRD,  
 CHARLES R. DUDLEY,  
 JOSEPH C. BELL,  
 RALPH TALBOT,  
 ETHELBERT B. ADAMS,  
 Board of Regents.  
 JAMES H. BAKER,  
 President.

FRANK H. WOLCOTT,  
 Secretary.

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### COLORADO SCHOOL OF MINES.

November 30, 1910.

Mrs. Katherine M. Cook, State Superintendent of Public Instruction, Denver, Colorado:

Dear Madam—I have the honor to present the following report of the Colorado School of Mines for the biennial period ending November 30, 1910.



GEOGENHEIM HALL, THE TUNNEL, GYMNASIUM, ASSAY LABORATORY, COLORADO STATE SCHOOL OF MINES, GOLDEN.





The faculty consists of the following: Victor Clifton Alderson, Sc. D., President; Paul Meyer, Ph. D., Professor Emeritus of Mathematics; Horace Bushnell Patton, Ph. D., Professor of Chemistry; Herman Fleck, Nat. Sc. D., Professor of Chemistry; Frank Weiss Traphagen, Ph. D., F. C. S., Professor of Metallurgy; Charles Roland Burger, A. B., Professor of Mathematics; William Franklin Allison, B. S., C. E., Professor of Civil Engineering; Arthur Joseph Hoskin, M. E., Professor of Mining; Frank Howard Cronin, M. E., Professor of Mechanical Engineering; Louallen Frederick Miller, A. M., Professor of Physics; William Jonathan Hazard, E. E., Professor of Electrical Engineering; William George Haldane, B. S., Assistant Professor of Metallurgy; Charles Darwin Test, B. M. E., A. C., Assistant Professor of Analytical Chemistry; Gordon Montagne Butler, E. M., Assistant Professor of Geology and Mineralogy; John Christian Bailar, A. M., Assistant Professor of Qualitative Analysis; Alwyn Charles Smith, B. S., M. S., E. M., Assistant Professor of Mining; Robert B. Otis, B. S., Assistant Professor of Mechanical Engineering; Charles Edward Smith, Ph. D., A. M., Assistant Professor of Geology and Mineralogy; George Eulas Foster Sherwood, A. B., Assistant Professor of Mathematics; William Samuel Medell, B. S., Instructor in Chemistry; Harry Monson Showman, E. M., Instructor in Mathematics; Ransom S. Hawley, B. S., Instructor in Mechanical Engineering; Joseph S. Jaffa, LL. B., Lecturer in Mining Law; Arthur T. Mertes, B. S., Assistant in Chemistry; Carl A. Rockwood, B. S., Fellow in Chemistry; Charles D. Heaton, B. S., Assistant in Geology; Robert M. Keeney, E. Met., Fellow in Metallurgy; Siegfried Fischer, B. S., Fellow in Physics and Fellow in the Vinson Walsh Research Department.

Twenty-two, or  $6\frac{2}{3}\%$ , of the students are college graduates.

The following colleges are represented by one or more of their graduates:

St. John's College.  
 Iowa State College.  
 Pennsylvania State College.  
 Louisiana State University.  
 William Jewell College.  
 Lake Forest College.  
 University of Rochester.  
 Yale College.  
 Central University of Kentucky.  
 Princeton University.  
 Colorado School of Mines.  
 St. Ignatius College.  
 Amherst College.  
 Syracuse University.  
 University of Notre Dame.  
 Denison University.  
 Ohio Northern University.

Fairmount College.  
Kenyon College.  
University of Minnesota.  
Columbia University.  
Gregorian University.  
Pennsylvania State College.

The following institutions are represented by one or more undergraduates in the enrollment of the school:

University of Wisconsin.  
University of Colorado.  
Iowa State College.  
Geneva College.  
Georgia Institute of Technology.  
Northwestern University.  
Harvard University.  
Buchtel College.  
University of Notre Dame.  
Cornell University.  
Michigan College of Mines.  
Colorado College.  
Armour Institute of Technology.  
University of Denver.  
Sheffield Scientific School.  
Troop Polytechnic Institute.  
University of Southern California.  
Pennsylvania State College.  
University of Minnesota.  
Columbia University.  
University of Michigan.  
Lehigh University.  
Ohio Northern University.  
Lewis Institute.  
U. S. Naval Academy.  
Dartmouth College.  
Colorado Agricultural College.  
University of Cincinnati.  
Tangshan Engineering and Mining College, China.  
Rensselaer Polytechnic Institute.  
University of Tennessee.  
Oregon Agricultural College.  
Massachusetts Institute of Technology.  
Amherst College.  
Fu-Tan College, China.  
Michigan Agricultural College.  
Washington and Jefferson College.  
Shantung Union College, China.  
Baltimore Polytechnic Institute.  
Purdue University.  
St. John's University, China.  
Imperial College of Peking, China.



ELECTRO-METALLURGY LABORATORY, COLORADO SCHOOL OF MINES, GOLDEN.



South Dakota School of Mines.  
Leland Stanford, Jr., University.  
University of Washington.

## GEOGRAPHICAL DISTRIBUTION OF STUDENTS.

Colorado .....	158	Louisiana .....	2
Illinois .....	19	South Dakota .....	2
New York .....	15	Montana .....	1
Pennsylvania .....	10	Alabama .....	1
California .....	9	Virginia .....	1
Ohio .....	8	Rhode Island .....	1
Texas .....	7	Tennessee .....	1
Missouri .....	6	Oregon .....	1
Minnesota .....	6	Wyoming .....	1
Iowa .....	5	Georgia .....	1
Massachusetts .....	5	Kentucky .....	1
New Jersey .....	4	Nevada .....	1
Michigan .....	4	North Dakota .....	1
West Virginia .....	4		
Kansas .....	4		
District of Columbia.....	3	China .....	10
Nebraska .....	3	Mexico .....	5
Washington .....	3	Canada .....	3
Wisconsin .....	3	Honduras .....	2
Indiana .....	3	Alaska .....	2
Maryland .....	3	Philippine Islands .....	1
Connecticut .....	3	Ireland .....	1
Utah .....	3	England .....	1
Idaho .....	2	Korea .....	1

At the Commencement, May 27, 1910, the following prizes were awarded:

Brunton transit from D. W. Brunton, Denver, and slide rule from Engene Dietzgen Company, Chicago, to Henry Gilman Skavlem and Harry Munson Showman.

The mines and mineral prize of \$50.00 to Jean McCallum and Duane Carroll Kelso.

The mining and scientific prize of \$50.00 to John Wesley Whitehurst and Webster Page Cary.

The E. G. Stoiber prizes of \$50.00 to Jean McCallum and Emil John Bruderlin, and \$125.00 to John McCrory Lee and Robert Mayro Keney.

The enrollment is 331, distributed as follows:

Postgraduates .....	22
Seniors .....	36
Juniors .....	76
Sophomores .....	92
Freshmen .....	105
	—
	331

The experimental ore dressing and metallurgical plant now in process of erection will be completed in the spring of 1911.

Respectfully submitted,

VICTOR C. ALDERSON,  
President.

### STATE NORMAL SCHOOL OF COLORADO AT GREELEY, COLORADO.

Hon. Katherine M. Cook, State Superintendent of Public Instruction, Denver, Colorado:

Dear Madam—I have the honor to submit the tenth biennial report of the State Normal School of Colorado, for the period ending November 30, 1910.

#### I. History of the School.

The Colorado State Normal School was established by an act of Legislature in 1889. The first school year began October 9, 1890, and closed June 4, 1891.

At the beginning of the school 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 eighteen years. In that time 6,000 different normal students have been in attendance. Many of these are teaching in the public schools of Colorado.

The school has graduated 1,829. These are engaged in the public school service of the State.

During the present school year the enrollment in the Normal department will reach 1,000 students, and in the Training department 500 pupils, giving a total enrollment of over 1,500 in all

NEW TRAINING SCHOOL, IN COURSE OF ERECTION, COLORADO STATE NORMAL SCHOOL.







departments for the school year. Most of the counties of the State are represented in the school.

## II. Needs of the School.

The school is at present maintained by an income which is derived from one-fifth of a mill on all the assessable property of the State. This fund does not increase as rapidly as the needs of the school increase in the way of equipment and more teaching force. The salaries of the teachers are too low, when compared with salaries of those engaged in other lines of activity. There should be an increase in the maintenance fund of the institution. The institution needs, to meet the running expenses during the biennial, \$35,000 in addition to the income from its one-fifth mill.

For building and physical development the school has to depend entirely upon special appropriations. It is in great need of more room.

The school at present needs a large appropriation, in order that its buildings and accommodations may be adequate for its growth.

1. We need the training school building completed, which will accommodate six hundred children, for a practice school. The last Legislature appropriated \$100,000 for part of the building. The school needs \$175,000 to finish it. It will then accommodate six hundred children for the practice school.

2. The school is very much in need of a new heating plant.

The heating plant is inadequate to heat properly the buildings now in use. By fall (1911) there must be heat for the part of the training school building just being constructed and also for the Guggenheim building under construction. These two additional buildings will take as much heat as is being used now to heat the plant. Again, the school should have its own light plant; it would be economy to have it. The old heating plant would answer well for a power and light plant. An appropriation of \$35,000 would be necessary for a heating plant and its equipment.

3. An appropriation of \$15,000 to furnish the Guggenheim Industrial Art building is needed.

4. \$6,500 for cement walks around and on the campus.

5. \$3,000 to reconstruct old building after moving Training School to new building.

6. \$75,000 for an auditorium.

7. \$50,000 for a gymnasium.

8. \$40,000 for the Gunnison branch Normal.

9. \$30,000 for Domestic Science building.

We believe 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 plains, in the valley or on the mountain. For this reason, the State Normal School

is very close to the minds and hearts of the people, and we feel that they will recognize these wants and be prompt in providing them.

### III. 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.

1. 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 heirarchy 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.

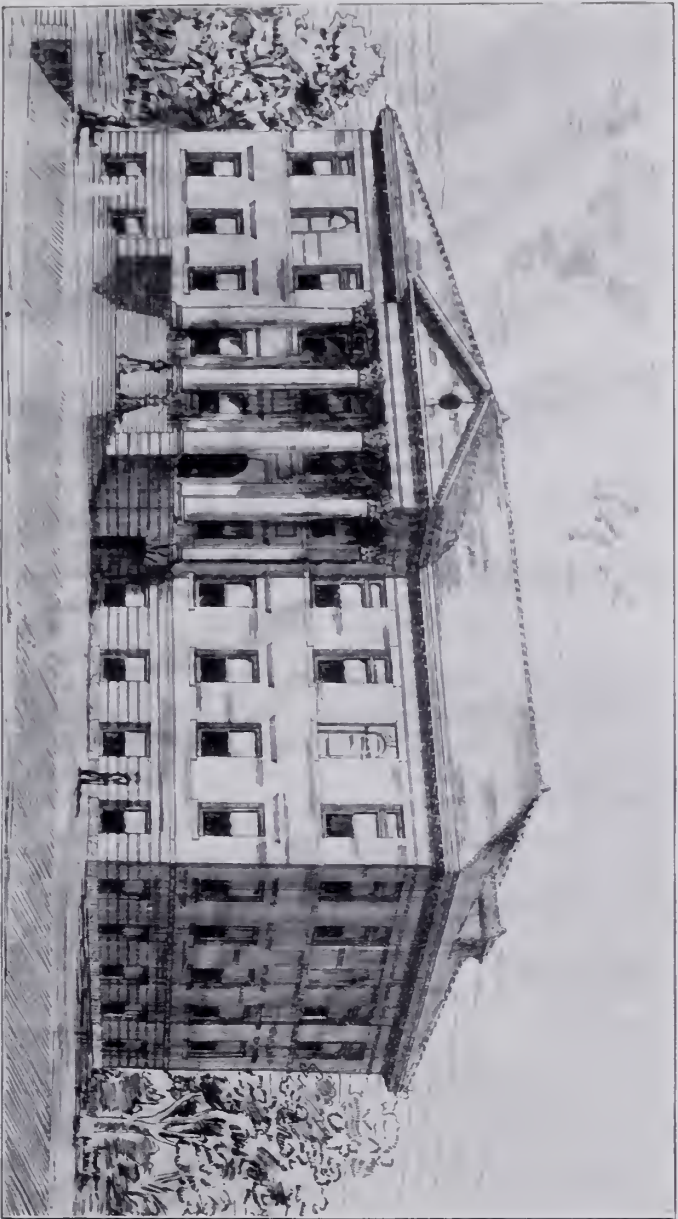
(c) Scholarship is the reserve power of every strong teacher. It commands respect. The scholarship of a Normal School teacher should be first liberal, then special.

(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.

2. 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 snpreme 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 the environment.

3. 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 subject's sake.



SIMON GLOGGENHEIM HALL, OF INDUSTRIAL ARTS, STATE NORMAL SCHOOL, GREELEY, COLO.



OUTDOOR GYMNASIUM, STATE NORMAL SCHOOL, GREELEY, COLO.





(b) The individual who enters should have reasonably good health. The work at 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.

4. 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 to prepare the people who enter, that they may intelligently study the nature and wants of the child in common with the parent.

5. 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.

6. Relation to State.—The functions 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.

#### IV. Admission and Courses of Study.

1. All who enter must give evidence of good moral character.

2. An applicant for entrance must be free from any contagious disease that might endanger the students of the school.

3. High school graduates, or those having an equivalent education, enter the Junior year for the Normal Course or the Freshman year for the Normal College Course without examination.

4. Graduates of Normal Schools or Colleges may enter the Normal Graduate Course without examination.

5. Graduates of Normal Schools may enter the Junior year of the Normal College Course without examination.

6. Graduates of Colleges may enter the Senior year of the Normal College Course without examination.

7. Practical teachers who have not had high school training may enter, and such work be taken as will prepare them for the regular course.

### School Year in Terms.

There are four terms in the school year—the fall, the winter, the spring and the summer terms.

The fall, winter and spring terms average twelve weeks; the summer term is six weeks long, but the time in recitation is doubled, enabling the student to get term course credits.

### Unit of Credits.

A term course of five recitations a week, or its equivalent, for twelve weeks.

### Courses of Study.

I. Regular courses leading to licenses to teach and degrees in the State Normal School of Colorado are of three kinds:

1. Normal Course.
2. Normal Graduate Course.
3. Normal College Course.

II. Degrees and Diplomas:

1. The Normal Course leads to the degree of Bachelor of Pedagogy and a diploma which is a license to teach for life in the public schools of the State.

2. The Normal Graduate Course leads to the degree of Master of Pedagogy and a diploma is a license to teach for life in the public schools of the State.

3. The Normal College Course leads to the degree of Bachelor of Arts in education and a diploma which is a license to teach for life in the public schools of the State.

III. The Work of the Courses:

#### A. The Normal Course.

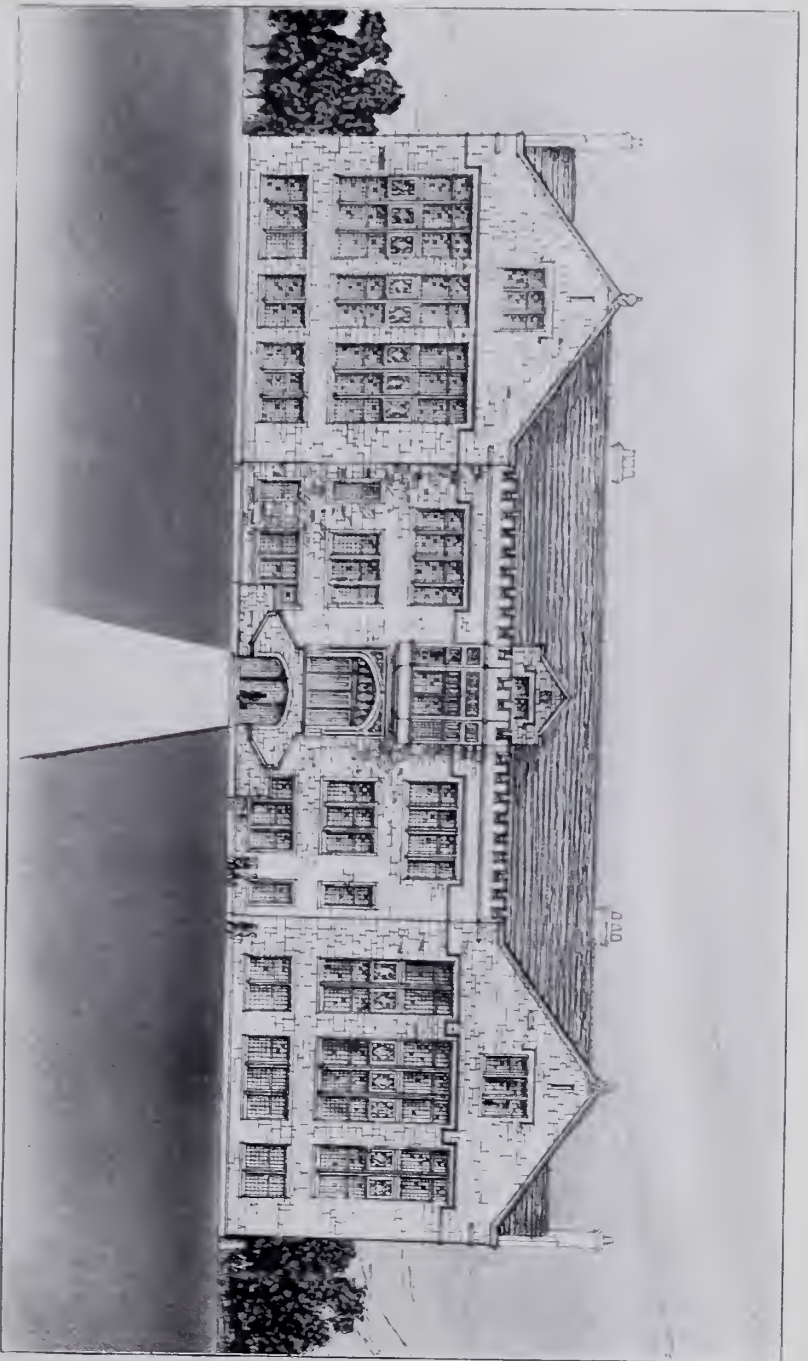
1. Thirty-term courses are required for graduation. Eleven of these are required in professional work, viz.:

Three-term courses in Psychology and Pedagogy.

Three-term courses in Education.

Three-term courses in Teaching.





PROPOSED SCIENCE BUILDING, WEST WING COMPLETED, UNIVERSITY OF COLORADO, BOULDER.



One-term course, in Junior year, observation and preparation for teaching.

One-term course for conferences, etc., in the Training School in the Senior year.

2. Nineteen of these thirty courses are elective, selected from the following subjects :

- a. Art—Drawing, water color, oil, pottery.
- b. Manual Training—Carving, joinery, metal work, foundry work, basketry, etc.
- c. Domestic Science—Cooking, sewing, chemistry, sanitation.
- d. Vocal music.
- e. Modern Foreign Languages—German, French, Italian.
- f. Ancient Classics—Latin.
- g. History—Greek, Roman, Medieval and Modern American.
- h. Literature and English.
- i. Physical Sciences—Physics, chemistry, geology, geography.
- j. Sociology.
- k. Kindergarten.
- l. Biology—Nature study, histology, botany, zoology, elementary agriculture.
- m. Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus.
- n. Interpretation—Reading, dramatic art.
- o. Psychology—Experimental pedagogy, child study.
- p. Education—Philosophy of, science of, art of, history of.
- q. Physical Education—Physiology, gymnasium, field playgrounds.

### B. Normal Graduate Course.

The requirements for the Normal Graduate Course shall be twelve term courses in addition to what is required for the Normal Course, besides any additional work assigned in the training school. The work of this course is elective.

### C. Normal College Course.

Requirements for the Normal College Course are twenty-four term courses in addition to what is required for the Normal Course, beside any additional work assigned in the training school. The work of this course is elective.

### D. Normal Special Courses.

Beside the above regular Normal Courses, there are Normal Special Courses leading to graduation and diplomas in Kindergarten, Physical Education, Manual Training, Domestic Science,

Art, Music and Modern Foreign Languages. These diplomas are licenses to teach.

1. The work required for the special diplomas shall be selected by the heads of the departments offering such diplomas, subject to the approval of the Executive Committee, provided term courses in addition to the professional work required in the Normal Course, of which at least six term courses shall be given by the department offering the diploma.

2. No student shall receive two diplomas until he shall have completed at least ten term courses in addition to what is required for either diploma, and has done sufficient teaching to satisfy the training department in regard to his ability to teach both kinds of work acceptably.

3. When these special courses are fully completed, the individual receives a degree and a diploma of the same value and standing as in the other courses.

#### Required and Elective Work.

1. The professional work is required, viz.: Psychology, pedagogy, education, teaching, observation and conferences—in all, eleven term courses.

2. All other work is elective—in all, nineteen courses.

3. No student may, without the approval of the proper faculty committee, take less than one term course nor more than two term courses in any subject, nor more than four term courses in any department.

4. Two-thirds of the courses for advanced degrees shall consist of advanced courses.

#### E. The Summer School.

The summer term of the Normal School offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the Normal during the summer term, get credit for work done, and when sufficient credits are secured, to graduate from the school, receiving a diploma which licenses to teach in the public schools of Colorado for life, and confers upon the holder the degree of Bachelor of Pedagogy. Work may also be done toward securing the advanced degrees, Master of Pedagogy and Bachelor of Arts in Education.

The summer term lasts six weeks, in which double time is devoted to each subject, enabling the student to get a term course credit for each course taken.

#### F. Non-resident Course.

A non-resident course has been inaugurated in the State Normal School in which more than five hundred teachers of Colorado and other states have done some correspondence work in this in-



GYMNASIUM, COLORADO SCHOOL OF MINES, GOLDEN.



stitution. Many of these teachers have completed sufficient non-resident courses to make a very substantial credit towards graduation, and a number have received diplomas by doing the required resident work in the summer terms. Among the people working, partly in non-residence, for our advanced degrees, are many college and university graduates, principals and superintendents of schools.

### V. Growth of the School.

The growth of the school is well indicated by the size of the graduating classes from the beginning up to June 9, 1910:

#### Graduating Classes.

1891 .....	12
1892 .....	16
1893 .....	23
1894 .....	35
1895 .....	32
1896 .....	31
1897 .....	45
1898 .....	58
1899 .....	75
1900 .....	70
1901 .....	69
1902 .....	74
1903 .....	82
1904 .....	87
1905 .....	107
1906 .....	155
1907 .....	202
1908 .....	180
1909 .....	187
1910 .....	259
Total .....	1,829

### VI. The Rural School Work.

The school is especially interested in the betterment of the rural schools. It has established courses in rural school work, for persons who desire to enter into this field of educational activity. The principal features that the institution is emphasizing for introduction into the rural communities are the industrial subjects, as manual training, cooking, sewing and elementary agriculture. The school is also interested in helping to promote the consolidation of rural schools. In conjunction with the State

Superintendent's department assistance was given on a number of occasions.

I wish to take this opportunity to thank the State Superintendent of Public Instruction, the educational people of the State, the Legislature and the people for their hearty support and their uniform interest in the institution.

Respectfully submitted,

Z. X. SNYDER,  
President of School.

Greeley, Colorado, November 30, 1910.

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### STATE AGRICULTURAL COLLEGE.

Mrs. Katherine Cook,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Madam—I hereby submit the sixteenth biennial report of the State Agricultural College of Colorado for the period ending November 30, 1910.

#### Change of Administration.

President B. O. Aylesworth was not a candidate for re-election when the State Board of Agriculture met in June, 1909, and was given a leave of absence from June to September 1st, when his term expired. The board, after seeking a successor for Doctor Aylesworth, quite unexpectedly elected me to the position June 2d, and asked me to take over the duties of the office at once.

#### Work and Organization.

In order to be of the greatest service to the people of the State, the College carries on three main lines of effort. First: Technical training in the science of agriculture, mechanic arts and household arts in the College courses and the training of young men and women in the arts of agriculture and domestic science for life in the open country in the School of Agriculture. Second: The carrying on of original research and experimental investigation in the Experiment Station and, Third: The extension of the work of the College and Experiment Station to the people by means of correspondence, lecture courses, institute trains, boys' and girls' agricultural and domestic science clubs and demonstration experiments in various parts of the State. In striving to increase efficiency and to meet the increasing demand in teaching, research and extension, a plan of organization, where the work of each department is planned for these three main purposes, has been worked out and adopted. The department becomes a unit of organization, and when doing full duty, has work-





STRATTON HALL, ASSAY LABORATORY AND POWER HOUSE, COLORADO SCHOOL OF MINES, GOLDEN.

THE HISTORY OF THE GOLD MINES OF CALIFORNIA

1848



ers of equal rank devoting their time to teaching, to research and station work and to extension. The teacher reports through the head of the department to the Dean of the Faculty, the investigator through the head of the department to the Director of the Experiment Station and the extension worker through the head of the department to the Superintendent of College extension. These three executive heads report directly to the President of the Institution, who in turn reports to the State Board of Agriculture, or to the Executive Committee of the State Board, its representative in the interval between the annual and semi-annual meetings. For efficiency in the work of teaching and student life on the campus, the departments are organized into the divisions of agriculture, mechanic arts, home economics and general science and veterinary science. Each division is under the direction of a chairman who looks after the interests of the students of the division and is a member of the Faculty Executive Committee.

The Experiment Station Council provides means for the discussion of research problems and for co-ordination and co-operation in the work of the station.

All departments have a yearly budget of expenditures for the work in teaching and for Experiment Station work, and this plan will be extended to extension work whenever more funds for this are available and a salary schedule for workers in teaching has been adopted which provides a minimum and maximum for definite grades of work and the rate of yearly increase in each.

The secretary has simplified and systematized the work of keeping accounts to such an extent that two men are now doing the work formerly done by a force of four persons and that the condition of any one of the seventeen separate state and government funds and the forty-two separate budget funds is known at the close of each business day.

### Courses of Study.

Some changes have been made in the courses of study. The establishment of the School of Agriculture made the two semester school year instead of the three term year a necessity. Another change made the first two years in all agricultural courses alike, the first two years in all engineering courses alike and the first two years in the courses in home economics and general science alike. About five hours electives are allowed each semester in the Junior year in all four year College courses, and ten hours each semester in the Senior year. One hundred sixty semester hours are required for graduation in all four year courses, of which six semester hours must be in military drill for men and in gymnasium for women. Women are allowed to offer five semester hours in music toward graduation. In the three year veterinary course one hundred forty-five semester hours are required for graduation, four of which must be in military drill. Students in agriculture can begin specialization at the beginning of the Junior

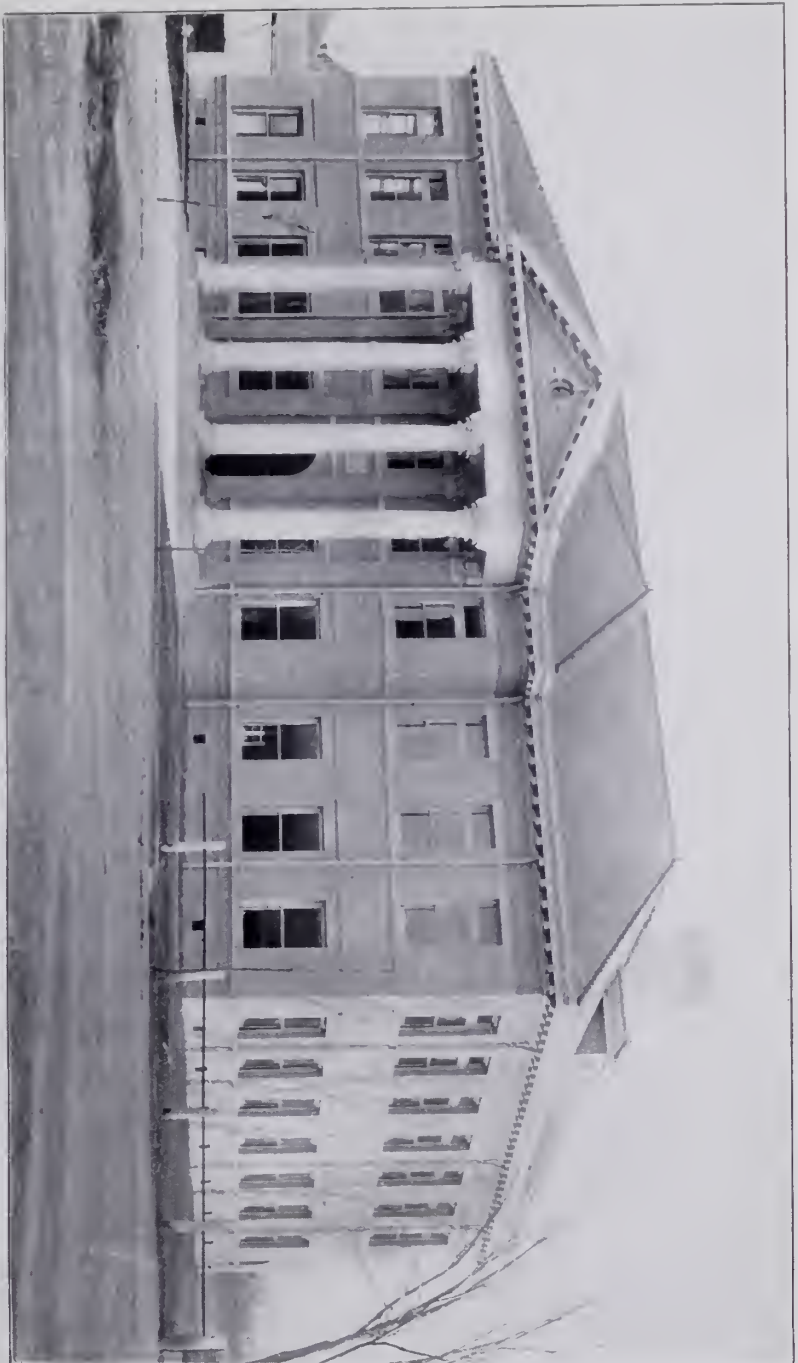
year in Agronomy, Animal Husbandry, Entomology, Farm Mechanics, Forestry or Horticulture. Similar students in Mechanic Arts can specialize in Civil and Irrigation Engineering, in Electrical Engineering or in Mechanical Engineering.

### School of Agriculture and Domestic Science.

There is a growing need for secondary instruction in agriculture, mechanic arts and household arts in our State. The Agricultural College has tried to meet this need in part by the establishment of various "Short Courses" and of practical courses from time to time. These were organized in the summer of 1909 into the three year course of study of six months each in agriculture and domestic science, open to graduates of the eighth grade who are fifteen years of age or over. The work is done in the so-called School of Agriculture under the direction of a principal and teachers connected with the various College departments. The aim and purpose of the work is training for life in the open country. These younger students are under careful supervision, both in and out of the class room, and some attention is given to helping them, through correspondence, in their work on the farm during the summer. The success of this secondary training, so far, has been more than gratifying. That this School of Agriculture is meeting a real need is shown by the large enrollment last year and the increase of enrollment this year, also by the fact that very few of these pupils, even though they are away from home for the first time, quit the course. Last year the loss for the entire year in this way was only four per cent.

### Enrollment.

The enrollment in the College courses is not as large as it should be, not as large as we could take care of, or as large as the needs of the development of the State demand. Many causes have contributed to this, not the least important being the discontinuance of the preparatory or sub-freshman work two years ago and the increase in the entrance requirements to fifteen units, or high school graduation, but the quality of the work that we are now able to do shows that this increase in the entrance requirements was wise. We are hampered also in having poor facilities for bringing the work of the College to the attention of the high school pupils. We do not have the advantage on account of the better opportunities offered in industrial work of having our graduates take up teaching in the high schools of the State and by their presence there help to bring the work of the College to the attention of the pupils. Up to date the College enrollment this year shows an increase of ten and six-tenths per cent over the total enrollment of last year, with an increase of eighty-six and five-tenths per cent in the Freshman class. The enrollment in the School of Agriculture, up to date, shows an increase of twenty-six and seven-tenths per cent over the total enrollment of last year.



GUGGENHEIM HALL OF HOUSEHOLD ARTS, STATE AGRICULTURAL COLLEGE, FORT COLLINS.



### Conservatory of Music.

The work of the C. A. C. Conservatory of Music, which is affiliated with the Agricultural College, is constantly growing in favor. It is making of Fort Collins a strong musical center and is bringing to the students of the college the advantage of good training in music for all those who wish to take it, and the pleasure of hearing good music furnished by the Conservatory staff or pupils at chapel exercises and entertainments. The Conservatory is now comfortably housed in the old Domestic Science building and is in better shape than ever before for carrying out its work. The enrollment to date is eighty; the total for last year was one hundred and fifteen.

### Experiment Station.

Liberal appropriations from the last General Assembly for special lines of investigation made it possible to increase the work of the station and to take up lines of work not possible under the Hatch or Adams funds which come to us from the federal government for station work. These last funds must be used for original research only. While more freedom can be used in the work to be done under the Hatch fund, it is also closely limited. The special appropriation of \$10,000 for animal husbandry investigation, \$8,000 for plant industry investigation, \$10,000 for fruit investigation, \$10,000 for potato investigation, \$5,000 for farm machinery and good roads investigation, \$5,000 for poultry investigation and \$5,000 in co-operative experiments with the United States Department of Agriculture for the development of the American type of carriage horse, show the scope of the work of the Experiment Station under State funds and how liberally these investigations are supported by the State. In addition to the research work done under the Adams and Hatch funds, the Experiment Station is carrying on co-operative work also with the United States Department of Agriculture in dairy husbandry and in tree planting experiments on the plains.

During the biennium just closing forty bulletins, eight press bulletins and nine correspondence circulars have been published by the Experiment Station. The bulletins contained from eight to eighty pages of printed matter and nearly all are in editions of twenty thousand. The aggregate in printed matter sent out from the station in this period is upwards of 11,000,000 pages.

### Extension Work.

Giving training in special courses directly to the people and extending the campus to the State lines is a very recent movement among institutions of higher learning whose power for good the Agricultural Colleges were first to recognize. The movement is the response to the claims that all people old and young have for an education and the result of effort to make the

college of the greatest possible service to the entire State. Recognizing the value of farmers' institutes and extension work the last Legislature appropriated \$10,000 for this work for the two year period. The appropriation was not available until late in the year 1909, so not much work could be undertaken until about the middle of the year. With the appropriation as a nucleus, aided by public-spirited citizens who earnestly gave some of their time for the work, and by the railroads, which helped in transportation and equipment for institute trains, the college for the year ending November first, 1909, was able to hold forty-one farmers' institutes, with a total attendance of 11,775; twenty-six train institutes, with a total attendance of 1,925; thirteen farmers' short courses, with an attendance of 1,093, and nine housekeepers' short courses, with an attendance of 1,415, or a total of eighty-nine meetings, with a total attendance of 16,208. For the year ending November 1st, 1910, eighty-nine farmers' institutes have been held, with a total attendance of 22,566; twenty-nine train institutes, with an attendance of 4,850; ninety-six meetings for organizing boys' and girls' agricultural clubs, with an attendance of 3,740; one, one week farmers' short course, with an attendance of 115; one, one week housekeepers' short course, with an attendance of 215; Colorado Farmers' Congress, 140 delegates, and thirteen Normal Institutes, one to two weeks each, with a total attendance of 1,213, or a total attendance of 32,839. These figures will show the scope and nature of the work. Just how much extra labor extension work brings to the faculty and station workers can hardly be realized. When it is remembered that the Director of Extension Work last year travelled upwards of 20,000 miles, and when we keep in mind the sparseness of population, the great size of our State and the limitations in transportation facilities, we can gain some idea of the magnitude of the work the college is doing for the State through its extension activities.

#### Improvements.

Besides general repairs, a number of improvements have been made on the campus. A general plan for future development and growth has been worked out and all new work has been made to fit this plan. New office and class room facilities have been provided in Agricultural hall, a new class room and pathology laboratory for the department of Veterinary Science, the forge room and wood working laboratory in the Mechanical Engineering Buildings have both been enlarged, the capacity of the book stack in the library has been doubled, the reading room enlarged and provision made for better lighting and ventilation. The heating systems for the Library and Mechanical Engineering Buildings have been changed to a modern vacuum system and the new Household Arts Building connected with the power plant in the Mechanical Engineering laboratory. A new four-inch water main has been constructed from the Howes street entrance to the campus, to the barn with a ten-inch sewer from the new Civil and Irri-





CIVIL AND IRRIGATION ENGINEERING BUILDING, COLORADO AGRICULTURAL COLLEGE, FORT COLLINS.



gation Engineering Building, to the main sewer, and provision made for better fire protection. A new demonstration roadway has been constructed that adds materially to the beauty of the campus and some much needed grading done.

### New Buildings.

The new Civil and Irrigation Engineering Building, for the completion of which the Legislature appropriated \$40,000, and the Simon Guggenheim Hall of Household Arts, the gift of Senator Guggenheim, have both been completed. The former, a fine 60x120 foot three-story building, with full basement, designed especially for administrative offices for the Experiment Station and for class rooms and for laboratory work in Civil and Irrigation Engineering, is said to be one of the best buildings of its kind in the United States. The latter is a splendid two-story building, 77x117 feet, designed entirely for work in Home Economics and Household Arts. It is said to be the best building of its kind in the West.

### Needs.

Our greatest need is to be relieved from the heavy burden of debt accumulated through the purchase of land and by allowing the expenses of the institution to exceed the income for several years past. We are meeting this condition in the best manner possible and have succeeded in decreasing the debt somewhat, but the retrenchment that must be practiced to meet interest and principal as they come due seriously hampers the work of the entire institution. A central heating and power plant is badly needed. It will increase the efficiency of the heating system, cut down the fire risk, lessen the danger to human life and make a decided saving in fuel and wages. Need for experiment station and extension work is most urgent; not only should the lines of investigation started by the last Legislature be continued, but their scope should be broadened to include investigations in Animal Diseases, in Dairy Husbandry, Forestry, and Irrigation and Drainage. The appropriation for Farmers' Institutes and College Extension should be doubled at least, and an appropriation made for two rural school visitors to help the county superintendents and rural school teachers in the introduction of industrial subjects, especially agriculture and domestic and household arts into the rural schools of the State and for carrying on vigorously work of the boys' and girls' agricultural and domestic science clubs. The rural school is the most neglected part of our school system and is usually allowed to meet its problems alone, often unaided. Nothing the State can do will bring greater returns in citizenship and material prosperity than to help the rural school in every possible way to become more efficient in training for country life.

In behalf of the State Board of Agriculture, the Faculty, the Experiment Station staff and the extension workers of this institution, I express to you our appreciation for your kindness and

help in our efforts to make it of greater service to the people of the State and especially do we appreciate your help and co-operation in our efforts to become more helpful to the rural schools.

## 1909.

	Meetings	Attendance
Farmers' institutes .....	41	11,775
Train institutes .....	26	1,925
Farmers' short course .....	13	1,093
Housekeepers' short courses .....	9	1,415
	—	—
Total .....	89	16,208

## 1910.

	Meetings	Attendance
Farmers' institutes .....	89	22,566
Train institutes .....	29	3,740
Farmers' short course (one week).....	1	115
Housekeepers' short course (one week).....	1	215
Colorado Farmers' Congress (delegates).....		140
Normal institutes .....	13	1,213
	—	—
Total .....		32,839

Respectfully submitted,

CHAS. A. LORY,  
President.

**COLORADO SCHOOL FOR THE DEAF AND THE BLIND.**

Miss Katherine Cook,  
Superintendent of Public Instruction,  
Denver, Colorado.

Dear Madam—The following, from my report to the Board of Trustees, is most respectfully submitted as my report to you for the biennial period ending November 30, 1910:

The work of the last two years has been gratifying in almost every respect, in all departments of the school. The physical condition has been better than ever before and teachers, officers and pupils have been interested and appreciative. A spirit of industry has prevailed that has been good to see. There are undoubted evidences of the gradual development of a higher standard of excellence on the part of the pupils manifested in less indifference to personal appearance, better care of the school property, a decided increase in thoroughness in the discharge of daily duties in school and out, and a higher estimate of the value of the educational and training provided by the State.

Deaf and blind children are very much like other children when it comes to an appreciation of opportunities, though the need of regarding life more seriously would seem greater because of their limitations, any realization of these limitations is usually wanting, and they are even more thoughtless and careless from the mistaken indulgence of fond parents and the subserviency of the other members of the family. The transformation from helpless, dependent childhood to helpful, independent manhood and womanhood, hampered at every step by so serious a handicap from within, in its turn augmented by much unwise and improper treatment from without, is a long, arduous process, entailing the most intense application and no inconsiderable self-denial. Once the pupil attains this, the problem is well nigh solved, and it is this spirit of industry, self-denial and foresight for which we are most assiduously working. Such a spirit is not the growth of a day, or a month, or a year, but the result of a steady, persistent and consistent effort, pursued vigorously and relentlessly throughout a series of years by an earnest and conscientious body of intelligent, trained workers, with high ideals and untiring zeal. That your school is as good as it is, is cause for congratulation; that it might be better is granted by all of us, and that it will be ultimately among the best is perfectly sure if you are accorded the generous support enjoyed hitherto and are permitted to carry out the policies already inaugurated.

#### Attendance.

	Deaf	Blind	Total
Present November 30, 1908 .....	145	46	191
New pupils admitted since .....	54	19	73
Old pupils returned .....	3	0	3
	—	—	—
	202	65	267
Accounted for as follows:			
Graduated .....	11	1	12
Removed from State .....	2	0	2
Dismissed as ineligible .....	0	2	2
At home because of ill health.....	2	0	2
Died .....	2	0	2
Dismissed for incapacity .....	2	0	2
Dismissed for misconduct .....	2	0	2
Voluntarily remaining at home .....	30	17	47
	—	—	—
Total .....	51	20	71
Present November 30, 1910 .....	151	45	196
	—	—	—
Total .....	202	65	267

Deaf boys .....	79
Deaf girls .....	72
Blind boys .....	32
Blind girls .....	13
Average attendance for each of the two years.....	192

The population of the State is growing rapidly, and with this increase we may expect a corresponding growth in the number attending the school. We are now planning a very thorough canvass in the spring, in the hope of locating every child entitled to instruction here; and with a compulsory law which the coming Legislature will be asked to enact, there will doubtless be a larger number of applicants for admission next fall than ever before.

The number of pupils in the classes in both departments averages a little over ten. In a well graded school, where there is but one division in a class, a teacher can handle ten very well, but in a small school, with two or three or sometimes even four divisions, the problem is difficult. The only solution is the employment of more teachers, and it is hoped that the income the next two years will justify the necessary expenditure. It would seem poor economy to fail in getting the best from the plant for the want of a few hundred dollars.

### Industrial Work.

As the complement of the literary department, in which the pupils spend the hours from 8 to 12:40, the afternoon is devoted to various forms of industrial work, beginning at 1:30 or 2:00 o'clock and continuing until 4 or 4:30. The small children, both the blind and the deaf, have some sort of elementary sloyd or manual training. The older blind boys take their choice of one or more of such occupations as tuning, broom making, mattress making, hammock weaving, rug weaving and chair caning; the older deaf boys have carpentry, printing, shoe making, painting and gardening; and the older girls, deaf and blind, have sewing, knitting, cooking and some general housework. The shops are all very well equipped and the pupils are usually interested in their work.

It should be understood that we cannot expect to turn out finished workmen. The boys in the blind department who take the full course in tuning do go out very fair workmen, needing only experience and practice to make them experts; but it should not be expected that the school can take a boy so seriously handicapped as ours are and by the time he is twenty or twenty-one give him a good literary education and a finished trade. It cannot be done for pupils with all their senses. To learn a trade properly a boy must work at it eight hours a day for months and years. With us he gives to it possibly an average of two hours a day, six days a week, thirty-eight weeks a year, for possibly eight

years. Figure that out and it makes a total of 456 days in bits averaging not over two hours net, with the demoralization of eight three-month vacations to overcome. It is true that habits of industry are formed and the hand and eye are trained to a certain extent, all of which is essential to success in life at any trade. But the school shop is at best only a good preparation for apprentices who must learn the real trade elsewhere, unless they be allowed to return to school after completing the literary work and give their whole time to the shop.

### Graduates.

Statistics show that the average graduates of any first-class institution of learning stand a better chance of making a success in life than the average of those of that same institution who drop out before completing the course. In other words, the student who is able to meet all the requirements of the school as to character and scholarship to the extent of securing its diploma has in all likelihood formed habits of application and industry that prepare him better to meet the difficulties that are sure to beset him when he gets out into active life. Whether this be true of the normal student or not, it is certainly true of our boys and girls, and it is to be deplored that so many do not remain in the school long enough to complete the course of study. There are some, of course, who from lack of mental ability could never hope to graduate, but many who, with encouragement from parents and friends, could take all the school has for them, tire of school life and start out to work for themselves before they are really prepared for it. Even very many of these manage to make a living, but life would have much more for them had they been content to plod on a few more years.

Of the 187 blind pupils enrolled, since the blind department was started in 1883, exclusive of those in school the present year, only 24 have the school's diploma. They are evenly divided as to sex. Ten of the twelve males are apparently earning their own support and one other lives with relatives, who are glad to have his help. We can say, then, that of the male graduates, so far, at least 91% are making a living in spite of their handicap. Of the twelve females, seven are married and have homes of their own and five are living with their parents, all of them earning something on the outside in addition to helping with the work at home. The average normal girl under the same conditions does little more.

### The Graduating Class of 1909.

#### DEAF DEPARTMENT.

Mary Cooper  
Elna Peterson  
George Hill

Denver, Colo.  
Laramie, Wyo.  
Denver, Colo.

### The Graduating Class of 1910.

#### DEAF DEPARTMENT.

Wm. Banta	Rifle, Colo.
Addie Beasley	Denver, Colo.
Roy Brooks	Fort Collins, Colo.
Frank Finlay	Pueblo, Colo.
Richard Fraser	Denver, Colo.
Edward Barney	Denver, Colo.
Beatrice Nichols	Black Hawk, Colo.
Winfield Roller	Salida, Colo.

#### BLIND DEPARTMENT.

Elma Hays	Colorado Springs, Colo.
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### The Needs of the School.

The items as enumerated in the report of President Humphrey are, perhaps, sufficiently explanatory, but for the benefit of those who have not seen the school it may be wise to add a few words in regard to the larger improvements asked for. The old main building, now used for the boys, was originally a small twelve-room structure which housed the entire school. As the numbers grew, the building was enlarged and added to from time to time, providing space, but complicating matters as to ventilation and light and making it more and more difficult to get out in case of fire. The general plan adopted by the board some years ago contemplated removing the boys to a safer building as soon as the need for enlargement came, and that time is at hand. The new building should be located on the north side of the grounds, east of the school building, and should be light, airy and fire-proof. Ultimately the old building should give place to a modern structure for use as dining rooms, art room, library and such general purposes as would meet the wants of both sexes and different ages.

One of the most satisfactory improvements of late years was the conversion of the old Industrial Building into a home for small children, separate and apart from the older pupils. Forty-six little folks live there, twenty-two girls and twenty-four boys, the limit as to capacity. The plan originally contemplated a dining room and kitchen, where these young people could have especial care and where they could have some training that is impossible in the large general kitchen and dining room. This plan has not been carried out for lack of means to complete the basement and provide the necessary furnishings.

The City of Colorado Springs has ordered cement walks on both Institute and High streets and the property owners have complied with the ordinance, but the school had no funds with which to do the work. All the other items, which are in the nature of betterments and increased efficiency, will be readily understood. Any addition to the plant that increases the chance of



our boys and girls in making a living will meet with the approval and support of the public.

### Conclusion.

You have kept in touch with the school and you know more or less of its work in the school room and out. You have seen very clearly the steady improvement in the physical condition of the buildings and grounds, and, less clearly, perhaps, the improvement in the other lines not so plainly manifest. We have mentioned, elsewhere, the spirit of helpfulness and industry that pervades the student body. Please let me say here, and emphasize it, that this spirit, so commendable, is the outgrowth of the same spirit upon the part of the whole corps of teachers, officers and employees. There are from sixty-three to sixty-five persons employed on the place in the various departments. While there is among them a healthy spirit of emulation that makes each a stickler for full time in his or her department, there is withal a regard for each other's rights and the dominant wish is to do what is best for the child in the end. Teaching the deaf and the blind is no sinecure, if it be faithfully done, and to live and work in peace and harmony where there are so many varied interests is not easy. Yet we can truthfully say that our people are pulling together with practically an entire absence of friction so wasteful of strength.

But all this has been made possible by the perfect co-operation and backing of your honorable body. Your interest in the school has never flagged and the harmony that has characterized your work as a board has had its influence on the entire force. Let me thank you for them and for myself, and let us all hope that the next two years may bring a continuance of Divine favor and increasing knowledge and efficiency.

Very respectfully,

W. K. ARGO,  
Superintendent.

#### ITEMIZED STATEMENT OF EXPENSES.

From December 1, 1908, to December 1, 1910.

Items.	1909	1910
Clothing .....	\$ 801.64	\$ 667.78
Drugs and hospital supplies .....	165.77	176.79
Dry goods, bedding, etc.....	732.50	670.69
Food .....	10,473.21	9,690.35
Freight and express .....	2.09	.....
Fuel .....	3,146.06	3,182.97
Furniture .....	353.05	.....
Garden .....	63.39	111.07

## ITEMIZED STATEMENT OF EXPENSES—Continued.

Items.	1909	1910
Groceries, not food .....	136.77	.....
Household supplies .....	588.74	571.71
Improvements and repairs .....	5,180.12	6,929.03
Insurance .....	149.60	.....
Interest .....	619.34	387.66
Laundry supplies .....	295.54	200.01
Library .....	3.65	.....
Lighting .....	1,197.83	1,084.44
Live stock, vehicles, etc.....	225.86	333.70
Medical attendance, dentistry, etc.....	751.53	373.60
Miscellaneous .....	951.48	66.66
Postage, telephone, etc.....	302.97	275.53
Printing and advertising .....	44.76	23.66
Provender .....	2,739.44	2,335.60
Salaries and wages .....	44,770.79	45,122.74
School supplies .....	829.84	686.20
Shop expenses .....	527.74	1,267.20
Stationery and office supplies .....	85.78	240.72
Traveling expenses .....	732.55	580.65
Water .....	603.00	609.45
	<hr/>	<hr/>
	\$76,476.02	\$75,928.23

## APPENDIX.

## EXHIBIT A.

## SHOWING OFFICERS, TEACHERS AND OTHER EMPLOYEES AND THEIR SALARIES.

Name.	Resident or Non-resident.	Positions.	Salaries.
W. K. Argo.....	Resident.....	Superintendent .....	\$2,400
May F. Conley.....	Non-res.....	Office Assistant .....	1,140
Katherine E. Barry.....	Non-res.....	Head Teacher of Deaf.....	1,200
Herbert J. Menzemer....	Non-res.....	Teacher of Deaf.....	1,485
Edward C. Campbell....	Non-res.....	Teacher of Deaf.....	1,260
John C. Minemiller.....	Non-res.....	Teacher of Deaf.....	1,305
Mary E. Griffin.....	Non-res.....	Teacher of Deaf.....	972
Grace M. Beattie.....	Non-res.....	Teacher of Deaf.....	972
Frances Campbell.....	Non-res.....	Teacher of Deaf.....	945
M. Frances Walker.....	Non-res.....	Teacher of Deaf.....	972
Maggie Proctor.....	Non-res.....	Teacher of Deaf.....	972
Ethel Ritchie .....	Non-res.....	Teacher of Deaf.....	747

## EXHIBIT A—Continued.

## SHOWING OFFICERS, TEACHERS AND OTHER EMPLOYEES AND THEIR SALARIES.

Name.	Resident or Non-resident.	Positions.	Salaries.
Mary Lyne .....	Resident.....	Teacher of Deaf.....	672
Belle Williams .....	Non-res.....	Teacher of Deaf.....	972
Ida M. Donald.....	Non-res.....	Teacher of Deaf-Blind.....	972
Bessie Veditz .....	Non-res.....	Teacher of Deaf.....	900
Belle Loggins .....	Non-res.....	Teacher of Deaf.....	855
H. R. Chapman.....	Non-res.....	Teacher of Blind.....	1,620
Mrs. A. L. Bohrer.....	Non-res.....	Teacher of Blind.....	972
Jessie Baker .....	Non-res.....	Teacher of Blind.....	972
Louise Sloan .....	Non-res.....	Teacher of Blind.....	972
A. L. Bohrer.....	Non-res.....	Head Teacher of Music and Tuning.....	1,200
Mary E. Churchman.....	Resident.....	Teacher of Music.....	666
Edwin Dietrich .....	Non-res.....	Teacher of Violin and Orchestra.....	450
O. T. Doran.....	Resident.....	Physical Director .....	60
Nell Estill .....	Non-res.....	Teacher of Sloyd and Dom. Science.....	630
Harry Schlf .....	Non-res.....	Teacher of Carpentry.....	1,140
H. M. Harbert.....	Non-res.....	Teacher of Printing.....	900
Mrs. E. C. Allen.....	Resident.....	Teacher of Sewing.....	450
S. W. Brown.....	Non-res.....	Teacher of Broom Making.....	900
Walter Mullaney .....	Non-res.....	Teacher of Shoe Making.....	540
Georgla A. Sutton.....	Resident.....	Matron .....	600
Mrs. A. Westcott.....	Resident.....	Nurse .....	450
Mary E. Wolf .....	Resident.....	Girls' Matron .....	450
Sadle Young .....	Resident.....	Girls' Supervisor .....	405
Mrs. C. M. Hedges.....	Resident.....	Small Girls' Supervisor .....	405
Mrs. Louise Burnett.....	Resident.....	Blind Boys' Supervisor .....	405
Mrs. Fred Bates.....	Resident.....	Deaf Boys' Supervisor .....	315
Fred Bates .....	Resident.....	Deaf Boys' Sup. and Storekeeper.....	675
Ada B. Wingate.....	Resident.....	Small Boys' Supervisor .....	405
J. W. Taylor.....	Non-res.....	Engineer .....	1,080
E. P. Pierce.....	Resident.....	Gardener, per mo.....	65
M. A. Drake.....	Resident.....	Dairyman, per mo.....	60
R. L. Henderson.....	Resident.....	Night Watchman, per mo.....	45
Walter Crooks .....	Resident.....	Fireman, per mo.....	35
Jack Nelson .....	Resident.....	Fireman, per mo.....	35
George Robinson .....	Resident.....	Janitor, per mo.....	35
Edna Helmick .....	Resident.....	Visitors' Attendant, per mo.....	30
Atha Waller .....	Resident.....	Laundress, per mo.....	40
Marie Waller .....	Resident.....	Asst. Laundress, per mo.....	25

## EXHIBIT A—Concluded.

## SHOWING OFFICERS, TEACHERS AND OTHER EMPLOYEES AND THEIR SALARIES.

Name.	Resident or Non-resident.	Positions.	Salaries.
Viola Giles .....	Resident.....	Asst. Laundress, per mo.....	30
Mary J. Palmer.....	Resident.....	Cook, per mo.....	45
Chris Nelson .....	Resident.....	Asst. Cook, per mo.....	45
Mrs. Bickford .....	Resident.....	Baker, per mo.....	50
Jennie Bone .....	Resident.....	Supt's. Cook, per mo.....	35
Jas. Rush .....	Resident.....	Hostler, per mo.....	40
Clay Deakins .....	Resident.....	Laborer, per mo.....	35
Wilma Soder .....	Second Girl..	Second Girl, per mo.....	25
Esther Soder .....	Resident.....	Housegirl, per mo.....	25
May Wilkison .....	Resident.....	Housegirl, per mo.....	30
Rose Cook .....	Resident.....	Housegirl, per mo.....	25
Lena Moore .....	Resident.....	Housegirl, per mo.....	25
Lilah Arrand .....	Resident.....	Housegirl, per mo.....	25
Grant Petrie .....	Resident.....	Houseman, per mo.....	25
Mrs. Miles .....	Non-res.....	Seamstress, per working day.....	1.50

### STATE HOME AND TRAINING SCHOOL FOR MENTAL DEFECTIVES.

To the Honorable Katherine M. Cook,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Madam—I have the honor to submit the first biennial report of the State Home and Training School for Mental Defectives.

The act creating the State Home and Training School for Mental Defectives was approved May 5, 1909, and provides that the essential object of said school and home shall be the mental, moral and physical education, the training and developing of feeble-minded children, and the treatment and care of persons so mentally defective as to be incompetent to take care of themselves or their property, who may be bona fide residents of the State of Colorado.

There will be admitted feeble-minded persons incapable of receiving instruction in the public schools; also epileptics and feeble-minded adults unable to take care of themselves or their property.

This institution fills a long-left want and will relieve at least one State institution of many persons who logically do not belong therein.

The educational and training features of this class of institution will, in a measure not yet appreciated, tend to strengthen the minds and guide the hands of those under its control, in such a way as to enable them to hold their own in the world, thus relieving both parents and the public of much responsibility and expense.

The cottage plan of housing will be adopted and a large industrial workshop provided. Scientific classification, grading and segregation will be followed.

The institution has received from the State Land Board 310 acres of fertile and well irrigated ground, situated on the north bank of Clear Creek, about 10 miles west of Denver, from whence it can be reached by hourly trolley cars and frequent train service. The building site commands a beautiful view of the adjacent mountains, plains and valleys. As before mentioned, the cottage plan has been adopted, and the first appropriation of \$70,000.00 is being used for the construction of the administration building, the wings of which are to contain the future industrial workshops. This building will be used temporarily for the reception of inmates.

It is to be hoped that the forthcoming Legislature will appropriate sufficient money to immediately begin the construction of at least three cottages, a hospital and a power house.

In the planning of this institution Colorado has, for the first time, made adequate provision for outdoor employment of its public charges, thus supplementing the educational side of the institution with healthy activities in the open air.

Taken all in all, it is believed that this institution has been wisely planned and started out in such a way as to bring out the best possible results from those committed to its keeping.

The public is under great obligations to those who so diligently and carefully originated, planned and consummated the passage of the act creating and the acquiring of the public land required for this school and home.

Respectfully submitted,

THOS. F. DALY,  
President.

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## STATE INDUSTRIAL SCHOOL FOR BOYS.

### Report of Board of Control.

Golden, Colorado, November 30, 1910.

To the Hon. Katherine M. Cook, Superintendent of Public Instruction:

Madam—Complying with the law creating the Board of Control of the State Industrial School for Boys, we respectfully sub-

mit this, the fifteenth biennial report of the board. This report is for the two years beginning December 1, 1908, and ending November 30, 1910. The superintendent's report is included herein and made a part hereof.

#### MOVEMENT OF POPULATION.

Number of boys November 30, 1908.....	362
Received during term (new) .....	378
Paroles returned .....	61

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 801

#### LEAVING DURING TERM, 436.

Discharged and sentence expired .....	59
Paroled .....	348
Pardoned (including Wyoming boys).....	15
Died .....	3
Escaped .....	4
Returned to court .....	7

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 436

Number remaining November 30, 1910.....	365
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#### SUMMARY.

There were in the school November 30, 1908.....	362
There are in the school November 30, 1910.....	365
The greatest number was in December, 1909.....	385
The smallest number was in February, 1909.....	327
Average number per day during term.....	355

The Seventeenth General Assembly appropriated for the support and maintenance of the institution the sum of \$140,000.00 and the cash receipts of the school.

The cash receipts amount to \$16,065.39, \$7,694.02 of which was spent for land and permanent improvements, leaving \$8,371.37 expended for maintenance and support.

There was also appropriated \$20,000.00 for one cottage; \$3,500.00 for boiler and addition to boiler house; \$2,200.00 for addition to standpipe; \$2,000.00 for sewer system; \$1,600.00 for pump house, and \$1,100.00 for barn.

The lowest bid for erecting the cottage, omitting plumbing, electric wiring, steam heating system and cement floor in basement, was \$19,994.00. The cottage was erected and the necessary work not included in contract price was secured with our cash fund and through the work of the school's own forces. The basement floor is the only part not completed. It will be finished this winter, when it is too cold for the cement workers to work outside.

It was found that the old boilers were in such shape, when an expert began work on them, that the whole system must be

overhauled to get good service before the new boiler should be connected. Accordingly new piping was installed, so that the old boilers might be used for low pressure steam heating purposes and the best of those already in, and the new one be used for power purposes. To get the new boiler in place it was necessary to enlarge the boiler room and coal shed. All this work—brick, cement and carpenter—was performed by the school's forces. Only the gravel roof was done by contract parties.

The standpipe was extended from 35 to 75 feet high at a cost a little in excess of the appropriation. The excess was taken care of by the cash fund. The anchors and the addition to base, also the painting, were all taken care of by our own workers.

The appropriation for sewer only covered price paid the city of Golden for perpetual right to run sewage through the city sewers without further cost to the school for repairs or extensions. The additional several hundred feet of large sewer tile necessary to make the connection were paid for out of the general fund and the work of laying all done by our workers. This is a splendid solution of the sewer problem that is so perplexing to many institutions.

The pump house has been constructed, all underground, except the entrance, stairway, skylights and ventilators. It is a marvel of workmanship and has all been done by our boys and one man paid to oversee the work.

The amount appropriated for a barn has been used in purchasing cement, a cement block machine, and doors and windows for a milking barn. Blocks are now being manufactured by our boys, under the supervision of an expert cement worker, and the barn will be erected when the blocks are finished. A shed was also erected out of this fund, such a place being necessary to house the cement block machine and the green blocks, thus adding a new industry to our institution.

Besides these improvements, for which special appropriations were made, many others have been secured. A retaining wall of Turkey creek stone has been laid in front of the chapel building; more than 10,000 square feet of sidewalk have been laid; a fountain basin has been constructed; 1,000 cherry trees have been set out; 43 acres of land have been purchased; twenty pure bred dual purpose milch cows have been bought.

#### Expenditures.

Support, maintenance, current expenses.....	\$144,715.59
Buildings and other improvements.....	41,753.12
	<hr/>
Total .....	\$186,468.71

## Receipts.

Appropriation, maintenance .....	\$140,003.32
Appropriation, improvements .....	30,400.00
Cash receipts .....	16,065.39

Total amount available.....	\$186,468.71
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## Needs.

For the next biennial term we will ask the Legislature for appropriations as follows:

Maintenance .....	\$155,000.00
Material for two cottages, \$8,000 each.....	16,000.00
Water for irrigating .....	40,000.00
Manual training machinery .....	2,000.00
Library-school building .....	25,000.00

Maintenance includes all money needed for salaries, food, clothing, insurance, repairs, paroled boys, expense of departments and general expense.

For \$8,000.00 may be purchased cement, sand, lumber, hardware, plumbing material, electric lighting material, and piping for water and heat, and tile roof for a cottage which cost \$22,500.00 to erect by contract.

Our forces can erect such a cottage of cement blocks and do all the other work and thereby effect a great saving. We can erect one cottage this year and one next.

This school has at present more than 300 acres of land that would make good orchard or garden tracts could water be obtained for it. With an appropriation of \$40,000.00 the water could be obtained by purchasing a farm or farms carrying good water rights under the best ditch coming out of Clear creek. In this way an abundance of water for irrigating could be constantly had and the water could be transferred to this side of the creek by constructing a ditch that would bring it onto the land. The water could be brought over the foothills by going a few miles up the creek, and besides the advantage of having the water for agricultural purposes, which is so much needed, power could be generated that would run all our machinery and thus entirely obviate the necessity of burning fuel several months of the year. Fuel would only be required for heating purposes in cold weather. Our forces could construct the ditch with only the expense of tools and some blasting material. With water upon this land it would immediately be worth \$250.00 per acre, instead of the \$25.00 it cost.

Our shops have been but poorly equipped, in many instances with second-hand machinery. More machinery is needed in the machine shop, in the woodworking department, and a cylinder



press is needed in the print shop. Some new sock machines are also needed. This machinery for the woodworking department will be of great assistance in preparing the woodwork of the cottage we propose to build.

As was said in the last report, "The State should provide a central school building, so that we may prosecute school work under more favorable conditions."

#### Constitutional Amendment.

The Board of Control will go before the Legislature and ask that a constitutional amendment necessary to place this school with the educational institutions of the State be submitted to the people at the earliest opportunity. With a one-fifth mill levy of taxes the school will be permanently provided for, and that dignity will be assumed which such a school should have. This State was a pioneer in the movement for better laws governing the handling of juvenile delinquents prior to their commitment to an institution, insisting that a child should not be branded as a criminal because he or she had made a mistake. The State should go further and make it impossible for any person to point to a youthful offender and say, "there is a criminal," or "a convict." We are not in favor of any movement that would overlook delinquency, but we are in favor of a movement that would discourage hanging a millstone about the neck of a little child because that little child has erred a little more than another. And to have "reform school" thrown at a child that has been sent to this school to secure an education, some knowledge of a trade, or because the child would not attend the public school regularly, is a calamity greater than is generally accepted as a fact. This school never did have the misfortune to be named a reform school, as did many similar schools in the East and South, but many well meaning but thoughtless people persist in calling it the "Reform school." Those states that made the mistake of calling their schools reform schools are changing the name, or have already done so. Eliminating this undesirable stigma, that many times follows a course in a school like this one, any boy might well feel proud of the privilege to take advantage of the many special opportunities such a school affords. And why should additional handicaps be thrown before those already behind in the race for the common goal—an honorable place in literary standing, and in ability to earn an honest and good living for self and family? It is an awful thing to blight the hopes and aspirations of a youth ready to manfully enter upon life's sterner duties by dragging past delinquencies before him. It is contributing to juvenile delinquency to refer to a boy having been in the "reform school," when the sovereign power of the State, through its lawmaking power, had in its wisdom named the school alluded to the State Industrial School. This continual nagging by playmates when one of our boys returns to his home and public school, and by some not playmates, has been the means of driving more than one

boy to again seek the gang where he would not be sneered at. With the recognized semi-penal character of the school changed to that of a purely educational one, another great step in the right direction will have been credited to Colorado.

#### Health.

The health of the boys in the school has been generally good. With an average of 360 boys, a great many days have passed when not a single boy needed medical attention, aside from a few chronic cases of minor importance. And while three deaths occurred, two caused by pneumonia and one by chronic valvular disease of the heart, from which he was suffering when received, and several cases of a mild form of diphtheria have been recorded, not a single case of threatened typhoid, that dread of institutions, has appeared in several years.

#### Discipline.

As good discipline as possible has been maintained under existing conditions. With better facilities for keeping the boys busy at their favorite work, varying with the temperament of the boy, and with better accommodations for housing the larger boys, much better results could be obtained, not only during the boys' stay here, but also after they leave the school and go to school or secure employment. A longer average stay, with greatly increased facilities for teaching trades, would enable us to turn out a larger percentage of successful workers.

#### Acknowledgments.

We wish to thank the officers and employes for their faithful work and loyal service during the many hours of trying duties that each day demands.

The board desires to make public recognition of the services of Superintendent Fred L. Paddelford, which have been highly efficient, businesslike and conscientious, and which have added so largely to the present high standing of this institution.

We thank the Governor, the members of the Legislature and the members of the various boards, and all others who have been interested in the welfare of the school and of the boys under our care.

We ask all the citizens of the State to visit the institution and note the many improvements and innovations constantly being made and inaugurated for the betterment and for the most advanced methods in dealing with delinquent boys.

Respectfully submitted,

JOSEPH DENNIS, JR.,

President.

JOHN R. SCHERMERHORN,

Secretary.

FRANK G. MIRICK,

Member.

**STATE LIBRARY.**

To the Honorable Katherine M. Cook, State Superintendent of Public Instruction:

Madam—I have the honor to submit the biennial report of the State Library for the years 1909-1910.

**Statement.**

A large portion of the State Library consists of United States Government documents, viz.: House and Senate Journals, congressional proceedings, department reports, specifications and drawings of patents, geological atlases, etc. In addition, many volumes are sent from other state libraries in exchange for Colorado publications.

Reports of Territorial and State of Colorado officers, House and Senate Journals, Statutes, etc., etc., are kept on file, and may be consulted by any person making application to the librarian in charge.

Only State officials, their deputies and clerks can withdraw books, and then only after signing a receipt for their safe return.

Books on genealogy are very much in demand. Of those in the library there are about six hundred.

The government specifications and drawings of patents, of which there is an unbroken set from 1846, are used constantly, many persons spending day after day consulting them.

A collection of English specifications is also on file, including those of Canada and Australia.

The records of the Grand Army of the Republic, comprising reports of the adjutant-generals of the older states, and rosters and histories of regiments, are very useful to many persons seeking pensions; it is to be regretted that some of the reports give only the names of officers; others are very complete.

During the past year the government documents have been rearranged by a skilled librarian, and State publications placed in alphabetical order; a scarcity of shelf room made it necessary to use the tops of the bookcases to leave space for future growth.

Two new cases have been added to the library, and several more could be used to advantage.

Drop lights have been placed between some of the bookcases, making it more convenient to locate the books on dark and cloudy days.

The establishment of a legislative reference department was begun in 1910, which, if continued, may be of benefit to the public, and especially to the members of the General Assembly.

Through the courtesy of the editors many daily and weekly papers have been received: of these, the most prominent ones have

been bound at intervals during the biennial year; it is unfortunate that no new racks have been provided for these bound volumes, as they accumulate rapidly.

As the State Historical and Natural History Society also bind the newspapers, some arrangement should be made to prevent duplication of this work.

Sixteen sacks of duplicate government publications have been returned to Washington, franked by the superintendent of documents, while double the number will be forwarded as soon as they can be prepared for shipment.

The chamber of commerce donated about 375 volumes. One-half, being duplicate government reports, were returned to Washington; the remainder, including a set of War of Rebellion Reports, fifty-one reports of Colorado State Officers, and miscellaneous volumes, were placed on the shelves.

#### Books Donated and Donors.

Acceptance of Statutes of Charles Carroll and John Houston	H. M. Teller
Address of Vice-President Wm. A. Day..	Equitable Life Assurance
Alcohol.....	U. S. Brewers' Association
American Bar Association, annual meeting.....	
.....	American Bar Association
American Beer.....	U. S. Brewers' Association
American Pediatric Society.....	Floyd M. Crandall
American Pharmaceutical Association—vol. 56.....	
.....	American Pharmaceutical Association
American Pharmaceutical Association—vol. 57.....	
.....	American Pharmaceutical Association
An Historical Narrative.....	M. H. Slater
Annual Convention, U. S. Brewer's Association.....	
.....	U. S. Brewers' Association
Annual Report Director Field Museum.....	Field Museum
Annual Meeting Life Insurance Presidents, 1907.....	
.....	N. Y. Life Insurance Company
Annual Meeting Life Insurance Presidents, 1908.....	
.....	N. Y. Life Insurance Company
Battle of the Standards.....	James H. Teller
Bacon is Shakespeare.....	Sir Edwin Durning-Laurence
Bulletin Armour Institute of Technology, 1909..	Armour Institute
Bulletin Armour Institute of Technology, 1910..	Armour Institute
Bulletins 1 and 2, Colorado Geological Survey.....	R. D. George
California's Sunlit Skies.....	Los Angeles Chamber of Commerce
Carnegie Hero Fund Commission, 1909.....	F. M. Wilmot
Carnegie Hero Fund Commission, 1910.....	F. M. Wilmot
Catalogue Library Perkins Institute for Blind..	Perkins Institute
Climatology of United States, Bulletin Q.....	
.....	Denver Chamber of Commerce
Colonel Joseph Belt.....	Caleb Clark Magruder

- Colonel John Quincy.....Charles Francis Adams  
 Cost, Capitalization, Etc., of American Railways.....  
 .....Slason Thompson  
 Colorado State Business Directory, 1908....Felix A. Richardson  
 Colorado Woman's College.....Katherine Craig  
 Decisions Relating to School Laws.....Dept. Public Instruction  
 Denver Bar Association, 1903.....Felix A. Richardson  
 Denver Bar Association, 1910..Secretary Denver Bar Association  
 Denver Chapter D. A. R., 1909-10.....Secretary D. A. R.  
 Denver Chapter D. A. R., 1910-11.....Secretary D. A. R.  
 Denver City Directory, 1898.....C. R. Dudley  
 Denver City Directory, 1908.....Dr. Orville Pitney  
 Denver City Directory, 1909.....Dr. Orville Pitney  
 Economic Aspect of Lengthening Human Life.....Irving Fisher  
 Forest and Sawmill.....  
 Founders' Week Memorial.....City of Philadelphia  
 Genealogy of the Dupuy Family.....Herbert Dupuy  
 Gillette's Social Redemption.....M. L. Severy  
 Good for the Soul (for the Blind).....Florence L. Eddy  
 Heaven and Hell.....Am. Swedenborg Publishing Company  
 History and Directory of City of Denver, 1866.....  
 .....Wharton and Wilhelm  
 Hull House Year Book, 1910.....Dora Phelps Buell  
 Impropriety of Taxing Returns of Life Insurance.....  
 .....Robert Lynn Cox  
 Index to Periodical Literature on Socialism.....Ed. Silvin  
 Indiana State Bar Association.....Indiana State Library  
 Industrial Commission Reports,—7 vols...Chamber of Commerce  
 International Conciliation—2 vols...International Conciliation  
 International Horseshoers' Magazine.....Rody Kenehan  
 Justice to the Jew.....Sidney C. Borg  
 Letters Reminiscent of Pioneer Days.....Marilla E. Barney  
 List of Fishes Near Chicago.....Field Museum  
 Live Stock Association of United States—6 vols.....  
 .....Chamber of Commerce  
 Loyal Aspect of Prohibition.....John C. Benton  
 Maine at Louisburg, 1745.....Maine State Library  
 Maine at Valley Forge.....Maine State Library  
 Melvin Memorial.....James C. Melvin  
 Memorial Address Over William McKinley.....H. M. Teller  
 Memorial Address Over Garret Hobart.....H. M. Teller  
 Memoirs.....Cornelius Cole  
 Modern Co-operative Methods.....Robert Lynn Cox  
 Moffat Genealogies.....E. Burnham Moffat  
 National Board of Trade, 1908.....Chamber of Commerce  
 New Reference Atlas of the World.....Wm. H. Andre  
 Official Handbook.....Massachusetts Plumbing Inspectors  
 Partial Record of the Mansur Family.....Adella M. Fowle  
 Perfect Way.....Jane Miller Fisher  
 Playtime.....A. G. Spalding and Bros.

- Poems and Translations.....Frederic Rowland Marvin  
 Poems of Men and Events.....George Alfred Townsend  
 Possible Method of Reclamation.....W. O. Mier  
 Promises of Dorothea (for the Blind).....Florence L. Eddy  
 Prohibition, Its Relation to Good Government....Joseph De Bar  
 Prohibition, the Enemy of Temperance.....J. A. Homan  
 Public Papers of Charles E. Hughes, Governor, 1907.....  
 .....Charles E. Hughes  
 Railway Association, Special Agents and Police of United  
 States and Canada.....Secretary-Treasurer  
 Railway Library.....Slason Thompson  
 Railway Map of United States, Canada and Mexico.....  
 .....American Express Company  
 Railway Statistics of United States, 1908.....Slason Thompson  
 Railway Statistics of United States, 1909.....Slason Thompson  
 Random Notes on Distribution of Some Colorado Birds....  
 .....Horace G. Smith  
 Reform in Life Assurance Tax.....  
 Report Bu. Agriculture, Labor and Statistics of Kentucky—  
 15th Bulletin.....F. A. Richardson  
 Report Bu. Agriculture, Labor and Statistics of Kentucky—  
 16th Bulletin.....F. A. Richardson  
 Report Colorado Conservation Commission.....W. G. M. Stone  
 Scott's Poetical Works.....Isabella M. Steck  
 Sixty Years With Plymouth Church.....Stephen M. Griswold  
 Smith's Wealth of Nations.....Marilla E. Barney  
 Standard Oil Company.....Elbert Hubbard  
 St. Gaudens' Memorial.....John W. Beatty  
 Statue of George Laird Shoup.....  
 Statues of Sam. Houston and Stephen F. Austin....H. M. Teller  
 Story of Anglo-Saxon Institutions.....Sidney C. Tapp  
 School of Commercial Accounts and Finance.....  
 .....University of Denver  
 The Beast.....Ben. B. Lindsey  
 The Struggle.....Sidney C. Tapp  
 Taxation.....George H. Noyes  
 Text-book of True Temperance.....U. S. Brewers' Association  
 War of Rebellion Records—124 vols. ....Chamber of Commerce  
 Why Friends (Quakers) Do Not Baptize With Water.....  
 .....James H. Moon  
 World's Columbian Exposition. Report of President...Secretary  
 World Corporations.....King Camp Gillette  
 Year Book Centennial Chapter D. A. R., Greeley, 1910-'11...  
 .....Secretary  
 Year Book Sons of Revolution in New York, 1909.....Secretary  
 Year Book Twentieth Century Discussion Club, 1909-'10. Secretary  
 Year Book United States Brewers' Association, 1909.....  
 .....U. S. Brewers

Year Book United States Brewers' Association, 1910.....  
 .....U. S. Brewers  
 Year Books Woman's Club of Denver—5 vols.....Secretary

### Books Purchased.

American Government.....H. C. Gauss  
 American Government and Politics.....Charles A. Beard  
 American Inland Waterways.....Herbert Quick  
 American Prison Association—7 vols.....H. H. Shirer  
 Atlas of Colorado and the World.....George F. Cram  
 Child-employing Industries.....American Academy  
 Civil Government.....John Fiske  
 Citizens' Library of Economics, Politics and Sociology—27  
 vols.....MacMillan Company  
 Colorado State Business Directory, 1909.Gazetteer Publishing Co.  
 Complete Writings of John Burroughs—15 vols.....  
 .....Houghton-Mifflin Company  
 Customs Tariffs of the World.....Kelly Publishing Company  
 Democratic National Convention, Denver, 1908.....  
 .....Western Newspaper Union  
 Dictionary of Political Economy—3 vols.....  
 .....Robert Harry Inglis Palgrave  
 Directory of Merchants, Manufacturers and Shippers of the  
 World.....Kelly Publishing Company  
 Equal Suffrage.....Helen L. Sumner  
 Famous Composers and Their Works—12 vols.....  
 .....J. D. Millet Publishing Company  
 French and English Pronouncing Dictionary.....  
 .....D. Appleton Co., Publishers  
 Genealogy, New Hampshire—4 vols.....Ezra Stearns, Editor  
 Genealogical Notes.....Lawrence Buckley Thomas  
 Geological Survey, Iowa—vol. 18.....Samuel Calvin  
 Geological Survey, Iowa—vol. 19.....Samuel Calvin  
 Government of American Cities.....Horace E. Deming  
 Hindrances to Good Citizenship.....James Bryce  
 History for Ready Reference.....J. N. Larned  
 History of the City of Denver and Business Directory.....  
 .....Wharton Wilhelm  
 History of the People of the United States—vols. 6 and 7...  
 .....John Bach Masters  
 International Year Book, 1908.....Dodd, Mead & Co.  
 International Year Book, 1909.....Dodd, Mead & Co.  
 Library of Poetry and Song—2 vols.....W. C. Bryant, Editor  
 Lindsay Genealogy.....Margaret I. Lindsay  
 Mammals of Colorado.....Edward Royal Warren  
 Mineral Industry—vols. 17 and 18.....W. R. Ingalls, Editor  
 Nelson's Encyclopædia—12 vols.....Thomas Nelson and Sons  
 Pioneers of Maine and New Hampshire.....Charles Pope  
 Snettinn Genealogy.....C. H. Snettinn

Some Pioneer Families of Washington Co., Pennsylvania . . .	F. S. Reader
Song of the Wahbeek . . . . .	Henrietta Bromwell
Statesman's Year Book, 1910 . . . . .	J. Scott Keltie
Thesaurus Dictionary . . . . .	F. A. March
Thirty Thousand Names of Immigrants . . . . .	I. Daniel Rupp
Wage-earning Women . . . . .	Annie Marion MacLean
Webster's New International Dictionary . . . . .	G. C. Merriam & Co.
Who's Who? . . . . .	MacMillan Co.
Who's Who in America?—vol. 6 . . . . .	A. N. Marquis & Co.
Wild Flowers of Colorado . . . . .	Francis Ramaley
Wild Life on the Rockies . . . . .	Enos A. Mills
Women and the Trades . . . . .	Elizabeth B. Butler
Work Accidents and the Law . . . . .	Crystal Eastman
World Almanac, 1908 . . . . .	World Publishing Co.
World Almanac, 1909 . . . . .	World Publishing Co.
World Almanac, 1910 . . . . .	World Publishing Co.
Works of Shakespeare—8 vols. . . . .	Wheeler Publishing Co.

#### Books Bound.

Colorado State Officers' Reports—25 vols. . . . .	
Birds; Their Geological History—1 vol. . . . .	E. L. Berthoud
Municipal Facts, 1909—1 vol. . . . .	City of Denver
New England Historical and Genealogical Register—2 vols. . . . .	New England Historical Society
Virginia State Papers—4 vols. . . . .	State of Virginia
Maryland Archives—7 vols. . . . .	State of Maryland
Monthly Catalogue U. S. Documents—6 vols. . . . .	U. S. Government

#### Books Rebound.

History of Colorado—1 vol. . . . .	Frank Hall
Hayden's Geological and Geographical Survey—4 vols. . . . .	United States Government
Descriptive Catalogue Government Documents—1 vol. . . . .	United States Government
Congressional Documents, Tables and Index—1 vol. . . . .	United States Government
Immigrants to America, 1600-1700—1 vol. . . . .	
Munsell's Index—1 vol. . . . .	Joel Munsell
History of Augusta County, Va.—1 vol. . . . .	
Vital Records, Rhode Island—2 vols. . . . .	State of Rhode Island

#### Colorado Reports and Court of Appeals Reports Withdrawn From the Library by Requisition.

Sent to Governor's office, Colorado Reports, vols. 6, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42.

Sent to Secretary of State's office, Colorado Reports, 16 and 17; and House and Senate Journals for 1879 and 1881.



Exchanged with Mills' Publishing Company, three sets Court of Appeals Reports, vols. 1, 2, 3; and Colorado Reports, 16, 17, 18, 19, 20, 21, 22; for Colorado Reports, vols. 1, 2, 3-3, 4-4, 5, 6-6, 7-7, 8, 9, 10, 11, 12, 13, 14, 15.

#### List of Colorado Court of Appeals Reports.

	Number of Duplicates.
Vol. 1.....	56
Vol. 2.....	24
Vol. 3.....	27
Vol. 4.....	68
Vol. 16.....	54
Vol. 17.....	48
Vol. 18.....	41
Vol. 19.....	40
Vol. 20.....	56

#### Statistical Reports, 1909 and 1910.

Number of bound books in library Dec. 1, 1908.....	20,468
Number of bound books added by purchase 1909-1910.....	121
Number of bound books added by gift.....	198
Number of bound books added by exchange with United States .....	588
Number of bound books added by exchange with states and territories .....	1,100
Number of bound books added by exchange with foreign countries .....	12
<b>Total number in library.....</b>	<b>22,487</b>
Number of unbound books and pamphlets in the library Dec. 1, 1908.....	19,814
Number of unbound books and pamphlets added by purchase 1909-1910 .....	10
Number of unbound books and pamphlets added by gift....	58
Number of unbound books and pamphlets added by exchange with United States, about.....	4,500
Number of unbound books and pamphlets added by exchange with states and territories.....	1,500
Number of unbound books and pamphlets added by exchange with foreign countries.....	365
<b>Total number in library.....</b>	<b>26,247</b>
Number of books sent to Supreme Court Library.....	295
Number of books sent to State and University libraries on exchange account, about.....	700
Number of duplicate reports stored in sub-basement, about.....	21,000

## Financial Statement.

The Seventeenth General Assembly appropriated the sum of five hundred dollars (\$500) for the maintenance of the State Library for each of the years 1909-1910.

## 1909.

Amount paid for binding.....	\$ 48.00
Amount paid for books.....	21.55
Amount paid for express.....	13.93
Amount paid for library supplies.....	14.00
Amount paid for subscriptions.....	20.50
Balance .....	382.02

## 1910.

Amount paid for binding.....	\$140.35
Amount paid for books.....	396.02
Amount paid for express.....	24.95
Amount paid for library supplies.....	38.50
Amount paid for subscriptions, including legis- lative reference .....	128.00
Amount paid for work in library.....	102.00
Total .....	<u>\$829.82</u>

## List of Supreme Court Reports.

Vols.	Number of Duplicates.
6 .....	1
16 .....	56
17 .....	74
18 .....	24
19 .....	14
20 .....	27
21 .....	24
22 .....	9
29 .....	1
31 .....	33
32 .....	30
33 .....	57
34 .....	50
35 .....	34
36 .....	30
37 .....	59
38 .....	43
39 .....	48

Vols.	Number of Duplicates.
40 .....	51
41 .....	53
42 .....	44
43 .....	2
44 .....	10
45 .....	2
46 .....	2

### Papers Bound.

The principal newspapers in the Library are bound quarterly. Those bound in 1909-1910 are:

	Vols.
1909 Colorado Springs Gazette .....	4
1910 Colorado Springs Gazette .....	3
1908 Denver Post .....	1
1909 Denver Post .....	6
1910 Denver Post .....	5
1908 Denver Republican .....	1
1909 Denver Republican .....	6
1910 Denver Republican .....	5
1909 Denver Times .....	6
1910 Denver Times .....	5
1909 Pueblo Chieftain .....	6
1910 Pueblo Chieftain .....	5
1908 Rocky Mountain News .....	1
1909 Rocky Mountain News .....	6
1910 Rocky Mountain News .....	5

### List of Newspapers Contributed.

Arapahoe Republican .....	Englewood
Boulder County Herald .....	Boulder
Brighton Blade .....	Brighton
Canon City Times .....	Canon City
Colorado Springs Gazette .....	Colorado Springs
Cripple Creek Times .....	Cripple Creek
Delta County Democrat .....	Delta
Denver Post .....	Denver
Denver Republican .....	Denver
Denver Times .....	Denver
Durango Weekly Herald .....	Durango
Durango Semi-Weekly Herald .....	Durango
Georgetown Courier .....	Georgetown
Glenwood Post .....	Glenwood Springs
Gunnison News-Champion .....	Gunnison

Gunnison Republican.....	Gunnison
Greeley Republican.....	Greeley
Herald Democrat.....	Leadville
Longmont Ledger.....	Longmont
Mancos Times-Tribune.....	Mancos
Morgan County Herald.....	Fort Morgan
Ouray Herald.....	Ouray
Plaindealer.....	Ouray
Pueblo Chieftain.....	Pueblo
Pueblo Star-Journal.....	Pueblo
Rocky Mountain News.....	Denver
Routt County Sentinel.....	Steamboat Springs
Salida Record.....	Salida
San Juan Prospector.....	Del Norte
Silverton Weekly Miner.....	Silverton
Steamboat Pilot.....	Steamboat Springs
Telluride Journal.....	Telluride
Victor Record.....	Victor
Weld County Republican.....	Greeley
Centennial post.....	Centennial, Wyo.

#### List of Magazines.

Ambition.....	Scranton, Pa.
Colorado School Journal.....	Denver
Crucible.....	Greeley
Engineering and Mining Journal.....	New York
Library Journal.....	New York
Miners' Magazine.....	Denver
Mining Science.....	Denver
New England Historical and Genealogical Register.....	Boston
National Association of State Libraries.....	Bretton Woods
National Prohibitionist.....	Chicago
Outdoor Life.....	Denver
Protectionist.....	Boston
Public Libraries.....	Chicago
Sister Republics.....	Denver

Respectfully submitted,

ISABELLA M. STECK,  
Assistant State Librarian.

# STATISTICS

REPORT OF COUNTY SUPERINTENDENTS TO STATE SUPERINTENDENT ON TEACHERS AND SCHOOLS.

County	Superintendent	Number of High Schools			No. One-Room Schools	No. One-Room Schools With Less Than 10 Enrolled	No. One-Room Schools With More Than 20	No. Rural Schools With Two or More Teachers	Total No. Rural Schools	Average Salaries One-Room School	First-class District
		Union	County	District							
Adams	Mary I. Decatur	1	..	1	2	39	2	7	46	\$52.00	....
Arapahoe	Louis J. Rote	1	..	..	1	25	4	6	28	....	....
Archuleta	Birde E. McConnell	..	..	..	..	..	..	..	..	....	....
Baca	N. Gomer Jones	1	..	..	1	18	5	..	18	47.50	....
Bent	Edith Klett Cunning	..	..	1	1	10	1	4	17	50.00	\$70.00
Boulder	J. H. Shriber	..	..	4	4	52	5	4	51	55.00	82.00
Chaffee	Harry L. McGinnis	..	..	2	2	24	6	5	25	56.36	85.43
Cheyenne	Pearl Clark	..	1	..	1	50	12	6	50	45.00	....
Clear Creek	Ella R. Adams	..	..	3	3	5	3	..	2	57.00	98.88
Conejos	E. A. Nielson	..	..	1	1	23	..	..	26	51.92	....
Costilla	J. P. Sanchez	..	..	..	..	21	3	11	22	50.00	....
Custer	Asa P. Dickson	..	..	..	..	19	4	6	19	46.40	....
Delta	Mildred Anderson	..	..	6	6	218	..	20	28	60.00	70.00
Denver	Mary C. C. Bradford	..	..	7	7	..	..	..	..	....	....
Dolores	Abi Quine Maas	..	1	2	3	..	..	..	2	60.00	....

Counties	No. Teachers One-Room School Without experience or Special Training	No. Teachers First-Class Districts Without Experience or Special Training	Per Cent. Daily Attendance Compared With One-Room Schools	Per Cent. Daily Attendance Compared With First-Class Districts	Average Cost Per Capita Based on Average Daily Attendance in One-Room Schools	Average Cost Per Capita Based on Average Daily Attendance in First-Class Districts
Adams	5	..	39%	..	\$ 5.25	..
Arapahoe	3	..	75	..	5.50	..
Archuleta	..	..	..	..	..	..
Baca	5	..	96	..	2.25	..
Bent	..	..	51	..	4.86	..
Boulder	5	..	61	74%	6.57	\$4.89
Chaffee	4	..	53	75	15.83	3.92
Cheyenne	8	..	94	..	9.19	..
Clear Creek	1	..	12	81	5.94	3.73
Conejos	11	..	54	..	4.99	..
Costilla	6	..	60	..	3.75	..
Custer	7	..	89	..	6.08	..
Delta	6	..	75	95	3.46	3.66
Denver	..	..	..	..	..	..
Dolores	1	..	11	..	2.90	..

REPORT OF COUNTY SUPERINTENDENTS TO STATE SUPERINTENDENT  
ON TEACHERS AND SCHOOLS—Continued.

Counties	Superintendent	Number of High Schools		No. One-Room Schools	No. One-Room Schools With Less Than 10 Enrolled	No. One-Room Schools With More Than 20	No. Rural Schools With Two or More Teachers	Total No. Rural Schools	Room School	First-class District	Average Salaries One-
		Union	District								
Douglas.....	C. A. Bent.....	..	1	..	15	6	3	31	51.00	91.00	.....
Eagle.....	J. H. Troendly.....	..	1	..	9	8	4	17	.....	.....	.....
Elbert.....	Clara M. Keirn.....	..	..	..	8	18	2	85	47.00	.....	.....
El Paso..	Inez Johnson .....	..	4	4	10	64	1	75	43.30	67.00	.....
Fremont.....	Minnie C. Merriam.....	..	3	3	16	7	2	36	57.00	74.00	.....
Garfield.....	Ella Ozburn .....	4	1	..	6	18	4	43	56.00	.....	.....
Gilpin.....	Frances C. Mayhew.....	..	1	..	9	..	..	11	52.00	89.00	.....
Grand.....	Evan D. Lemmon.....	1	..	..	8	5	2	15	45.00	.....	.....
Gunnison.....	Sara B. Easterly.....	..	1	..	7	4	..	26	54.00	.....	.....
Hinsdale.....	Alice C. Watson.....	..	1	..	1	..	..	2	57.50	.....	.....
Huerfano.....	Frank Mead .....	1	1	..	2	31	..	34	50.75	.....	.....
Jackson.....	Eva Dawson .....	..	..	..	..	..	..	7	54.00	.....	.....
Jefferson.....	Elizabeth Hemberger .....	..	3	3	12	15	7	51	48.00	.....	.....
Kiowa.....	R. T. Cline.....	..	3	3	6	5	..	33	55.00	.....	.....
Kitt Carson.....	Dessie McCutchen Boldt.....	..	4	4	5	18	12	69	41.32	.....	.....



County	No. Teachers One-Room School Without Experience or Special Training	No. Teachers First-Class Districts Without Experience or Special Training	Per Cent, Daily Attendance Compared With One-Room Schools	Per Cent, Daily Attendance Compared With First-Class Districts	Average Cost Per Capita Based on Average Daily Attendance in One-Room Schools	Average Cost Per Capita Based on Average Daily Attendance in First-Class Districts
Douglas	4	..	64	89	5.68	6.80
Eagle	8	..	92	..	6.00	.....
Elbert	25	..	80	90	6.10	.....
El Paso	12	..	97	98	10.38	6.08
Fremont	12	..	72	76	12.95	4.70
Garfield	11	..	..	..	.....	.....
Gilpin	2	1	64	82	13.33	8.04
Grand	2	..	95	..	3.00	.....
Gunnison	9	..	..	..	11.54	.....
Hinsdale	2	..	75	5	.....	.....
Huerfano	6	..	55	..	4.52	.....
Jackson	..	..	93	..	3.54	.....
Jefferson	8	..	..	..	8.05	4.22
Kiowa	5	..	80	..	6.00	.....
Kit Carson	30	..	60	..	7.14	.....

**REPORT OF COUNTY SUPERINTENDENTS TO STATE SUPERINTENDENT  
ON TEACHERS AND SCHOOLS—Concluded.**

Counties	Superintendent	Number of High Schools		No. One-Room Schools	No. One-Room Schools With Less Than 10 Enrolled	No. One-Room Schools With More Than 20	No. Rural Schools With Two or More Teachers	No. Rural Communities	Total No. Rural Schools	Average Salaries One-Room School	First-Class District
		Union	County District Total								
Lake.....	Ollie I. Vivian.....	..	1	11	2	9	1	12	75.53	81.15	
La Plata.....	Rosepha C. Pulford.....	..	1	40	5	17	2	44	66.00	86.84	
Larimer.....	Pearl L. Moore.....	..	2	48	10	27	10	58	50.00	96.56	
Las Animas.....	J. M. Madrid.....	..	1	61	6	49	5	77	57.08	77.73	
Lincoln.....	H. V. Matthews.....	..	..	56	11	5	..	56	42.60	....	
Logan.....	Arba Brown Haynes.....	1	2	46	8	22	..	46	44.93	....	
Mesa.....	C. G. Sargent.....	2	..	..	1	14	14	33	57.00	82.00	
Mineral.....	Effie M. Anderson.....	..	1	3	1	2	..	1	76.66	....	
Montezuma.....	Hannah Durward.....	..	3	25	1	7	2	27	59.20	....	
Montrose.....	Mary Abernethy.....	..	1	18	..	18	5	23	60.00	70.00	
Morgan.....	Helen Mar Simpson.....	1	..	27	..	27	1	27	60.30	66.11	
Otero.....	S. S. Phillips.....	..	1	20	8	6	10	30	47.13	82.83	
Ouray.....	Edith McIntosh.....	..	1	9	..	..	1	..	....	....	
Park.....	Anna B. Osborne.....	..	..	..	..	..	..	..	....	....	
Phillips.....	M. Celeste Donnelly.....	..	1	29	2	3	..	29	45.50	....	

County	No. Teachers One-Room School Without Expense or Special Training	No. Teachers First-Class Districts Without Expense or Special Training	Per Cent. Daily Attendance Compared With Total Enrollment in One-Room Schools	Per Cent. Daily Attendance Compared With Total Enrollment in First-Class Districts	Average Cost Per Capita Based on Average Daily Attendance in One-Room Schools	Average Cost Per Capita Based on Average Daily Attendance in First-Class Districts
Lake .....	1	..	60	80	11.21	4.32
La Plata .....	5	..	62	74	9.94	6.10
Larimer .....	8	..	51	79	5.82	4.00
Las Animas .....	6	1	57	79	3.07	3.74
Lincoln .....	3	..	90	..	4.00	....
Logan .....	14	..	70	..	7.97	....
Mesa .....	5	..	55	76	7.14	5.33
Mineral .....	2	..	75	..	8.43	....
Montezuma .....	13	..	85	..	3.85	....
Montrose .....	1	..	64	..	3.90	5.03
Morgan .....	4	2	68	72	5.70	5.52
Otero .....	2	..	70	62	6.98	3.99
Ouray .....	..	..	..	..	....	..
Park .....	..	..	..	..	....	..
Phillips .....	8	..	89	..	3.83	....

**REPORT OF COUNTY SUPERINTENDENTS TO STATE SUPERINTENDENT  
ON TEACHERS AND SCHOOLS—Concluded.**

Counties	Superintendent	Number of High Schools		No. One-Room Schools	No. One-Room Schools With Less Than 10 Enrolled	No. One-Room Schools With More Than 20	No. Rural Schools With Two or More Teachers—Rural Communities	Total No. Rural Schools	Average Salaries One-Room School	First-Class District
		Union	District Total							
Pitkin.....	Anna B. Canning.....	..	1	13	6	3	2	14	53.00	103.74
Prowers.....	C. G. Smeltz.....	3	..	41	1	30	3	34	47.00	....
Pueblo.....	Nellie Corkish .....	..	2	48	11	37	15	63	55.39	98.83
Rio Blanco.....	James L. Riland.....	..	1	14	7	5	..	14	55.70	65.02
Rio Grande.....	Elmer Underwood .....	..	2	24	5	12	1	25	....	....
Routt.....	Mamie F. Weyand.....	..	4	49	13	12	2	49	52.22	....
Saguache.....	S. M. Ludwick.....	..	1	..	11	9	2	35	53.50	....
San Juan.....	Jessie M. Harwood.....	..	..	5	..	..	..	5	65.00	....
San Miguel.....	Luella A. Moorc.....	1	..	13	3	4	2	15	67.50	....
Sedgwick.....	Elma O. Law.....	..	1	21	8	16	2	23	40.00	....
Summit.....	Elizabeth W. Enterline.....	..	1	9	3	6	..	9	57.50	....
Teller.....	Marie V. Donahue.....	..	2	..	..	..	..	..	....	....
Washington.....	James H. Worley.....	..	1	62	9	18	..	62	39.54	91.66
Weld.....	L. H. Harrison.....	1	3	114	20	42	22	84	59.00	82.00
Yuma.....	R. H. Weekly.....	..	1	82	5	..	..	82	42.74	....
Totals .....	.....	18	20	1,891	316	706	175	1,846	\$53.33	\$82.38

County	No. Teachers One-Room School Without Expense or Special Training	No. Teachers First-Class Districts Without Expense or Special Training	Per Cent. Daily Attendance Compared With One-Room Schools	Per Cent. Daily Attendance Compared With First-Class Districts	Average Cost Per Capita Based on Average Daily Attendance In One-Room Schools	Average Cost Per Capita Based on Average Daily Attendance In First-Class Districts
Pitkin .....	2	..	64	87	9.66	3.43
Prowers .....	20	..	75	..	4.52	5.94
Pueblo .....	8	..	57	76	9.73	5.88
Rio Blanco .....	4	1	59	72	6.17	3.07
Rio Grande .....	8	..	88	..	.....	.....
Rout .....	5	..	57	70	6.96	4.28
Saguache .....	6	..	85	..	10.50	.....
San Juan .....	..	..	50	..	5.42	.....
San Miguel .....	1	..	85	..	2.20	.....
Sedgwick .....	6	..	8	..	1.25	.....
Summit .....	2	..	12	..	9.39	.....
Teller .....	..	..	..	..	.....	.....
Washington .....	10	1	96	..	4.51	.....
Weld .....	11	..	65	86	4.95	4.73
Yuma .....	..	..	94	..	5.03	.....
Total.....	331	6	67	73	\$6.48	\$4.84

## SEMI-ANNUAL APPORTIONMENT OF INCOME FROM PUBLIC SCHOOL FUND, JANUARY 11, 1909.

County.	Census	General Apportionment	Expense	Normal Census	Normal Apportionment	Final Apportionment
Adams .....	2,182	\$ 1,773.30	\$ 38.51	..	.....	\$ 1,734.79
Arapahoe .....	2,681	1,690.40	52.05	1	.....	1,638.35
Archuleta .....	950	772.06	10.44	..	.....	761.62
Baca .....	419	340.52	15.73	..	.....	324.79
Bent .....	1,291	1,047.56	26.54	2	.....	1,021.02
Boulder .....	9,160	7,441.03	157.77	4	.....	7,283.26
Chaffee .....	2,118	1,721.29	51.05	..	.....	1,670.24
Cheyenne .....	658	534.76	22.67	..	.....	512.09
Clear Creek .....	1,670	1,353.95	26.57	4	.....	1,327.38
Conejos .....	3,301	2,682.70	43.13	..	.....	2,639.57
Costilla .....	1,598	1,298.68	42.46	..	.....	1,256.22
Custer .....	627	509.56	17.78	..	.....	491.78
Delta .....	3,531	2,868.00	68.25	2	.....	2,799.75
Denver .....	51,465	41,796.04	14.40	36	.....	41,781.64
Dolores .....	147	119.47	8.79	..	.....	110.68
Douglas .....	903	733.86	41.39	..	.....	692.47
Eagle .....	795	645.28	24.84	1	.....	620.44
Elbert .....	1,660	1,349.07	7.66	..	.....	1,341.41
El Paso .....	11,696	9,499.58	113.98	7	.....	9,385.60
Fremont .....	5,033	4,086.23	79.69	5	.....	4,006.54
Garfield .....	2,315	1,879.76	12.89	2	.....	1,866.87
Gilpin .....	1,429	1,161.34	17.61	..	.....	1,143.73
Grand .....	410	333.20	9.73	..	.....	323.47
Gunnison .....	1,396	1,132.90	30.33	2	.....	1,102.57
Hinsdale .....	189	152.79	2.97	1	.....	149.82
Huerfano .....	3,941	3,201.20	18.07	2	.....	3,183.13
Jefferson .....	3,887	3,155.69	55.19	4	.....	3,100.50
Kiowa .....	653	530.69	25.07	..	.....	505.62
Kit Carson .....	1,896	1,540.87	53.03	..	.....	1,487.84
Lake .....	2,535	2,039.37	10.42	1	.....	2,048.95
La Plata .....	3,121	2,535.60	75.57	1	.....	2,460.03
Larimer .....	8,489	6,897.32	61.76	2	.....	6,835.57
Las Animas .....	9,207	7,481.66	103.85	1	.....	7,377.81
Lincoln .....	1,200	975.23	28.39	..	.....	946.84
Logan .....	1,896	1,540.05	49.72	1	.....	1,490.33
Mesa .....	5,652	4,589.28	90.36	5	.....	4,498.92

## SEMI-ANNUAL APPORTIONMENT OF INCOME FROM PUBLIC SCHOOL FUND, JANUARY 11, 1909—Concluded.

County.	Census	General Apportionment	Expense	Normal Census	Normal Apportionment	Final Apportionment
Mineral .....	333	269.81	10.99	1	.....	258.82
Montezuma .....	1,185	963.04	41.25	..	.....	921.79
Montrose .....	2,475	2,008.17	37.02	4	.....	1,971.15
Morgan .....	2,608	2,117.88	60.84	2	.....	2,057.04
Otero .....	6,017	4,885.92	74.98	5	.....	4,810.94
Ouray .....	842	684.29	20.60	..	.....	663.69
Park .....	523	425.04	16.47	..	.....	408.57
Phillips .....	812	650.92	3.74	..	.....	656.18
Pitkin .....	1,471	1,195.47	17.11	..	.....	1,178.36
Prowers .....	2,751	2,234.91	67.73	1	.....	2,167.18
Pueblo .....	14,750	11,975.05	127.34	15	.....	11,847.71
Río Blanco .....	571	464.05	11.34	..	.....	452.71
Río Grande .....	2,025	1,641.64	31.73	5	.....	1,609.91
Routt .....	1,579	1,283.24	30.00	..	.....	1,253.24
Saguache .....	1,241	1,007.74	7.51	1	.....	1,000.23
San Juan .....	471	382.78	16.70	..	.....	366.08
San Miguel .....	919	744.43	8.32	3	.....	736.11
Sedgwick .....	588	477.05	25.48	1	.....	451.57
Summit .....	436	352.72	11.54	2	.....	341.18
Teller .....	3,711	3,007.78	32.15	10	.....	2,975.63
Washington .....	968	786.69	34.48	..	.....	752.21
Weld .....	9,630	7,455.65	162.23	456	.....	7,293.42
Yuma .....	2,190	1,778.99	79.37	1	.....	1,699.62
Totals .....	207,597	\$168,712.86	\$2,437.58	591	.....	\$166,275.28

## SEMI-ANNUAL APPORTIONMENT OF INCOME FROM PUBLIC SCHOOL FUND, JULY 15, 1909.

County.	Census	General Apportionment	Expense	Normal Census	Normal Apportionment	Final Apportionment
Adams .....	2,246	\$ 1,684.50	\$ 43.89	1	\$ .75	\$ 1,639.86
Arapahoe .....	2,378	1,783.50	61.31	1	.75	1,721.44
Archuleta .....	1,060	795.00	24.43	..	.....	770.57
Baca .....	451	338.25	15.59	..	.....	322.66
Bent .....	1,290	967.50	31.66	..	.....	935.84
Boulder .....	9,059	6,794.25	128.84	4	3.00	6,662.41
Chaffee .....	2,109	1,581.75	36.12	2	1.50	1,544.13
Cheyenne .....	683	512.25	21.00	..	.....	491.25
Clear Creek .....	1,660	1,245.00	38.20	8	6.00	1,200.80
Conejos .....	3,527	2,645.25	58.51	..	.....	2,586.74
Costilla .....	1,653	1,239.75	60.97	..	.....	1,178.78
Custer .....	578	433.50	19.27	..	.....	414.23
Delta .....	3,632	2,724.00	64.65	4	3.00	2,656.35
Denver .....	53,790	40,342.50	292.22	..	.....	40,050.28
Dolores .....	152	114.00	11.67	..	.....	102.33
Douglas .....	930	697.50	57.86	1	.75	638.89
Eagle .....	736	552.00	25.88	1	.75	525.37
Elbert .....	1,613	1,209.75	60.39	1	.75	1,148.61
El Paso .....	12,328	9,246.00	120.85	4	3.00	9,122.15
Fremont .....	5,212	3,909.00	66.75	3	2.25	3,840.00
Garfield .....	2,468	1,851.00	124.38	5	3.75	1,722.87
Gilpin .....	1,355	1,016.25	26.00	..	.....	990.25
Grand .....	383	287.25	50.11	..	.....	237.14
Gunnison .....	1,430	1,072.50	84.27	3	2.25	985.98
Hinsdale .....	154	115.50	15.47	2	1.50	98.53
Huerfano .....	4,172	3,129.00	52.14	1	.75	3,076.11
Jackson .....	245	183.75	.....	..	.....	183.75
Jefferson .....	3,941	2,955.75	122.61	1	.75	2,832.39
Kiowa .....	581	435.75	63.98	..	.....	371.77
Kit Carson.....	1,761	1,320.75	91.94	..	.....	1,228.81
Lake .....	2,446	1,834.50	29.48	3	2.25	1,802.77
La Plata .....	2,967	2,225.25	105.23	3	2.25	2,117.77
Larimer .....	8,024	6,018.00	104.48	9	6.75	5,906.77
Las Animas.....	9,289	6,966.75	110.24	3	2.25	6,854.26
Lincoln .....	1,222	916.50	34.05	..	.....	882.45
Logan .....	2,060	1,545.00	45.45	3	2.25	1,497.30



## SEMI-ANNUAL APPORTIONMENT OF INCOME FROM PUBLIC SCHOOL FUND, JULY 15, 1909—Concluded.

County.	Census	General Apportionment	Expense	Normal Census	Normal Apportionment	Final Apportionment
Mesa .....	5,559	4,169.25	96.85	2	1.50	4,070.90
Mineral .....	350	262.50	8.18	1	.75	253.57
Montezuma .....	1,331	998.25	30.20	..	.....	968.05
Montrose .....	2,658	1,993.50	29.16	..	.....	1,964.31
Morgan .....	2,670	2,002.50	58.09	2	1.50	1,942.91
Otero .....	5,779	4,334.25	132.52	4	3.00	4,198.73
Ouray .....	847	635.25	17.03	..	.....	618.22
Park .....	527	395.25	68.13	..	.....	326.12
Phillips .....	898	673.50	29.27	..	.....	644.23
Plitkin .....	1,420	1,065.00	29.65	1	.75	1,034.60
Prowers .....	2,679	2,009.25	58.17	1	.75	1,950.33
Pueblo .....	14,714	11,035.50	156.63	12	9.00	10,869.87
Río Blanco .....	645	433.75	68.68	..	.....	415.07
Río Grande.....	1,874	1,405.50	99.24	3	2.25	1,304.01
Routt .....	1,673	1,254.75	41.85	1	.75	1,212.15
Saguache .....	1,312	984.00	59.94	..	.....	924.06
San Juan.....	414	310.50	15.19	1	.75	294.56
San Miguel .....	946	709.50	28.94	1	.75	679.81
Sedgwick .....	718	538.50	26.37	..	.....	512.13
Summit .....	445	333.75	39.98	1	.75	293.02
Teller .....	3,840	2,880.00	78.80	7	5.25	2,795.95
Washington .....	1,128	846.00	55.07	..	.....	790.93
Weld .....	10,511	7,883.25	148.58	577	432.75	7,301.92
Yuma .....	2,319	1,739.25	44.11	..	.....	1,695.15
Totals .....	212,842	\$159,631.50	\$3,721.51	677	\$507.75	\$155,402.24

## SEMI-ANNUAL APPORTIONMENT OF INCOME FROM PUBLIC SCHOOL FUND, JANUARY 15, 1910.

County.	Census	General Apportionment	Expense	Normal Census	Normal Apportionment	Final Apportionment
Adams .....	2,246	\$ 1,572.20	\$ 43.87	1	\$ .70	\$ 1,527.63
Arapahoe .....	2,378	1,664.60	44.81	1	.70	1,619.09
Archuleta .....	1,060	742.00	29.53	..	.....	712.47
Baca .....	451	315.70	6.86	..	.....	308.84
Bent .....	1,290	903.00	15.03	..	.....	887.97
Boulder .....	9,059	6,341.30	107.55	4	2.80	6,230.95
Chaffee .....	2,109	1,476.30	23.49	2	1.40	1,551.41
Cheyenne .....	683	478.10	34.91	..	.....	443.19
Clear Creek.....	1,660	1,162.00	14.94	8	5.60	1,141.46
Conejos .....	3,527	2,468.90	33.54	..	.....	2,335.36
Costilla .....	1,653	1,157.10	29.02	..	.....	1,128.08
Custer .....	578	404.60	16.34	..	.....	388.26
Delta .....	3,632	2,542.40	56.73	4	2.80	2,482.87
Denver .....	53,790	37,653.00	30.07	44	30.80	37,592.13
Dolores .....	152	106.40	5.52	..	.....	100.88
Douglas .....	930	651.00	32.82	1	.70	617.48
Eagle .....	736	515.20	18.55	1	.70	495.95
Elbert .....	1,613	1,129.10	39.22	1	.70	1,089.18
El Paso .....	12,328	8,629.60	75.42	4	2.80	8,551.98
Fremont .....	5,212	3,648.40	33.04	3	2.10	3,613.26
Garfield .....	2,468	1,727.60	30.28	5	3.50	1,693.82
Gilpin .....	1,355	948.50	16.64	..	.....	931.86
Grand .....	383	268.10	3.46	..	.....	264.64
Gunnison .....	1,430	1,001.00	20.20	3	2.10	978.70
Hinsdale .....	154	107.80	6.78	2	1.40	99.62
Huerfano .....	4,172	2,920.40	31.02	1	.70	2,888.58
Jackson .....	245	171.50	27.08	..	.....	144.42
Jefferson .....	3,941	2,758.70	144.05	1	.70	2,613.95
Kiowa .....	581	406.70	21.27	..	.....	385.43
Kit Carson .....	1,761	1,232.70	47.22	..	.....	1,185.48
Lake .....	2,446	1,712.20	14.02	3	2.10	1,696.08
La Plata.....	2,967	2,076.90	63.46	3	2.10	2,011.34
Larimer .....	8,024	5,616.80	68.22	9	6.30	5,542.28
Las Animas.....	9,289	6,502.30	33.61	3	2.10	6,466.59
Lincoln .....	1,222	855.40	35.32	..	.....	820.08

## SEMI-ANNUAL APPORTIONMENT OF INCOME FROM PUBLIC SCHOOL FUND, JANUARY 15, 1910—Concluded.

	Census	General Apportionment	Expense	Normal Census	Normal Apportionment	Final Apportionment
Logan .....	2,060	1,442.00	73.05	3	2.10	1,366.85
Mesa .....	5,559	3,891.30	65.73	2	1.40	3,824.17
Mineral .....	350	245.00	14.50	1	.70	229.80
Montezuma .....	1,331	931.70	38.05	..	.....	893.65
Montrose .....	2,658	1,860.60	28.56	..	.....	1,832.04
Morgan .....	2,670	1,869.00	32.04	2	1.40	1,835.56
Otero .....	5,779	4,045.30	41.09	4	2.80	4,001.41
Ouray .....	847	592.90	19.22	..	.....	573.68
Park .....	527	368.90	25.14	..	.....	343.76
Phillips .....	898	628.60	29.96	..	.....	598.64
Pitkin .....	1,420	994.00	13.70	1	.70	979.60
Prowers .....	2,679	1,875.30	64.91	1	.70	1,809.69
Pueblo .....	14,714	10,299.80	36.61	12	8.40	10,254.79
Rio Blanco .....	645	451.50	176.72	..	.....	271.78
Rio Grande.....	1,874	1,311.80	20.72	3	2.10	1,288.93
Routt .....	1,673	1,171.10	40.82	1	.70	1,129.58
Saguache .....	1,312	918.40	30.66	..	.....	887.74
San Juan .....	414	289.80	8.96	1	.70	280.14
San Miguel .....	946	662.20	10.74	1	.70	650.76
Sedgwick .....	718	502.60	24.52	..	.....	473.08
Summit .....	445	311.50	16.42	1	.70	294.38
Teller .....	3,840	2,688.09	38.60	7	4.90	2,644.50
Washington .....	1,128	789.60	34.86	..	.....	754.74
Weld .....	10,511	7,357.70	149.54	577	403.90	6,804.26
Yuma .....	2,319	1,623.30	47.28	..	.....	1,576.02
Totals .....	212,842	\$148,989.40	\$2,336.29	721	\$504.70	\$146,143.41

## SEMI-ANNUAL APPORTIONMENT OF INCOME FROM PUBLIC SCHOOL FUND, JULY 15, 1910.

County	Census	General Apportionment	Expense	Normal Census	Normal Apportionment	Final Apportionment
Adams .....	2,604	\$ 1,548.84	\$ 47.00	2	\$ 1.4	\$ 1,800.42
Arapahoe .....	2,600	1,846.00	58.88	..	.....	1,787.12
Archuleta .....	1,152	817.92	16.40	..	.....	801.52
Baca .....	575	408.25	39.83	..	.....	368.42
Bent .....	1,201	852.71	41.19	2	1.42	810.10
Boulder .....	9,412	6,682.52	121.56	9	6.39	6,554.57
Chaffee .....	2,143	1,521.53	43.25	1	.71	1,477.57
• Cheyenne .....	800	568.00	35.92	2	1.42	530.66
Clear Creek.....	1,590	1,128.90	32.30	8	5.65	1,090.92
Conejos .....	3,755	2,666.05	47.44	1	.71	2,617.90
Costilla .....	1,779	1,263.09	30.87	1	.71	1,232.01
Custer .....	601	426.71	23.66	..	.....	403.05
Delta .....	4,133	2,934.43	53.40	5	3.55	2,877.48
Denver .....	55,235	39,216.85	102.60	34	24.14	39,090.11
Dolores .....	156	110.76	10.31	..	.....	100.45
Douglas .....	937	665.27	27.57	..	.....	637.70
Eagle .....	756	536.76	41.24	3	2.13	493.39
Elbert .....	1,706	1,211.26	76.38	3	2.13	1,132.75
El Paso .....	12,746	9,049.66	99.75	6	4.26	8,945.65
Fremont .....	5,093	3,616.03	62.09	6	4.26	3,549.68
Garfield .....	2,563	1,819.73	61.68	1	.71	1,757.34
Gilpin .....	1,205	855.55	31.73	..	.....	823.82
Grand .....	430	305.30	13.86	..	.....	291.44
Gunnison .....	1,474	1,046.54	33.24	1	.71	1,012.59
Hinsdale .....	129	91.59	7.18	..	.....	84.41
Huerfano .....	4,233	3,005.43	53.56	..	.....	2,951.87
Jackson .....	243	172.53	17.20	..	.....	155.33
Jefferson .....	4,045	2,871.95	55.71	3	2.13	2,814.11
Kiowa .....	743	527.53	44.79	3	2.13	480.61
Kit Carson.....	2,137	1,517.27	71.54	..	.....	1,445.73
Lake .....	2,376	1,686.96	33.50	3	2.13	1,651.33
La Plata.....	2,980	2,115.80	72.73	3	2.13	2,040.94
Larimer .....	7,752	5,503.92	91.02	7	4.97	5,407.93
Las Animas.....	10,011	7,107.81	99.33	3	2.13	7,006.35
Lincoln .....	1,384	982.64	54.51	1	.71	927.42

**SEMI-ANNUAL APPORTIONMENT OF INCOME FROM PUBLIC  
SCHOOL FUND, JULY 15, 1910—Concluded.**

County	Census	General Apportionment	Expense	Normal Census	Normal Apportionment	Final Apportionment
Logan .....	2,649	1,880.79	59.63	3	2.13	1,819.58
Mesa .....	6,064	4,305.44	98.32	3	2.13	4,204.99
Mineral .....	329	233.59	15.11	1	.71	217.77
Montezuma .....	1,297	920.87	27.87	..	.....	893.00
Montrose .....	2,832	2,010.72	47.35	2	1.42	1,961.95
Morgan .....	3,016	2,141.36	42.40	7	4.97	2,093.99
Otero .....	5,884	4,177.64	56.12	1	.71	4,129.81
Ouray .....	790	560.90	28.94	1	.71	531.31
Park .....	476	337.90	25.66	3	2.13	310.11
Phillips .....	1,035	734.85	47.02	..	.....	687.83
Pitkin .....	1,388	985.48	23.79	1	.71	960.98
Prowers .....	2,783	1,975.93	39.24	..	.....	1,936.69
Pueblo .....	14,791	10,501.61	124.01	8	5.68	10,371.92
Rio Blanco .....	700	497.00	30.50	..	.....	466.50
Rio Grande.....	2,003	1,422.13	31.33	2	1.42	1,389.38
Routt .....	2,033	1,443.43	52.77	..	.....	1,390.66
Saguache .....	1,347	956.37	26.88	1	.71	928.78
San Juan.....	432	306.72	12.41	..	.....	294.31
San Miguel .....	916	650.36	17.97	2	1.42	630.97
Sedgwick .....	870	617.70	24.31	1	.71	592.68
Summit .....	437	310.27	18.75	..	.....	291.52
Teller .....	3,866	2,744.86	55.49	13	9.23	2,680.14
Washington .....	1,463	1,038.73	37.91	..	.....	1,000.82
Weld .....	11,391	8,087.61	148.53	614	435.94	7,503.14
Yuma .....	2,512	1,783.52	93.79	..	.....	1,689.73
<b>Totals .....</b>	<b>221,983</b>	<b>\$157,607.93</b>	<b>\$2,938.27</b>	<b>771</b>	<b>\$547.41</b>	<b>\$154,122.25</b>

## Census, 1909.

COUNTIES.	Between 6 and 21		Total	Between 8 and 14		Total
	Male.	Female		Male	Female	
Adams .....	1,222	1,024	2,246	660	541	1,201
Arapahoe .....	1,292	1,086	2,378	610	530	1,140
Archulcta .....	567	493	1,060	335	272	608
Baca .....	232	219	451	105	97	202
Bent .....	713	572	1,285	297	272	569
Boulder .....	4,442	4,617	9,059	1,961	1,965	3,926
Chaffee .....	1,055	1,066	2,121	457	478	935
Cheyenne .....	373	316	689	213	166	379
Clear Creek .....	852	809	1,661	425	373	798
Conejos .....	1,763	1,764	3,527	713	793	1,506
Costilla .....	880	795	1,684	399	404	803
Custer .....	294	284	578	123	117	240
Delta .....	1,848	1,785	3,633	891	900	1,791
Denver .....	26,463	27,327	53,790	11,291	11,315	22,606
Dolores .....	No report	.....	.....	.....	.....	.....
Douglas .....	485	445	930	226	192	418
Eagle .....	371	365	736	168	195	363
Elbert .....	862	749	1,611	385	353	738
El Paso .....	6,175	6,153	12,328	2,464	2,427	4,891
Fremont .....	2,583	2,629	5,212	1,245	1,202	2,447
Garfield .....	1,232	1,236	2,468	582	559	1,141

Gilbhn .....	702	743	1,445	315	311	626
Grand .....	199	185	384	125	96	221
Gunnison .....	743	687	1,430	325	301	626
Hinsdale .....	77	77	154	6	8	14
Huerfano .....	2,250	1,452	4,172	1,137	1,119	2,256
Jackson .....	137	108	245	62	50	112
Jefferson .....	2,011	1,858	3,869	935	917	1,852
Kiowa .....	300	281	581	169	139	308
Kil Carson.....	937	849	1,786	471	438	909
Lake .....	1,218	1,228	2,446	527	481	1,008
La Plata .....	1,510	1,457	2,967	679	633	1,312
Larimer .....	4,094	3,824	8,018	1,812	1,965	3,717
Las Animas .....	4,876	4,413	9,289	2,225	2,243	4,468
Lincoln .....	622	600	1,122	302	302	604
Logan .....	1,065	1,003	2,068	525	505	1,030
Mesa .....	2,780	2,889	5,665	1,377	1,474	2,851
Mineral .....	174	176	350	80	69	149
Montezuma .....	661	670	1,331	316	327	643
Montrose .....	1,319	1,339	2,658	700	705	1,405
Morgan .....	1,379	1,331	2,710	400	443	843
Otero .....	2,452	2,827	5,779	1,472	1,444	2,916
Ouray .....	465	382	847	224	164	388
Park .....	246	273	519	81	117	198
Phillips .....	486	411	897	223	189	412

## Census, 1909—Concluded.

COUNTIES.	Between 6 and 21		Total	Between 8 and 14		Total
	Male.	Female		Male	Female	
Pitkin .....	689	720	1,409	316	309	625
Prowers .....	1,409	1,266	2,675	680	609	1,289
Pueblo .....	7,325	7,389	14,714	3,162	3,083	6,245
Rio Blanco .....	305	265	570	136	136	272
Rio Grande .....	944	930	1,874	509	478	987
Routt .....	956	798	1,754	471	328	799
Saguache .....	684	628	1,312	376	332	708
San Juan .....	194	220	414	90	98	188
San Miguel .....	477	469	946	225	220	445
Sedgwick .....	376	360	736	180	161	341
Summit .....	219	210	429	121	108	229
Teller .....	1,876	1,964	3,840	932	1,003	1,935
Washington .....	No report	.....	.....	.....	.....	.....
Weld .....	5,398	4,957	10,355	2,550	2,393	4,943
Yuma .....	1,221	1,130	2,351	588	520	1,108
Totals .....	106,959	104,703	211,662	48,374	47,309	95,683



## Census, 1910.

COUNTIES.	Between 6 and 21		Total	Between 8 and 11		Total
	Male.	Female		Male	Female	
Adams .....	1,332	1,161	2,493	569	556	1,155
Arapahoe .....	1,350	1,240	2,600	689	652	1,341
Archuleta .....	595	557	1,152	302	332	634
Baee .....	295	280	575	148	135	283
Bent .....	620	624	1,244	305	293	598
Boulder .....	4,667	4,715	9,412	1,977	2,020	3,997
Chaffee .....	1,045	1,098	2,143	457	444	901
Cheyenne .....	415	385	800	228	215	443
Clear Creek .....	814	776	1,590	416	407	823
Concejos .....	1,903	1,852	3,755	773	809	1,582
Costilla .....	833	846	1,779	479	425	904
Custer .....	316	285	601	129	129	249
Delta .....	2,100	2,033	4,133	892	871	1,763
Denver .....	27,117	28,118	55,235	11,718	11,576	23,294
Dolores .....	78	78	156	40	30	70
Douglas .....	489	448	937	297	210	417
Eagle .....	389	307	756	189	194	383
Elbert .....	906	890	1,796	473	449	922
El Paso .....	6,337	6,409	12,746	2,540	2,509	5,049
Fremont .....	2,608	2,485	5,093	1,123	1,083	2,206
Garfield .....	1,289	1,262	2,551	573	533	1,106
Gilpin .....	551	613	1,204	306	344	653

## Census, 1910—Concluded.

COUNTIES.	Between 6 and 21		Total	Between 8 and 14		Total
	Male.	Female		Male	Female	
Grand .....	247	297	454	116	91	207
Gunnison .....	783	691	1,474	307	289	596
Hinsdale .....	63	63	126	31	32	63
Huerfano .....	2,236	2,010	4,246	1,143	1,054	2,197
Jackson .....	134	109	243	60	47	107
Jefferson .....	2,120	1,938	4,058	1,002	955	1,957
Kiowa .....	385	358	743	158	179	337
Kit Carson.....	1,148	1,042	2,190	585	526	1,111
Lake .....	1,174	1,202	2,376	501	507	1,008
La Plata .....	1,506	1,474	2,980	667	655	1,322
Larimer .....	3,883	3,869	7,752	1,811	1,877	3,688
Las Animas .....	5,105	4,906	10,011	2,432	2,290	4,722
Lincoln .....	734	650	1,384	327	329	656
Logan .....	1,292	1,241	2,533	720	698	1,418
Mesa .....	3,023	3,029	6,052	1,435	1,443	2,878
Mineral .....	167	162	329	89	76	165
Montezuma .....	646	651	1,297	296	315	611
Montrose .....	1,401	1,433	2,834	636	675	1,311
Morgan .....	1,508	1,508	3,016	640	679	1,319
Otero .....	3,081	2,803	5,884	1,578	1,437	3,015
Ouray .....	421	369	790	220	186	406
Park .....	224	252	476	93	119	212

Phillips .....	542	496	1,038	266	249	515
Pitkin .....	674	714	1,388	280	319	599
Prowers .....	1,456	1,272	2,728	788	683	1,481
Pueblo .....	7,302	7,489	14,791	3,085	3,116	6,201
Rio Blanco .....	344	301	645	156	141	297
Rio Grande .....	1,011	990	2,001	513	477	990
Routt .....	1,031	1,055	2,086	466	481	947
Saguache .....	673	674	1,347	318	288	606
San Juan .....	204	228	432	146	142	288
San Miguel .....	478	438	916	242	226	468
Sedgwick .....	454	416	870	214	222	436
Summit .....	222	215	437	104	102	206
Teller .....	1,925	1,941	3,866	944	965	1,909
Washington .....	820	763	1,583	376	356	732
Weid .....	5,925	5,466	11,391	2,571	2,219	4,750
Yuma .....	1,318	1,208	2,526	712	643	1,355
Totals .....	111,859	110,065	221,954	50,585	49,314	99,899

# ENROLLMENT AND ATTENDANCE, 1909.

## COUNTIES.

COUNTIES.	Enrolled in High Schools.	Enrolled in Graded Schools Below High Schools.	Enrolled in Rural Schools.	Whole Number Enrolled in Public Schools.			Number Completing Eighth Grade.	Number Completing Full Four-Year High School Course.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.
				Male.	Female.	Total.				
Adams .....	59	903	749	927	784	1,711	86	3	1,043	1,040
Arapahoe .....	106	1,516	500	1,126	996	2,122	105	7	1,195	1,392
Archuleta .....	23	417	279	286	433	719	13	.....	352	373
Baca .....	6	.....	249	125	130	255	9	.....	142	168
Bent .....	60	570	516	542	514	1,056	41	10	569	714
Boulder .....	864	5,296	1,399	3,475	3,485	6,961	280	82	3,926	4,976
Chaffee .....	172	1,201	287	836	821	1,657	68	25	922	1,192
Cheyenne .....	36	104	13	298	275	573	21	.....	312	340
Clear Creek.....	152	944	32	550	530	1,080	51	25	795	871
Concejos .....	64	1,560	919	1,254	1,289	2,543	36	5	1,482	1,403
Costilla .....	.....	387	613	561	439	1,000	10	.....	614	391
Custer .....	.....	121	318	230	209	439	4	.....	296	275
Delta .....	276	2,105	981	1,672	1,690	3,362	140	30	1,903	108
Denver .....	3,981	34,859	.....	19,547	19,293	38,840	1,520	490	19,075	27,730



## ENROLLMENT AND ATTENDANCE, 1909—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 Eighth Grade.	Number Completing Full Four-Year High School Course.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.
				Male.	Female.	Total.				
Montezuma .....	58	437	483	477	503	980	30	3	610	603
Montrose .....	188	1,046	1,026	1,147	1,113	2,260	100	18	1,569	1,402
Morgan .....	291	1,346	896	1,270	1,263	2,533	57	27	1,042	1,589
Otero .....	484	4,449	532	2,926	2,740	5,666	159	47	3,237	130
Ouray .....	50	397	271	391	327	718	35	4	387	491
Park .....	9	163	223	178	223	401	33	.....	194	1,114
Phillips .....	36	238	494	374	364	738	31	4	488	499
Pitkin .....	126	599	332	546	542	1,088	46	15	579	54
Prowers .....	100	1,257	825	1,153	1,009	2,162	92	30	1,212	1,642
Pueblo .....	892	7,245	1,595	4,698	5,034	9,732	246	119	5,818	6,758
Rio Blanco.....	32	231	180	203	211	414	13	6	300	299
Rio Grande .....	155	783	553	847	787	1,634	45	25	937	1,126
Rout .....	86	705	629	638	638	1,306	45	68	777	769
Saguache .....	57	297	507	469	392	861	31	12	477	525

San Juan.....	26	301	51	180	198	378	10	3	207	263
San Miguel.....	45	550	286	354	366	720	47	6	439	573
Sedgewick .....	70	286	380	376	360	736	24	4	341	380
Summit .....	19	166	125	168	170	338	23	.....	235	240
Teller .....	329	2,422	278	1,395	1,633	3,029	126	23	1,955	2,197
Washington.....	.....	.....	.....	.....	No report.	.....	.....	.....	.....	.....
Weld .....	495	5,812	2,015	4,299	4,021	8,320	296	33	4,874	5,083
Yuma .....	117	367	1,473	894	863	1,757	43	.....	964	1,298
Total.....	13,540	109,779	40,804	81,779	80,881	162,660	5,765	1,468	91,498	103,157

## ENROLLMENT AND ATTENDANCE, 1910.

COUNTIES.	Enrolled in High Schools.	Enrolled in Graded Schools Below High Schools.	Enrolled in Rural Schools.	Whole Number Enrolled in Public Schools.			Number Completing Eighth Grade.	Number Completing Full Four-Year High School Course.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.
				Male.	Female.	Total.				
Adams .....	81	1,001	794	984	892	1,876	56	14	1,193	1,125
Arapahoe .....	89	1,711	294	1,098	996	2,094	101	12	1,183	1,232
Archuleta .....	24	374	256	349	305	654	8	2	376	423
Baca .....	8	.....	303	154	157	311	1	.....	196	195
Bent .....	69	481	417	541	516	1,057	38	7	598	297
Boulder .....	883	4,639	1,822	3,672	3,702	7,374	318	93	4,131	3,281
Chaffee .....	179	1,169	357	845	860	1,705	76	32	959	1,192
Cheyenne .....	51	108	495	346	308	654	30	2	383	421
Clear Creek.....	147	822	48	543	501	1,044	53	32	704	851
Conejos .....	88	1,596	986	1,386	1,284	2,670	44	9	1,604	1,481
Costilla .....	.....	602	546	640	508	1,148	14	.....	724	684
Custer .....	.....	96	321	208	209	417	5	.....	249	292
Delta .....	372	2,274	897	1,766	1,777	3,543	169	26	2,026	2,393
Denver .....	4,134	35,827	.....	20,196	19,765	39,961	1,623	547	19,534	28,389



Dolores .....	81	37	56	65	121	9	.....	81	81
Douglas .....	117	517	333	280	613	41	.....	417	479
Eagle .....	630	3	326	331	657	32	7	456	483
Elbert .....	126	1,111	627	610	1,237	56	.....	737	685
El Paso.....	6,968	1,295	4,555	4,561	9,120	414	77	5,044	6,482
Fremont .....	3,130	391	1,991	2,019	4,010	163	70	2,280	2,871
Garfield .....	1,093	840	1,132	1,042	2,175	87	20	1,452	1,401
Gilpin .....	601	114	378	416	794	33	14	456	614
Grand .....	161	121	165	116	282	14	.....	158	169
Gunnison .....	714	382	610	558	1,168	42	14	622	746
Hbsdale .....	80	.....	50	47	97	11	2	52	71
Huerfano .....	2,209	1,092	1,837	1,547	3,374	52	9	1,935	1,669
Jackson .....	89	95	95	89	184	8	.....	56	119
Jefferson .....	1,554	1,250	1,478	1,391	2,872	163	.....	1,778	2,155
Kiowa .....	No report.		175	233	408	30	.....	216	288
Kit Carson .....	399	1,144	797	750	1,547	43	.....	923	943
Lake .....	1,221	234	825	864	1,690	80	21	912	1,324
La Plata.....	988	940	1,062	1,101	2,163	91	25	1,287	1,528
Larimer .....	4,181	2,224	3,216	3,748	6,954	248	54	3,232	3,598
Las Animas.....	5,303	1,922	3,808	3,638	7,446	134	27	4,526	4,202
Lincoln .....	245	620	562	528	1,090	30	.....	643	728
Logan .....	857	943	993	994	1,987	75	19	1,202	1,171
Mesa .....	4,472	460	2,797	2,871	5,608	358	50	3,880	4,095
Mineral .....	261	1	146	140	286	9	.....	142	191

# ENROLLMENT AND ATTENDANCE, 1910—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 Eighth Grade.	Number Completing Full Four-Year High School Course.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.
				Male.	Female.	Total.				
Montezuma .....	58	469	548	532	535	1,067	54	3	590	693
Montrose .....	212	1,325	839	1,083	1,081	2,164	91	18	2,122	1,369
Morgan .....	319	1,407	827	1,227	1,326	2,553	77	27	1,340	1,497
Otero .....	482	3,997	1,113	2,911	2,823	5,734	186	60	3,874	3,796
Ouray .....	66	429	210	373	332	705	39	11	439	509
Park .....	.....	168	201	156	211	367	19	.....	203	255
Phillips .....	55	102	678	418	417	835	21	4	492	559
Pitkin .....	136	565	293	513	579	1,092	55	28	715	586
Prowers .....	216	1,203	996	1,326	1,124	2,450	105	60	802	1,421
Pueblo .....	859	7,086	1,746	4,527	5,164	9,691	262	125	5,580	6,432
Rio Blanco .....	38	250	269	229	230	459	28	4	327	316
Rio Grande .....	180	739	561	758	721	1,479	56	16	953	1,033
Routt .....	96	607	863	758	800	1,558	39	4	931	980
Saguache .....	42	323	644	517	492	1,009	16	3	529	492

COUNTIES.

San Juan.....	29	288	41	172	180	358	14	3	262	289
San Miguel.....	57	540	141	427	407	834	37	5	500	604
Sedgwick .....	70	360	440	454	416	870	37	2	436	487
Summit .....	23	169	145	163	179	342	17	.....	206	227
Teller .....	344	2,470	267	1,393	1,344	2,737	133	33	1,908	125
Washington .....	65	169	831	537	528	1,065	25	.....	502	500
Weld .....	522	4,301	4,134	4,578	4,379	8,977	281	40	5,568	5,696
Yuma .....	121	433	2,011	995	1,016	2,011	.....	.....	1,127	1,274
Total.....	14,495	108,004	41,013	84,782	84,016	168,798	6,272	1,632	95,761	107,520

## EXAMINATION OF TEACHERS, 1909.

COUNTIES	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Adams .....	3	5	8	1	18	19	1	7	8
Arapahoe .....	3	9	12	2	25	27	1	4	5
Archuleta .....	1	1	2	..	2	2	..	2	2
Baca .....	..	4	4	2	3	5	..	1	1
Bent .....	..	..	..	..	2	2	..	..	..
Boulder .....	4	21	25	5	61	66	..	8	8
Chaffee .....	3	4	7	1	12	13	1	9	10
Cheyenne .....	2	6	8	2	9	11	1	7	8
Clear Creek .....	..	5	5	..	4	4	..	3	3
Conejos .....	2	5	7	11	10	21	10	9	19
Costilla .....	..	2	2	..	1	1	..	..	..
Custer .....	1	1	2	..	10	10	..	4	4
Delta .....	4	13	17	4	21	25	..	6	6
Denver .....	4	11	15	4	75	79	3	23	26
Dolores .....	No report.								
Douglas .....	1	3	4	1	8	9	1	2	3
Eagle .....	..	5	5	1	7	8	..	1	1
Elbert .....	3	13	16	4	23	27	..	7	7
El Paso .....	2	16	18	6	52	58	1	7	8
Fremont .....	3	8	11	1	19	20	..	4	4
Garfield .....	2	16	18	2	29	31	..	3	3
Gilpin .....	1	8	9	..	4	4	..	2	2
Grand .....	..	1	1	..	4	4	..	1	1
Gunnison .....	3	9	12	..	10	10	..	5	5
Hinsdale .....	..	..	..	..	..	..	..	..	..
Huerfano .....	..	16	16	2	10	12	1	6	7
Jackson .....	..	..	..	..	..	..	..	..	..
Jefferson .....	..	13	13	1	40	41	2	18	20
Kiowa .....	6	7	13	8	12	20	..	3	3
Kit Carson .....	1	4	5	10	24	34	2	10	12
Lake .....	..	8	8	..	4	4	..	1	1
La Plata .....	1	11	12	2	10	12	2	6	8
Larimer .....	4	8	12	7	34	41	2	12	14
Las Animas .....	2	6	8	10	24	34	6	20	26
Lincoln .....	4	38	42	1	7	8	..	..	..
Logan .....	5	14	19	..	31	31	1	5	6
Mesa .....	7	13	20	2	30	32	..	12	12
Mineral .....	1	2	3	..	2	2	..	..	..
Montezuma .....	..	6	6	..	7	7	3	8	11
Montrose .....	1	5	6	2	6	8	..	7	7

## EXAMINATION OF TEACHERS, 1909—Concluded.

COUNTIES	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Morgan .....	..	9	9	..	16	16	..	1	1
Otero .....	5	17	22	7	33	43	..	12	12
Ouray .....	2	5	7	..	8	8	..	..	..
Park .....	2	8	10	1	15	16	..	2	2
Phillips .....	1	1	2	1	14	15	..	..	..
Pitkin .....	..	3	3	1	4	5	..	3	3
Prowers .....	3	18	21	3	22	25	..	..	..
Pueblo .....	2	3	5	2	16	18	..	9	9
Río Blanco .....	1	2	3	1	7	8	..	5	5
Río Grande .....	1	8	9	..	20	20	1	1	2
Routt .....	3	2	5	3	3	6	1	3	4
Saguache .....	4	6	10	3	9	12	1	5	6
San Juan .....	..	..	..	..	3	3	..	..	..
San Miguel .....	..	6	6	1	3	4	..	1	1
Sedgwick .....	..	3	3	1	3	4	..	3	3
Summit .....	1	..	1	..	3	3	..	3	3
Teller .....	..	5	5	..	10	10	..	1	1
Washington .....	..	..	..	..	..	..	..	..	..
Weld .....	12	33	45	7	55	62	..	7	7
Yuma .....	3	4	7	1	39	40	2	12	14
Total .....	114	450	564	124	936	1,060	43	291	334

## EXAMINATION OF TEACHERS, 1910.

COUNTIES	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Adams .....	1	6	7	2	26	28	1	4	5
Arapahoe .....	3	22	25	..	33	33	..	7	7
Archuleta .....	2	3	5	..	5	5	1	2	3
Baca .....	1	3	4	1	6	7	..	1	1
Bent .....	..	5	5	1	6	7	..	3	3
Boulder .....	2	22	24	2	51	53	..	12	12
Chaffee .....	1	2	3	..	13	13	1	8	9
Cheyenne .....	3	5	8	1	8	9	..	..	..
Clear Creek .....	1	3	4	1	7	8	..	..	..
Conejos .....	3	6	9	8	10	18	4	9	13
Costilla .....	3	5	8	..	6	6	11	4	15
Custer .....	..	1	1	..	9	9	..	2	2
Delta .....	6	14	20	5	19	24	1	7	8
Denver .....	1	16	17	6	73	79	1	24	25
Dolores .....	..	1	1	..	1	1	..	..	..
Douglas .....	..	4	4	6	21	27	..	5	5
Eagle .....	1	5	6	..	4	4	..	..	..
Elbert .....	3	5	8	2	27	29	2	8	10
El Paso .....	2	12	14	2	53	55	..	3	3
Fremont .....	2	2	4	..	22	22	..	5	5
Garfield .....	2	24	26	..	10	10	..	10	10
Gilpin .....	1	3	4	1	10	11	..	3	3
Grand .....	1	1	2	..	7	7	..	..	..
Gunnison .....	1	10	11	..	15	15	..	5	5
Hinsdale .....	1	..	1	..	5	5	..	..	..
Huerfano .....	2	17	19	2	14	16	1	7	8
Jackson .....	..	..	..	..	6	6	..	..	..
Jefferson .....	2	6	8	2	28	30	..	16	16
Kiowa .....	6	6	12	..	..	..	..	..	..
Kit Carson .....	3	8	11	9	35	44	1	8	9
Lake .....	..	5	5	..	7	7	..	2	2
La Plata .....	1	8	9	5	8	13	..	6	6
Larimer .....	3	5	8	1	37	38	..	14	14
Las Animas .....	5	4	9	13	29	42	4	12	16
Lincoln .....	4	11	15	2	23	25	..	4	4
Logan .....	1	12	13	2	29	31	..	16	16
Mesa .....	7	11	18	8	32	40	3	17	20
Mineral .....	1	1	2	..	1	1	1	..	1
Montezuma .....	2	1	3	6	11	17	1	6	7
Montrose .....	1	3	4	1	12	13	..	2	2

## EXAMINATION OF TEACHERS, 1910—Concluded.

COUNTIES	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Morgan .....	3	10	13	1	14	15	..	3	3
Otero .....	6	15	21	5	21	26	1	9	10
Ouray .....	..	2	2	..	3	3	..	..	..
Park .....	4	9	13	2	12	14	..	..	..
Phillips .....	..	12	12	..	11	11	..	4	4
Pltkin .....	..	1	1	..	2	2	..	2	2
Prowers .....	4	6	10	1	19	20	..	..	..
Pueblo .....	..	10	10	..	36	36	..	7	7
Rio Blanco .....	1	5	6	..	7	7	..	..	..
Rio Grande .....	2	8	10	1	12	13	1	..	1
Routt .....	2	6	8	1	20	21	1	4	5
Saguache .....	4	1	5	..	7	7	1	5	6
San Juan .....	1	2	3	..	1	1	..	..	..
San Miguel .....	..	3	3	1	..	1	..	..	..
Sedgwick .....	2	3	5	3	12	15	1	4	5
Summit .....	..	2	2	..	2	2	..	1	1
Teller .....	..	4	4	2	7	9	..	1	1
Washington .....	..	5	5	3	20	23	..	10	10
Weld .....	9	30	39	6	62	68	..	19	19
Yuma .....	..	7	7	6	26	32	..	28	28
Total .....	117	419	536	121	1,013	1,134	38	329	367

## HIGH SCHOOLS AND DISTRICTS, 1909.

COUNTIES.	High Schools.				Kinds of Districts.			Total.
	District.	County.	Union.	Total.	First Class Districts.	Second Class Districts.	Third Class Districts.	
Adams .....	1	..	1	2	..	1	32	33
Arapahoe .....	1	..	..	1	..	2	27	29
Archuleta .....	1	..	..	1	..	1	9	10
Baca .....	..	..	1	1	..	..	14	14
Bent .....	1	..	..	1	..	1	17	18
Boulder .....	4	..	..	4	2	3	61	66
Chaffee .....	2	..	..	2	1	1	25	27
Cheyenne .....	..	1	..	1	..	..	8	8
Clear Creek .....	3	..	..	3	1	..	9	10
Conejos .....	1	..	..	1	..	3	25	28
Costilla .....	..	..	..	..	..	..	24	24
Custer .....	..	..	..	..	..	..	21	21
Delta .....	3	..	..	3	1	2	18	21
Denver .....	5	..	..	5	1	..	..	1
Dolores .....	..	..	..	..	..	..	..	..
Douglas .....	..	1	..	1	..	..	36	36
Eagle .....	..	1	..	1	..	..	23	23
Elbert .....	..	..	..	..	..	..	42	42
El Paso .....	3	..	..	3	2	..	53	55
Fremont .....	3	..	..	3	2	2	32	36
Garfield .....	2	..	1	3	..	2	37	39
Gilpin .....	..	..	1	1	..	2	11	13
Grand .....	..	..	..	..	..	..	15	15
Gunnison .....	..	1	..	1	..	1	28	29
Hinsdale .....	1	..	..	1	..	..	5	5
Huerfano .....	..	1	1	2	..	1	39	40
Jackson .....	..	..	..	..	..	..	6	6
Jefferson .....	3	..	..	3	..	3	45	48
Kiowa .....	..	..	..	..	..	..	16	16
Kit Carson .....	..	..	..	..	..	..	44	44
Lake .....	9	..	..	9	1	..	8	9
La Plata .....	1	..	..	1	1	..	28	29
Larimer .....	3	..	..	3	2	..	51	53
Las Animas .....	1	..	..	1	1	3	69	73
Lincoln .....	..	..	..	..	..	..	12	12
Logan .....	..	1	1	2	..	1	45	46



## HIGH SCHOOLS AND DISTRICTS, 1909—Concluded.

COUNTIES.	High Schools.			Kinds of Districts.			Total.	
	District.	County-Union.	Total.	First Class Districts.	Second Class Districts.	Third Class Districts.		
Mesa .....	2	..	2	4	1	2	32	35
Mineral .....	..	..	..	..	..	..	5	5
Montezuma .....	2	..	..	2	..	1	13	14
Montrose .....	..	1	..	1	1	..	22	23
Morgan .....	2	..	1	3	1	2	10	13
Otero .....	6	..	1	7	2	4	21	27
Ouray .....	..	1	..	1	..	1	11	12
Park .....	..	..	..	..	..	..	21	21
Phillips .....	..	1	..	1	..	..	31	31
Pitkin .....	1	..	..	1	1	..	14	15
Prowers .....	3	..	..	3	..	2	34	36
Pueblo .....	2	..	..	2	2	..	51	53
Rio Blanco .....	..	1	..	1	..	..	11	11
Rio Grande .....	2	..	..	2	..	2	24	26
Routt .....	4	..	..	4	..	..	39	39
Saguache .....	1	1	..	2	..	1	30	31
San Juan .....	1	..	..	1	..	1	..	1
San Miguel .....	2	..	..	2	..	1	9	10
Sedgwick .....	1	1	..	2	..	..	25	25
Summit .....	..	..	..	..	..	..	11	11
Teller .....	2	..	..	2	1	..	13	14
Washington .....	..	..	..	..	..	..	..	..
Weld .....	3	..	..	3	1	2	95	98
Yuma .....	..	1	..	1	..	..	71	71
Total .....	82	13	10	105	25	48	1,528	1,601

## HIGH SCHOOLS AND DISTRICTS, 1910.

COUNTIES.	High Schools.				Kinds of Districts.			Total.
	District.	County.	Union.	Total.	First Class Districts.	Second Class Districts.	Third Class Districts.	
Adams .....	1	..	1	2	..	1	34	35
Arapahoe .....	1	..	..	1	..	3	25	28
Archuleta .....	..	..	..	..	..	1	11	12
Baca .....	..	..	1	1	..	..	14	14
Bent .....	1	..	..	1	..	1	17	18
Boulder .....	4	..	..	4	2	2	62	66
Chaffee .....	2	..	..	2	1	1	25	27
Cheyenne .....	..	1	..	1	..	..	8	8
Clear Creek .....	3	..	..	3	1	..	9	10
Conejos .....	1	..	..	1	..	3	25	28
Costilla .....	..	..	..	..	..	..	24	24
Custer .....	..	..	..	..	..	..	21	21
Delta .....	6	..	..	6	1	2	18	21
Denver .....	5	..	..	5	1	..	..	1
Dolores .....	..	..	..	..	..	..	3	3
Douglas .....	..	1	..	1	1	..	36	37
Eagle .....	..	1	..	1	..	..	23	23
Elbert .....	..	..	..	..	..	..	42	42
El Paso .....	4	..	..	4	2	1	52	55
Fremont .....	3	..	..	3	2	2	34	38
Garfield .....	..	1	4	5	..	2	39	41
Gilpin .....	..	..	1	1	..	2	11	13
Grand .....	..	..	1	1	..	..	15	15
Gunnison .....	..	1	..	1	..	1	28	29
Hinsdale .....	..	1	..	1	..	..	5	5
Huerfano .....	..	1	1	2	..	1	40	41
Jackson .....	..	..	..	..	..	..	6	6
Jefferson .....	3	..	..	3	..	3	45	48
Kiowa .....	..	..	..	..	..	..	15	15
Kit Carson .....	..	..	..	..	..	..	45	45
Lake .....	..	1	..	1	1	..	8	9
La Plata .....	1	..	..	1	1	..	28	29
Larimer .....	2	..	..	2	2	..	51	53
Las Animas .....	1	..	..	1	1	3	70	74
Lincoln .....	..	..	..	..	..	..	15	15
Logan .....	..	1	1	2	..	1	45	46

## HIGH SCHOOLS AND DISTRICTS, 1910—Concluded.

COUNTIES.	High Schools.				Kinds of Districts.			Total.
	District.	County.	Union.	Total.	First Class Districts.	Second Class Districts.	Third Class Districts.	
Mesa .....	3	..	2	5	1	2	30	33
Mineral .....	..	1	..	1	..	..	6	6
Montezuma .....	3	..	..	3	..	1	15	16
Montrose .....	..	1	..	1	1	..	22	23
Morgan .....	2	..	1	3	1	1	12	14
Otero .....	5	1	..	6	2	3	24	29
Ouray .....	..	1	..	1	..	1	11	12
Park .....	..	..	..	..	..	..	21	21
Phillips .....	..	1	..	1	..	..	31	31
Pitkin .....	1	..	..	1	1	..	14	15
Prowers .....	3	..	..	3	..	2	37	39
Pueblo .....	2	..	..	2	2	1	50	53
Rio Blanco .....	..	1	..	1	..	1	10	11
Rio Grande .....	2	..	..	2	..	2	24	26
Routt .....	2	..	..	2	..	1	40	41
Saguache .....	..	1	..	1	..	1	30	31
San Juan .....	1	..	..	1	..	1	..	1
San Miguel .....	2	..	..	2	..	1	9	10
Sedgwick .....	..	1	..	1	..	..	25	25
Summit .....	1	..	..	1	..	..	11	11
Teller .....	2	..	..	2	1	..	13	14
Washington .....	..	1	..	1	..	..	52	52
Weld .....	4	3	1	8	1	2	100	103
Yuma .....	..	1	..	1	..	..	78	78
Total .....	<u>71</u>	<u>22</u>	<u>14</u>	<u>107</u>	<u>26</u>	<u>50</u>	<u>1,614</u>	<u>1,690</u>

PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1909.

COUNTIES.	Average Number Days of School in Graded Schools.	Average Number Days of School in Rural Schools.	Average Cost Per Month for each Pupil by Enrollment.	Average Cost Per Month for each Pupil by Average Attendance.	Number of Libraries.	Number of Volumes in Libraries.	Number of Sod, Adobe, or Log, Schools.	Number of Frame.	Number of Brick, or Stone.	Total.	Number Owned and Rented School-rooms.	Valuation (in Dollars).
Adams	186	164	\$ 4.93	\$ 7.33	24	2,424	1	19	20	40	63	\$ 95,755.00
Arapahoe	186	108	4.14	7.68	12	1,376	2	21	13	36	63	92,350.00
Archuleta	173	131	3.65	5.89	1	300	2	11	1	14	21	24,290.00
Baca	..	119	5.50	7.30	1	100	..	9	3	12	18	7,300.00
Bent	180	149	2.79	4.72	9	1,172	1	14	6	21	38	59,725.00
Boulder	176	176	3.85	6.70	47	9,857	4	39	40	83	196	451,966.00
Chaffee	180	153	8.09	12.93	16	3,565	6	12	14	32	63	82,670.00
Cheyenne	180	135	3.89	7.16	5	403	4	24	1	29	39	23,500.00
Clear Creek	180	125	4.08	6.02	8	1,773	1	5	8	14	44	100,150.00
Conejos	180	104	5.08	7.21	10	1,239	21	7	7	35	60	58,120.00
Costilla	142	126	3.44	8.89	..	..	13	13	1	27	35	17,200.00
Custer	170	113	4.58	6.47	7	606	5	12	4	21	27	13,060.00
Delta	162	154	2.39	3.54	21	4,156	6	29	11	37	83	120,900.00
Denver	183	..	3.73	5.22	63	53,000	..	1	64	65	593	4,422,444.00
Dolores	..	..	..	..	..	No report.	..	..	..	..	..	..

Douglas .....	180	146	6.08	8.63	15	950	..	32	5	37	42	34,450.00
Eagle .....	173	144	6.61	10.25	17	3,060	11	15	1	27	37	35,035.00
Elbert .....	185	140	3.31	5.13	..	.....	5	58	8	71	..	42,500.00
El Paso .....	184	147	4.81	8.10	44	18,821	6	72	24	103	265	2,204,754.00
Fremont .....	177	151	4.44	8.16	15	3,011	11	30	15	56	131	282,630.00
Garfield .....	181	132	3.61	5.74	18	1,085	5	24	12	41	..	19,450.00
Gilpin .....	188	134	6.87	10.22	15	6,332	2	11	4	17	37	89,000.00
Grand .....	163	93	3.32	4.71	1	273	11	4	..	15	17	8,800.00
Gunnison .....	175	140	9.69	15.08	21	2,137	9	26	4	39	57	57,090.00 *
Hinsdale .....	186	87	8.96	10.53	1	300	2	1	2	5	8	19,130.00
Huerfano .....	180	112	3.20	4.96	2	3,000	23	13	4	40	82	79,225.00
Jackson .....	170	150	3.86	8.06	1	210	2	6	..	8	10	7,100.00
Jefferson .....	177	155	5.51	8.22	21	5,444	5	32	22	59	165	174,130.00
Kiowa .....	169	137	5.08	5.63	..	.....	..	10	..	10	20	13,750.00
Kitt Carson .....	167	161	3.64	3.69	16	657	26	39	11	76	82	33,929.00
Lake .....	190	166	7.64	14.85	16	7,256	2	15	3	20	53	139,435.00
La Plata .....	178	129	4.68	7.51	38	2,914	3	37	8	48	80	133,073.00
Larimer .....	173	150	2.70	4.73	34	7,053	7	39	26	72	166	585,758.00
Las Animas .....	191	135	2.65	5.02	25	2,106	19	25	19	84	105	271,014.00
Lincoln .....	163	130	2.11	3.45	6	774	2	31	1	39	43	32,100.00
Logan .....	180	137	5.57	9.86	20	1,314	..	45	5	70	66	57,630.00
Mesa .....	162	148	3.70	5.21	32	9,705	2	45	7	54	141	247,575.00
Mineral .....	163	164	10.97	14.08	3	684	1	2	1	1	10	7,325.00

PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1909—Concluded.

COUNTIES.	Average Number Days of School in Graded Schools.	Average Number Days of School in Rural Schools.	Average Cost Per Month for each Pupil by Enrollment.	Average Cost Per Month for each Pupil by Average Attendance.	Number of Libraries.	Number of Volumes in Libraries.	Number of Sod, Adobe, or Log, Schools.	Number of Number of Frame, or Number of Brick, or Stone.	Total.	Number School-rooms Owned and Rented.	Valuation (in Dollars).
Montezuma .....	173	127	\$ 3.14	\$ 6.05	11	1,433	5	20	28	42	\$ 32,761.00
Montrose .....	175	146	2.76	4.71	21	4,543	4	20	31	63	136,445.00
Morgan .....	173	140	3.18	5.68	15	1,638	..	28	34	63	90,400.00
Otero .....	173	154	3.71	7.01	31	6,735	2	15	40	107	339,650.00
Ouray .....	173	166	6.05	9.06	13	1,365	1	16	19	33	52,050.00
Park .....	179	173	7.09	8.75	7	819	2	18	21	24	16,325.00
Phillips .....	180	109	26.00	33.00	24	1,442	..	35	36	41	23,473.00
Pitkin .....	180	147	6.54	9.32	15	3,503	4	12	20	52	63,559.00
Prowers .....	172	130	4.09	6.47	23	1,675	1	16	39	..	45,625.00
Pueblo .....	190	142	5.73	9.37	44	8,369	6	41	89	207	780,800.00
Rio Blanco .....	180	133	4.61	6.91	3	640	8	3	14	22	22,800.00
Rio Grande .....	180	145	11.08	28.60	16	3,159	5	18	29	43	65,675.00
Routt .....	145	137	4.73	6.25	11	2,032	35	15	50	63	26,837.00
Saguache .....	180	136	3.27	5.85	11	2,835	16	16	37	44	29,435.00

San Juan .....	180	4.03	6.37	..	....	..	7	..	7	15	23,404.00
San Miguel .....	147	3.52	5.59	11	3,775	1	15	1	17	38	94,065.00
Sedgwick .....	120	1.70	2.84	3	355	..	26	2	28	35	37,550.00
Summit .....	122	7.08	9.10	4	2,012	2	8	1	11	17	28,862.00
Teller .....	150	4.88	8.18	23	10,826	7	25	4	36	123	358,750.00
Washington .....	..	..	..	..	No report.	..	..	..	..	..	.....
Weld .....	165	5.80	11.21	75	9,179	..	82	41	123	235	395,266.00
Yuma .....	108	4.09	6.46	..	....	14	65	..	79	..	83,215.00
Totals .....	140	\$1.84	\$7.71	946	22,322	354	1,326	549	2,229	4,350	\$12,872,186.00

PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1910.

COUNTIES.	Average Number Days of School in Graded Schools.	Average Number Days of School in Rural Schools.	Average Cost Per Month of each Pupil by Enrollment.	Average Cost Per Month of each Pupil by Average Attendance.	Number of Libraries.	Number of Volumes in Libraries.	Number Sod, Adobe, or Log, Schools.	Number of Frame.	Number of Brick, or Stone.	Total.	Number School-rooms Owned and Rented.	Valuation (in Dollars).
Adams .....	180	171	\$ 7.11	\$ 8.43	25	2,486	2	23	20	45	66	\$ 88,930.00
Arapahoe .....	183	153	4.60	7.73	13	1,156	1	23	12	36	66	87,705.00
Archuleta .....	167	149	2.82	4.38	..	300	1	12	1	14	19	24,690.00
Baca .....	180	123	4.98	6.58	3	300	..	9	3	12	17	7,200.00
Bent .....	180	152	6.00	3.00	10	2,103	2	12	9	23	42	71,449.00
Boulder .....	180	160	3.34	5.82	45	9,454	2	43	37	82	186	473,951.00
Chaffee .....	180	148	7.56	14.94	17	3,641	6	13	13	32	63	84,480.00
Cheyenne .....	180	128	5.70	9.19	1	185	7	27	1	35	43	27,266.00
Clear Creek.....	179	130	4.84	5.67	10	1,825	1	5	9	15	45	106,175.00
Conejos .....	167	120	2.14	3.86	8	1,275	20	7	8	35	61	62,196.00
Costilla .....	136	135	3.14	4.60	4	241	17	9	2	28	45	34,300.00
Custer .....	180	106	4.15	5.90	8	1,152	5	12	4	21	27	13,420.00
Delta .....	164	145	2.36	3.59	18	4,765	4	26	11	41	88	154,100.00
Denver .....	184	..	3.81	5.37	63	64,060	..	1	61	65	660	4,685,418.00
Dolores .....	180	173	3.66	3.87	1	300	1	2	1	4	7	10,600.00



Douglas .....	172	142	5.90	9.69	16	1,200	..	32	5	37	41	35,150.00
Pagte .....	156	80	5.16	7.06	14	2,928	10	16	2	28	36	43,835.00
Eibert .....	..	122	3.94	6.17	..	.....	3	66	5	74	..	35,200.00
El Paso .....	184	149	5.59	9.82	29	21,510	1	75	25	101	279	909,383.00
Fremont .....	178	147	7.26	10.00	29	3,259	10	33	19	62	135	289,841.00
Garfield .....	177	142	3.45	4.08	36	.....	13	27	4	44	67	234,753.00
Gilpin .....	188	137	6.94	10.12	12	6,689	3	19	5	18	39	88,940.00
Grand .....	158	133	3.80	5.25	5	679	9	4	1	14	17	15,005.00
Gunnison .....	176	145	7.01	10.19	19	2,236	8	24	4	36	57	61,775.00
Hinsdale .....	126	..	9.79	..	1	360	..	1	2	3	6	20,000.00
Huerfano .....	165	135	2.99	4.91	12	1,048	18	18	4	40	82	54,250.00
Jackson .....	170	100	4.35	7.18	2	217	1	7	..	8	10	7,100.00
Jefferson .....	175	150	4.83	7.21	33	5,874	4	32	23	59	111	174,285.00
Kiowa .....	..	135	3.66	6.58	..	.....	..	14	..	14	21	9,210.00
Kil Carson .....	162	126	4.31	7.14	10	309	23	42	9	74	81	40,506.00
Lake .....	185	180	10.47	18.37	8	7,211	3	11	3	29	58	138,625.00
La Plata .....	170	141	4.83	8.35	16	3,136	3	36	6	45	71	137,508.00
Larimer .....	180	144	3.21	5.86	37	7,093	5	38	27	70	174	391,108.00
Las Animas .....	180	128	2.51	4.42	24	2,851	35	36	19	90	174	275,714.00
Lincoln .....	175	145	3.00	4.60	6	691	6	40	..	46	61	27,210.00
Logan .....	180	134	4.25	7.83	28	2,279	..	52	4	56	78	139,680.00
Mesa .....	170	169	2.00	3.00	30	13,820	1	41	9	51	151	319,140.00
Mineral .....	166	155	19.18	21.35	4	728	1	2	2	5	11	10,365.00
Montezuma .....	173	128	3.36	4.88	5	1,685	5	24	4	33	46	51,660.00

## PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1910—Concluded.

COUNTIES.	Average Number Days of School in Graded Schools.	Average Number Days of School in Rural Schools.	Average Cost Per Month of each Pupil by Enrollment.	Average Cost Per Month of each Pupil by Average Attendance.	Number of Libraries.	Number of Volumes in Libraries.	Number Sod, Adobe, or Log, Schools.	Number of Frame.	Number of Brick, or Stone.	Total.	Number School-rooms Owned and Rented.	Valuation (in Dollars).
Montrose .....	167	144	\$3.00	\$4.42	21	6,589	3	23	5	31	56	\$ 70,635.00
Morgan .....	178	168	3.28	5.42	12	1,961	..	29	8	37	72	154,900.00
Otero .....	173	146	3.31	5.77	26	8,130	2	19	24	45	168	445,150.00
Ouray .....	177	166	4.39	7.73	12	1,480	1	16	2	19	33	53,250.00
Park .....	189	154	5.99	7.67	9	449	..	21	1	22	30	17,110.00
Phillips .....	175	141	3.48	5.03	20	1,574	..	30	2	32	39	26,698.00
Pitkin .....	180	156	6.45	10.05	9	2,801	3	10	2	15	46	59,625.00
Prowers .....	160	150	2.65	3.89	16	2,363	..	22	18	40	67	210,050.00
Pueblo .....	190	143	5.96	9.59	44	8,913	3	42	44	89	305	940,657.00
Rio Blanco .....	180	146	4.50	5.83	6	465	8	5	3	16	24	25,556.00
Rio Grande .....	180	158	2.81	4.01	20	3,200	4	16	8	28	54	64,300.00
Routt .....	178	139	3.51	5.79	13	1,285	43	9	1	53	73	31,985.00
Saguache .....	180	75	5.38	11.03	12	2,925	16	17	5	38	53	42,185.00

San Juan .....	180	163	4.10	5.43	..	150	..	7	..	7	15	23,400.00
San Miguel .....	173	142	3.19	5.83	11	3,409	1	17	1	19	41	92,450.00
Sedgwick .....	180	123	1.59	2.96	3	505	..	28	2	30	34	28,110.00
Summit .....	185	127	7.73	10.65	5	1,160	1	9	1	11	17	32,390.00
Teller .....	177	155	5.87	7.58	24	10,752	6	24	4	34	123	327,090.00
Washington .....	180	119	4.75	8.05	11	421	7	39	1	47	53	24,732.00
Weld .....	178	166	3.10	4.75	83	10,602	..	100	48	148	277	506,948.00
Yuma .....	173	112	2.94	5.03	4	779	9	65	1	75	87	39,995.00
Totals .....	169	141	\$4.77	\$5.89	963	248,860	338	1,456	558	2,356	4,911	\$12,641,253.00

## RECEIVED DURING THE YEAR ENDING JUNE 30, 1909.

Amount on hand  
July 1, 1908,  
held by county  
and district  
treasurers.

## COUNTIES.

From general  
fund by  
apportionment.

From special  
tax.

From all other  
sources.

Total  
receipts.

Adams .....	\$ 9,518.58	\$ 12,177.00	\$ 28,014.24	\$ 41.34	\$ 49,751.16
Arapahoe .....	16,742.43	12,506.59	39,458.08	5,044.12	74,251.22
Archuleta .....	6,740.48	6,712.63	6,820.64	.....	20,273.15
Baca .....	2,713.91	2,962.89	2,366.17	554.14	8,597.11
Bent .....	9,847.39	8,991.44	20,988.45	7,052.49	46,879.77
Boulder .....	22,809.16	42,438.51	151,011.98	21,450.91	237,710.56
Chaffee .....	19,892.35	9,548.39	40,896.01	5,267.01	75,603.76
Cheyenne .....	14,727.32	5,494.19	12,898.45	895.62	34,015.58
Clear Creek .....	10,014.68	7,486.09	31,410.10	3,497.60	52,438.47
Conejos .....	16,907.43	9,701.97	27,577.67	4,056.55	58,243.62
Costilla .....	8,297.64	5,662.92	12,466.95	7,987.87	31,325.38
Custer .....	4,271.71	2,276.01	6,384.88	667.39	13,599.99
Delta .....	11,767.00	14,420.07	50,771.90	13,279.56	90,238.53
Denver .....	107,612.00	242,350.12	902,355.89	91,858.92	1,344,776.93
Dolores .....	No report				
Douglas .....	11,248.36	11,222.78	12,450.33	2,787.70	37,719.17
Eagle .....	12,315.68	4,498.50	16,630.47	823.75	34,268.40
Felbert .....	7,294.17	12,966.16	15,538.70	272.37	36,071.40
El Paso .....	21,694.87	124,825.14	161,802.51	38,500.09	346,822.61
Fremont .....	19,660.39	21,571.52	97,625.84	12,273.06	150,530.81

Garfield .....	8,494.02	10,725.71	44,453.14	3,746.76	67,420.63
Gipin .....	No financial report.				
Grand .....	2,537.32	4,349.94	2,901.93	2,136.57	11,978.76
Gunnison .....	11,563.80	7,566.32	30,785.96	4,219.39	54,135.47
Hinsdale .....	2,600.64	1,410.09	5,470.08	845.02	10,325.84
Huerfano .....	15,204.96	12,849.47	53,603.02	3,897.44	67,654.89
Jaekson .....	1,953.58	1,560.00	4,108.36	455.19	8,077.13
Jefferson .....	15,322.99	31,039.00	43,978.64	3,183.12	93,583.75
Kiowa .....	2,727.09	5,632.40	13,395.13	896.55	22,751.18
Kit Carson .....	12,044.21	13,976.36	15,696.27	480.33	42,197.17
Lake .....	52,349.64	32,654.58	37,701.31	1.16	122,106.69
La Plata .....	16,779.10	16,229.20	48,484.45	6,921.96	88,414.71
Larimer .....	24,841.09	49,387.00	123,835.19	14,914.79	212,978.07
Las Animas .....	44,240.27	39,643.41	99,530.43	12,038.28	195,472.39
Lincoln .....	5,743.14	6,599.02	20,401.53	.....	32,743.69
Logan .....	11,274.56	13,734.10	41,515.44	17,796.97	84,321.07
Mesa .....	28,065.86	27,255.32	116,919.11	358.75	172,599.04
Miheral .....	2,038.13	3,621.58	6,130.32	4,114.36	15,907.39
Montezuma .....	3,265.26	6,903.11	16,456.56	19,096.18	45,721.11
Montrose .....	7,372.88	8,387.24	43,255.16	3,465.37	62,480.65
Morgan .....	8,703.26	23,731.80	39,471.36	22,548.48	94,454.90
Otero .....	30,251.37	25,966.65	133,338.11	2,336.89	191,893.02
Ouray .....	12,812.95	6,607.32	20,029.63	5,294.04	44,653.31
Park .....	8,603.87	8,114.90	9,447.65	.....	26,166.42

RECEIVED DURING THE YEAR ENDING JUNE 30,  
1909—Concluded.

COUNTIES.	Amount on hand July 1, 1908 held by county and district treasurers.	From general fund by apportionment.	From special tax.	From all other sources.	Total receipts.
Phillips .....	5,802.05	8,926.92	8,008.72	2,696.49	25,434.18
Pitkin .....	3,868.55	10,421.76	19,380.37	2,606.92	36,277.60
Prowers .....	17,903.05	44,622.32	50,826.29	6,458.02	119,810.28
Pueblo .....	55,423.29	76,340.00	241,827.20	53,766.20	427,356.69
Rio Blanco .....	3,525.94	4,669.90	7,972.71	2,609.01	18,777.56
Rio Grande .....	8,645.48	10,114.47	24,095.90	1,892.26	44,748.11
Routt .....	11,319.13	9,638.50	18,996.17	2,677.24	42,631.04
Saguache .....	11,151.01	6,492.04	16,986.68	1,181.35	35,811.08
San Juan .....	2,895.12	703.23	11,769.32	4,847.58	20,215.25
San Miguel .....	14,969.61	15,044.69	21,138.39	2,706.71	53,859.40
Sedgwick .....	3,786.73	4,101.50	13,316.85	1,612.12	22,817.20
Summit .....	3,855.37	3,286.93	7,971.77	23,429.59	38,543.66
Teller .....	11,608.49	25,512.39	111,791.46	17,064.19	165,976.53
Washington .....	No report.				
Weld .....	40,674.53	65,387.54	196,013.14	11,728.43	313,803.64
Yuma .....	13,766.87	10,820.00	25,558.07	227.55	50,472.49
Totals .....	\$ 871,371.36	\$ 1,211,463.03	\$ 3,377,163.48	\$ 480,091.77	\$ 5,930,089.64

## RECEIVED DURING THE YEAR ENDING JUNE 30, 1910.

COUNTIES.	Amount on hand July 1, 1909, held by county and district treasurers.	From general fund by apportionment.			From special tax.		From all other sources.		Total receipts. \$
		\$		\$		\$			
Adams .....	12,068.70	17,184.75	40,058.75	157.95				69,780.11	
Arapahoe .....	13,377.25	15,065.34	49,727.32	1,555.77				79,755.68	
Archuleta .....	9,092.10	7,698.16	5,576.43					22,276.69	
Baca .....	3,216.75	3,229.92	3,460.04	1,076.54				11,013.25	
Bent .....	12,472.84	10,812.67	23,927.83	11,426.42				58,879.76	
Boulder .....	30,537.22	41,517.82	150,877.62	23,995.25				255,957.91	
Chaffee .....	24,927.79	10,029.48	45,756.21	31,563.40				112,216.91	
Cheyenne .....	3,848.04	6,994.00	20,738.74	316.01				31,896.82	
Clear Creek .....	10,488.49	7,191.60	30,767.40	3,783.33				52,171.32	
Conejos .....	17,456.76	10,783.03	31,381.23	6,962.56				66,583.58	
Costilla .....	17,881.41	5,781.16	13,391.20	13,738.11				50,791.88	
Custer .....	4,610.33	2,288.88	5,774.80	387.48				13,061.49	
Delta .....	17,769.57	13,312.44	59,516.14	38,182.49				130,810.64	
Denver .....	51,504.91	322,555.54	1,017,459.19	15,211.42				1,419,751.06	
Dolores .....	2,608.98	1,193.70	3,193.00	1,446.24				8,441.92	
Douglas .....	12,062.64	12,322.50	10,002.26	1,329.41				36,096.81	
Eagle .....	15,463.26	5,398.35	22,917.41	1,356.65				45,135.10	
Fellert .....	8,196.46	11,367.56	18,747.41	14.05				41,335.48	
El Paso .....	14,959.96	137,827.01	234,370.67	7,551.90				394,709.57	
Fremont .....	29,480.60	20,983.88	168,062.59	18,347.97				176,877.01	

RECEIVED DURING THE YEAR ENDING JUNE 30,  
1910—Concluded.

COUNTIES.	Amount on hand July 1, 1909, held by county and district treasurers.	From general fund by apportionment.	From special tax.	From all other sources.	Total receipts.
Garfield .....	11,660.50	11,684.73	46,742.36	5,004.20	75,091.79
Gilpin .....	9,389.10	6,164.00	31,252.02	5,722.46	52,527.58
Grand .....	2,603.14	6,131.18	3,620.98	1,685.56	14,040.86
Gunnison .....	12,279.04	8,551.40	31,696.52	4,450.52	56,977.48
Hinsdale .....	1,693.50	1,325.10	4,955.06	772.23	8,745.89
Huerfano .....	14,085.20	18,144.60	36,553.72	9,743.32	78,526.84
Jackson .....	2,606.70	3,079.65	5,753.11	766.56	12,206.02
Jefferson .....	16,516.01	33,457.00	51,692.69	3,451.64	105,117.34
Kiowa .....	5,040.98	4,182.94	12,303.40	.....	21,527.32
Kit Carson .....	11,064.89	14,379.30	19,142.63	1,350.31	45,937.13
Lake .....	55,345.88	29,248.44	35,555.72	241.56	130,391.60
La Plata .....	18,546.31	22,845.90	46,092.95	10,121.09	97,606.25
Larimer .....	30,599.39	52,358.19	125,119.52	18,631.61	236,708.71
Las Animas .....	41,477.17	40,600.00	113,893.72	65,548.55	261,519.41
Lincoln .....	5,210.22	6,823.95	24,765.45	.....	36,799.62
Logan .....	20,983.38	12,328.40	48,319.96	17,642.56	99,274.30
Mesa .....	22,499.15	29,827.27	127,490.02	67,384.07	247,200.52
Mineral .....	5,204.56	6,884.13	8,241.47	1,801.43	22,131.59
Montezuma .....	10,402.26	9,522.91	21,498.01	2,478.90	44,102.11



Montrose .....	5,835.09	9,722.75	43,401.87	12,741.63	71,701.34
Morgan .....	20,488.87	23,599.83	50,469.92	26,561.53	121,060.15
Otero .....	20,560.76	27,241.75	138,980.35	23,516.21	210,239.17
Ouray .....	8,504.37	7,240.25	19,979.15	3,456.09	38,279.87
Park .....	8,812.49	7,214.63	12,117.10	.....	28,144.22
Phillips .....	5,690.11	12,344.96	11,214.31	15.10	29,864.48
Pitkin .....	2,102.82	11,701.50	24,893.80	2,553.58	41,251.70
Prowers .....	32,134.69	28,810.81	57,823.01	5,731.12	124,529.53
Pueblo .....	42,367.72	74,590.67	237,491.17	81,462.64	435,912.29
Rio Blanco .....	2,636.94	6,156.96	8,199.75	1,744.34	18,728.99
Rio Grande .....	7,383.92	10,176.25	28,656.67	1,530.13	47,746.37
Routt .....	16,665.60	13,441.81	24,614.98	8,526.11	62,648.50
Saguache .....	9,669.45	7,991.11	18,314.28	5,243.59	41,218.43
San Juan .....	5,301.67	574.70	12,214.95	6,597.61	24,678.94
San Miguel .....	17,183.42	12,622.51	23,419.09	3,114.90	56,349.92
Sedgwick .....	4,698.17	4,118.08	15,637.14	2,815.69	27,268.99
Summit .....	3,911.11	4,123.40	11,878.81	1,664.00	25,577.32
Teller .....	12,026.97	24,941.55	124,051.18	17,315.22	178,334.92
Washington .....	7,922.59	6,315.89	16,136.61	1,498.39	31,873.48
Weld .....	54,050.57	59,924.77	195,780.87	63,599.11	373,265.32
Yuma .....	16,414.02	11,276.00	34,511.73	2,533.59	64,735.34
Totals .....	\$ 916,732.79	\$1,360,889.09	\$3,804,713.89	\$ 670,979.32	\$6,753,325.29

## DISBURSEMENTS, 1909.

COUNTIES	For Teachers' Salaries.	For Fuel, Rent and All Current Expenses.	For Sites, Buildings, Improvements.	For Library Purposes.	Redemption of Bonds.	For Interest on Bonds.
Adams .....	\$ 26,631.35	\$ 7,819.95	\$ 1,590.42	\$ 34.72	\$ 3.75	\$ 794.00
Arapahoe .....	33,507.68	14,524.93	4,535.36	5.40	3,918.20	451.12
Archuleta .....	8,430.25	3,134.23	.....	.....	.....	.....
Baca .....	4,167.35	681.27	258.99	.....	.....	168.42
Bent .....	17,360.92	8,161.53	6,081.07	118.82	1,000.00	1,007.73
Boulder .....	139,242.84	32,720.64	11,335.12	.....	4,600.00	9,119.76
Chaffee .....	36,469.11	10,962.24	97.00	.....	1,000.00	1,572.02
Cheyenne .....	10,303.00	6,324.71	5,251.45	.....	8,000.00	.....
Clear Creek .....	28,230.67	9,604.35	557.29	133.55	2,012.75	1,075.00
Conejos .....	24,834.52	6,347.89	5,081.73	50.00	1,000.00	1,488.00
Costilla .....	11,416.85	1,984.80	996.08	.....	500.00	1,324.60
Custer .....	7,117.37	940.79	441.58	15.55	.....	.....
Delta .....	48,002.81	11,190.18	8,367.33	26.06	.....	3,293.88
Denver .....	852,678.27	255,982.87	170,193.40	.....	.....	.....
Dolores .....	No report.	.....	.....	.....	.....	.....
Douglas .....	16,731.00	4,402.84	1,814.61	244.17	400.00	1,104.00
Eagle .....	14,230.90	4,904.09	1,009.71	.....	.....	273.86
Elbert .....	19,999.90	5,174.22	2,018.93	.....	.....	272.37
El Paso .....	159,887.05	93,946.84	21,272.20	668.37	21,800.76	16,551.40
Fremont .....	78,910.17	19,642.27	9,331.65	19.07	.....	1,631.50
Garfield .....	37,945.50	9,138.25	5,529.09	190.86	1,151.60	1,993.75

Gilpin .....	.....	.....	.....	.....	.....
Grand .....	1,988.52	.....	.....	981.40	.....
Gunnison .....	4,804.27	.....	.....	2,000.00	1,011.60
Hinsdale .....	28,659.00	.....	6.15	2,152.77	486.26
Huerfano .....	1,628.25	.....	.....	300.00	887.00
Huerfano .....	38,052.56	.....	898.05	.....	331.00
Jackson .....	3,700.00	.....	.....	.....	1,597.69
Jefferson .....	53,616.43	.....	.....	.....	374.00
Jefferson .....	10,248.00	.....	.....	.....	.....
Kiowa .....	4,740.40	.....	.....	682.56	.....
Kit Carson .....	20,238.25	.....	.....	.....	.....
Lake .....	45,076.80	.....	.....	.....	.....
La Plata .....	44,282.86	.....	16.50	.....	.....
Larimer .....	87,132.14	.....	11.00	2,961.84	112.18
Las Animas .....	94,519.97	.....	1,037.47	5,737.70	7,513.36
Lincoln .....	15,240.50	.....	23.60	8,231.65	1,517.39
Logan .....	26,976.01	.....	.....	.....	969.12
Mesa .....	92,714.08	.....	.....	4,700.00	2,224.90
Mineral .....	5,052.20	.....	115.87	9,352.60	5,871.82
Montezuma .....	17,413.45	.....	.....	325.40	1,200.20
Montrose .....	33,782.00	.....	170.16	312.60	48.00
Morgan .....	32,084.44	.....	181.10	1,000.00	1,774.81
Otero .....	88,372.35	.....	5,003.83	.....	3,663.10
Ouray .....	18,525.25	.....	348.00	6,960.45	7,241.29
Park .....	10,554.21	.....	35.18	7,000.42	612.16
Phillips .....	12,894.25	.....	.....	.....	.....
Pitkin .....	22,981.50	.....	.....	.....	50.00
Pitkin .....	.....	619.74	.....	3,000.00	933.60

Gilpin .....No financial report.

## DISBURSEMENTS, 1909—Concluded.

COUNTIES	For Teachers' Salaries.	For Fuel, Rent and All Current Expenses.	For Sites, Buildings, Improvements.	For Library Purposes.	Redemption of Bonds.	For Interest on Bonds.
Prowers .....	43,414.49	10,845.04	12,395.77	25.00	2,655.79	10,170.01
Pueblo .....	198,726.60	66,702.92	80,036.13	69.95	24,500.00	12,526.23
Rio Blanco .....	10,747.12	1,274.94	917.18	46.69	.....	330.00
Rio Grande .....	28,770.50	3,640.65	252.15	.....	2,364.17	415.46
Routt .....	21,584.12	3,362.51	1,092.72	63.95	892.00	7.05
Saguache .....	17,656.50	3,931.19	838.85	1.20	2,150.00	566.32
San Juan .....	10,420.00	3,200.97	792.61	.....	.....	500.00
San Miguel .....	24,234.75	11,974.67	355.42	.....	.....	112.14
Sedgwick .....	7,737.73	4,333.37	4,350.39	.....	.....	1,371.13
Summit .....	6,808.70	5,444.36	20,108.88	.....	1.02	1,648.65
Teller .....	94,177.85	20,455.30	3,558.83	40.85	10,000.00	6,728.89
Washington .....	No report.	.....	.....	.....	.....	.....
Weld .....	140,636.92	32,311.27	68,065.04	328.14	5,180.00	8,511.64
Yuma .....	23,735.02	7,845.51	1,528.40	.....	175.40	91.10
Totals .....	\$3,013,448.08	\$ 999,114.49	\$600,403.27	\$ 9,929.26	\$149,555.23	\$123,770.15

## DISBURSEMENTS, 1909.

COUNTIES.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurers' Collection Fees.	Totals Paid Out During Year.	Balance in Hands of County and District Treasurer to Credit of the School District.	Amount of District Warrants Registered and Unpaid June 30, 1909.	Warrants Not Registered and Other Forms of Indebtedness.
Adams .....	\$ 275.57	\$ 272.27	\$ 377.74	\$ 37,859.77	\$ 11,891.39	\$12,785.73	\$ 164.82
Arapahoe .....	1,242.94	421.65	842.20	59,449.48	14,801.74	7,370.70	28.24
Archuleta .....	.....	.....	.....	11,564.48	8,708.67	.....	.....
Baca .....	.....	43.26	23.13	5,312.42	3,254.69	487.05	61.55
Bent .....	462.01	167.86	61.49	34,424.43	12,455.31	2,023.70	241.50
Boulder .....	3,104.69	4,080.57	2,740.08	206,943.70	30,766.86	84,342.72	1,651.03
Chaffee .....	.....	535.66	39.94	50,675.97	24,927.79	9,542.66	.....
Cheyenne .....	.....	283.40	.....	30,167.56	3,848.02	.....	.....
Clear Creek .....	.....	5.46	330.91	41,949.98	10,488.49	197.00	.....
Conejos .....	613.45	958.22	413.05	40,786.86	17,456.76	16,593.05	1,572.64
Costilla .....	.....	29.01	192.63	16,443.97	17,881.41	1,198.40	250.60
Custer .....	11.20	210.45	69.79	8,989.91	4,610.08	4,618.63	8,100.60
Delta .....	166.82	1,280.51	159.87	72,458.46	17,780.07	26,565.95	3,266.85
Denver .....	.....	.....	11,417.48	1,290,272.02	54,504.91	.....	.....
Dolores .....	No Report	.....	.....	.....	.....	.....	.....
Douglas .....	.50	28.43	99.67	24,915.82	12,803.35	776.60	13.48

DISBURSEMENTS, 1909—Continued.

COUNTIES.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement of County Treasurers' Collection Fees.	Totals Paid Out During Year.	Balance in Hands of County and District Treasurer to Credit of the School District.	Amount of District Warrants Registered and Unpaid June 30, 1909.	Warrants Not Registered and Other Forms of Indebtedness.
Eagle .....	120.00	81.47	212.44	20,982.47	13,285.93	316.10	.....
Elbert .....	.....	337.40	65.27	27,868.18	8,203.22	6,129.34	28.00
El Paso .....	15,050.00	530.73	2,153.21	331,860.56	14,962.05	47,417.19	9,012.59
Fremont .....	5,493.50	5,023.56	1,267.01	121,318.73	29,212.08	74,132.64	56.86
Garfield .....	150.64	352.74	480.38	56,982.81	10,487.82	2,535.11	.....
Gilpin .....	No Financial Report	.....	.....	.....	.....	.....	.....
Grand .....	.....	91.43	45.15	7,910.77	4,067.99	1,205.08	.....
Gunnison .....	103.70	382.11	341.35	41,710.69	12,424.78	5,057.04	120.60
Hinsdale .....	.....	.....	56.26	8,632.34	1,693.50	2,145.85	.....
Huerfano .....	.....	1,219.60	686.46	52,969.69	14,085.20	17,053.67	.....
Jackson .....	.....	67.91	156.97	5,468.79	2,608.34	73.50	.....
Jefferson .....	.....	743.19	473.76	74,481.67	19,102.08	8,720.62	11.55
Kiowa .....	.....	153.13	.....	17,879.62	4,871.56	1,784.72	.....
Kit Carson .....	.....	156.21	148.85	31,553.60	10,643.57	4,685.91	175.15
Lake .....	.....	.....	460.46	66,760.81	55,345.88	422.35	160.00
La Plata .....	2,700.00	949.24	.....	62,808.40	18,546.31	19,473.30	123.50

Larimer .....	3,419.73	2,491.93	182,385.95	39,594.12	56,808.42	1,018.50
Las Animas .....	145.89	2,347.38	153,987.52	41,484.87	13,019.49	107.89
Lincoln .....	370.28	.....	28,105.76	4,637.93	6,753.81	10.04
Logan .....	282.87	.....	63,490.76	20,830.31	9,857.62	40.10
Mesa .....	632.69	1,116.29	151,623.49	20,975.55	8,281.69	73.75
Mineral .....	85.24	97.27	10,702.83	5,204.76	2,208.00	.....
Montezuma .....	189.37	433.54	35,044.54	19,656.57	5,964.81	197.85
Montrose .....	702.14	225.58	56,559.13	5,921.52	1,992.08	4,726.09
Morgan .....	2,081.61	573.19	73,986.03	20,488.87	41,561.14	.....
Otero .....	2,184.41	1,483.33	173,036.83	18,856.19	22,915.50	779.58
Ouray .....	.....	235.95	35,962.80	8,690.54	.....	55.00
Park .....	36.19	.....	17,655.42	8,511.00	.....	.....
Phillips .....	.....	.90	18,678.08	6,756.10	2,237.32	.....
Pitkin .....	604.18	229.87	34,174.76	2,102.83	11,949.19	84.48
Prowers .....	1,240.83	14,619.96	96,346.89	23,463.39	31,299.63	.....
Pueblo .....	2,176.62	4,099.57	388,923.70	38,432.99	78,879.19	547.79
Rio Blanco .....	378.41	153.23	16,140.62	2,636.94	4,955.13	.....
Rio Grande .....	579.70	200.12	37,289.36	7,458.75	1,504.44	23.52
Routt .....	464.66	167.75	27,634.76	14,996.28	9,899.25	559.65
Saguache .....	176.63	138.33	25,458.82	10,352.26	5,014.92	143.83
San Juan .....	.....	.....	14,913.58	5,301.67	.....	.....
San Miguel .....	.....	.....	36,676.98	17,182.42	.....	.....
Sedgwick .....	309.21	.....	18,101.83	4,715.37	3,076.94	180.00
Summit .....	17.55	528.41	34,563.69	3,979.97	6,700.82	1.71





## DISBURSEMENTS, 1910.

COUNTIES	For Teachers' Salaries.	For Fuel, Rent and All Current Expenses.	For Sites, Buildings, Improvements.	For Library Purposes.	Redemption of Bonds.	For Interest on Bonds.
Adams .....	\$ 40,786.95	\$ 8,274.45	\$ 3,397.49	\$ 67.83	\$ 2,000.00	\$ 854.00
Arapahoe .....	38,662.00	14,628.27	1,402.89	102.59	.....	1,581.56
Archuleta .....	8,921.00	3,329.57	22.70	.....	.....	812.56
Baca .....	3,988.75	1,233.35	479.50	.....	.....	168.42
Bent .....	16,246.23	8,934.61	13,252.24	201.50	418.66	968.45
Boulder .....	139,454.79	33,599.28	16,081.50	219.46	15,468.72	1,574.57
Chaffee .....	38,975.66	10,037.00	27,479.20	629.09	1,001.28	1,350.47
Cheyenne .....	14,490.00	7,467.99	5,457.98	.....	.....	.....
Clear Creek .....	27,654.11	9,757.59	6,662.45	100.00	500.00	364.31
Conejos .....	22,266.10	7,018.15	4,857.03	.....	1,850.00	800.00
Costilla .....	13,668.23	3,333.04	9,111.59	.....	500.00	312.99
Custer .....	6,524.90	916.78	721.95	8.20	.....	573.12
Delta .....	51,999.98	12,213.20	17,735.35	20.05	.....	4,286.99
Denver .....	898,394.00	264,702.87	243,973.93	.....	.....	.....
Dolores .....	3,807.32	707.25	99.53	.....	300.00	652.00
Douglas .....	16,695.35	3,165.27	1,186.44	45.36	1,800.60	298.50
Eagle .....	17,528.75	3,291.70	3,934.42	60.00	3,000.00	3,774
Elbert .....	26,306.13	4,610.87	737.99	.....	.....	.....
El Paso .....	241,534.11	68,183.45	27,657.07	1,693.75	11,570.00	254.48
Fremont .....	88,985.46	28,321.82	8,919.70	1,272.94	5,903.60	380.00
Garfield .....	39,893.58	12,504.81	1,554.83	430.55	.....	2,410.64



Ouray .....	20,688.32	5,734.63	1,263.84	4.00	809.58	532.35
Park .....	12,199.75	4,735.27	.....	.....	.....	.....
Phillips .....	14,387.57	3,194.98	2,544.94	15.10	.....	.....
Plökin .....	22,541.06	7,621.66	1,246.55	.....	2,000.00	834.01
Prowers .....	50,872.56	15,942.46	9,532.21	82.00	1,218.47	1,465.13
Pueblo .....	172,899.86	99,385.01	51,387.31	47.53	21,028.00	14,949.12
Río Blanco .....	12,121.41	2,991.75	.....	.....	.....	240.00
Río Grande .....	27,128.07	6,735.27	4,404.02	.....	1,471.72	627.87
Routt .....	27,301.25	8,873.33	1,614.05	368.15	2,000.00	1,028.00
Saguache .....	22,993.02	4,725.84	954.36	2.50	540.00	429.50
San Juan .....	10,469.25	3,665.91	2,134.03	.....	.....	500.00
San Miguel .....	25,666.23	11,540.75	181.32	.....	1,740.00	1,325.00
Sedgwick .....	10,717.00	3,135.12	1,681.22	18.25	.....	617.50
Summit .....	6,393.05	8,804.83	.....	.....	.....	1,267.73
Teller .....	92,009.73	38,710.76	812.20	121.78	10,000.00	6,715.50
Washington .....	14,020.10	3,056.23	2,846.46	6.40	.....	404.00
Weld .....	157,939.79	41,901.26	86,352.97	568.40	4,028.37	7,435.67
Yuma .....	27,910.04	7,281.07	2,549.65	.....	.....	220.65
Totals .....	\$3,336,715.49	\$1,084,860.62	\$768,986.62	\$ 10,623.02	\$134,019.49	\$174,921.16

## DISBURSEMENTS, 1910—Continued.

COUNTIES.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurer's Collection Fees.	Total Paid Out During Year.	Balance in Hands of County and District Treasurer to Credit of Public Schools.	Amount of District Warrants Registered and Unpaid June 30, 1910.	Warrants Not Registered and of Indebtedness.
Adams .....	.....	\$ 605.22	\$ 517.10	\$ 56,563.04	\$ 13,217.07	\$ 8,012.93	\$ 645.58
Arapahoe .....	.....\$ 1,552.63	530.80	572.51	62,034.35	17,721.33	12,209.67	113.76
Archuleta .....	.....	.....	.....	13,076.83	9,199.86	.....	.....
Baca .....	.....	29.58	471.68	6,371.28	4,641.97	351.15	160.83
Bent .....	184.48	282.47	60.76	40,549.40	18,330.36	2,478.78	2.00
Boulder .....	733.48	3,899.12	2,672.38	216,703.40	39,254.51	102,730.11	30.15
Chaffee .....	.....	621.10	.....	80,094.40	32,122.51	5,944.45	.....
Cheyenne .....	.....	552.39	.....	27,968.36	3,928.46	7,808.57	.....
Clear Creek .....	.....	.78	403.82	45,443.06	6,728.26	.....	.....
Conejos .....	1,130.17	898.37	749.19	39,108.01	27,475.57	29,429.56	345.22
Costilla .....	775.14	122.40	297.88	28,091.18	22,700.70	1,966.79	25.00
Custer .....	.....	329.31	90.96	9,165.22	3,896.27	4,348.39	8,009.00
Delta .....	692.22	1,347.14	812.57	89,107.59	41,703.14	27,444.81	443.45
Denver .....	.....	.....	12,680.26	1,419,751.06	.....	.....	4,061.21
Dolores .....	.....	40.18	73.30	5,709.58	2,732.34	851.13	1,146.00
Douglas .....	300.33	70.22	115.56	23,677.03	12,329.78	5,211.75	.....



DISBURSEMENTS, 1910—Concluded.

COUNTIES.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurer's Collection Fees.	Total Paid Out During Year.	Balance in Hands of County and District Treasurer to Credit of the Public Schools.	Amount of District Warrants Registered and Unpaid June 30, 1910.	Warrants Not Registered and Other Forms of Indebtedness.
Morgan	535.24	2,145.46	662.89	109,994.53	11,065.62	42,162.44	215.75
Otero	3,597.58	1,063.27	20,520.82	182,477.40	27,821.77	17,517.16	420.83
Ouray			217.76	29,250.49	9,029.38	11.30	90.00
Park				16,936.02	11,208.20	625.75	
Phillips				20,142.59	9,721.89	3,238.18	
Pitkin	287.19	550.09	286.68	35,367.24	5,884.46	8,948.07	10.00
Prowers	450.00	472.34	1,104.38	81,079.55	43,450.08	13,611.52	
Pueblo	27,632.00	4,038.64	4,438.67	395,806.14	40,106.06	123,811.15	221.60
Rio Blanco	584.62	242.92	98.51	16,279.21	2,449.78	2,469.33	3.00
Rio Grande	121.11	732.94	279.33	41,590.33	6,246.64	14,117.72	65.53
Routt	1,068.70	420.40		42,673.88	19,974.62	3,947.92	233.81
Saguache	41.60	170.18	193.91	30,010.91	11,207.52	659.50	70.10
San Juan				16,769.19	7,889.75		
San Miguel			2.50	40,415.81	15,934.11	35.30	
Sedgwick		318.32		16,487.41	10,781.58	4,904.51	19.85
Summit	29.27		446.94	16,941.82	4,635.50	6,629.61	

Teller .....	2,555.07	7,055.74	157,980.78	20,354.14	521,314.92	176.50
Washington .....	38.06	439.80	20,811.65	11,061.83	1,519.67	.....
Weld .....	1,403.66	1,206.39	301,914.05	71,351.27	51,943.07	16,432.86
Yuma .....	62.91	1,157.03	39,181.35	25,553.99	165.40	76.96
Totals .....	\$10,408.51	\$79,519.43	\$5,098,507.01	\$1,054,818.28	\$1,268,443.97	\$59,219.75

## SCHOOL BOND ACCOUNT, 1909.

	Amount of This Year.	Outstanding.	Assessed Valuation of Property in the Districts.
Adams .....	\$ 800.00	\$ 17,400.00	\$ 5,296,042.00
Arapahoe .....	7,370.00	24,000.00	4,749,693.00
Archuleta .....	1,000.00	15,000.00	1,102,356.00
Baca .....	.....	2,800.00	571,937.00
Bent .....	12,600.00	15,350.00	2,468,090.00
Boulder .....	1,750.00	141,550.00	12,502,287.00
Chaffee .....	.....	20,150.00	3,284,959.00
Cheyenne .....	8,000.00	8,000.00	4,230,793.00
Clear Creek .....	2,000.00	15,000.00	2,592,137.00
Conejos .....	.....	28,650.00	2,175,350.00
Costilla .....	8,000.00	8,500.00	1,585,888.00
Custer .....	.....	8,100.00	736,124.00
Delta .....	20,700.00	76,700.00	3,059,825.00
Denver .....	.....	.....	122,356,680.00
Dolores .....	No report.	.....	.....
Douglas .....	.....	21,200.00	2,896,596.00
Eagle .....	.....	7,500.00	1,885,550.00
Elbert .....	.....	.....	2,654,067.00
El Paso .....	.....	429,000.00	21,906,290.00
Fremont .....	.....	191,350.00	6,608,117.00
Garfield .....	9,225.00	22,825.00	3,613,328.00
Gilpin .....	.....	30,200.00	2,233,300.00
Grand .....	1,450.00	4,450.00	1,064,597.00
Gunnison .....	.....	23,750.00	3,195,662.00
Hinsdale .....	.....	2,700.00	619,184.00
Huerfano .....	.....	17,050.00	3,474,171.00
Jackson .....	.....	.....	703,990.00
Jefferson .....	.....	.....	5,569,605.00
Kiowa .....	.....	6,000.00	1,733,886.00
Kit Carson .....	700.00	.....	2,182,732.00
Lake .....	.....	.....	5,814,581.00
La Plata .....	1,000.00	47,200.00	5,367,747.00
Larimer .....	1,900.00	157,700.00	9,026,297.00
Las Animas .....	13,500.00	155,000.00	11,074,545.00
Lincoln .....	.....	.....	2,342,609.00
Logan .....	10,900.00	30,900.00	3,449,115.00
Mesa .....	46,500.00	154,450.00	5,762,820.00
Mineral .....	3,500.00	20,500.00	760,754.00
Montezuma .....	12,600.00	17,800.00	1,890,809.00



## SCHOOL BOND ACCOUNT, 1909—Concluded.

	Amount of This Year.	Outstanding.	Assessed Valuation of Property in the Districts.
Montrose .....	13,000.00	45,900.00	2,667,963.00
Morgan .....	14,300.00	116,550.00	4,223,035.00
Otero .....	6,000.00	121,000.00	8,515,010.00
Ouray .....		2,750.00	3,358,120.00
Park .....			2,677,980.00
Phillips .....	2,000.00	1,000.00	1,052,438.00
Pitkin .....		15,000.00	2,106,770.00
Prowers .....	2,200.00	26,715.00	5,940,498.00
Pueblo .....	3,000.00	377,200.00	2,683,677.00
Rio Blanco .....		5,000.00	1,134,031.00
Rio Grande .....	11,000.00	12,100.00	2,215,928.00
Rcutt .....		14,150.00	3,580,379.00
Saguache .....		7,800.00	2,374,379.00
San Juan .....		10,000.00	2,331,158.00
San Miguel .....	2,850.00	24,150.00	3,730,070.00
Sedgwick .....	1,000.00		1,372,144.00
Summit .....	20,000.00	20,000.00	1,551,889.00
Teller .....		105,000.00	10,605,610.00
Washington .....	No report.		
Weld .....	33,000.00	204,880.00	15,453,180.00
Yuma .....	3,000.00		1,888,082.00
Total .....	\$304,845.00	\$ 2,740,900.00	\$352,005,273.00

## SCHOOL BOND ACCOUNT, 1910.

	Amount of This Year.	Outstanding.	Assessed Valuation of Property in the Districts.
Adams .....		\$ 12,900.00	\$ 6,055,401.00
Arapahoe .....	\$ 24,800.00	48,718.00	4,823,857.00
Archuleta .....		14,500.00	1,460,143.00
Baca .....		2,800.00	745,851.00
Bent .....	4,500.00	25,630.00	2,442,935.00
Boulder .....	7,829.00	83,279.00	12,950,246.00
Chaffee .....	26,200.00	46,350.00	3,332,119.00
Cheyenne .....		8,000.00	2,340,073.00
Clear Creek .....	2,000.00	14,500.00	2,620,325.00
Conejos .....		27,700.00	2,892,937.00
Costilla .....	12,000.00	20,000.00	2,010,452.00
Custer .....		8,000.00	738,745.00
Delta .....	32,500.00	109,250.00	3,504,137.00
Denver .....			132,909,000.00
Dolores .....		10,000.00	410,000.00
Douglas .....		17,400.00	2,802,718.00
Eagle .....	300.00	4,800.00	1,844,373.00
Elbert .....	6,000.00		2,686,015.00
El Paso .....	250,000.00	381,000.00	22,265,970.00
Fremont .....	12,000.00	21,500.00	6,602,770.00
Garfield .....	9,400.00	34,720.00	4,073,379.00
Gilpin .....		30,200.00	2,149,565.00
Grand .....		4,950.00	1,216,803.00
Gunnison .....	9,600.00	20,900.00	3,934,702.00
Hinsdale .....		16,700.00	572,423.00
Huerfano .....		15,100.00	3,200,266.00
Jackson .....		5,000.00	811,040.00
Jefferson .....		3,800.00	5,700,590.00
Kiowa .....		9,600.00	800,200.00
Kit Carson .....		633.33	2,432,228.00
Lake .....			5,794,060.00
La Plata .....	3,500.00	55,000.00	5,537,211.00
Larimer .....	6,800.00	158,800.00	9,119,371.00
Las Animas .....	128,500.00	178,000.00	12,232,370.00
Lincoln .....	3,000.00	3,000.00	2,580,232.00
Logan .....	17,750.00	48,600.00	5,475,754.00
Mesa .....	68,700.00	179,620.00	7,640,787.00
Mineral .....		20,500.00	761,668.00
Montezuma .....		27,300.00	2,039,613.00

## SCHOOL BOND ACCOUNT, 1910—Concluded.

	Amount of This Year.	Outstanding	Assessed Valuation of Property in the Districts.
Montrose	1,000.00	33,100.00	2,952,528.00
Morgan	22,500.00	118,050.00	3,896,954.00
Otero	17,500.00	156,275.00	9,406,447.00
Ouray	2,100.00	4,850.00	2,844,106.00
Park			2,660,375.00
Phillips			1,368,133.00
Pitkin	300.00	13,300.00	2,266,200.00
Prowers		59,490.00	5,200,059.00
Pueblo	5,800.00	357,400.00	26,670,793.00
Rio Blanco		5,000.00	1,111,410.00
Rio Grande		10,600.00	2,307,670.00
Routt	7,600.00	10,350.00	4,026,490.00
Saguache	3,850.00	11,150.00	2,848,588.00
San Juan		10,000.00	2,270,927.00
San Miguel	1,500.00	24,350.00	3,549,960.00
Sedgwick	1,000.00	2,500.00	1,525,400.00
Summit		22,000.00	1,772,150.00
Teller		95,000.00	10,034,700.00
Washington	1,000.00	5,700.00	1,827,960.00
Weld	51,700.00	225,400.00	16,465,867.00
Yuma	2,225.00	5,225.00	2,333,986.00
Total	\$743,454.00	\$ 2,843,490.33	\$398,864,125.00

## TEACHERS AND SALARIES, 1909.

	Graded Schools.			Average Monthly Salary.			Ungraded Schools.			Average Monthly Salary.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
Adams .....	3	26	29	\$97.00	\$84.00		3	32	35	\$46.00	\$52.00
Arapahoe .....	4	29	33	88.00	65.00		1	25	26	40.00	50.00
Archuleta .....	1	9	10	95.00	66.00		2	12	14	57.00	55.00
Baca .....	.....	.....	.....	.....	.....		1	7	8	48.50	47.50
Bent .....	5	11	16	111.00	71.00		2	22	24	75.00	53.00
Boulder .....	23	117	140	87.39	62.51		5	50	55	61.00	52.82
Chaffee .....	7	31	38	99.00	66.00		3	21	24	58.00	56.20
Cheyenne .....	1	5	6	100.00	58.00		4	20	24	45.00	44.00
Clear Creek.....	5	33	38	110.00	66.00		.....	4	4	.....	52.00
Conejos .....	13	22	35	80.50	67.50		11	13	24	50.00	49.25
Costilla .....	6	5	11	62.50	56.67		7	15	22	47.80	50.33
Custer .....	2	2	4	75.00	45.00		2	16	18	61.00	43.77
Delta .....	11	42	53	109.50	64.00		11	25	36	62.00	56.90
Denver .....	106	765	871	115.67	79.42		.....	.....	.....	.....	.....
Dolores .....	No report.	.....	.....	.....	.....		.....	.....	.....	.....	.....
Douglas .....	2	5	7	116.50	78.00		3	35	38	50.00	48.80
Eagle .....	1	11	12	85.00	72.50		.....	20	20	.....	60.15
Elbert .....	1	4	5	65.00	53.75		8	59	67	49.00	43.75
El Paso .....	27	191	218	107.65	73.93		13	62	75	49.00	52.78
Frontont .....	24	70	94	93.29	66.80		3	31	34	60.00	53.52

Garfield .....	0	28	33	106.00	71.00	5	37	42	76.00	63.00
Gilpin .....	8	20	28	105.00	62.00	....	11	11	....	51.00
Grand .....	....	4	4	....	63.00	....	12	12	....	43.00
Gunnison .....	7	15	22	91.00	74.00	....	28	28	....	57.00
Hinsdale .....	1	4	5	100.00	67.50	....	3	3	....	53.33
Huerfano .....	6	29	35	78.00	59.00	7	28	35	63.00	48.00
Jackson .....	1	1	2	90.00	70.00	1	8	9	....	52.50
Jefferson .....	9	44	53	108.00	64.00	....	50	50	....	50.00
Kiowa .....	1	2	3	90.00	52.00	5	21	26	63.00	51.00
Kit Carson .....	1	11	12	60.00	56.00	15	44	59	42.00	41.00
Lake .....	9	35	44	100.50	63.00	....	12	12	....	75.20
La Plata.....	9	29	38	82.50	65.00	6	35	41	61.00	60.57
Larimer .....	16	109	125	101.00	59.00	3	45	48	55.00	47.00
Las Animas.....	21	87	108	77.00	62.00	24	32	56	57.00	53.00
Lincoln .....	2	4	6	82.00	62.00	10	33	43	45.00	44.00
Logan .....	6	19	25	88.00	63.00	2	42	44	45.00	45.00
Mesa .....	22	95	117	84.00	60.00	3	22	25	56.00	58.00
Mineral .....	2	4	6	103.00	72.00	....	1	1	....	60.00
Montezuma .....	4	11	15	107.00	65.00	5	20	25	58.00	60.00
Montrose .....	6	22	28	114.00	72.00	7	25	32	65.00	55.00
Morgan .....	1	29	30	125.00	55.00	3	27	30	63.00	54.00
Otero .....	30	104	134	98.00	62.00	2	10	12	62.00	51.00
Ouray .....	5	11	16	88.00	80.00	1	13	14	85.00	67.00
Park .....	2	4	6	105.00	67.00	2	19	21	47.00	50.00

## TEACHERS AND SALARIES, 1909—Concluded.

	Graded Schools.				Ungraded Schools.				
	Male.		Female.		Male.		Female.		
	Total.	Average Monthly Salary.	Total.	Average Monthly Salary.	Total.	Average Monthly Salary.	Total.	Average Monthly Salary.	
Phillips .....	1	55.00	6	53.00	3	30	33	44.00	42.00
Pitkin .....	5	95.00	15	69.00	1	17	18	100.00	60.00
Prowers .....	4	100.00	31	71.00	5	30	35	59.00	50.00
Pueblo .....	24	121.00	196	68.00	9	61	70	75.00	54.00
Rio Blanco.....	1	100.00	7	62.00	5	10	15	58.00	53.00
Rio Grande.....	6	95.00	17	60.00	2	24	26	62.00	51.00
Routt .....	5	88.00	18	59.00	5	38	43	50.00	49.00
Saguache .....	2	77.00	4	58.00	6	25	31	64.00	49.00
San Juan.....	1	166.00	9	89.00	.....	4	4	.....	65.00
San Miguel .....	3	143.00	15	77.00	1	15	16	65.00	67.00
Sedgwick .....	1	75.00	6	65.00	2	22	24	40.00	41.00
Summit .....	2	116.00	6	80.00	.....	12	12	.....	57.00
Teller .....	12	100.00	83	73.00	.....	20	20	.....	57.00
Washington.....	No report.	.....	.....	.....	.....	.....	.....	.....	.....
World .....	29	80.00	138	74.00	12	70	82	70.00	54.00
Yuma .....	2	92.00	12	60.00	7	61	68	43.00	41.00
Totals .....	514	\$94.00	2662	\$61.00	233	1486	1724	\$57.00	\$53.00

## TEACHERS AND SALARIES, 1910.

## TEACHERS EMPLOYED AT ONE TIME.

	Graded Schools.			Average Monthly Salary.		Rural Schools.			Average Monthly Salary.	
	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Total.	Male.	Female.
				\$	\$				\$	\$
Adams .....	3	26	29	\$ 96.71	\$ 65.14	6	30	36	\$50.00	\$33.71
Arapahoe .....	4	36	40	90.00	63.00	1	18	19	55.00	49.00
Archuleta .....	1	1	2	100.00	63.50	3	11	14	55.00	56.50
Baca .....	.....	1	1	.....	65.00	5	14	19	49.00	42.25
Bent .....	1	10	11	100.00	70.00	2	23	25	80.00	61.00
Boulder .....	32	124	156	99.75	64.98	9	58	67	68.33	53.82
Chaffee .....	7	27	34	100.68	70.18	1	23	24	55.00	57.73
Cheyenne ..	2	5	7	100.00	66.25	9	26	35	46.66	45.66
Clear Creek .....	5	35	40	112.02	70.55	.....	3	3	.....	55.00
Conejos .....	12	26	38	80.01	59.61	9	15	24	51.44	51.88
Costilla .....	7	7	14	76.30	70.02	7	13	20	51.00	49.09
Custer .....	2	2	4	80.13	45.00	.....	18	18	40.00	46.40
Delta .....	11	53	64	92.31	60.97	6	18	24	63.33	56.54
Denver .....	112	809	921	120.65	78.79	.....	.....	.....	.....	.....
Dolores .....	1	2	3	100.00	80.00	.....	2	2	.....	60.00
Douglas .....	2	5	7	139.00	75.53	6	38	44	54.50	46.80
Eagle .....	4	27	31	95.00	63.87	.....	1	1	.....	60.00
Elbert .....	2	3	5	87.50	57.50	10	60	70	48.90	47.95
El Paso .....	21	173	194	102.83	67.13	9	64	73	51.41	43.30
Fremont .....	21	73	94	83.35	64.20	3	33	36	65.00	41.04

## TEACHERS AND SALRIES, 1910—Concluded.

## TEACHERS EMPLOYED AT ONE TIME.

	Graded Schools.			Average Monthly Salary.			Rural Schools.			Average Monthly Salary.	
	Male.	Female.	Total.	Male.		Female.	Male.	Female.	Total.	Male.	Female.
				Male.	Female.						
Garfield .....	6	25	31	109.00	70.00	6	38	44	74.00	52.00	
Gilpin .....	7	20	27	104.50	68.00	.....	11	11	.....	51.11	
Grand .....	1	5	6	70.00	56.00	.....	11	11	.....	42.00	
Gunnison .....	6	17	23	98.00	72.00	.....	46	46	.....	54.00	
Hinsdale .....	1	6	7	100.00	59.00	.....	.....	.....	.....	.....	
Huerfano .....	8	32	41	95.14	63.54	5	29	34	62.00	49.84	
Jackson .....	1	2	3	90.00	57.50	1	7	8	50.00	54.00	
Jefferson .....	9	42	51	115.00	65.00	1	53	54	60.00	47.00	
Kiowa .....	5	19	24	67.00	51.00	.....	.....	.....	.....	.....	
Kit Carson .....	3	12	15	57.50	57.86	16	53	69	42.25	40.40	
Lake .....	9	34	43	131.23	81.75	.....	13	13	.....	75.79	
La Plata .....	7	29	36	90.83	68.00	10	34	44	63.00	64.50	
Larimer .....	16	95	111	120.90	69.77	6	64	70	67.75	51.75	
Las Animas .....	15	86	102	87.76	61.55	29	24	53	58.10	55.56	
Lincoln .....	3	8	11	75.00	51.25	6	41	47	44.16	43.50	
Logan .....	6	23	29	98.12	65.60	3	48	51	43.33	46.53	
Mesa .....	28	115	143	100.00	65.00	5	17	22	75.00	60.00	
Mineral .....	2	5	7	82.70	72.00	.....	1	1	.....	60.00	
Montezuma .....	5	10	15	104.24	66.79	8	21	29	66.88	65.34	
Montrose .....	5	27	32	106.25	62.33	4	25	29	71.66	58.74	



Morgan .....	8	42	50	86.51	69.71	4	25	29	65.00	58.30
Otero .....	21	104	135	95.43	61.27	1	16	17	60.00	54.27
Ouray .....	5	15	20	91.94	72.79	1	16	11	85.00	67.22
Park .....	4	3	7	95.00	65.00	2	22	24	47.50	41.50
Phillips .....	1	5	6	115.00	61.00	.....	28	28	.....	45.60
Pitkin .....	5	17	22	107.41	74.66	1	13	14	109.00	59.50
Prowers .....	6	33	39	111.50	79.16	8	33	41	48.10	45.80
Pueblo .....	26	194	220	131.55	66.10	9	63	72	67.13	43.61
Rio Blanco .....	1	7	8	103.72	61.29	2	12	14	57.50	54.06
Rio Grande .....	6	20	25	107.22	64.60	1	23	21	30.00	53.45
Routt .....	4	15	19	103.00	61.25	12	36	48	54.00	50.44
Saguache .....	2	5	7	93.67	59.28	6	26	32	61.25	53.29
San Juan .....	1	10	11	86.00	86.96	.....	4	4	.....	65.00
San Miguel .....	4	19	23	138.06	85.00	1	12	13	70.00	67.86
Sedgwick .....	3	8	11	85.00	47.50	2	21	23	37.50	40.50
Summit .....	2	6	8	118.13	74.50	.....	9	9	.....	57.51
Teller .....	13	86	99	90.00	74.90	4	16	20	61.00	58.00
Washington .....	1	3	4	75.00	53.33	5	50	55	39.00	37.95
Weld .....	20	101	121	119.09	72.22	22	133	155	75.72	63.67
Yuma .....	2	13	15	98.50	64.80	6	68	74	43.75	41.74
Totals .....	539	2764	3303	\$98.50	\$68.01	273	1624	1897	\$58.59	\$52.80

### GENERAL STATEMENT OF ALL LEASES.

SHOWING THE NUMBER OF ACRES OF SCHOOL AND STATE LANDS  
NOW OWNED BY THE STATE, ACREAGE UNDER LEASES AND  
VACANT, CHARACTER OF LEASES AND THE RENTAL DERIVED  
THEREFROM.

	Rental.
Acres owned by the state.....	3,412,391.09
Acres under grazing lease.....	2,484,835
Acres under agricultural lease.....	72,494
Acres under coal lease.....	18,836
Acres under mineral lease.....	1,540
Acres—miscellaneous .....	4,400
Acres owned by the state.....	3,412,391.09
Acres leased .....	2,582,105
Acres vacant .....	894,669.17
Rental of acres under lease.....	\$ 314,905.39

**GENERAL STATEMENT SHOWING AREA OF LANDS GRANTED  
TO STATE FOR VARIOUS FUNDS, ACDEAGE SOLD AND  
ACREAGE REMAINING, SCHOOL AND INDEMNITY  
SCHOOL LANDS.**

COUNTY.	Total acreage of school and indemnity lands granted to state.	Total acreage sold	Total acreage remaining property of state.
Adams .....	50,043	8,911.44	41,131.56
Arapahoe .....	31,880	5,107.80	26,772.20
Archuleta .....	28,595	.....	28,595
Baca .....	88,902.96	1,080	87,822.96
Bent .....	135,936.88	4,673.31	131,263.57
Boulder .....	16,134	8,176.32	7,957.68
Chaffee .....	16,720.25	432.25	16,288
Cheyenne .....	64,000	8,520.90	55,479.10
Clear Creek .....	6,279.45	200	6,079.45
Conejos .....	68,430	9,794.11	58,635.89
Costilla .....	18,080	2,560	15,520
Custer .....	14,360	653.25	13,706.75
Denver .....	830	61.8	768.20
Delta .....	.....	.....	.....
Dolores .....	13,280	.....	13,280
Douglas .....	22,181	6,797.38	15,383.62
Eagle .....	23,760.97	640	23,120.97
Elbert .....	145,892.85	18,870.24	127,022.61
El Paso .....	233,126	9,494.46	223,641.54
Fremont .....	56,621.10	3,293.01	53,328.09
Garfield .....	.....	.....	.....
Gilpin .....	3,001	201	2,800
Grand .....	75,360.82	2,293.64	73,067.18
Gunnison .....	17,175	460	16,715
Hinsdale .....	14,480	.....	14,480
Huerfano .....	52,041.66	2,303.11	49,738.55
Jackson .....	62,150.71	720	61,430.71
Jefferson .....	16,588.47	7,368.88	9,219.59
Kiowa .....	105,362.15	13,982.38	91,379.77
Kit Carson .....	75,442.77	11,745.27	63,697.50
Lake .....	467.79	.....	467.79
La Plata .....	26,300.77	2,243.52	24,057.25
Larimer .....	83,858.61	12,294.86	71,563.75

**GENERAL STATEMENT SHOWING AREA OF LANDS GRANTED  
TO STATE FOR VARIOUS FUNDS, ACDEAGE SOLD AND  
ACREAGE REMAINING, SCHOOL AND INDEMNITY  
SCHOOL LANDS—Concluded.**

COUNTY.	Total acreage of school and indemnity lands granted to state.	Total acreage sold	Total acreage remaining property of state.
Las Animas .....	150,105.04	5,326.15	144,778.89
Lincoln .....	158,542.05	5,919.02	152,623.03
Logan .....	169,287	19,562.64	149,724.36
Mesa .....	.....	.....	.....
Mineral .....	5,195	485	4,710
Montezuma .....	32,230.67	1,480	30,850.67
Montrose .....	.....	.....	.....
Morgan .....	68,122	5,132.89	62,989.11
Otero .....	180,516.66	38,327.99	142,188.67
Ouray .....	2,680.72	10	2,670.72
Park .....	28,283	5,000	23,283
Phillips .....	25,462.84	2,682.96	22,779.88
Pitkin .....	3,750	.....	3,750
Prowers .....	62,949.55	11,270.40	51,679.15
Pueblo .....	241,528	58,460.69	183,067.31
Rio Blanco .....	.....	.....	.....
.....	21,798	5,374.43	16,423.57
Routt .....	324,438.47	55,382.22	269,056.25
Saguache .....	56,600	5,814.68	50,785.32
San Juan .....	10,760	.....	10,760
San Miguel .....	31,998.27	840	31,158.27
Sedgwick .....	37,042.98	4,877.60	32,165.38
Summit .....	1,271	.....	1,271
Teller .....	15,520	888.20	14,631.80
Washington .....	101,160	10,480	90,680
Weld .....	181,361.69	26,465.79	154,895.90
Yuma .....	83,576.25	13,578.83	69,997.42
<b>Total</b> .....	<b>3,561,572.40</b>	<b>420,238.42</b>	<b>3,141,333.98</b>

## AGRICULTURAL COLLEGE LANDS.

	Acres.
Statutory grant .....	89,925.63
Total acreage sold.....	52,981.42
Total acreage remaining property of State.....	36,944.21
Total area leased.....	24,641.00

## INTERNAL IMPROVEMENT LANDS.

Statutory grant .....	502,198.73
Total acreage sold.....	311,216.88
Total acreage remaining property of State.....	190,981.85
Total area leased .....	130,439.00

## PENITENTIARY LANDS.

Statutory grant .....	31,265.49
Total acreage not sold.....	9,436.23
Total area leased.....	2,466.00

## PUBLIC BUILDING LANDS.

Statutory grant .....	31,904.62
Total acreage not sold.....	5,971.31

## SALINE.

Statutory grant, 12 springs, 6 sections for each spring discovered, 5 springs only discovered.

	Acreage.
Total acreage not sold.....	16,362.86
Total area leased.....	2,273.00

## REFORMATORY.

Total acreage deeded to State.....	520.00
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## UNIVERSITY LANDS.

Statutory grant .....	45,884.43
Total acreage not sold.....	10,840.65
Total area leased.....	3,866.00

## SUMMARIZED COMPARATIVE TABLE.

Status of the Various Funds, Controlled by the State Board of Land Commissioners, as Shown by the Books of the State Treasurer's Office, November 30, 1910.	Nov. 30, 1910.	Nov. 30, 1908.	Increase During Biennial Period 1909-1910.	Increase During Biennial Period 1909-1910.
	\$	\$		\$
Public School Permanent.....	2,048,292.60	1,601,907.17	\$446,385.43	.....
Public School Income.....	134,049.67	139,938.08	.....	5,888.41
Internal Improvement Permanent.....	100,994.42	43,886.65	57,107.77	.....
Internal Improvement Income.....	35,423.46	19,331.77	16,096.69	.....
Agricultural College Permanent.....	150,864.23	138,315.48	12,548.75	.....
Agricultural College Income.....	2,323.59	822.37	1,501.22	.....
University Permanent .....	28,322.63	49,281.87	.....	20,959.24
University Income .....	235.45	4,480.81	.....	4,245.36
Penitentiary Permanent .....	1,342.41	1,180.00	162.41	.....
Penitentiary Income .....	4,043.15	3,444.05	599.10	.....
Public Building Permanent.....	2,783.45	2,186.45	597.00	.....
Public Building Income.....	5,116.06	4,344.89	671.17	.....
Saline Permanent .....	56.00	56.00	.....	.....
Saline Income .....	1,749.30	1,451.10	298.20	.....
Total Increase .....	.....	.....	\$504,974.73	.....

Of these funds the following amounts are invested in State warrants, which draw interest at 4 per cent. per annum:

Public School Permanent.....	\$1,690,884.13	\$1,225,975.63	\$464,908.50
Internal Improvement Permanent.....	28,625.90	28,625.90	.....

Agricultural College Permanent.....	64,748.82	61,741.63	3,007.19	.....
University Permanent.....	27,763.87	39,356.66	.....	11,592.79
Total Increase .....	.....	.....	\$456,322.90	.....

Of these funds the following amounts are invested in State warrants, which draw interest at 4 per cent. per annum:

Public School Permanent.....	\$1,600,884.13
Internal Improvement Permanent.....	28,625.90
Agricultural College Permanent.....	64,748.82
University Permanent .....	27,763.87
Total Increase.....	\$ 466,322.10















