



THE UNIVERSITY  
OF ILLINOIS  
LIBRARY

379.788

C719

1910/12

EDUCATION

1910



LIBRARY  
CHILDREN'S BUREAU

CLASS

BOOK

14-1066

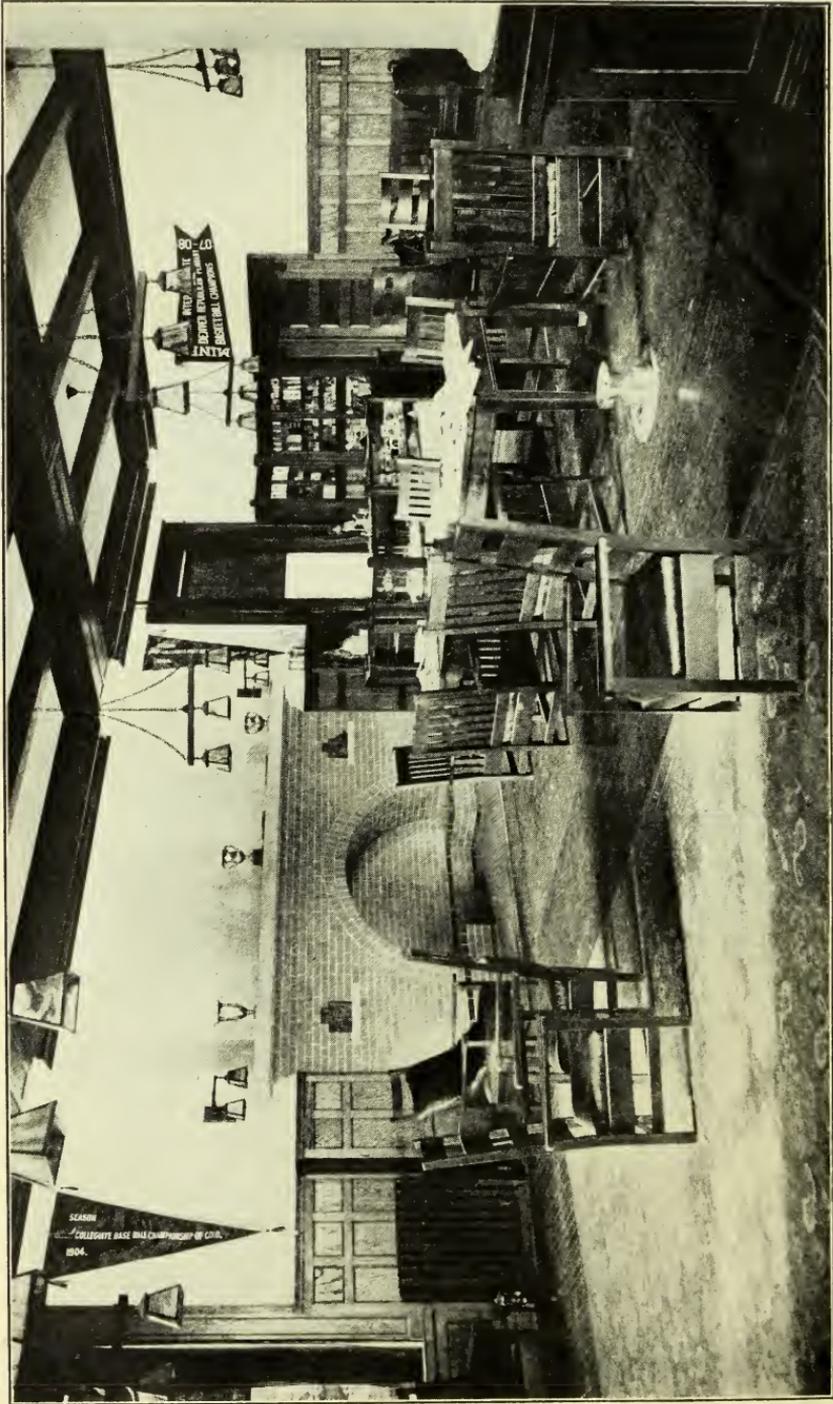




Digitized by the Internet Archive  
in 2014

UNIVERSITY OF ILLINOIS LIBRARY





THE INTEGRAL CLUB ROOM, COLORADO SCHOOL OF MINES, GOLDEN

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION

EIGHTEENTH BIENNIAL REPORT  
OF THE  
State Superintendent of Public

WITH COMPLIMENTS AND GOOD WISHES

*Helen Marsh Wixson*  
State Superintendent of Public Instruction

HELEN M. WIXSON  
State Superintendent of Public Instruction



UNIVERSITY OF ILLINOIS LIBRARY

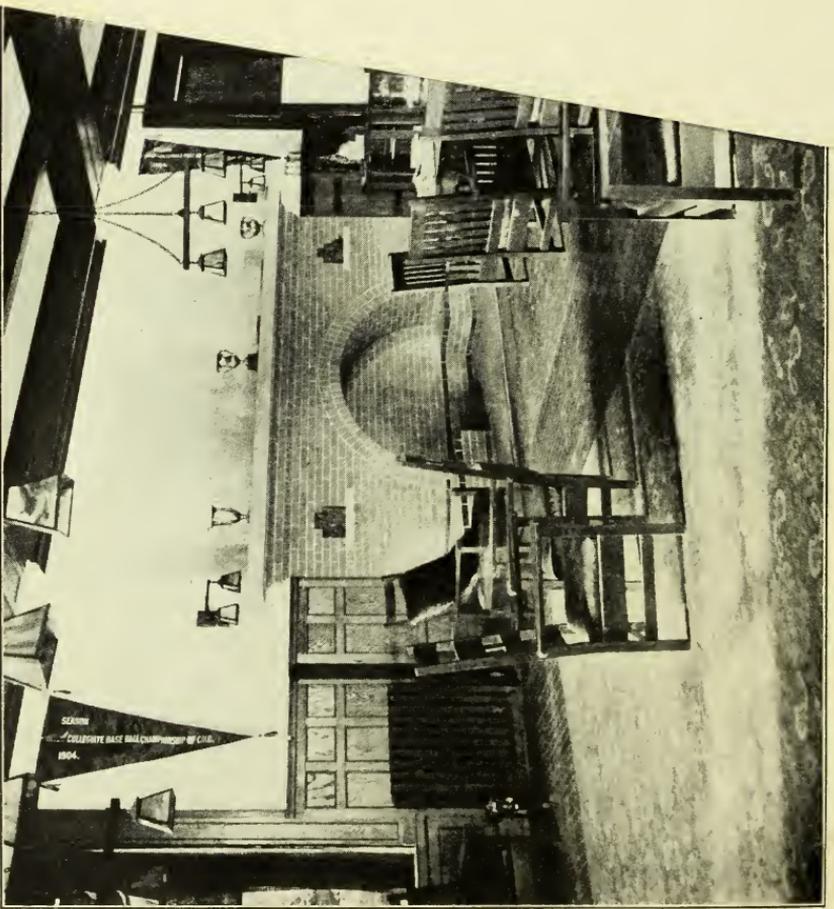
DEC 5 1921

DENVER, COLORADO  
THE SMITH-BROOKS PRINTING CO., STATE PRINTERS  
1912





EN



THE INTEGRAL CLUB ROOM, COLORADO

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION

Eighteenth Biennial Report  
OF THE  
State Superintendent of Public  
Instruction  
FOR THE  
Two School Years Ending 1912

HELEN M. WIXSON  
State Superintendent of Public Instruction



UNIVERSITY OF ILLINOIS LIBRARY

DEC 5 1921

DENVER, COLORADO  
THE SMITH-BROOKS PRINTING CO., STATE PRINTERS  
1912



By Transfer  
APR 24 1917

### DISPOSITION OF THIS REPORT

The law requires that the biennial report of the state superintendent of public instruction be printed and distributed in the several counties. For its distribution it is suggested to the county superintendents, to whom these reports will be sent, that they be disposed of as follows:

One copy to each school district.

One copy to each newspaper in the county.

The remainder, as demand indicates, to teachers and citizens.

School officers are reminded that it is their duty to preserve all educational reports, copies of the school law, and course of study, and transmit them in good condition to their successors in office.

21 Jan 22 1168

379,788

C 714 Education

1910

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

TO HIS EXCELLENCY,  
THE HONORABLE JOHN F. SHAFROTH,  
GOVERNOR OF THE STATE OF COLORADO.

Dear Sir: In compliance with the provisions of the law, I herewith transmit the following report of the condition, progress and needs of the state institutions and public schools of Colorado.

Very truly yours,

*Allen Marsh Wixson*  
State Superintendent of Public Instruction.

21 Jan 22 Chic 24. v. 18 cont.

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
ROOM 9, CAPITOL, DENVER

---

DEPARTMENT REGISTER, 1911-1912

HELEN MARSH WIXSON  
State Superintendent of Public Instruction and *ex officio*  
State Librarian

EMILY GRIFFITH  
Assistant Superintendent

NETTIE K. GRAVETT  
Assistant Librarian

JENNIE CAWARD JACKSON  
State Teacher of the Adult Blind

LOUISE REVELLE  
Stenographer

MARGARET COLLEY  
Stenographer

MARGARET WILKINSON  
Clerk

## RECOMMENDATIONS TO THE LEGISLATURE

TO THE GENERAL ASSEMBLY OF THE STATE OF COLORADO:

### State Superintendent

The importance of the office of superintendent of public instruction is recognized in all states. It is through this office that Colorado is brought into close and vital contact with all the schools from kindergarten to university, and through it the schools of the state are helped in their organization.

That the school work of any state may be effective, plans should extend over a period of time. Under the constitution of Colorado, the superintendent of public instruction serves but two years. It is not possible in that time to do more than get plans well under way, and when they begin to yield results the one responsible for them is often called upon to step aside and turn the office over to a successor.

Many of our states have recognized the value of a longer term of service and have made the term of office of their superintendent four years.

Under the laws of our state, the office of state superintendent is a political one. It is a recognized fact that politics has no place in the administration of school affairs, and many progressive states have passed laws removing this office from politics. This has been accomplished in Wisconsin by changing the time of election and the manner of making the nomination. In Wisconsin the superintendent of public instruction is now elected at a special election. The names of the candidates go on the ticket by petition, no name being the result of a party convention, and there being no indication of the politics of the candidates. Under such a law the voters select the head of their schools solely because of merit. The law governing the election of state superintendent should apply to the election of county superintendents as well. Colorado occupies an enviable place in the educational world. Our schools are among the best, but there is always room for improvement, and nothing would give a greater impetus to them than a change in the constitution providing for a four-year term in the office of state and county superintendent of schools, and the removal of these offices from the turmoil of politics.

### State Visitor

The rapid growth of the schools in the state has greatly increased the work of the state superintendent, who, due to office

demands and the great distances to be traveled, finds it more impossible each year to cover the state and personally visit the schools. This is an important part of the work, as only by such visiting can the state office come into close touch with the schools, and give the help and encouragement that it is not only a duty, but a pleasure, to extend. In order to meet this need, the state superintendent should be provided with a school visitor, this office to be attached to that of superintendent of public instruction, and the appointee to be made by the state superintendent. The salary of such an officer should not be less than \$2,000 a year, with actual traveling expenses. If given such an agent, the state superintendent could give closer supervision to the important detail work of the educational system of Colorado, at the same time visiting each county at stated times. The legislature should provide an assistant of this kind.

### County Superintendent

The county superintendents of the state are doing much for their respective counties. Taking into consideration the small pay received, the territory to be covered, and their lack of authority, it is a matter of surprise that such splendid results are obtained by these officials.

The work required by our county superintendents varies in the different counties. It is dependent upon the number of schools and the territory to be covered.

Town and city superintendents, having in charge twelve or fifteen teachers, receive larger salaries than are, as a rule, paid county superintendents; yet the welfare of the rural schools is largely in their hands, and to the rural schools we must look for the "bone and sinew" of our country.

It certainly needs no argument to prove that the rural and village schools of our state are entitled to as good service as those of town and city, and that equalization of opportunity means equalization of intelligence. The first step necessary to bring this about is to place the county superintendents upon salaries sufficiently large to attract the best school people of the state.

The greatest service rendered by the county superintendent comes from the direct knowledge obtained through visiting the schools. If he is to do supervisory work, he must personally visit the schools of his county. To do this is expensive. It is right and proper that the county superintendent should have his necessary traveling expenses, and that the per diem paid be sufficiently large to carry the office without personal outlay. To visit the schools of an ordinary county entails expense, and how much more the visiting in counties such as are found in Colorado. It is only justice that the county superintendent should have his traveling expenses paid.

Under our present law, much of the time of the county superintendent must be given to clerical work. There are many reports,

the grading of examination papers, and a large correspondence. A deputy should be provided to relieve him of this clerical work, and thereby give him time to spend in important supervision and constructive work for the county.

At stated periods the county superintendent is obliged to give his entire time and attention to the grading of examination papers. He should be relieved of this work, and the examination of papers be conducted in the state office by a board of examiners authorized to grant certificates good in any part of the state.

A bill will be presented to the legislature which will provide for a county unit of school administration. At present I desire to call attention to two essential features of this proposed measure.

1. It will provide for a county board of education whose primary duty will be to levy a tax on the property of second and third class districts which will be sufficient to pay a minimum salary to the teachers of such districts, and to pay the county superintendent of schools an adequate salary for the work he is doing.

2. It will provide for a plan of distributing the general school fund, which is absolutely necessary if we are to develop the outlying sections of our state.

### School Law

The law makes it the duty of the state superintendent to prepare and distribute the school laws of the state. There is no provision made for its distribution to individual teachers, although school law is included in teachers' examinations; neither is there any provision made for its distribution to attorneys who need the same in their practice. Provision should be made for the sale of the school law, such as is now made for the sale of the session laws, and the money so secured should be applied on its publication and revision.

### Physical Examinations

The time has come for sane and practical legislation in connection with the physical examinations in our schools, for relief for our overburdened teachers, and the placing of the physical examinations in the hands of specialists and trained nurses.

The Department of Public Instruction recommends that the legislature formulate a law for complete medical inspection of all school children by such. This law should be thorough, and should provide for penalties to insure its strict observance.

### Visiting—Institutes and Associations

It is earnestly recommended that a law be enacted by which the teachers of our state be given time for visiting schools once or twice a year, and the necessary time to cover their attendance upon the State Teachers' Association. Attendance upon the latter

should be made a part of the year's professional work. A law legalizing the payment of salaries at such times would do great good.

### **State Course of Study**

The state superintendent of public instruction prepared a course of study adapted to the age, development, and needs of the schools of the state. The use of this course of study should be obligatory, in so far as the local conditions in the respective districts permit, and should be adopted for a term of not less than four years, without revision, in order that schools may maintain a uniform grade, and the state be spared the expense of publishing a course of study each biennial period.

To maintain uniformity in the schools, the course of study should be revised at the end of four years, that the work of former years may be preserved, with such improvements as time and experience have proven desirable.

The refusal of a teacher to use the state course of study as an aid to state uniformity should be regarded as neglect of the business of the school, and his certificate should be revoked.

### **Private and Parochial Schools**

This office urges that provision be made for keeping the records of private and parochial schools; that all teachers of such schools keep a record, which shall be open to the inspection of truant officers; that data regarding any child or children between the ages of eight and sixteen who claim, or are claimed, to be in attendance upon said school, may be obtained, and the state office be in possession of the full school census of the state.

### **Grading of Teachers' Examination Papers**

In order that the grading of teachers' examination papers may be uniform, and that the certificates issued may be of equal value in each county of the state, I recommend that these papers be graded in the office of the state superintendent of public instruction by a board of examiners.

There should be paid out of the state treasury to each examiner appointed five dollars per day for all time actually and necessarily spent in going to, holding, and returning from any examination, the amount to be certified by the state superintendent. The same provision should be made for the State Board of Examiners.

### **State-wide Pension**

There are in the state many faithful teachers who have given to our schools their best years, and who are reaching the time, which comes to us all, when they are soon to be supplanted by a younger generation. There is no profession as sacred as that of the teacher. To no one else is intrusted the education and

training of the future citizens of our state, and a state-wide pension for the teachers who have done their part in the upbuilding of the state would be a matter of mere justice.

The legislative committee of the State Teachers' Association will present such a bill for your consideration. I earnestly recommend it to you as a measure, not only of protection, but of justice to the teachers of Colorado.

### Summary of Recommendations

Briefly, make the term of office of state and county superintendent four years. Provide for the removal of these offices from politics by holding a special election.

Provide a state school visitor in the office of state superintendent of public instruction.

Materially increase the salary of the county superintendent; pay the necessary traveling expenses; provide a deputy or clerk to do the clerical work of the office.

Provision for the distribution and sale of the school law.

Formulate a law for medical examination of school children by specialists and trained nurses.

Enact a law providing for the visiting of schools and for attendance upon the State Teachers' Association.

Publication and use of the state course of study.

Attendance at state and parochial schools.

Teachers' examination papers to be graded in the state office by a board of examiners.

### Conclusion

In preparing this report it has been my desire to give a frank and truthful statement of the conditions of the schools of the state.

Education is the right of every child. It is a duty and privilege to provide it for all, and the schools of Colorado are our pride. We can never do too much in providing educational facilities, for such an expenditure insures to our state an intelligent citizenship. Material resources are of little value if our human asset—the child—is not guarded and developed.

Our schools were never so progressive, and never in better condition than at this time. Our teachers are more carefully prepared and more interested in their work. During the past two summers a large majority of them enrolled in summer schools. This is a guarantee of their professional pride and spirit. Teachers and school patrons have been learning the great lesson of co-operation and the outlook is most hopeful. Yet we must not close our eyes to the fact that we still have many educational problems to solve, that many needed reforms are knocking at our door. These must be met and cared for, for the problem of education is the problem of life, and it remains for Colorado to solve this problem.

My work during the biennial period has been most pleasant. Those actively engaged in education have made it so by their cordial co-operation. To all such I wish to extend sincere thanks. Particularly do I wish to thank the members of the State Board of Examiners, who have so faithfully given their services "without money and without price." Their work and friendly and helpful attitude toward the best educational interests of the state should receive cordial appreciation.

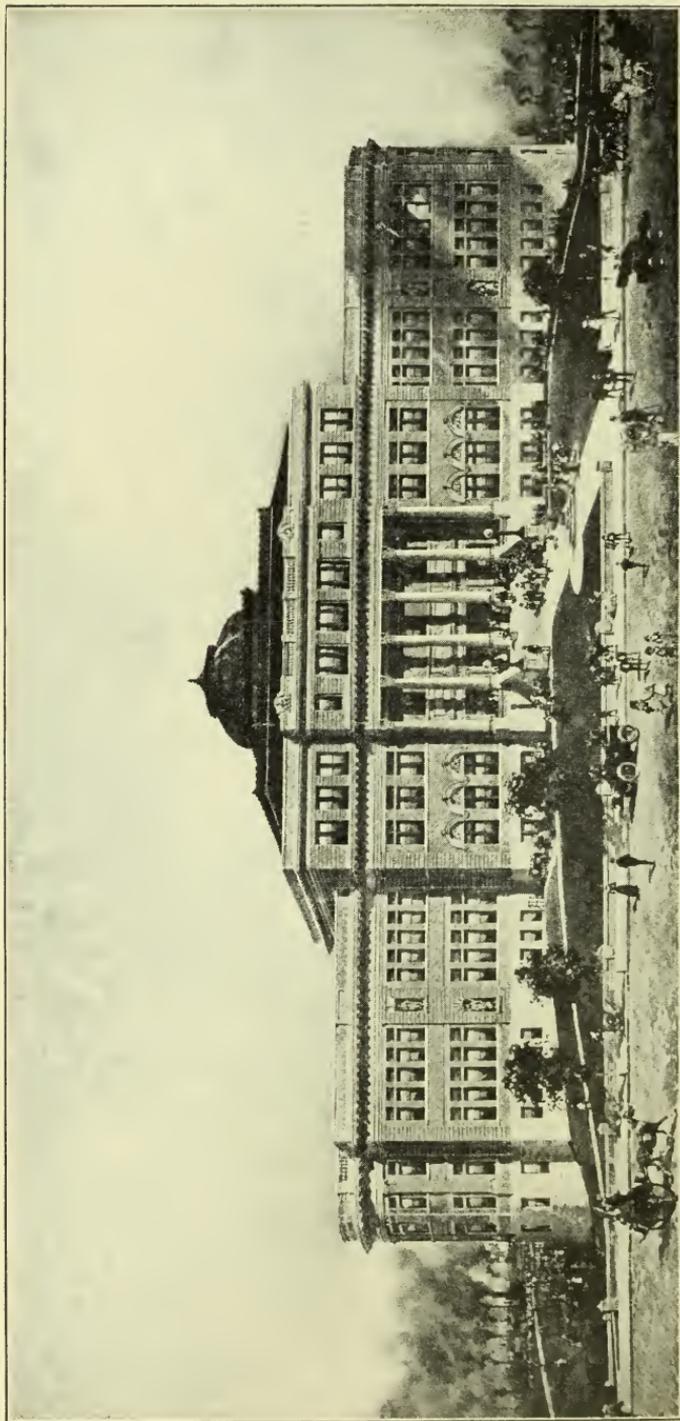
Submitted with all good wishes.

*Steele Marsh Wilson*

State Superintendent of Public Instruction.

UNIVERSITY OF ALABAMA LIBRARY





CENTRAL HIGH SCHOOL, PUEBLO, 1911

## APPEALS

The law provides that any person or district board aggrieved by any decision or order of the county superintendent in a matter of law or fact may, within thirty days after the rendition of such decision or making of such order, appeal therefrom to the State Board of Education.

## 1911

Hayden H. Miller vs. County Superintendent of Jefferson County. Appeal from the decision of Elizabeth Hemberger, county superintendent, in refusing to annex a portion of School District No. 47 in Jefferson County to School District No. 21 of said county.

Appeal sustained February 6, 1911.

Cleone Smith and Bertrand F. Beeke vs. County Superintendent of Kiowa County.

Appeal from the county superintendent concerning the grading of examination papers.

The markings of the county superintendent in both cases were sustained May 16, 1911.

Mrs. Joanna Stark et al. vs. County Superintendent of Mesa County.

Appeal from the decision of C. G. Sargent, county superintendent, in detaching a portion of School District No. 32, Mesa County, and annexing same to Consolidated School District No. 39.

The action of the county superintendent was sustained July 28, 1911.

Alexander Bowie vs. Superintendent of Delta County.

Appeal from the decision of county superintendent Bel McMichael in refusing to organize a new school district out of a portion of District No. 3, Delta County.

The action of the county superintendent was sustained July 28, 1911.

Fred Ault vs. County Superintendent of Jefferson County.

Appeal from the decision of Elizabeth Hemberger, county superintendent, in refusing to organize a new school district on the Colfax Avenue portion of District No. 21.

Appeal dismissed August 30, 1911.

Sarah D. Wood vs. County Superintendent of Jefferson County.  
Appeal from the decision of Elizabeth Hemberger, county superintendent, in refusing to organize a new school district in the Washington Heights portion of School District No. 21.  
Appeal dismissed August 30, 1911.

Elizabeth Quinlan vs. County Superintendent of Eagle County.  
Appeal from the decision of J. H. Troendly, county superintendent, in grading of examination papers.  
Action of the county superintendent was sustained October 10, 1911.

Thomas Koff vs. County Superintendent of Kit Carson County.  
Appeal from the decision of Jennie L. Tressel, county superintendent, in grading examination papers.  
Action of the county superintendent was sustained October 10, 1911.

### 1912

I. R. Tuttle vs. County Superintendent of Summit County.  
Appeal from the decision of Lily Guyselman, county superintendent, in grading examination papers.  
Action of the county superintendent was sustained January 17, 1912.

Elizabeth Burdette vs. County Superintendent of Saguache County.  
Appeal from action of J. C. Freedle, county superintendent, in revoking her teacher's certificate.  
Board dismissed case for want of prosecution, January 22, 1912.

James B. Ragan vs. County Superintendent of Logan County.  
Appeal from the decision of Anna Walek, county superintendent, in refusing to hear the case.  
The board ordered the county superintendent to hear the case as provided by law, August 13, 1912.

## PRIVATE SCHOOLS

County	Attend- ance	County	Attend- ance
Adams .....	6	La Plata .....	110
Boulder .....	102	Larimer .....	83
Clear Creek .....	25	Las Animas .....	391
Conejos .....	154	Pueblo .....	1,065
Costilla .....	265	Rio Blanco .....	5
*Denver .....	1,739	San Miguel .....	24
El Paso .....	200	Teller .....	1,895
Gilpin .....	110		

\*Not including Wolcott School for Girls.

## ACCREDITED SCHOOLS

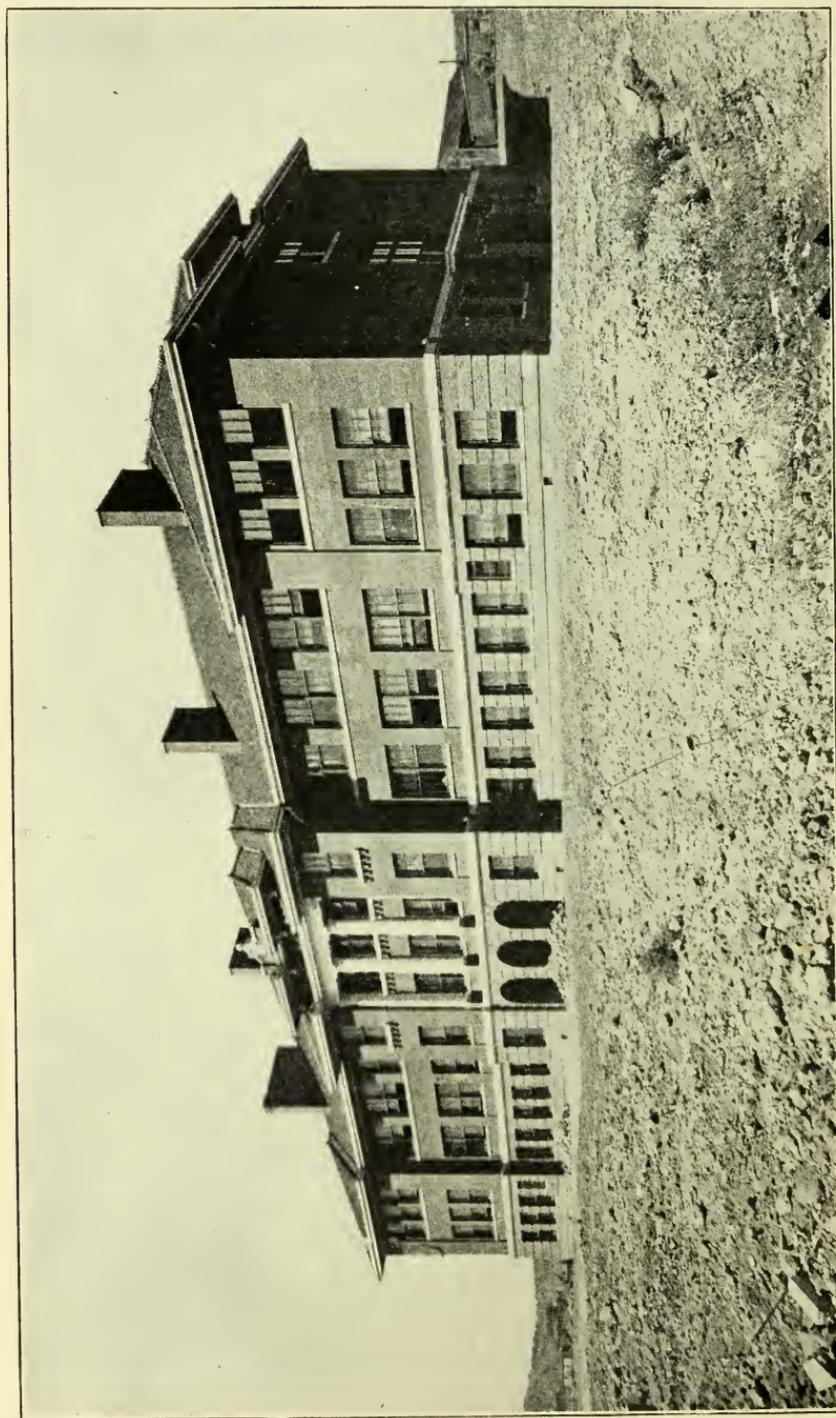
1911-1912

Alamosa High School.  
 Arvada High School.  
 Aspen High School.  
 Bent County High School (Las Animas).  
 Berthoud High School.  
 Brighton High School.  
 Brush High School.  
 Canon City High School.  
 Central City High School.  
 Cheyenne County High School (Cheyenne Wells).  
 Colorado City High School.  
 Colorado Springs High School.  
 Cripple Creek High School.  
 Delta High School.  
 Denver High School, East Side.  
 Denver High School, Manual Training.  
 Denver High School, North Side.  
 Denver High School, South Side.  
 Denver High School, West Side.  
 Douglas County High School (Castle Rock).  
 Durango High School.  
 Eaton High School.  
 Florence High School.  
 Fort Collins High School.

Fort Morgan High School.  
Fruita High School.  
Garfield County High School (Glenwood Springs).  
Georgetown High School.  
Golden High School.  
Grand Junction High School.  
Greeley High School.  
Gunnison County High School (Gunnison).  
Holly High School.  
Huerfano County High School (Walsenburg).  
Idaho Springs High School.  
Lafayette High School.  
Lamar High School.  
Leadville High School.  
Littleton High School.  
Logan County High School (Sterling).  
Longmont High School.  
Loveland High School.  
Manitou High School.  
Monte Vista High School.  
Montrose County High School (Montrose).  
Otero County High School (La Junta).  
Ouray County High School (Ouray).  
Palisade High School.  
Paonia High School.  
Pueblo High School, District No. 1.  
Pueblo High School, District No. 20.  
Rocky Ford High School.  
Saguache County High School (Saguache).  
Salida High School.  
Sedgwick County High School (Julesburg).  
South Canon City High School.  
State Preparatory School, Boulder.  
Telluride High School.  
Trinidad Public High School.  
Victor High School.  
Wheatridge High School (Edgewater).  
Windsor High School.  
Miss Wolcott's School, Denver.  
Wolfe Hall, Denver.

UNIVERSITY OF ALABAMA LIBRARY





TRINIDAD HIGH SCHOOL, 1912

## ARBOR DAY

1911

STATE OF COLORADO  
EXECUTIVE CHAMBER  
DENVER

EXECUTIVE ORDER

## ARBOR DAY PROCLAMATION

In conformity with law and a custom which, in a few years, has commended itself to the people of the state, I, John F. Shafroth, Governor of the State of Colorado, do hereby designate and set apart

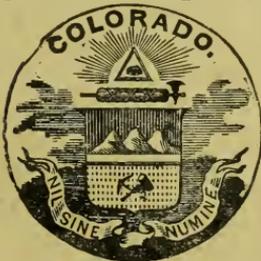
FRIDAY, APRIL 21 NEXT, AS ARBOR DAY

and request the public schools and other educational institutions of the state to observe the same in an appropriate manner.

A broader and more accurate knowledge of Nature, as shown in tree, flower, and bird, is worth much more than the time given each year. As a part simply of a wonderful natural world, they appeal to the highest side of human life, to a love of the useful as well as of the beautiful.

Only in late years have we come to appreciate the value of forestry as a part of the richness of the earth, but the day has now come when the people of our country realize the necessity of restoring the forests, and there has arisen a patriotic interest in the planting and preservation of the trees.

It is recommended that all citizens join with the county, municipal, and other authorities, as well as with the public schools and state institutions, in adorning public and private grounds, in planting trees, shrubs, and vines which may contribute to the lasting beauty of the state, and also that it may be made a general clean-up day; and so take part in some measure in the observance of the day, to the end that it may be both pleasant and profitable.



IN TESTIMONY WHEREOF, I have hereunto subscribed my name and caused the Great Seal of the State to be affixed at Denver, Colorado, this 22nd day of March, in the year of our Lord One Thousand Nine Hundred and Eleven.

By the Governor:

*John F. Shafroth*

Attest:

*[Signature]*

## TO THE TEACHERS OF COLORADO:

Any movement that has as its object the bettering of the condition of our state and nation should be fostered, encouraged, and upheld.

Arbor Day is now recognized throughout our nation as a day set apart for the planting of trees. It imparts to the children, through our schools, a deeper interest and a greater love for trees, and so for Nature herself.

The significance of the day is apparent, and it remains for us to give a new impetus to tree-planting, tree-protection, the planting of flowers, the protection of our birds, and to work for a wider observance of Arbor Day in the schools of our state.

Trained by Arbor Day, our children will feel the spiritual and refining influence, the symbolical beauty of the trees, and Arbor Day will make the country more beautiful year by year. Every community, every school district, should contribute to the good work. The schoolhouses should become an ornament, and the children should be on friendly and intelligent terms with Nature. The spirit of Arbor Day should be that of a deep love of Nature—a love that includes love and service.

Faithfully yours,

*Steele Marsh Wilson*

Superintendent of Public Instruction.

The Arbor Day books prepared by this department reached five thousand teachers. The book contained the governor's proclamation; the letter and foreword of the state superintendent of schools; "History of Arbor Day;" an article from Enos A. Mills; "Sowing Pine Seed in the Tarryall Mountains," showing the necessity for reforestation; "The Distribution of Trees in Denver on Arbor Day;" "Winter Life of Colorado Forest Rangers."

A portion of the book was devoted to the study of birds: the life of John James Audubon; care of birds during the winter months; the habits of the birds of Colorado; and many poems and selections emphasizing the need of protecting and caring for them. The book also contains many selections and poems from the best writers.

From the reports of the different county superintendents we find that Arbor Day was observed in nearly all the districts of the state. A total of 3,900 trees, 2,150 shrubs, and 1,000 kitchen-gardens were planted. School play-grounds were cleaned. In one district twenty men, with ten teams, gave one day to grading school-grounds. In some schools seeds were planted in egg-shells and dishes as early as March, and on Arbor Day the child proudly carried home the plant that he had cared for. One district planted with the tree a bottle containing samples of the work of the school. No doubt this tree will be well cared for for many years. Forest service was described—its purpose and value.

1912

STATE OF COLORADO  
EXECUTIVE CHAMBER  
DENVER

EXECUTIVE ORDER

## ARBOR AND BIRD DAY PROCLAMATION

To create in the children of our schools an interest in trees, shrubs, flowers, and birds, and to cultivate an appreciation of the beauties of Nature, Arbor and Bird Day has been established in our state.

The planting of trees awakens in the planter a higher appreciation of things beautiful, and creates a greater regard for the practical things that do not mean immediate profit.

The federal, state, county, and municipal government should observe the day and join with the public schools in tree-planting, that the day may be both pleasant and profitable.

To assist in attaining this end, it is recommended that Arbor Day be observed as largely as possible by the planting of trees, flowers, and shrubs at our homes, our school-grounds, and our parks, which shall serve to increase their beauty, and foster in the minds of the young a love of nature.

Now, THEREFORE, I, John F. Shafroth, Governor of the State of Colorado, in conformity with law and custom, do hereby designate Friday, the nineteenth day of April, 1912, as Arbor Day.

IN TESTIMONY WHEREOF, I have hereunto set my hand, and caused the Great Seal of the State of Colorado to be affixed at Denver, Colorado, this twelfth day of March, A. D. 1912.



*John F. Shafroth*  
Governor.

Attest:

*John F. Shafroth*  
Secretary of State.

TO THE TEACHERS OF COLORADO:

The day set apart by the governor this year as Arbor and Bird Day is April 19, and it should be marked in the schools of our state by some distinct work on the part of both pupils and teachers, that its results may reach into the future; for Arbor Day is a day devoted to the future rather than the past. It does not seek to commemorate heroes who have passed away, but it seeks to do something which, in years to come, will be of benefit

to the community at large. The returns may not be immediate, but they are unselfish, and the observance of the day should be more than a mere holiday. Its best application, in our schools, should be as a course in nature-study; for a day set aside to plant trees is of little value unless we combine with it the love and study of trees. If the children who celebrate the day are not awakened to a love and understanding of trees, flowers, and birds, the day is in vain.

With this issue of the Arbor and Bird Day annual will be found the first "Good Roads Day" department, the second Friday in May being set apart as "Good Roads Day," by act of legislature.

There is every reason why the school children should be impressed with the importance of good roads in our state, and be given an understanding of the elementary principles of road administration and construction; for the public roads closely affect not only our commercial conditions, but our social and educational environment. Celebrate "Good Roads Day" by teaching this, and that good roads are a necessity and must be built, as a church or schoolhouse must be provided, for the public good, and that even the children may "lend a hand."

Faithfully,

*Helen Marsh Wixson*

Superintendent of Public Instruction.

The Arbor Day, Bird Day, and Good Roads Day book issued by the department for this year was devoted entirely to Colorado trees, birds, and roads.

#### COLORADO

A picture of vastness. Great, sky-touching mountains, canons with leafy groves and cooling streams, fertile valleys, and over all the ocean-blue of the heavens.

Human progress has plowed and planted; civilization has made grain to grow in the waste places, and has garnered where once was but desert. Cities have sprung up out on the silent plains, and homes now line the old highways over which the slow-moving ox-teams stretched their weary way when the Great American Desert was the land of the unknown; when scattered trees, like gray ghosts, stretched their arms to the glowing horizon, and the wind, which came down the valley, spoke of visible and invisible mystery in a land of vast silence and space, but a land with pictures to delight the eye and charm the senses.

But the mountains of Colorado became landmarks to thousands who voyaged across the great desert. It was the land that beckoned, and today the whistle of the engine is heard from ocean to ocean. When your eye is trained that it may discover the beauty that dwells in Colorado; when your ear is attuned to catch the music of the plains, the anthem the wind sings in the deep canons; when your heart finds rest in the comradeship of the mountains, then you will know and love Colorado. And if you go away, you will never forget in after-life; you will remember forever and forever. And always will you hear the voice of the mountains, the canon, and the plain that lures—calling, calling.—Tribute to Colorado by HELEN M. WIXSON, State Superintendent of Public Instruction.

The book contains many beautiful illustrations of Colorado trees and flowers, the first being a handsomely tinted columbine, the state flower; the song "Colorado," by Maude McFerran Price; "Beautifying School Grounds," by Mr. B. O. Longyear; poem "In April," by Mrs. Antoinette Arnold Hawley; "History of Our State Flower and Tree;" "Reforestation; or, the Growing of New Forests," by Smith Riley, district forester; "Colorado Mountain Peaks;" "Protection of Colorado's National Forests from Fire," by Smith Riley; "State Loyalty;" "Colorado Orchards;" "Rocky Mountain Wild Flowers;" "Earliest Mountain Flowers;" "Advancement of Horticulture in Colorado," by A. E. Mauff; "Seasonable Colorado Facts;" "Native Trees of Colorado;" "Colorado Birds," by Robert B. Rockwell.

The school children planted 4,050 trees, 2,000 shrubs, and 1,480 kitchen-gardens.

"Good roads" was made a special feature, the book containing a map showing the system of main roads in Colorado; the governor's Good Roads Day proclamation; "The Meaning of the Day;" "How Good Roads Day Should Be Observed," by W. H. Emmons; article and illustrations showing the road through the Royal Gorge built by convicts, by Thos. J. Tynan.

STATE OF COLORADO  
EXECUTIVE CHAMBER  
DENVER

EXECUTIVE ORDER

GOOD ROADS DAY PROCLAMATION

"The second Friday in May of each year has been set apart as 'Good Roads Day,' to be observed by the people of this state in the discussion of public highways and in the construction and repair of the same, for the benefit and advancement of good roads in the State of Colorado, and in such further efforts and undertakings as shall be in harmony with the general character of the day so established."

In accordance with this law, I therefore designate Friday, May 10, 1912, as "Good Roads Day," and recommend that the day be observed in the manner contemplated by the law, and that the pupils in the public schools be instructed in the elementary principles and practices of road-making, and the beneficial effects of good roads to a community, with such other information on the subject as will fit them as men to solve the perplexing road

problem now attracting the attention of our national, state, and civic governments.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the great seal of the State to be affixed, at Denver, Colorado, this twelfth day of March, A. D. 1912.

*John F. Shafroth*  
Governor.

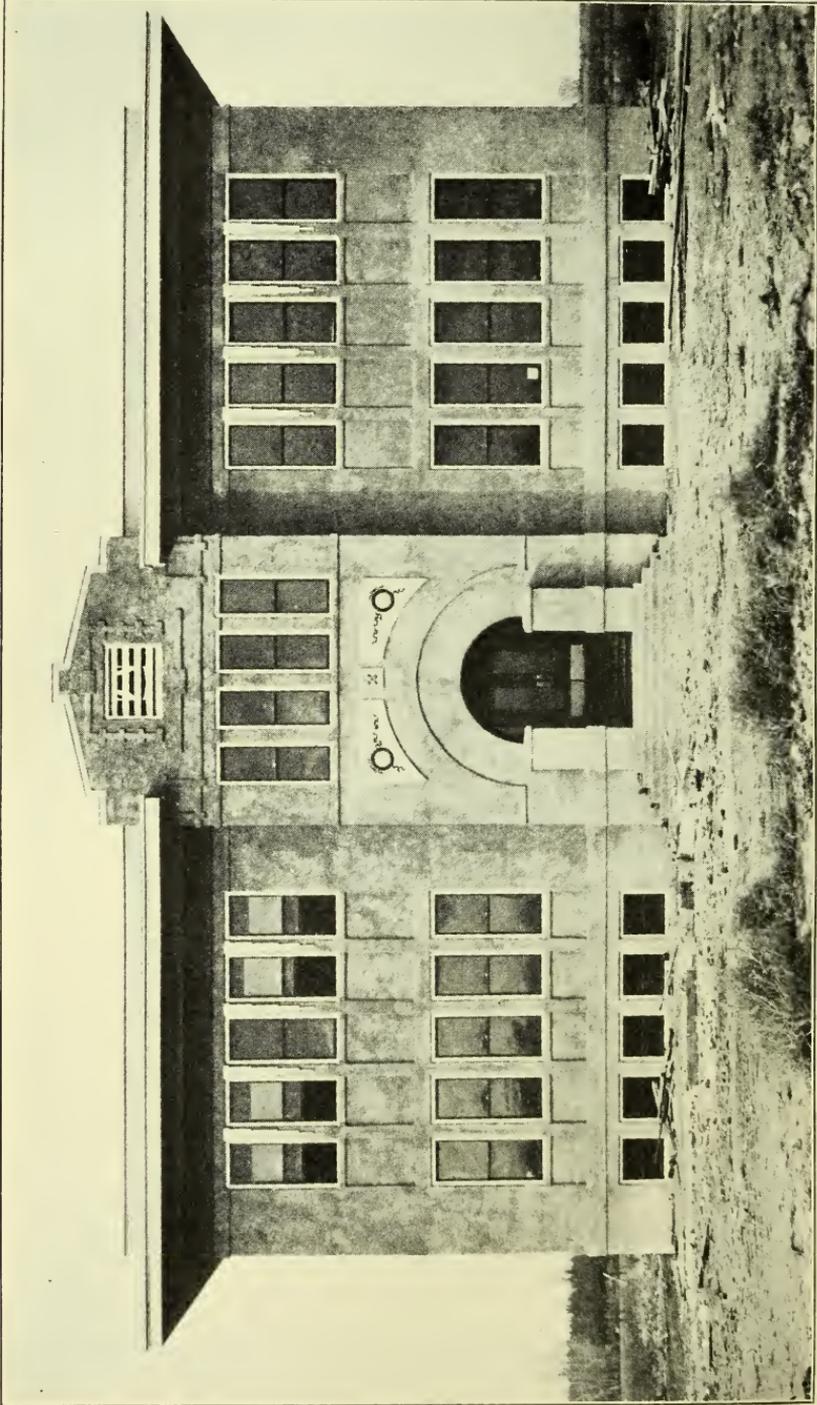
Attest:

A handwritten signature in cursive script, likely belonging to the Secretary of State.

Secretary of State.

UNIVERSITY OF ALABAMA LIBRARY





THE APPLETON CONSOLIDATED RURAL SCHOOL, MESA COUNTY  
Dedicated November 22, 1912

## CONSOLIDATION

Consolidation is growing in favor in all parts of the United States; for it has proven to be the only way in which equal educational rights can be given to both rural and city children.

Under consolidation a longer term is made possible. There is better attendance. The rural school is raised to a higher plane, and the culture that makes for a noble citizenship is made possible. As a matter of economy, money is spent to better advantage and with less waste.

These are a few of the reasons for consolidation. Yet, in spite of the advantages, consolidation has come to but few country schools. People are never driven to have good schools. Schools are never better than the community wishes, and any advance movement is doomed to failure unless the community is educated to it.

We must bear in mind that our citizens need to be taken into the confidence of school officials; they must be clearly shown the great returns possible from better school opportunities. Every teacher and every school official should join in preaching the doctrine of equal educational advantages, and in making the community realize the importance of an improved rural school system.

Consolidation is a great step forward. It is the real hope of the rural schools, and every consolidated school should become an object-lesson to a much greater number than its patrons.

Though in a minority as yet, consolidated schools are making successful headway in Colorado. Pueblo County reports two consolidated schools, with an attendance of 230, making the following comments:

"Consolidation has been beneficial in giving longer terms, better teachers with better pay, more regular attendance, and better schooling in every way for the children. People seem to be well satisfied."

El Paso County reports one consolidated school, with an attendance of 150, and makes the following comment:

"The health of the children is better. They are in better physical condition to study, and attendance is improved."

Sedgwick County reports two consolidated schools, with the following enthusiastic comment:

"(1) Better school work done; (2) better attendance; (3) better discipline; (4) better 'everything.'"

## The Appleton Consolidated School and the First Colorado Rural Life Conference

The new Appleton School, near Grand Junction, is the home of the first consolidated school district in Colorado. This fine school, of which a picture is given, and of which Superintendent C. G. Sargent, who has worked unceasingly for its realization, writes a description, was dedicated November 22-23 at the first Rural Life Conference held in Colorado.

The program of "The First Colorado Rural Life Conference" was one of great helpfulness and inspiration to the rural schools of the state.

The following comprise the executive committee having in charge the Rural Life Conference and dedication: C. G. Sargent, R. E. Turpin, E. E. Cole, R. A. Ross, Helen M. Wixon, W. B. Mooney.

### PROGRAM OF THE FIRST COLORADO RURAL LIFE CONFERENCE

FRIDAY, NOVEMBER 22, 2:00 P. M.

#### FIRST SESSION

Formal Opening of the Appleton Building; R. E. Turpin, President School Board, Presiding

Music.

"The Purpose of the Conference," C. G. Sargent, Rural School Visitor, State Agricultural College, Fort Collins.

Address, "The Awakening of the Rural School," Hon. Helen M. Wixson, Superintendent of Public Instruction, Denver.

Address, "The Rural Life Vision," Z. X. Snyder, Ph.D., President State Teachers' College, Greeley.

---

FRIDAY, NOVEMBER 22, 8:00 P. M.

#### SECOND SESSION

C. G. Sargent, Presiding

Music.

Address, Hon. P. P. Claxton, Commissioner of Education, Washington, D. C.

---

SATURDAY, NOVEMBER 23, 9:30 A. M.

#### THIRD SESSION

Presiding Officer, W. B. Mooney, School Visitor, State Teachers' College, Greeley

Music.

UNIVERSITY OF ILLINOIS LIBRARY





CORCORAN SCHOOL, COLUMBINE SCHOOL, LOBACK SCHOOL  
Replaced by Appleton School

Address, "Problems of the Rural Situation," Professor S. Arthur Johnson, Dean of Agriculture, State Agricultural College, Fort Collins.

Address, "Rural Life Values," Loran D. Osborn, Ph.D., Director University Extension Division, State University, Boulder.

---

SATURDAY, NOVEMBER 23, 2:00 P. M.

FOURTH SESSION

Presiding Officer, C. H. Williams, High School Inspector,  
State University, Boulder

Music.

Address, "The Practical Value of Knowing How and Why,"  
Miss Inga M. K. Allison, Professor of Home Economics,  
State Agricultural College, Fort Collins.

Rural Workers' Round Table.

Business Meeting.

### The Appleton Consolidated School, Mesa County

The splendid new building takes the place of the Loback building, a very poor two-room school, the Columbine School, also a two-room school, and a one-room building known as the Corcoran School.

The new building is fifty feet wide, eighty-five feet long, and fifty feet from the basement floor to the roof. The basement floor is a nine-inch layer of concrete. The basement walls are made of reinforced concrete, while the walls of the superstructure are made of cement stucco. There are four large and well-lighted rooms in the basement, which extends only twenty-six inches below the surface. A wide and beautiful hall runs through the center of the building on the first floor, and on each side of this are two large class-rooms. A wide stairway leads up to a landing from the rear of the hall. At the landing the stairway divides and goes up each side to the hall on the second floor. At the end of the hall on the second floor is the principal's office and library; on the west of it are two class-rooms, while on the east of it is the assembly-room that will accommodate 400 people. The building is heated by two large furnaces in the basement. It is a hot-air system, and the heating, lighting, and ventilating are as nearly perfect as conditions will permit. Provision has been made for a "Kewanee" Water System, and the entire building is lighted by electricity from the interurban line which passes in front of it and furnishes transportation for many of the pupils. The school is located on a three-acre site seven miles northwest of Grand Junction, in a fine agricultural section.

The district includes about twelve sections of land, now in cultivation, and no pupil lives more than four miles from the school. Pupils who live over two miles from school are furnished

free transportation by the district, either by wagon or on the interurban. One wagon is now run in this district, at a cost of \$35 per month for team and driver. Transportation on the interurban is one cent a mile for school children, the average being five or six cents a day per pupil.

There are 200 pupils in the district, and 165 are now enrolled.

Three years of high school are now offered, and on the first day of school fifteen country boys and girls enrolled in the tenth grade, five in the eleventh grade, and six in the ninth. Next year a full four-year high-school course will be offered. Home economics, manual training, and agriculture will be added to the course as fast as provision can be made for them.

Five excellent teachers are now employed, the principal being paid \$1,200 a year.

The consolidated district is made up of what was formerly two separate districts and a half of a third district. While there was bitter opposition to the consolidation, and while it has taken four years of strenuous effort on the part of the people of the district to bring about this transformation, still it can be truly said today that the people are a unit for the new school.

It is the firm determination of those in charge that this school shall represent the new idea in rural education, and provision has been made for this. Home economics will be taught, and so will practical agriculture, with experimental work on the school grounds. The State Agricultural College will be asked to co-operate in this work, and has already offered assistance. The beautiful assembly-room, with electric lights and furnished with opera chairs, makes a most excellent place for evening lectures and entertainments, and all forms of social-center work.

This is an effort—and let us hope that it will be a successful effort—to educate country boys and girls “in terms of their daily life,” instead of educating them, or trying to educate them, according to the standards of tradition which we have worshiped too long.

C. G. SARGENT,  
County Superintendent, Mesa County.

## COMPULSORY EDUCATION

The compulsory education laws are for the protection of the state, as the matter of sending children to school can no longer be left with safety entirely to parents and guardians. The time has come when the state must see that the requirements are met if we are to have an intelligent citizenship.

In first and second class districts the law provides that it is the duty of the board of directors to appoint one or more truant officers, who shall be vested with police powers, and shall have authority to enter workshops, factories and all other places where children may be employed, in the way of investigation or otherwise to enforce the compulsory education act.

The Eighteenth General Assembly passed a law whereby school districts of the third class shall appoint a truancy officer whose duties and powers shall be the same as those prescribed by law for truancy officers in school districts of the first and second class.

The compulsory act applies to children between the ages of eight and sixteen.

## COUNTY SUPERINTENDENTS' ASSOCIATION

1911

The twenty-sixth annual session of the County Superintendents' Association of Colorado was held in Denver, March 28 and 29, 1911.

### PROGRAM

MARCH 28—10:30 A. M.

Invocation, Dr. A. B. Hyde.

Address of Welcome, Hon. John F. Shafroth.

Response, Mary C. C. Bradford.

Address, "Legislation—Reading Circle—Certification of Teachers," S. S. Phillips.

2:30 P. M.

"Elementary Agriculture," C. H. Hinman.

Music—Finnish Songs, Mrs. Alice Schatelowitz.

"Recent School Legislation," J. M. Madrid.

8:00 P. M.

Music, furnished by Professor Whiteman's High School Chorus.

Address, "Education for Efficiency vs. Education for Culture," M. C. Potter.

MARCH 29—9:50 A. M.

"Playground Supervision in the Rural Schools," Jennie L. Tressel.

"Campaign for Health in Schools," C. E. Chadsey.

"The County Superintendent, *ex officio* a Member of School Boards," Mrs. Margaret Eddy.

"Boy Scouts of America," F. J. Romanes.

2:00 P. M.

Address, Professor S. Arthur Johnson.

"Grouping of Districts for the Purpose of Supervision," J. H. Shriber.

Address, Helen M. Wixson.

The following officers were elected:

President—S. S. Phillips.

Vice-President—Nellie Corkish.

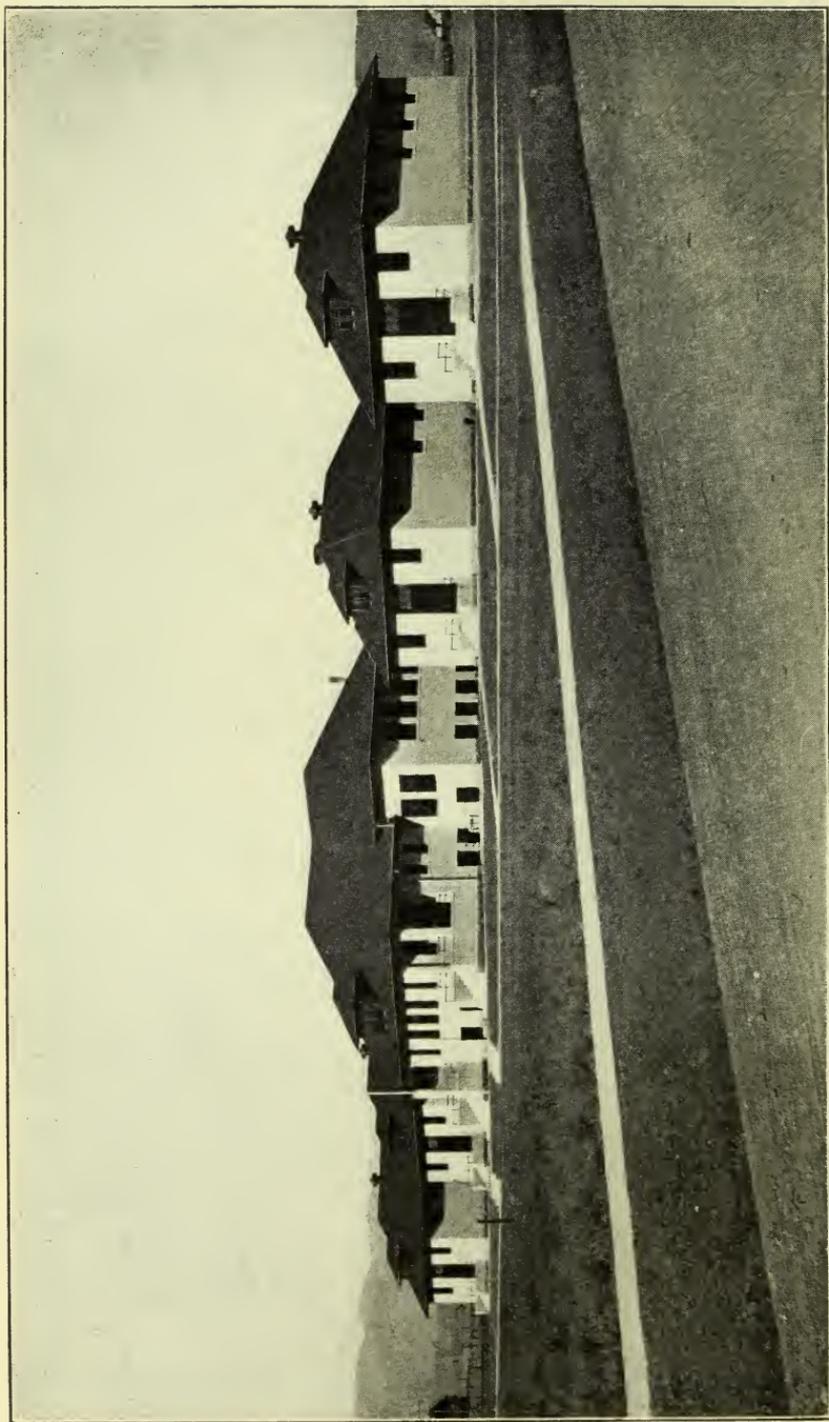
Secretary—Marie V. Donahue.

Treasurer—Sara B. Easterly.

Executive Committee—Helen M. Wixson, Jennie L. Tressel, Clara M. Keirn, S. S. Phillips, *ex officio*.

UNIVERSITY OF ILLINOIS LIBRARY





BUENA VISTA COTTAGE SCHOOL, COLORADO SPRINGS

1912

The twenty-seventh annual session of the County Superintendents' Association of Colorado was held in Denver, March 25 and 26, 1912, in the Senate Chamber, State House.

## PROGRAM

MARCH 25—10 A. M.

Music.

Invocation, Dr. A. B. Hyde.

Address of Welcome, Helen M. Wixson.

Response, E. N. Freeman, Ordway.

President's Address, "The Day's Work," S. S. Phillips, La Junta.

General Discussion, Sixty Minutes.

Music.

2:00 P. M.

Music.

"Shall the State Course of Study Be Made Compulsory for the Rural and Town Schools?" Zona C. Daugherty, Creede.

General Discussion.

"Quarterly Examination of Fourth to Eighth Year Pupils,"

George W. Smith, Hayden.

General Discussion.

8:00 P. M.

Music, Theophilus E. Fitz.

Address, Rev. Father William O'Ryan, Rabbi William S. Friedman.

MARCH 26—10 A. M.

Music.

"State Home and Training School for Mental Defectives," William Thomas.

"Some Needed Legislation."

2:00 P. M.

Music.

Round Table, "Gleanings from Experience."

Lecture, J. F. Keating, Pueblo.

8:00 P. M.

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

The following officers were elected:

President—C. G. Sargent.

Vice-President—J. H. Shriber.

Secretary—Clara M. Keirn.

Treasurer—Mabel Curran.

Executive Committee—J. M. Madrid, Marie V. Donahue, Inez Johnson Lewis.

## COUNTY SUPERINTENDENTS OF SCHOOLS, STATE OF COLORADO, 1911-12

COUNTY	NAME	ADDRESS
Adams	Mrs. Mary I. Decatur	Brighton
Arapahoe	Mrs. Margaret F. Eddy	Littleton
Archuleta	Mrs. Minnie M. Mote	Pagosa Springs
Baca	R. M. Anderson	Springfield
Bent	Miss B. Elizabeth Miter	Las Animas
Boulder	J. H. Shriber	Boulder
Chaffee	Harry L. McGinnis	Buena Vista
Cheyenne	Mrs. Emma M. Johnstone	Cheyenne Wells
Clear Creek	Mrs. Ella Robeson Adams	Georgetown
Conejos	Fred T. Christensen	Sanford
Costilla	Miss Mae McCormick	San Luis
Crowley	E. N. Freeman	Ordway
Custer	Asa P. Dickson	Westcliffe
Delta	Miss Bel McMichael	Delta
Denver	Mrs. Honora R. Macpherson	Denver
Dolores	Mrs. Abi Quine Maas	Rico
Douglas	C. A. Bent	Castle Rock
Eagle	J. H. Troendly	Gypsum
Elbert	Mrs. Clara M. Keirn	Kiowa
El Paso	Mrs. Inez Johnson Lewis	Colorado Springs
Fremont	Miss Mabel Curran	Canon City
Garfield	Mrs. Tippet Westerman	Glenwood Springs
Gilpin	Mrs. Isabelle F. Mabee	Central City
Grand	Mrs. Frances I. deBerard	Granby
Gunnison	Miss Sara B. Easterly	Gunnison
Hinsdale	Mrs. Sarah A. Hunt	Lake City
Huerfano	Dr. C. D. Leshner	Walsenburg
Jackson	Miss Nellie R. Affolter	Walden
Jefferson	Miss Elizabeth Hemberger	Golden
Kiowa	Miss M. Edna Corbet	Eads
Kit Carson	Miss Jennie L. Tressel	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
Lincoln	H. V. Matthews	Hugo
Logan	Miss Anna Walek	Sterling
Mesa	C. G. Sargent	Grand Junction
Mineral	Miss Zona C. Daugherty	Creede
Moffat	George L. Bushyager	Craig
Montezuma	Mrs. Hannah Durward	Cortez
Montrose	Miss Mary Abernethy	Montrose
Morgan	Mrs. Helen Mar Simpson	Fort Morgan
Otero	S. S. Phillips	La Junta

COUNTY	NAME	ADDRESS
Ouray.....	Miss Edith McIntosh.....	Ouray
Park.....	Miss Ida R. Geddes.....	Jefferson
Phillips.....	Charles R. Peter.....	Holyoke
Pitkin.....	Miss A. B. Canning.....	Aspen
Prowers.....	Mrs. Nelle R. Reed.....	Lamar
Pueblo.....	Miss Nellie Corkish.....	Pueblo
Rio Blanco.....	Mrs. Selena D. Lyttle.....	Meeker
Rio Grande.....	Charles E. Hart.....	Monte Vista
Routt.....	George W. Smith.....	Hayden
Saguache.....	J. C. Freedle.....	Saguache
San Juan.....	Mrs. Jessie M. Harwood.....	Silverton
San Miguel.....	Miss Elizabeth Welch.....	Telluride
Sedgwick.....	Mrs. Ella Weaver Babcock.....	Julesburg
Summit.....	Miss Lily Guyselman.....	Breckenridge
Teller.....	Miss Marie V. Donahue.....	Cripple Creek
Washington.....	Mrs. Mary P. Fischer.....	Akron
Weld.....	W. C. Thomas.....	Greeley
Yuma.....	Miss Clara V. Tegner.....	Wray

## DENVER SCHOOLS

WILLIAM H. SMILEY, Superintendent.

MEMBERS OF SCHOOL BOARD

STEPHEN KNIGHT, President.

MRS. MYRON JONES, Vice-President.

D. E. PHILLIPS.

P. V. CARLIN.

J. W. GILLESPIE.

Hon. Helen M. Wixson, State Superintendent of Public Instruction, Denver, Colorado.

Dear Madam—In reply to your request that a report of the Denver schools be made, the following is submitted.

WM. H. SMILEY.

Denver has made greater strides since the inception of her public-school system than any other city of her size. Cities of like population show a smaller number of pupils actually attending school.

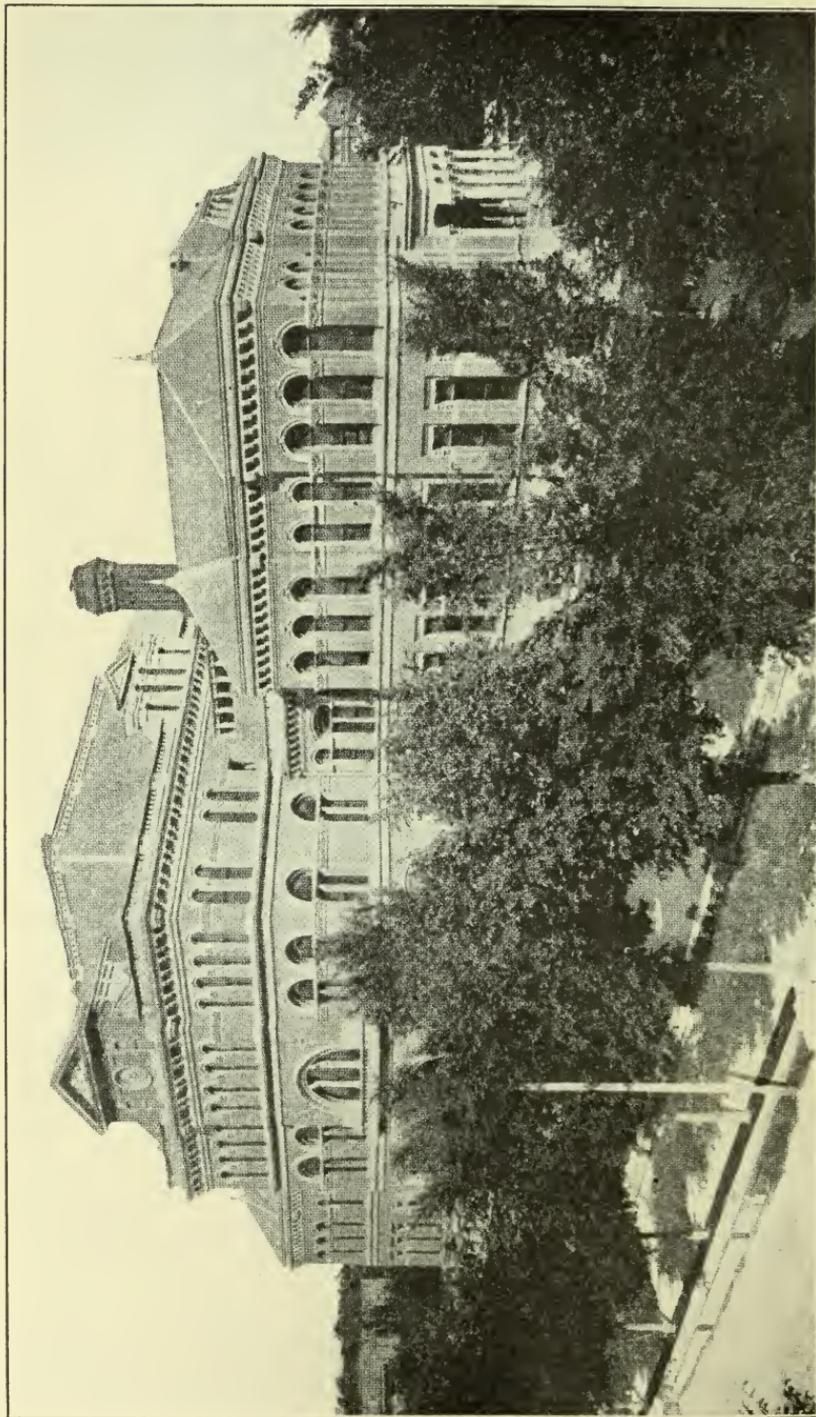
### Denver's New Buildings

Less than half a century ago Denver's first schoolhouse, furnished with home-made pine desks and seats, cost \$700. The city's newest public-school building for elementary purposes, the Aaron Gove, at the intersection of Fourteenth Avenue and Colorado Boulevard, represents an outlay of \$156,000. At Dakota Avenue and Marion Street, on the south side, the Robert W. Steele is under construction, at a cost of about \$80,000, and will be completed early in 1913. The evolution of the schoolhouse is further typified by the North Side High School building, of seventy-eight rooms, covering a floor space of four acres, utilizing thirty-five miles of electric wiring, and costing \$500,000. Of this amount, \$88,000 has been spent upon the Manual Training and Trade School shops.

With her corps of 1,003 teachers, and school property valued at \$5,140,098.97, consisting of modern buildings furnished with the most up-to-date equipment, Denver is amply equipped for the training of her 40,201 pupils. She spent in the school year of 1911 and 1912, for educational and administrative operation, \$1,115,065.63; for physical operation, care of buildings, for fuel,

UNIVERSITY OF ILLINOIS LIBRARY

1900



EAST DENVER ACADEMIC HIGH SCHOOL, NINETEENTH AND STOUT STREETS

light, and water, \$144,688.57; for maintenance and repairs, \$60,017.01. The total of all expenditures was \$1,797,965.78—an increase of \$214,816.00 over the year preceding, about one-half of the increase being due to new building and equipment, the other half to increased payroll.

### Denver's Aims in Education

Denver's public-school system aims to fit the child for efficient work in whatever field lies next before him. Hence especial emphasis is laid upon those fundamental things in school experience that insure growth in good mental habits and right moral feeling, in that character that insures success in any vocation. The increase in manual and vocational training in schools or courses of varying types is proof that Denver recognizes its duty to all the children.

In the two primary movements of twentieth-century education, conservation of time and co-ordination of various departments, the teachers of this city are in the lead. The development of the idea of the school as the social center, the establishment of open-air schools, and strict medical inspection, are the most advanced moves in Denver's educational march.

### Denver School of Trades

The Denver School of Trades is an institution which is an outgrowth of an age which demands that boys and girls be trained along the lines of their life's work. This school is housed in shops adjoining the North Side High School. Courses in carpentry and cabinet-making, plumbing and gasfitting, printing and bookbinding are offered. Boys of sixteen years of age or over, who have completed the eighth grade or its equivalent, are eligible for admission for the two-year course in these branches. Besides the shop and drafting-room instruction, the boys are given thorough instruction in the academic branches directly relating to their respective trades.

### Commercial Training

Commercial courses are offered in six of the eight high schools of the city, and, beginning with the elementary grades of the grammar school, practical business penmanship, under the direction of a supervisor, is taught the future citizens of the commonwealth.

### The Technical High School

The Longfellow Technical High School meets the demand for practical vocational high-school courses. Pupils in attendance at this school must carry three academic subjects and spend eighteen hours per week in the shops or laboratories during the first two years, after which they will specialize in the particular branch they intend to follow after graduation. Some will spe-

cialize in pattern- and forge-work, others in dressmaking, domestic science, millinery, cabinet-making, or machine-shop work. When a pupil completes a four-year course in this high school, he has had, first, excellent academic education; second, general preparation in manual training; and, last, special intensive training for some vocation.

### Academic High Schools

Academic high schools, in the strictest sense of the word, are maintained at the East Side, West Side, and South Side High Schools. The city's high-school pupils, numbering more than 4,000, might be said to constitute a small army themselves. Two hundred more pupils are in attendance this year in the high school than in 1911-1912.

### Flexible Graduation System

In nothing has Denver better demonstrated her desire to keep pace with conditions of progress than in her development of the "flexible graduation system," whereby not only the pupil who has been retarded by illness, or absence from school for other causes, may receive special attention and make up for lost time, but where the unusually bright child is enabled to go ahead with his studies as fast as he is able, under the competent supervision of special teachers. Six hundred pupils of the city are taking advantage of such instruction at the Corona, Ashland, and Whittier Schools. Other schools of the city maintain "special rooms," where similar advantages are given on a smaller scale; among them Grant, Elmwood, and Edison.

The attendance and punctuality in the special school at Corona are remarkable. Pupils come from all parts of the city to enjoy the advantages they may have here, and they are invariably on time. Fifty per cent of the hundred pupils of the special rooms make two grades in a year, 25 per cent make a grade and a half, and a few fail to make one grade, which is often the case with retarded pupils unless they receive special help.

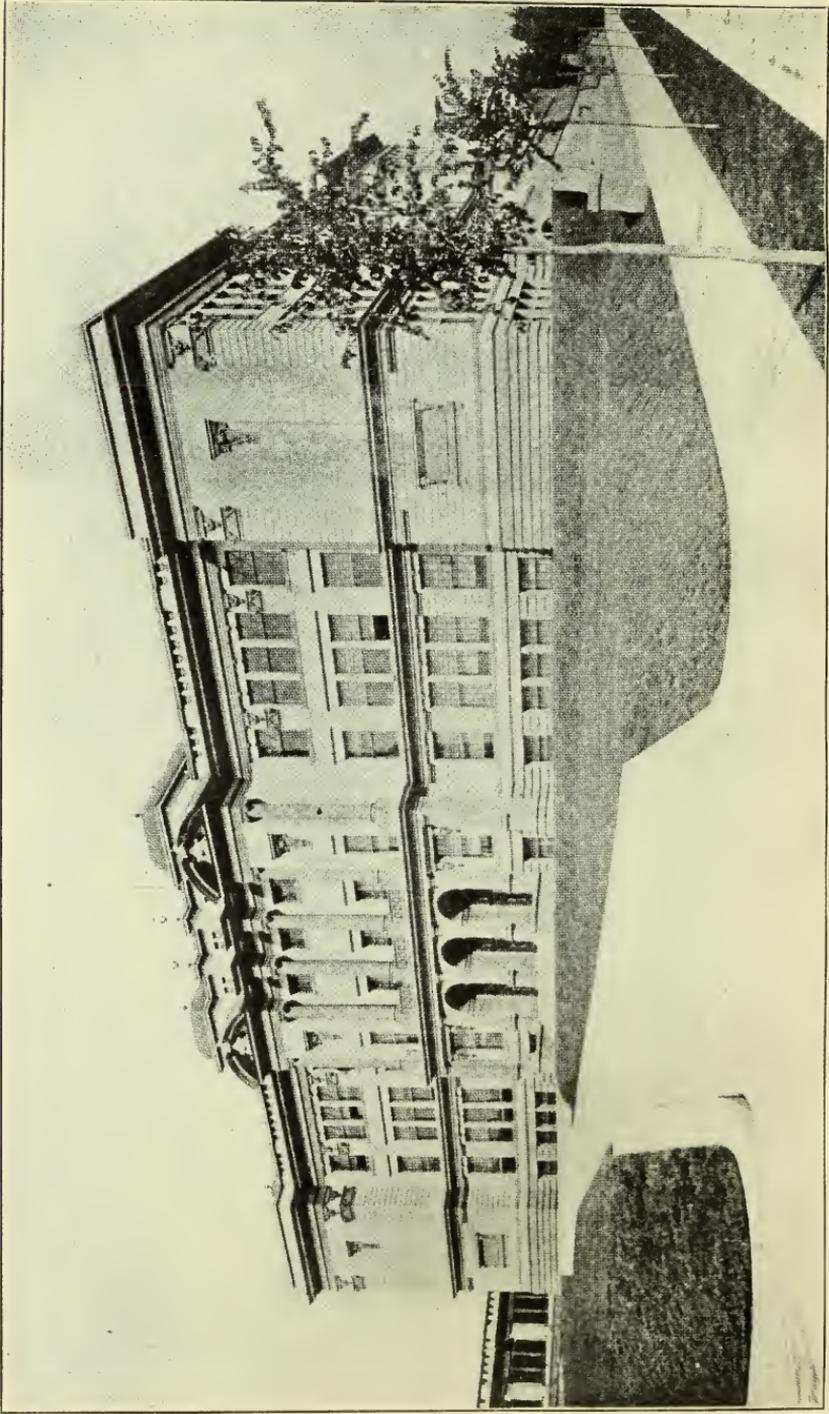
Not only are the schools dealing with retardation, but they are using methods of prevention in the form of a department of supervised physical education, open-air schools, and the replacement of overcrowded schoolrooms with more floor space and more sanitary equipment.

### Medical Inspection

The department of medical inspection, with a medical inspector, or school physician, marks an effort to provide for the physical welfare of the children, not only by discovery of defects in sight, hearing, breathing, etc., but in the segregation of certain children, and the exclusion from school of those whose presence is detrimental to the health of the many.

UNIVERSITY OF ILLINOIS LIBRARY





THE NEW NORTH SIDE HIGH SCHOOL BUILDING, WITH SEVENTY-EIGHT ROOMS, DENVER, 1911

### Supervised Athletics

Formal gymnastics in the schools, from the primary grades through the high school, under the supervision of an expert, are another aid to the preservation and establishment of good health for the school child.

Supervised athletics on the grounds, in charge of teachers of the Playground Association, give the children plenty of physical training on the school grounds at recesses and after school.

### The Attendance Department

The attendance department is strict in its regulations, enforcing the attendance of children of school age. It has at its disposal a fund which supplies shoes to those who could not attend school for lack of them. It collects warm clothing and supplies it to children who need it.

Five officers are constantly at work investigating cases of non-attendance. The fact that 1,610 pupils had practically perfect attendance last year, and that fewer permits to work were issued to school children of Denver than those of other metropolitan cities, attests the efficiency of the department.

### Foreign-Born Children Given Special Instruction

Special attention is given to the foreign-born children. Special instruction in the English language is given them. The Twenty-fourth Street School—which might be termed the most cosmopolitan of Denver's fifty-two schools, having pupils of thirty-two different nationalities in daily attendance, has made special efforts along this line, as have Bryant, Webster, Cheltenham, and Fairview.

The Garden Place School has its own problem, as nearly 200 of its pupils, children of foreign parentage, annually work in the beet-fields of Colorado and Wyoming from May to November. They do not advance in their grades so rapidly as children who have the benefit of nine months' schooling each year, but they do make two grades in three years.

### Miniature Self-Governments

Many of the schools are miniature municipal and national governments in themselves. At the Byers and Corona Schools the conduct of pupils in halls, yard, athletic grounds, and schoolroom is looked after by the city councils of these schools. The youths who are the mayors of their respective schools are not only fine students, but are recognized as authorities on school government by their fellows. The Alcott School has its "council of justice," which meets weekly to take care of the disciplinary affairs of the school.

The pupils of Columbian School, eighth grade, use "The City of Denver" as a supplementary text-book in their study of civics.

The Emerson School grammar grades annually form in constitutional convention, establish a congress, with house of representatives and senate, and conduct school affairs and study United States history at the same time.

### Supervisors

Music, drawing, sewing, manual training, penmanship, and physical culture are under the supervision of trained experts, who give their whole time to directing the work of the competent corps of teachers of the Denver schools.

### Art in Denver Schools

The fact that Denver was one of the six metropolitan cities requested by the International Congress on Art Education to send an exhibit of her school children's work to the Dresden exhibit, in August of this year, shows the high character of the drawing work done here. The plan of work exhibited by our supervisor, Charles M. Carter, received remarkable praise from many of the leaders in art education in Europe. The whole arrangement of work which was exhibited at the European convention illustrated the correlation of art and industry in the Denver schools.

### Manual Training Popular

The work of the grades in manual training has already proved its efficiency. The yearly cost per pupil in all departments of manual instruction is \$3.83. During the course of their instruction, pupils learn to make their tools, T-squares, drawing-boards, and triangles. In addition to making many articles for their homes, they make annually \$1,000 worth of furniture for the schools. Some of the articles made by the sloyd classes in the thirty-five school shops for the use of the schools would cost \$50 each at retail.

### Night Schools

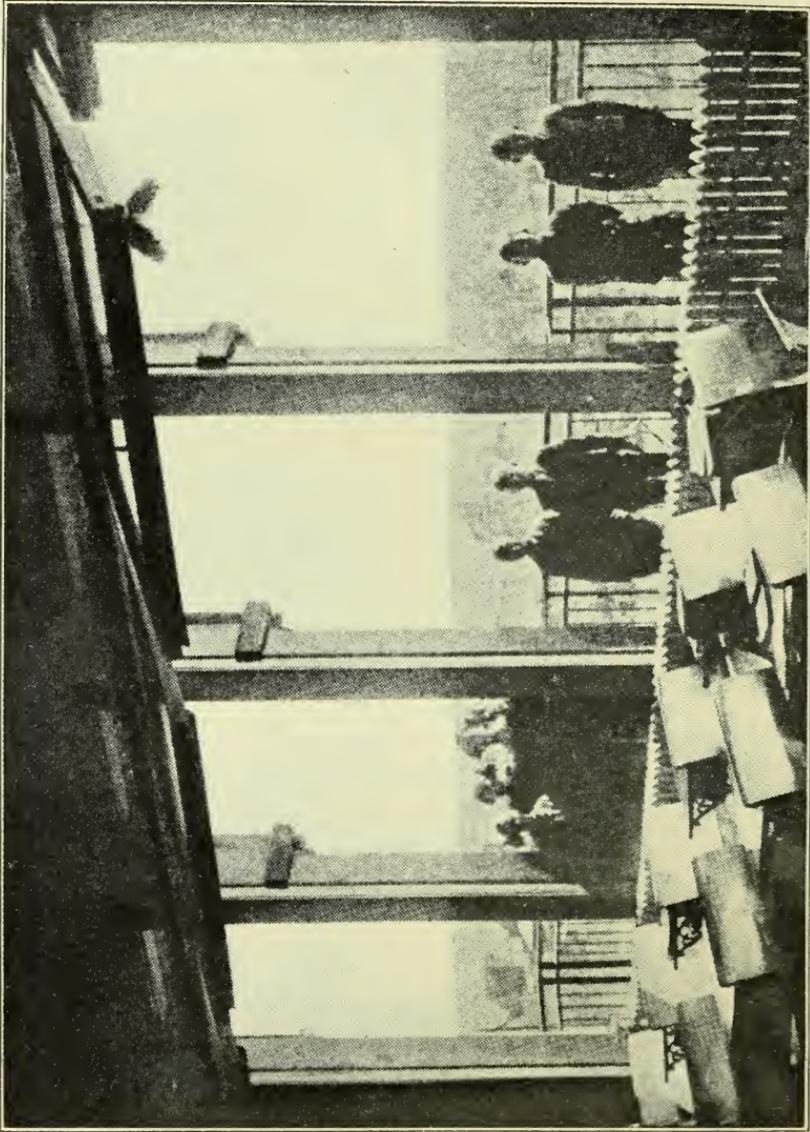
The night schools, both high and elementary, are very popular, and are doing a great work both for children and adults. The work is graded carefully and can be followed from year to year. The vocational work aims to fit definite needs. The high-school work is given at the East Side High School; the elementary work, at the Longfellow Technical. (See Special Report.)

### Domestic Science for the Girls

There are a dozen domestic-science laboratories in the various grade and high schools, with most up-to-date equipment. Each laboratory accommodates from twenty-four to forty pupils, ranging from seventh-graders to adults, who attend the night

UNIVERSITY OF ALABAMA LIBRARY





OPEN-AIR SCHOOL, DENVER

schools. The latter classes meet bi-weekly, and the number of commercially employed women and girls and mothers of families who wish to know something scientific regarding food combinations and values, and fundamentals of housekeeping, is constantly increasing.

The sewing classes for girls have the same range, and their work is practical in the extreme, as well as artistic. This branch is taught from the third grades through the elementary, high, and night schools. This is the fourteenth year that this branch of domestic science has been taught in the Denver schools. Excepting a few of the smaller buildings, all of the schools are equipped with sewing-machines, and the larger girls make garments on them. The per capita expense for the teaching of sewing is 42 cents, and 7,500 girls of the public day schools receive weekly instruction. The district furnishes the sewing material, with the exception of the full-sized garments and Christmas gifts.

Geography, as taught in the Denver schools, keeps pace with all other progress in the fundamentals. The Alcott and Corona Schools have stereopticon lectures in their spacious auditorium, each of which holds 800 people. Commercial geography, which includes trips of investigation, surely teaches a more practical knowledge than endless text-books. The Clayton School will test during 1913 the value of the kinoscope for instruction purposes.

Nature-study is another feature of work which appeals especially to the city child, and which correlates admirably with his art work.

### Public Free Evening Schools

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Mrs. Wixson: I have the honor to present to you a brief account of the work of the public free evening schools of Denver.

The work of these schools falls into three general divisions:

1. Helping to complete the education of boys and girls who have left the day schools before finishing the regular course.
2. Teaching English to foreign-speaking people, chiefly adults.
3. Giving technical instruction in special subjects.

The work offered in our elementary grades is similar to that of corresponding grades in the day school, and it is possible for the boy or girl who has been compelled from force of circumstances to go to work in a shop or a factory to continue his education in the evening schools. The work of assisting these boys and girls is the most difficult part of evening-school work; for the young and active boy or girl will not add an evening of study to a day of labor unless the work is made interesting and valu-

able. Every effort is being made to give this class of pupils the best instruction and the best course of study. The course of study is taken up systematically from the fifth grade, and upon the completion of the work of any grade a certificate of advancement is given the pupil. Ungraded classes are arranged for adults who have had little or no education.

The foreign-English department of the school is a real "melting-pot." Here are found representatives from fifty different nations, trying to acquire a working knowledge of their adopted tongue. They recognize its value in their daily lives. The majority of those who come to us are from the intelligent and better class of foreign-speaking people. Many of them have been well educated in their mother-countries and wish to master the English language. They realize that they must have this knowledge, if they are to make the best use of their ability and attainments. The illiterate class of foreign-speaking people find it difficult to get work without, at least, enough English to understand the orders of their foreman.

The evening school furnishes an opportunity for both these classes. Books adapted to the use of the foreign-speaking people are furnished by the Board of Education. These books contain subject-matter of intrinsic value, but of simple language.

Many special subjects are offered in the evening schools for the benefit of persons employed during the day.

#### DOMESTIC SCIENCE

It is the purpose of the instruction in this department to interest the girls in home life and real home-making, and to train them to manage simple homes in a capable manner. The classes are composed of girls who desire a knowledge of cooking and serving, and who wish to learn something regarding food combinations and food values. They are taught the worth of economy. The high cost of living has had its effect on work of the evening school; for special attention is given to the preparation of appetizing and nourishing dishes from inexpensive materials.

#### SEWING

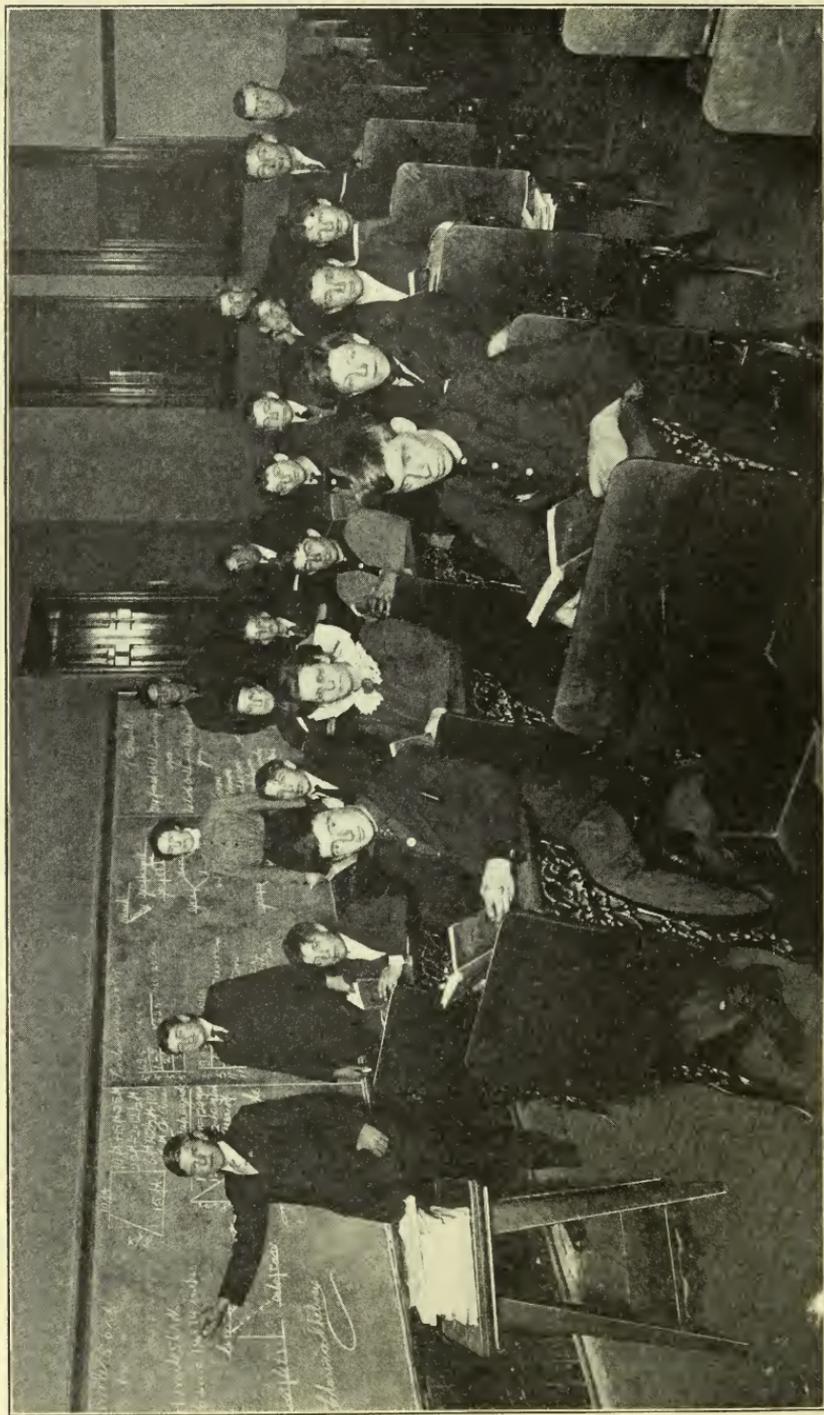
The course in sewing includes instruction in hand-sewing as well as the use and care of the machine. Exercises are given in the cutting and fitting of garments. The students in this department furnish their own materials, and the garments are constructed under the guidance of skilled instructors.

#### MANUAL TRAINING

Manual training in the evening schools is designed to enable boys and young men to acquire a certain amount of mechanical industry and skill. The students are interested in making all kinds of articles from wood. During the year they make tool-

UNIVERSITY OF ILLINOIS LIBRARY





PART OF EIGHTH GRADE, CLASS 1911  
Free Public Evening School, Thirteenth and Welton Streets, Denver, Colorado

chests, hat-racks, umbrella-stands, book-cases, cabinets, tables, stools, and table-lamps.

## ELEMENTARY SCIENCE

The aim of this class is to give its members an understanding of the elements of electricity and magnetism. They also devote some time to various phases of mechanics and to shop problems. They become familiar with the processes of polishing and etching on various metals; and also with the manufacture of the different gases. Their work is most practical in its nature.

That the evening school fills a great need is shown by its own history. The central evening school was opened in the fall of 1905. The first year it had an enrollment of 485 pupils. Last year there were enrolled 1,889 pupils in the evening schools of this city.

In the fall of 1906 I organized a high-school department, with twelve students. We offered them three high-school subjects—English, algebra, and Latin. By the end of the third year nearly 500 students were enrolled in this department, and it was decided to open the East Side High School building for evening high-school work, with Mr. J. B. Garvin principal. This school has now passed the 700 mark. Several complete courses are given. The commercial and the mechanical drawing courses have been especially popular.

The interest manifested by the citizens of Denver has been most gratifying. Many business and professional men and women visit the school, and they are favorably impressed both with the scope of the work and the earnestness of the pupils.

I am

Very cordially yours,

NEPPA HOLLIDAY,  
Principal Longfellow Evening School.

## EXAMINATIONS—BAR

### Scholastic Examination—Bar

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, 1908, make the following provision:

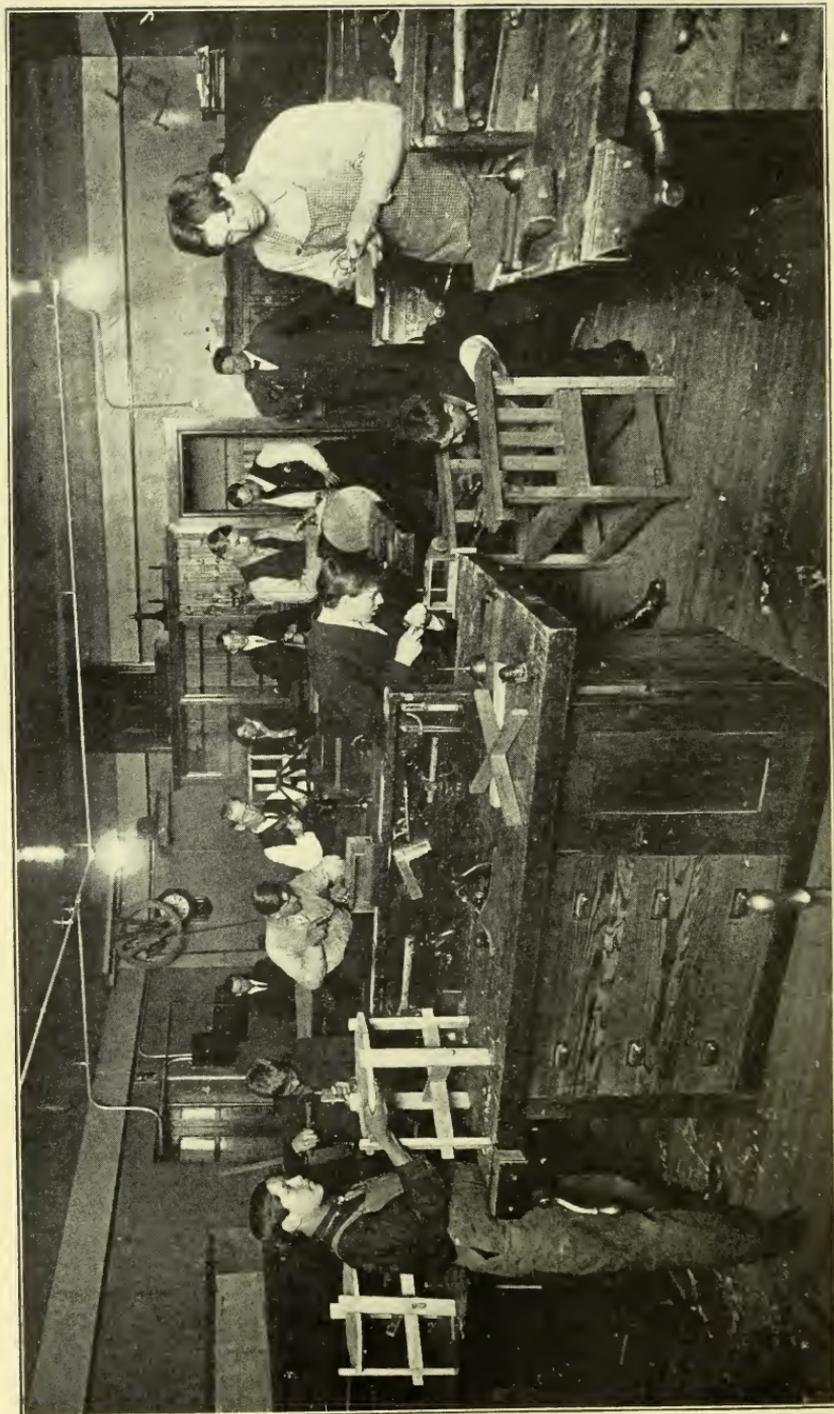
“(c) Applicants who are not members of the bar, as above prescribed, shall present a thirty-count certificate from the regents of the University of the State of New York, or shall satisfy said committee that they graduated from a high school or preparatory school whose standing shall be approved by the committee, or were admitted as regular students to some college or university, approved as aforesaid, or before entering upon said clerkship 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.”

Those desiring to take this examination must notify the state superintendent of public instruction at least thirty days previous to the regular county examination, giving their full name and address, and the county in which they wish to take the examination.

NOTE TO APPLICANTS.—The written answers to the questions in English literature, civil government, general history, history of England, and history of the United States will be examined and marked as to spelling, grammar, composition, and rhetoric.

UNIVERSITY OF ALLIED KINGDOMS





CLASS IN CABINET-MAKING  
Free Public Evening School, Thirteenth and Welton Streets, Denver, Colorado

## PRELIMINARY BAR EXAMINATION

AUGUST 15 AND 16, 1912

Prepared by HELEN M. WIXSON,  
 Superintendent of Public Instruction, Denver, Colo.

## First Session

## UNITED STATES HISTORY

1. What conditions in Europe caused the early explorations in America?
2. What social, political, or religious reasons were responsible for the founding of Georgia, Rhode Island, New Jersey, Maryland?
3. Show that the years 1783-1787 are properly called the "critical period" of American history.
4. Show the relations between the annexation of Texas and the slavery question in the United States.
5. Discuss two political questions of importance on which the Democratic and Republican parties now disagree.

## ALGEBRA

1. Find the H. C. F. and L. C. M. of  $2x^3 - 6x^2 + 5x - 2$ ;  $8x^3 - 23x^2 + 17x - 6$ .
2. Factor:  $(x-y)^2 - b^2$
3. Add:  $\frac{x}{x-1} - 1 - \frac{1}{x^2-x} + \frac{1}{x}$
4. Simplify:  $\left(\frac{a^2 - 2ab + b^2 - c^2}{a^2 + 2ab + b^2 - c^2}\right) \left(\frac{a+b-c}{a-b+c}\right)$
5. Simplify:  $\frac{2m+n}{m+n} - 1$   

$$1 - \frac{n}{m+n}$$
6. The sum of two numbers is 126, and if the greater is divided by the smaller, the quotient is 3 and the remainder 10. Find the numbers.
7. Solve, using the three methods of elimination:  

$$\begin{aligned} 3x + 7y &= 50 \\ 5x - 2y &= 15 \end{aligned}$$
8. Expand:  $(a+b)^6$

## Second Session

## CIVICS

1. How and where are the members of the General Assembly of the State of Colorado chosen? How and when are United States representatives chosen? How many from Colorado?
2. What is meant by "eminent domain"? By the "recall"?
3. What is meant by a commission form of government?
4. It is desired that every teacher in Colorado should receive at least \$50 a month. Give all the steps in the enactment of such a law.
5. Explain the term "congressman at large." What is a congressional district?

## ENGLISH LITERATURE

1. Quote from four of the following: Lowell, Whittier, Burns, Pope, Milton, Emerson.
2. Mention two standard works you have read in each of the following departments of literature: fiction, criticism, oratory, drama, history.
3. Speak of Samuel Johnson as to (a) works, (b) character, (c) personal peculiarities, (d) biography.
4. Of what school of writers was Thoreau the forerunner? Name two later authors who have written works similar to Thoreau's.
5. What is Shakespeare's ideal of a king as expressed in the play of "King Henry V"?

## ENGLISH HISTORY

1. What were the effects of the Norman Conquest on race government of England, language, architecture?
2. Compare (a) the House of Commons with our national House of Representatives, (b) the House of Lords with our Senate.
3. (a) What king granted the Magna Charta? (b) Tell something of the quarrel that led to its passage.
4. (a) Did the Bill of Rights enact new principles? (b) By what right did England gain Australia?
5. Give four leading issues in England today.

## Third Session

## GENERAL HISTORY

1. Give a short account of the repeal of the common laws in England.
2. What are some of the marked characteristics of Egyptian civilization?
3. Contrast the Hebrew and Greek civilizations.
4. Tell how England obtained political control of India.
5. Name ten persons, representing as many different nations, who have been prominent in political affairs within the last century.

## GEOMETRY

(Answer any five)

1. Define angle, line, point, surface, solid.
2. Between two points but one straight line can be drawn. Demonstrate.
3. The diagonal of a parallelogram divides it into two equal triangles. Demonstrate.
4. The diagonals of a parallelogram bisect each other. Demonstrate.
5. The diameter is the longest chord that can be drawn in a circle. Demonstrate.
6. An inscribed angle is measured by one-half the intercepted arc. (Three cases.) Demonstrate.
7. The perpendicular drawn from the vertex of an isosceles triangle bisects the base and vertex angle. Demonstrate.

## RULES GOVERNING THE COUNTY EXAMINATION OF TEACHERS

Examinations for teachers' certificates occur the third Thursday and Friday of December, March, and August at the different county seats.

1. The examination questions are prepared by the state superintendent of schools and forwarded to the county superintendent in sealed envelopes. The different sessions are indicated

on the envelopes. The county superintendent should break the seal of each section at the opening of the session for which it is prescribed and in the presence of all applicants.

2. Upon the request of five or more teachers who reside remotely from the county seat, the county superintendent may select some convenient place and appoint a deputy to conduct the examination. The state office should be notified in ample time, in order that supplies may be sent.

3. County superintendents should give due notice of the date, place, and hour of examination. Paper of uniform size will be furnished by the county superintendents.

4. The law provides that an applicant for a teacher's certificate must not be less than eighteen years of age.

5. An envelope with a number is given each applicant at the beginning of the examination; also the "Statement of Applicant" blank. After filling out this blank, it is placed in the envelope and sealed. The applicant is known during the examination by the number on the envelope, and this number should appear on all papers submitted by him.

6. If the applicant desires certificate issued in another county, he should state such fact on the Statement Blank, and the county superintendent should forward his examination papers to the county named for grading.

7. Applicants should not be allowed to take any part of the examination except at the time designated. Private examinations are not lawful.

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. 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.

10. Not more than two certificates of the third grade shall be issued to the same person. Consult Third Grade Lists issued by the state superintendent of public instruction.

11. Applicants for certificates of the first grade shall have taught successfully for at least twelve months.

12. Registration fees and "Report of County Examination of Teachers" must be forwarded to the state superintendent of public instruction within three weeks following the examination.

13. Applicants who fail should be sent a "Statement of Standing" in each subject.

14. The 5 per cent allowed an applicant for a teacher's certificate on account of attendance at a normal institute means a straight 5 per cent of 100, and not 5 per cent of the general average; for otherwise one teacher would receive more credit than another for attending such institute, which is not the intent of the law.

Certificates issued in other states may be indorsed in Colorado, in case of an emergency, until the next regular county examination of teachers, provided such certificates are in force at the date of such indorsements.

## COUNTY EXAMINATION OF TEACHERS FOR FIRST, SECOND AND THIRD GRADE CERTIFICATES

AUGUST 15 AND 16, 1912

Prepared by HELEN M. WIXSON,  
Superintendent of Public Instruction, Denver, Colo.

NOTE.—Spelling to be marked from all papers; penmanship marked from paper on theory and practice.

### First Day—A. M.

#### THEORY AND PRACTICE

1. Give the names of the Reading Circle books for 1911-1912. Give one thought that strongly impressed you from each book.
2. Explain why a teacher should avoid asking pupils questions that can be answered by yes or no.
3. Express your ideas fully with reference to the most efficient temperance and moral instruction in the public schools.
4. Give two or three ways by which the teaching of geography may be vitalized.
5. Discuss plans for securing full and regular attendance at school.

#### GRAMMAR

1. Indicate by example the different uses of "what" and "as."
2. Illustrate by sentence the difference between—
  - (a) The direct and indirect object.
  - (b) The indicative and subjunctive mood.
  - (c) The simple and compound predicate.
3. Analyze the following sentence:  
"They believed that whoever had incurred the displeasure had deserved it."  
Parse "whoever."
4. Define and classify conjunctions. Give an example of a conjunctive adverb.
5. What is the value of dramatizing in language work?
6. Define inflection, comparison, declension, ellipsis, pleonasm.
7. In what respects are the adjective and the participle alike? In what different?

8. Insert in each of the blanks the proper form of the verb "be," and give reason for your choice.
- The committee\_\_\_\_\_discharged.  
 I know you\_\_\_\_\_there.  
 Each of the sisters\_\_\_\_\_beautiful.  
 Neither Fred nor his sister\_\_\_\_\_there.  
 Tom and his sister\_\_\_\_\_there.
9. Define complex sentence. Give example. Diagram or analyze the sentence given.
10. Write a paragraph of eight lines or more upon the proper observance of the Fourth of July.

### First Day—P. M.

#### GEOGRAPHY

- Name the chief things that will be exported from the United States through each of the following ports: (a) New York, (b) New Orleans, (c) San Francisco. (d) Name the imports through the above ports.
- Show how the climate of the United States influences and affects the occupations of its people.
- Give some influences that the Appalachian Mountains have had on American history.
- Describe the conditions that produce fog.
- What portion of the human race lives in China? What nation controls most of China's foreign trade? Write of the government of China.
- Define erosion, a cave, a mineral spring, the formation of salt lakes, glacial drift.
- Mention five forces that are at work altering the surface feature of the earth.
- What aids are available in making distant places and people real to the child?
- Locate the following cities, and state a fact of interest concerning each: Quebec, Manila, The Hague.
- Explain how the Great Lakes and the Mississippi River have influenced the development of the Mississippi Valley and the Great Plains country.

#### SCHOOL LAW

- Discuss the duties of teachers of public schools relative to the following: physical examination of children; school registers; reports; instruction in regard to alcoholic drinks and narcotics; humane treatment of animals.
- Who are entitled to vote at a school election?
- What powers and duties has the superintendent of public instruction with relation to the following:
  - Teachers' examination?
  - Indorsement of certificates?
  - State Board of Education?
- The law provides that the first eight grades must be taught in at least one public school in each school district. How are these schools supported? Name the three kinds of high schools provided by law.
- Give five provisions of the Child Labor Law.

#### CIVIL GOVERNMENT

- Why should a pupil be personally interested in protecting school property or other public property from injury?
- Describe some method by which pupils may be made to feel that they are citizens, with the rights and duties of citizens.
- Who have control over the making and repairing of the county roads in your community? What effect do the road conditions have on the life of the farmer?

4. What are the principal features of these governments: (a) limited monarchy; (b) aristocracy; (c) democracy; (d) republic; (e) absolute monarchy?
5. What is meant by free trade? Protective tariff? Income tax?
6. Explain the importance to a government of (a) the power to levy taxes; (b) the right of eminent domain.
7. State four important facts that pupils should learn in regard to the post-office.
8. (a) Why have we two houses of Congress? (b) What *exclusive* powers are exercised by the Senate? (c) By the House?
9. Who are the president's closest political advisers? How are they chosen?
10. What is the "electoral college"? How is it constituted?

## Second Day—A. M.

### ARITHMETIC

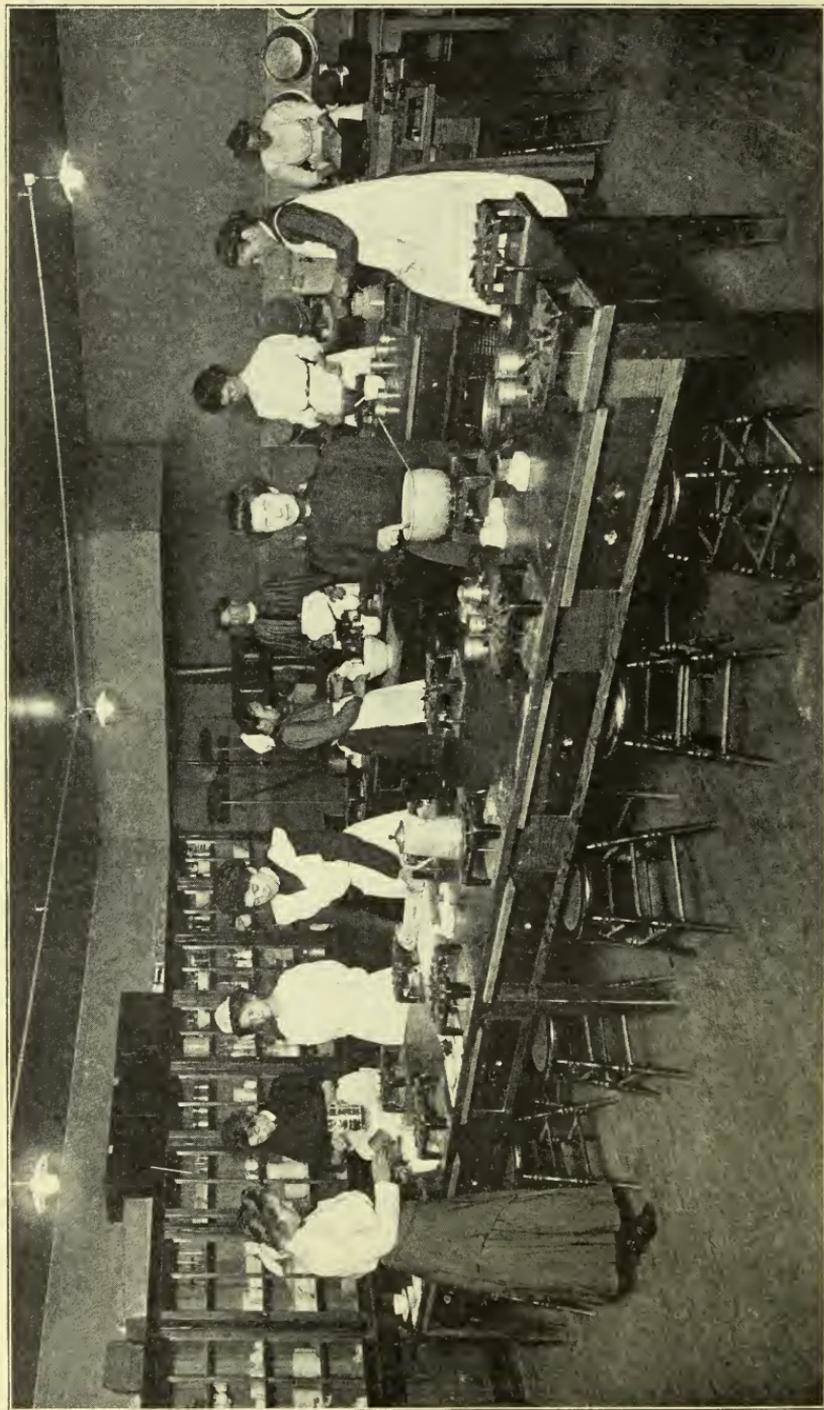
1. Two fields have each an area of 4,750 square rods. One is 40 rods wide and the other 50 rods. What is the length of each? The perimeter?
2. A schoolroom is 30 feet long, 20 feet wide, and 15 feet high. If it is occupied by 29 children and the teacher, how many cubic feet of air are allowed to each? If 2,400 cubic feet of fresh air per hour should be allowed to each person, how many times an hour should the air be changed?
3. I own a house which I rent at \$25 a month. My taxes are \$50 a year, my repairs \$50, and my insurance \$10. Would it be better for me to sell the house for \$5,000 and invest the money at 4 per cent, if my taxes would then be reduced to \$10? What is the difference in income?
4. A commission merchant sold a consignment of goods, paid freight charges and drayage to the amount of \$39.85, retained his commission of 8 per cent, and sent the remainder, which was \$1,685.15 to his principal. (a) What was the amount of the sales? (b) What was the agent's commission?
5. What list price will give a net price of \$113.40 when discounts of 30 per cent, 10 per cent, and 10 per cent are made?
6. A farmer bought a hay press, agreeing to pay for it in six months with 5 per cent interest on the purchase price. When the money became due, it took \$491.20 to settle the bill. What was the purchase price?
7. A poultry-raiser paid out for food for 350 hens during the first four weeks of December, \$30.05. He sold 732 eggs at 29 cents a dozen during the first two weeks, 564 eggs at 36 cents a dozen during the third week, and 648 eggs at 31 cents a dozen the fourth week. His receipts were what per cent greater than the cost of the feed?
8. A piston of an engine has an area of 175 square inches. Required, the diameter of the piston.
9. The area of a square is 37 square feet. Find to two decimal places the length of one side.
10. (a) Given the altitude and the radius of the base of a cylinder, how would you find the volume?  
(b) If you know the amount of tax to be raised and the total assessed valuation, how do you find the tax rate?  
(c) If you know the difference in time between two places, how do you find the difference in longitude?

### PHYSIOLOGY

1. What provision is made in the bones to secure lightness?
2. Describe the lungs as to position and the work they perform.
3. Define stimulant. Define narcotic.
4. Give hygienic reasons for breathing through the nostrils rather than through the mouth.
5. Through what does the blood flow in its passage from the right ventricle to the left auricle?

UNIVERSITY OF ILLINOIS LIBRARY

*1900*



COOKING CLASS

Free Public Evening School, Thirteenth and Welton Streets, Denver, Colorado

6. What is the purpose of perspiration?
7. How does alcohol affect the capillaries of the skin? The mucous membranes of the stomach?
8. (a) Name some common means by which communicable diseases are spread. (b) Name five ways in which the health of school children should be cared for.
9. (a) Give some good rules as to the use and care of clothing. (b) State the things necessary to observe in bathing.
10. Describe the eye, giving the functions of each part, and the hygienic precautions in regard to the eyes of pupils.

## Second Day—P. M.

### READING

NOTE.—Questions 1 and 2 are taken from one of the reading circle books, "A Short Introduction to the Literature of the Bible."

1. Show what is to be gained by a literary study of the Bible, using some particular part as an illustration.
2. State briefly what is necessary to a correct interpretation of Revelation. Show briefly how Revelation binds a long succession of books, by so many authors and of so many pages, into a unity.
3. What use do you make of story-telling and dramatizing? What results do you secure through the use of them?
4. Mention a primary reader planned to assist in the mechanics of reading. What are the methods employed in such reader?
5. In blackboard work for beginners, what words should you use? Why? About how many words should pupils finishing the first year know?

### NATURAL SCIENCES

1. In what way are nature and geography closely interwoven? Which would you teach, principally, in the first four grades?
2. Discuss different means used in first and second years to lead the pupils to know of other countries and peoples. Mention some book or books good to read to them on such questions.
3. Give the life-history of the butterfly.
4. Do all plants like or need the same kind of soil? What was soil originally, and what caused the transformation?
5. What is climate? Where is it warmer, near to or far from the ocean, and why? Mention two kinds of trees which keep their foliage during the winter.
6. Mention our birds which migrate.
7. Upon what does the distribution of rain depend? How are clouds formed?
8. Name five important food plants of the world, and tell where each is cultivated extensively.
9. How would you present the subject of seed-dispersion to a class?
10. Name some benefits derived from the study of elementary agriculture.

### HISTORY

1. What caused the trouble in Mexico that we have been reading about for some time?
2. What application of the Monroe Doctrine was made by our government to Mexican affairs at the close of the Civil War?
3. The emperor of what country died last month? Name two wars in which his country was engaged during his rule. What do you think of him as the ruler of a country?
4. When was Colorado admitted as a state? Who was president then? Name the present governor of Colorado.
5. State under whose administration the following events occurred: Louisiana Purchase; the War of 1812; Florida Purchase; the Mexican War; the adoption of the fifteenth amendment to the Constitution.

6. Name some great inventions that have improved our civilization. Name some great schools of learning that have influenced our national growth.
7. What was the object of the Lewis and Clarke expedition? When and by whom was it sent out?
8. Mention two important results:
  - (a) Of the French and Indian War.
  - (b) Of the American Revolution.
  - (c) Of the Mexican War.
  - (d) Of the Civil War.
9. Discuss two political questions of importance on which the Democratic and Republican parties now disagree.
10. Assume that a class is about to begin the study of the discovery of America. Briefly indicate the important preliminary work to be done.

## EXAMINATIONS—DENTAL

### PRELIMINARY EXAMINATION—DENTAL

NOTE.—Each student seeking admission to any college of this association shall have completed an accredited high-school course, or shall successfully pass an examination the equivalent of such high school course.

This examination and the examination and verification of all certificates shall be conducted by a state superintendent of public instruction, or his appointee.—National Association of Dental Faculties; examinations conducted by Dr. A. J. Fynn, Longfellow Technical High School, Denver, Colo.

### ARITHMETIC—1912

1. Multiply .0097 by .000125.
2. Divide 9811.0047 by .325947.
3. Divide 216 into 3 parts proportioned as 2, 3, 4.
4.  $\frac{4\frac{2}{3} \times 5\frac{1}{2} \times 8}{28\frac{1}{2} \div 7\frac{1}{8}} = ?$
5. If  $\frac{9}{16}$  of a sawmill is worth \$631.89, what is  $\frac{5}{14}$  of it worth?
6. What will it cost to build a wall 240 feet long, 6 feet high, and 3 feet thick, at \$3.25 per 1,000 bricks, the size of each brick being 8 inches by 4 inches by 2 inches?
7. A and B entered into partnership. A furnished \$240 for 8 months, B \$560 for 5 months. They lost \$118. How much did each lose?
8. A house valued at \$3.240 is insured for  $\frac{2}{3}$  of its value at  $\frac{3}{4}$  per cent. What is the premium?
9. What is the interest on \$125.50 for 7 months and 10 days at 7 per cent?
10. Two men start from the same point, one traveling 52 miles north and the other 39 miles west; how far apart are they?

### UNITED STATES HISTORY—1912

1. Name five influences in the Old World that distinctly contributed to the discovery of America.
2. Write about the general appearance, character, religion, social life, and war methods of the American Indians.
3. Name three Spanish and two French discoverers, giving the section of country which each explored.
4. With which colony do you associate each of the following: disfranchisement of the Catholics, the Starving Time, banishment of the Quakers, Pequod War, execution of Leisler?
5. With which colony was each of the following men associated: Clayborne, John Wesley, Wouter Van Twiller, Captain John Mason, William Bradford?

6. Name five important events between the beginning of Washington's and the end of John Quincy Adams' administration.
7. Discuss the causes, commanders, principal events, and results of the Mexican War.
8. What were the causes and the results of the Civil War?
9. Name ten great national events since our Civil War, and state why each is important.
10. Whom do you consider our five greatest presidents, and why?

## GEOGRAPHY—1912

1. Where in the north does the sun shine directly down upon the earth the twenty-first of June, and where in the south the twenty-first of December?
2. At Cape Horn, is there any difference in length between the degrees of latitude and longitude, and why?
3. Are the following north or south of the Equator: Gulf of California, Black Sea, Mozambique Channel, Japan Sea, Strait of Magellan?
4. In what general direction do the following rivers flow: Orinoco, Mackenzie, Lena, Niger, Rio Grande?
5. Name a country bordering on the northern part of each of the following: Italy, Greece, China, England, Chile.
6. Through what waters would you sail in going from Galveston to Naples?
7. Name the capital cities of California, Indiana, Kansas, Louisiana, Maryland, Massachusetts, New York, Oregon, Utah, Virginia.
8. Name five states that border on the Great Lakes.
9. Name a great industry of California, Colorado, Florida, Iowa, Massachusetts, Minnesota, North Dakota, Pennsylvania, Texas, Virginia, not naming the same industry for any two states.
10. Name ten counties of Colorado, and ten important cities.

## GRAMMAR—1912

1. Define or explain the following: grammar, parts of speech, sentence, synopsis, inflection.
2. Write the plurals of agent, axis, focus, wharf, phenomenon.
3. Give a synopsis of the verb "sing," through the various tenses of the indicative mood third person plural.
4. In the following stanza, name and explain the uses of the various punctuation marks:
 

"What do you here, my friend?" The man  
Looked first at me, and then at the dead.  
"There is a portrait here," he began—  
"There is. It is mine," I said.
5. In the stanza above, name the part of speech of each word, and also name parts of speech which are not found.
6. In the same stanza give the person, number, gender, and case of each pronoun.
7. In the same stanza name the principal parts of each verb and its subject, expressed or understood.
8. Write a simple declarative sentence; a simple imperative sentence; a complex interrogative sentence; a complex declarative sentence with three phrases; a compound declarative sentence containing a subordinate clause.
9. If the following sentences are wrongly constructed, correct them and explain your corrections:
  - (a) Him that is studious will improve.
  - (b) Whom do men say that I am?
  - (c) The president or secretary will favor us with their presence.
  - (d) There's ten of us going.
  - (e) He will never be no better.
10. Write a list of ten words commonly used as prepositions.

## PHYSIOLOGY—1912

1. Define the following terms: anatomy, aorta, femur, pylorus, vertebra.
2. Write about the parts and general structure of the arm from shoulder to finger-tip.
3. Describe the structure and uses of the skin.
4. Describe scientifically a burn and a cold.
5. Give a classification of foods, and explain the physical necessity of each kind.
6. Give the number, kinds, and general arrangement of the permanent human teeth.
7. Name the digestive organs, and state the functions of each.
8. Discuss the evils resulting from rapid eating.
9. Discuss the sense of taste.
10. Describe reflex action.

## CIVICS—1912

1. Cite points of difference in which the national Constitution was an improvement over the Articles of Confederation.
2. Discuss the president's cabinet.
3. What are the duties of ambassadors?
4. Describe the commission form of government.
5. Explain why in business our paper dollar is as valuable as our silver one.
6. Describe the Supreme Court of the United States.
7. What books, outside of text-books, would you especially recommend to a foreigner who wishes to become acquainted with the workings of our government?
8. What are the principal issues in the present presidential campaign?
9. Describe how a new law is made in Congress.
10. Give reasons why taxes are levied, name the various kinds of taxes, and state ways in which they are used.

## PHYSICAL GEOGRAPHY—1912

1. Name three sections of coast in North America noted for broken shorelines, with numerous islands and inlets.
2. In what parts of Africa, Europe, and North America are their lowlands?
3. Contrast the geographical features of Florida with those of Maine.
4. Name the highest mountain ranges of Asia, Europe, and South America, naming the part of the country in which each is situated.
5. Locate five important drainage systems of North America.
6. In passing around the world on the Arctic Circle, name ten kinds of wild animals that you would find on land and in the sea.
7. Draw a diagram showing how a natural spring is formed.
8. Write what you can about Great Salt Lake.
9. Describe land and sea breezes.
10. In what parts of the world do you find volcanoes most numerous?

## ORTHOGRAPHY—1912

1. Define the following: a letter, a syllable, a word, a diphthong, a consonant.
2. Give five rules or principles to be observed in the use of capital letters.
3. Give two rules for spelling.
4. Construct five sentences, using in each a synonym for the following words: angry, crest, certainly, deliver, transport.
5. Separate the following words into syllables and mark the syllables accented: bountiful, edification, excommunication, mercenary, perpendicular.
6. State two uses of the hyphen.
7. Correct the spelling of the following words: cieling, clif, difering, knitting, occuring, peacable, receed, redeam, succede, sentament.
8. Write abbreviations for twenty states west of the Mississippi River.

9. Write correct abbreviations for the following: anatomy, barrel, Charles, governor, James, lieutenant, mountain, North America, recording secretary, all correct.
10. Spell the names of twenty kinds of fruit.

ALGEBRA—1912

1. Write illustrations of the following: a monomial, an exponent, a coefficient, the sign of inequality, the symbol used to indicate cube root.
2. Reduce to simplest form the following:  $x^2 - \{3x^2 - (2x^2 + 1)\}$
3. Perform division required, and reduce to lowest terms:

$$\frac{x^2 - 1}{x^2 - 3x + 2} \div \frac{x - 1}{x - 2}$$

4. Solve:  $\frac{x - 2}{x^2 - 4} = \frac{2}{x - 2}$

5. A freight train consisted of 48 cars. The number of closed cars was 6 more than twice the number of open cars. How many of each were there?

6. Find values of x and y in the following:

$$\frac{6}{x} + 5y = 18$$

$$\frac{8}{x} - y = 1$$

7. Simplify:  $\frac{\frac{1}{x - y} - \frac{1}{x + y}}{\frac{y}{x - y}}$

8. Solve:  $\sqrt{6 + 10x - 3x^2} = 2x - 3$

9. Solve:  $\begin{cases} x^2 + y^2 = 25 \\ xy = 12 \end{cases}$

10. Solve:  $\begin{cases} x^2 - y^2 = 16 \\ x - y = 2 \end{cases}$

EXAMINATIONS—HIGH-SCHOOL TEACHERS

Teachers' High-School Certificates

In the first-class districts (over 1,000 school population) the board of directors has the power to issue certificates without examination to high-school teachers who hold satisfactory evidence of adequate training for the work they are to do. In all other districts a teacher of high-school branches must hold a county certificate, and also a teacher's high-school certificate covering the high-school branches that he is to teach.

A certificate is not required of persons employed to teach either music, drawing, or languages only.

NOTE.—Before taking this examination, every applicant is required to pay a fee of one dollar to the county superintendent. (See sec. 174, S. L. A., 1912.)

COUNTY EXAMINATION OF TEACHERS FOR HIGH-  
SCHOOL CERTIFICATES

AUGUST 17, 1912

Prepared by HELEN M. WIXSON,  
Superintendent of Public Instruction, Denver, Colo.

First Session

ASTRONOMY

(Answer any eight)

1. Define astronomy. What is the zodiac? Name the signs.
2. Define horizon, altitude, azimuth, amplitude, right ascension and declination.
3. Name the planets, and define parallax.
4. Define zenith and nadir. Sidereal day and solar day.
5. Explain a lunar eclipse, illustrating with a diagram.
6. Discuss sun-spots. Explain libration.
7. Define meteor, comet, spectroscope, nebulae, and synodical month.
8. What is the harvest moon? Explain the moon's phases.
9. Discuss the nebular hypothesis.
10. Give a brief history of Halley's comet.

PHYSICS

(Answer any seven)

1. Define energy, force, work, heat, calorie.
2. Give history of "metric system."
3. What is Pascal's law?
4. Who was Archimedes? Joule? Kelvin? Faraday?
5. What is the law of the lever? Give and explain three kinds of levers.
6. Where must a load of 120 pounds be placed on a stick 15 feet long, if the man who holds one end is to support 40 pounds, while the man who holds the other end supports 80 pounds?
7. A body weighs 6 pounds when placed on one end of a false balance, and 24 pounds when placed on the other. Find true weight of the body.
8. Give laws governing vibrations of strings.
9. How would you construct the Daniell cell?
10. Discuss "color." How are rainbows formed?

CHEMISTRY

1. Distinguish between physical and chemical change.
2. What are bases? Salts? Acids?
3. Define oxidation, valence, element, atom, oxide.
4. How is oxygen prepared in the laboratory? Hydrogen?
5. Give some commercial uses of chlorine.
6. What is Avagadro's law?

ZOOLOGY.

1. Define zoology, and state its place among related sciences.
2. Define biology, and describe its scope.
3. What specimens may be secured and studied as typical of each of the following branches: annulata, arthropoda, mollusca, vertebrata?
4. Give a full zoological description as to form, structure, and habits of the deer.
5. Explain the geographical distribution of animals.
6. Compare *fishes* and *birds* with respect to blood, heart, respiration, covering, reproduction.

## GEOLOGY

1. Name a sedimentary rock, an igneous rock, and a metamorphic rock.
2. What is the nature of the rocks in the Archean age? What fossil marks this age? Where do you go to find Archean formation?
3. Give a classification of the Mesozoic age. Where must you go to find these formations? Name three of the largest animals of this age.
4. Give the classification of the Cenozoic time. Tell where you will find Tertiary formations.
5. When you visit a strange locality, how can you tell what geological formation you are on? What are probably the oldest rivers in the world?
6. Tell in what ages the systems of mountains were made. Which are the oldest and which are the youngest?

## Second Session

## BOTANY

1. Name three purposes that leaves may serve.
2. A grain of wheat and a clover seed are placed in soil possessing favorable conditions for growth. Describe the germination and rise of the plantlet through the soil in each case.
3. What is inflorescence? Name five types.
4. What is an imperfect flower? Give an example.
5. What is cross-pollination? Give three ways in which it is accomplished.
6. Distinguish between fruit, seed, nut, and berry.
7. Name and classify five early, wild spring flowers.

## ALGEBRA

1. Find: H. C. F.  $4x^3 - 2x^2 - 16x - 91$ ;  $12x^3 - 28x^2 - 37x - 42$ .
2. Factor:  $9a^4 + 26a^2b^2 + 25b^4$ ,  $8x^2 - 37x - 15$ .
3. Simplify:  $\left(\frac{a^4 + 2a^2b^2 + b^4}{a^6 - b^6}\right) \left(\frac{a+b}{a^3 + b^3}\right) \left(\frac{a^2 - b^2}{a}\right)$   

$$\frac{1}{a-b} - \frac{a}{a^2 - b^2}$$
4. Simplify:  $\frac{a}{ab + b^2} - \frac{b}{a^2 + ab}$
5. At what time between 5 and 6 o'clock is the minute hand half-way between 12 and the hour hand?
6. Find square root of  $7 - 4\sqrt{3}$
7. Solve:  $\frac{1}{2} - \frac{3}{x} = \sqrt{\frac{1}{4} - \frac{1}{x}} \sqrt{9 - \frac{36}{x}}$
8. Solve:  $\begin{cases} x^5 - y^5 = 242 \\ x - y = 2 \end{cases}$
9. The sum of the numerator and denominator of a certain fraction is 5; if the numerator and denominator are each increased by 3, the value of the fraction will be increased by  $\frac{1}{6}$ . Find the fraction.
10. Find the eighth term of  $(3x - y)^{11}$ .

## LITERATURE

1. What is considered the dawn of the English drama?
2. Name three contemporaries of Shakespeare, and tell for what each is noted.
3. Name a masterpiece of each of the following: Byron, Macaulay, Carlyle, Wordsworth, Addison, Bunyan, Bacon, and Tennyson.
4. Give the circumstances under which Webster and Lincoln each delivered one of their great orations.

5. Give a general outline of Edgar Allen Poe's literary work, and indicate his place in American literature.

### GEOMETRY

(Answer any seven)

1. Define axiom, theorem, problem, demonstration.
2. At a given point in a straight line but one perpendicular can be drawn. Demonstrate.
3. The sum of the interior angles of any polygon is  $(n-2)$  2 right angles. Demonstrate.
4. Construct a right triangle, having given the hypotenuse.
5. The bisectors of the angles of a triangle meet in a point which is equidistant from the sides of the triangle. Demonstrate.
6. Divide a given line in extreme and mean ratio.
7. Inscribe in a circle a triangle similar to a given triangle.
8. Construct a square equivalent to the sum of two given squares.
9. Two straight lines perpendicular to the same plane are parallel. Demonstrate.
10. The sum of the angle of a spherical triangle is greater than  $180^\circ$  and less than  $540^\circ$ . Demonstrate.

### GENERAL HISTORY

1. For what is civilization indebted to: (1) Greece, (2) Rome, (3) Germany, (4) France, (5) England, (6) the Hebrews, (7) the Phœnicians, (8) Italy?
2. Discuss the principal Crusades under the following topics: (a) Causes, (b) leaders, (c) events, (d) effects upon civilization.
3. Discuss the Renaissance under the following topics: (a) what it was; (b) where it started; (c) how it spread; (d) why it was slower coming in England than on the continent.
4. Name three European statesmen of the present day.
5. Describe Japan as to (a) government, (b) schools, (c) commerce, (d) characteristics of the people, (e) their civilization, (f) some of their leading statesmen. State briefly the history of the late emperor.

### KINDERGARTEN

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.

The examination for state kindergarten certificate occurs on the third Thursday, Friday, and Saturday in August at the office of the superintendent of public instruction; and a certificate obtained at the state kindergarten examination is good for life, unless revoked by the state board of education.

### EIGHTH GRADE

There is no specific law governing the eighth-grade county examinations. The matter is entirely under the management of the county superintendent.

## HEALTH AND THE SCHOOLS

### Health an Asset

No heaping-up of wealth, no amount of culture, will avail unless, as a people, we have health. Even from the standpoint of mere financial need, health is what the entire business world is demanding, and as a business asset it behooves us to develop the health of our children; for health and reliability of character go hand in hand, and reliability commands a high price in the markets of the world. If we argue from the standpoint of industrial efficiency, alone, we shall find that ill-health is not only a barrier to development, but an enormous clog to our social progress.

Every man, woman, and child in the United States should be taught the laws of health and the simple measures needed for protection. Not until our country becomes educated will control of disease become possible; for the solution of this problem lies in prevention, and prevention is education. This education must come through the children. We are beginning to realize that our public schools are a trust, and that children, while under the supervision of the school authorities, should be safe from harm. We are also beginning to realize that efficiency rests not alone on education and intelligence, but is equally dependent on physical health and vigor. The state must broaden its interest and responsibility, and, if intellectual training is compulsory, make training for physical soundness no less so. It must also teach children the measures necessary to avoid disease, if our national health is to be preserved; and from the lowest to the highest grades in our schools the laws of health should be taught; for the child of today is the citizen of tomorrow. And, as health is fundamentally a moral as well as a physical question, we should see to it that proper emphasis is laid upon the care of the body, teaching children that it is not a thing of evil, to be subjected to harsh discipline, but is the home of the mind; and if the mind is to develop and come into its own, the body must be nourished and cared for.

One of the first requirements in our schools should be teachers who realize the relation of the child's physical condition to its school efficiency; for it is clearly demonstrated that failure in studies, nervousness, apathy, dullness, and much viciousness on

the part of children are the direct results of ailments that are easily curable.

In general, the medical inspection of our schools aims, first, to detect communicable disease; second, to discover the physical defects of individual children. And it is an established fact that in communities where special attention is given to physical examinations in schools the work is of high standard, the general health is greatly improved, and infectious diseases are reduced to a minimum.

The Seventeenth General Assembly enacted the following law concerning the physical examination of children:

"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 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 state auditor is hereby directed to draw his order for such sums and at such times as the state superintendent of public instruction may require to carry out the provisions of this act. The total expenses under this act shall not exceed one thousand dollars in any biennial period ending November 30."

In 1910-1911 the examination was incomplete, only forty-two counties reporting. These counties make the following report:

No. of pupils enrolled.....	70,015
No. of pupils examined.....	48,279
No. of pupils with defective eyesight.....	13,879
No. of pupils with defective hearing.....	4,871
No. of pupils with defective breathing.....	3,070
No. of pupils mentally deficient.....	1,519

In 1911-1912 the examination was conducted in fifty-five counties, with the following results:

No. of pupils enrolled.....	130,948
No. of pupils examined.....	118,875
No. of pupils with defective eyesight.....	16,536
No. of pupils with defective hearing.....	4,599
No. of pupils with defective breathing.....	6,884
No. of pupils mentally deficient.....	1,504
No. of pupils morally deficient.....	494
No. with defects other than enumerated.....	2,521

(This report will be found tabulated by counties on pages 232-233.)

The state superintendent of public instruction issued the following letter form regarding physical examination:

STATE OF COLORADO

**Notice to Parent or Guardian**

School..... Town..... County.....  
 ....., 191...  
 Mr.....

Your child,....., has been examined according to sections 68, School Laws Annotated, 1912, and it is found that.....\*sight, hearing, breathing, seem to be defective, and we advise you to take the child to a competent physician for examination and treatment.

I hope you will give this matter attention and send to us a satisfactory report from the physician employed, as we are obliged to work under the provisions of sections 68 and 69. School Laws Annotated, 1912, and need your earnest co-operation.

In case of contagious disease, it will be necessary to exclude the pupil from school in accordance with the rules of the state and local boards of health, in order not to spread contagion.

.....  
 Principal.  
 .....  
 County Superintendent.

\* Cross off words not needed.

## NORMAL INSTITUTES

The institutes of the past two years have given to many teachers broader views of their work and specific help in their regular duties.

During the past two institute seasons the county superintendents have shown great interest in all suggestions tending to the betterment of the institute; more fully prepared conductors and instructors have been secured, also lectures of a high order. A special course in agriculture has been given at all institutes, these lectures being given by members of the faculty of the Agricultural College. Industrial education was also made a special feature.

The number enrolled in the thirteen institutes for 1912 was 1,660.

Total receipts.....	\$10,437.89
Salaries paid.....	\$7,682.50
Incidental expenses.....	1,072.10
	8,754.60
Total disbursements.....	8,754.60
Balance .....	\$ 1,683.29

### 1911

DISTRICT No. 1: The Counties of Sedgwick, Phillips, Logan, Yuma, Washington, and Morgan constitute this district. The institute was held at Fort Morgan, June 13-23. Milton C. Potter, conductor; D. E. Cameron and Katherine Miller, instructors.

Total enrollment, 104; number of experienced teachers in attendance, 62.

Disbursements, \$546.05; balance, \$40.70.

DISTRICT No. 2: The Counties of Weld, Larimer, Boulder, and Jackson constitute this district. The institute was held at Fort Collins from July 31 to August 11. Harry M. Barrett, conductor; Grace E. Shoe, C. S. Dunham, Bess E. Foster, and D. R. Hatch, instructors.

Total enrollment, 158.

Disbursements, \$733.42; balance, \$628.35.

DISTRICT No. 3: The Counties of Arapahoe, Adams, and Denver constitute this district. The institute was held in Denver,

June 12-23. D. E. Phillips, conductor; M. E. Eagleton, C. B. Raybourn, Grace E. Shoe, Elizabeth McMechen, Neppa Holliday, Florence Barrett, and Alice S. Hunter, instructors.

Total enrollment, 432; number of experienced teachers in attendance, 311.

Disbursements, \$1,452.70; balance, \$174.69.

DISTRICT No. 4: The Counties of Gilpin, Clear Creek, and Jefferson constitute this district. The institute was held at Golden, June 12-23. Harry M. Barrett, conductor; D. R. Hatch, Clara B. Sawyer, Mabel R. Miller, and Eleanor Davidson, instructors.

Total enrollment, 140; number of experienced teachers in attendance, 102.

Disbursements, \$681.85; balance, \$230.09.

DISTRICT No. 5: The Counties of Douglas, Elbert, El Paso, and Teller constitute this district. The institute was held at Colorado Springs the last two weeks in July. J. V. Breitwieser, conductor; Eleanor Davidson, Louisa D. Coffin, Richard Ernesti, and Theo Fitz, instructors.

Total enrollment, 217; number of experienced teachers in attendance, 192.

Disbursements, \$836.45; balance, \$348.09.

DISTRICT No. 6: The Counties of Kit Carson, Lincoln, and Cheyenne constitute this district. The institute was held at Hugo, July 24 to August 3. Otto F. Dubach, conductor; H. A. Keeley, Wilda B. Kindig, and Emma Herey Meyer, instructors.

Total enrollment, 116; number of experienced teachers in attendance, 63.

Disbursements, \$653.98.

DISTRICT No. 7: The Counties of Fremont, Custer, and Pueblo constitute this district. The institute was held at Pueblo, June 12-23. J. F. Keating, conductor; M. C. Potter, H. A. Keeley, and Harriet Palmer, instructors.

DISTRICT No. 8: The Counties of Kiowa, Otero, Bent, Prowers, Baca, and Crowley constitute this district. The institute was held at Lamar, June 26 to July 7. M. C. Potter, conductor; Myrtle Goodykooztz and Minnie McCall, instructors.

Total enrollment, 62; number of experienced teachers in attendance, 47.

Disbursements, \$491.00; balance, \$28.16.

DISTRICT No. 9: The Counties of Huerfano and Las Animas constitute this district. The institute was held at Trinidad, July 10-21. M. F. Miller, conductor; S. M. Andrews, A. H. Minton, and Lulu B. Barnes, instructors.

Total enrollment, 110; number of experienced teachers in attendance, 82.

Disbursements, \$503.25; balance, \$176.81.

DISTRICT No. 10: The Counties of Saguache, Costilla, Conejos, Rio Grande, and Mineral constitute this district. The institute

was held at Monte Vista, July 31 to August 11. J. W. Ellison, conductor; E. B. Gibbs and Katherine A. Miller, instructors.

Total enrollment, 92; number of experienced teachers in attendance, 60.

Disbursements, \$602.65; balance, \$88.49.

DISTRICT No. 11: The Counties of La Plata, Montezuma, Archuleta, Dolores, and San Juan constitute this district. The institute was held at Mancos, May 29 to June 9. D. E. Phillips, conductor; Bess E. Foster and Maud M. Propst, instructors.

Total enrollment, 87; experienced teachers in attendance, 58.

Disbursements, \$482.65; balance, \$87.92.

DISTRICT No. 12: The Counties of San Miguel, Ouray, Hinsdale, Mesa, Delta, Montrose, and Gunnison constitute this district. The institute was held at Gunnison, July 31 to August 11. D. E. Phillips, conductor; Lulu Barnes, D. E. Wiedman, and Grant Ruland, instructors.

Total enrollment, 119; experienced teachers in attendance, 90.

Disbursements, \$634.35; balance, \$60.00.

DISTRICT No. 13: The Counties of Chaffee, Lake, Park, Pitkin, Eagle, Summit, Garfield, Routt, Rio Blanco, and Grand constitute this district. The institute was held at Salida, July 24 to August 4. J. F. Keating, conductor; Mary G. Carson, instructor.

Total enrollment, 77; experienced teachers in attendance, 45.

Disbursements, \$550.00; balance, \$108.00.

## 1912

DISTRICT No. 1: Wray, June 10-22. J. F. Keating, conductor; Lulu Barnes and Anita Wendette, instructors.

Total enrollment, 74; number of experienced teachers in attendance, 51.

Total receipts, \$553.50; salaries of teachers, \$400.00; incidental expenses, \$109.70; disbursements, \$509.70; balance, \$43.80.

DISTRICT No. 2: Greeley, August 5-15. D. R. Hatch, conductor; Grace Ellen Shoe, Minnie McCall, C. E. Carter, and C. S. Dunham, instructors.

Total enrollment, 144.

Salaries of teachers, \$725.00; incidental expenses, \$48.80; disbursements, \$773.80; balance, \$565.25.

DISTRICT No. 3: Denver, June 10-21. D. E. Phillips, conductor; Grace E. Shoe, A. J. Flynn, Neppa Holliday, M. E. Eagleton, Elizabeth McMechen, Florence Barret, Alice S. Hunter, and Anna Hilkowitz, instructors.

Total enrollment, 344; number of experienced teachers in attendance, 251.

Salaries of teachers, \$1,394.40; incidental expenses, \$163.40; balance, \$28.03.

DISTRICT No. 4: Golden, June 10-21. D. R. Hatch, conductor; Mrs. Mary H. Adkisson, Mabel R. Miller, Eleanor Davidson, and Anna L. Force, instructors.

Total enrollment, 93; number of experienced teachers in attendance, 63.

Total receipts, \$780.33; salaries of teachers, \$550.00; incidental expenses, \$72.40; disbursements, \$622.40; balance, \$157.93.

DISTRICT No. 5: Colorado Springs, July 22 to August 2. Milton C. Potter, conductor; E. F. Ewing, E. A. Cross, Richard Ernesti, Eleanor Davidson, Grace E. Shoe, and Harriet Little, instructors.

Total enrollment, 214; number of experienced teachers in attendance, 100.

Total receipts, \$1,242.86; salaries of teachers, \$866.50; incidental expenses, \$104.15; disbursements, \$970.65; balance, \$72.21.

DISTRICT No. 6: Cheyenne Wells, July 29 to August 9. O. F. Dubach, conductor; H. A. Keeley, Flora I. Doble and Fannie Cozine, instructors.

Total enrollment, 85; number of experienced teachers in attendance, 50.

Total receipts, \$552.31; salaries of teachers, \$400.00; incidental expenses, \$121.50; disbursements, \$521.50; balance, \$30.81.

DISTRICT No. 7: Canon City, June 10-21. F. D. Slutz, conductor; G. B. Warner, D. R. Dunton, Fannie Cozine, and T. G. Taylor, instructors.

Total enrollment, 117; number of experienced teachers in attendance, 68.

Total receipts, \$891.53; salaries of teachers, \$600.00; incidental expenses, \$80.70; disbursements, \$680.70; balance, \$210.83.

DISTRICT No. 8: Eads, August 5-14. J. F. Keating, conductor; S. S. Phillips, Bess E. Foster, and Amanda Weber, instructors.

Total enrollment, 132; number of experienced teachers in attendance, 91

Total receipts, \$649.76; salaries of teachers, \$475.00; incidental expenses, \$76.50; disbursements, \$551.50; balance, \$98.26.

DISTRICT No. 9: Walsenburg and Trinidad, each two weeks, July 15 to August 14. M. F. Miller, conductor; S. M. Andrews and Anna M. Clark, instructors.

Total enrollment, 140; number of experienced teachers in attendance, 91.

Total receipts, \$660.10; salaries of teachers, \$575.00; incidental expenses, \$85.10; disbursements, \$660.10.

DISTRICT No. 10: Del Norte, July 29 to August 9. J. W. Ellison, conductor; D. E. Phillips and Mrs. Madge Evans, instructors.

Total enrollment, 100; number of experienced teachers in attendance, 80.

Total receipts, \$575.00; salaries of teachers, \$400.00; incidental expenses, \$75.00; disbursements, \$475.00; balance, \$100.00.

DISTRICT No. 11: Fort Lewis, June 3-14. G. S. Snyder, conductor; Anne Reynolds, instructor.

Total enrollment, 75; number of experienced teachers in attendance, 47.

Total receipts, \$560.00; salaries of teachers, \$410.00; incidental expenses, \$75.00; disbursements, \$485.00; balance, \$91.14.

DISTRICT No. 12: Telluride, June 3-14. D. E. Phillips, conductor; Hattie Moore Mitchell and J. A. Sexson, instructors.

Total enrollment, 92; number of experienced teachers in attendance, 49.

Total receipts, \$662.33; salaries of teachers, \$650.00; incidental expenses, \$35.55; disbursements, \$685.55; deficit, \$23.12.

DISTRICT No. 13: Glenwood Springs, June 10-21. J. H. Allen, conductor; W. S. Stoddard and Mrs. Emma G. Leake, instructors.

Total enrollment, 54; number of experienced teachers in attendance, 40.

Total receipts, \$532.55; salaries of teachers, \$400.00; incidental expenses, \$24.30; disbursements, \$421.30; balance, \$108.25.

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

June 4, 1912.

To Conductors and Instructors in Normal Institutes in Colorado:

At a meeting of the State Board of Examiners held May 18, 1912, the state superintendent was requested to write all normal institute conductors and instructors emphasizing the following points:

That the work done in the institutes should be professional and not academic.

That it should be such that the teacher may gain inspiration and higher ideals. It is not intended to prepare applicants for county examinations.

The object of the institute should be to give such training to experienced teachers as will enable them to become more active leaders in a movement for higher professional standards, and encouragement and inspiration for the young teacher.

The successful institute conductor or instructor should have the power to inspire others, a wide knowledge of methods in present use, originality in devising methods of teaching, and the ability to impart knowledge, the art of teaching being the true aim.

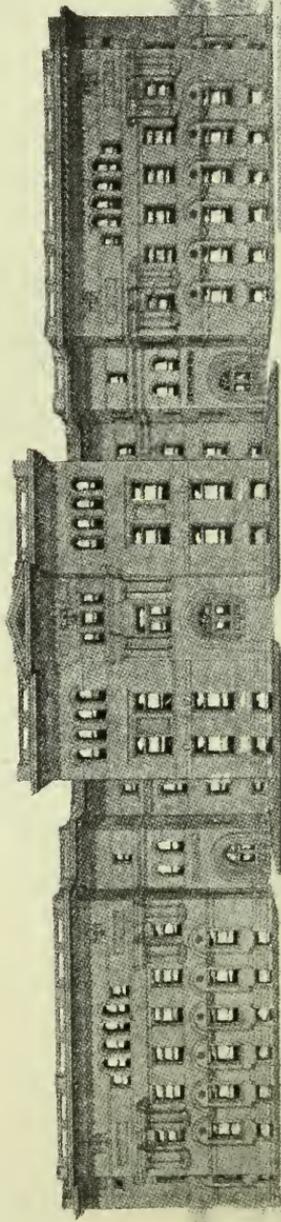
Sincerely,

*Emily Griffith*

Secretary.

UNIVERSITY OF CALIFORNIA LIBRARY





CENTENNIAL HIGH SCHOOL, DISTRICT NO. 1, PUEBLO, COLO.

The new Centennial High School will have four departments: the Collegiate Department, which prepares students for entrance to college; the Department of Domestic Science, for Girls; the Department of Industrial Arts, for boys; and the Commercial Department, for juniors and seniors.

## COLORADO CONFERENCE OF NORMAL INSTITUTE CONDUCTORS AND INSTRUCTORS

The Conference of Normal Institute Conductors and Instructors, established in 1908, has become a valued factor in the improvement of our schools. It has done much in developing the teachers professionally and intellectually.

This conference held four pleasant and profitable meetings in March, 1911, and two in March, 1912.

The officers elected for 1911 were:

Helen M. Wixson, President.

Frank E. Thompson, First Vice-President.

D. E. Phillips, Second Vice-President.

H. M. Barrett, Third Vice-President.

The same officers served in 1912.

The following programs were given:

**Program of the Fourth Annual Conference of Institute Conductors and Instructors. Wolcott School Auditorium, March 30 and 31, 1911.**

WEDNESDAY, 8:00 P. M.

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

THURSDAY, 10:00 A. M.

Helen M. Wixson, Presiding.

Music Provided by W. J. Whiteman.

“Learning versus Teaching,” Frank E. Thompson and J. M. Downen.

“The Learning Process,” Irving E. Miller and Neppa Holliday.  
Queries.

THURSDAY, 2:00 P. M.

Frank E. Thompson, Presiding.

Music Provided by Miss Anna L. Wolcott.

“Utilizing the Child’s Native Equipment,” J. V. Breitwieser and  
Anna L. Force.

“Conserving Individuality,” Anna L. Wolcott and Charles A.  
Lory.  
Queries.

FRIDAY, 9:30 A. M.

L. H. Harrison, Presiding.

Music Provided by Anna L. Wolcott.

"The Course of Study and the Purposes of Life," Wilson M. Shafer and Fonetta Flansburg.

"Learning to Use English," William H. Smiley and Frances Tobey.

Music

Reports from Mobile Meeting, Charles E. Chadsey and others who attended.

FRIDAY, 2:00 P. M.

D. E. Phillips, Presiding.

Music Provided by W. J. Whiteman.

"The Learning of Life through Literature," Harry M. Barrett.

"Learning through Play," Grace Ellen Shoe.

"The Playground Movement," Henry S. Curtis.

**Program of the Fifth Annual Conference of the Institute Conductors and Instructors, Wednesday March 27, 1912.**

Reception, Tuesday Evening, March 26, Rooms of State Superintendent of Public Instruction

MORNING SESSION, 9:00 A. M.

Senate Chamber.

Daniel E. Phillips, Presiding.

Address. "The Time Element in Learning," Harry M. Barrett.  
As Applied—

(a) To Geography, D. R. Hatch.

(b) To Arithmetic, Grace Ellen Shoe.

(c) To Reading, Flora I. Doble.

Following the Morning Session there was a Luncheon.

Frank E. Thompson, Toastmaster.

AFTERNOON SESSION, 2:00 P. M.

At Place of Luncheon.

Frank E. Thompson, Presiding.

Round Table:

1. "Repetition Element in Learning."
2. "Institute Psychology and Pedagogy."
3. "Opening Exercises."
4. "Elementary Agriculture."
5. "Domestic Science."
6. "The Playground and the Curriculum."
7. "The 'Human' in School."
8. "The St. Louis Meeting and the Educational Outlook."

EVENING SESSION, 7:30 P. M.

Senate Chamber.

Helen M. Wixson, Presiding.

Address, "The Culture Element and Economy of Time in Education," James H. Baker.

Discussion, led by: Wilson M. Shafer, Wm. H. Smiley, Joseph H. Shriber, Zachariah X. Snyder.

**Normal Institute Certificates Granted in 1911-1912**

Mrs. Mary Adkisson	Otto F. Dubach
Alice Lambert	J. Henry Allen
Virginia Stem	Milton C. Potter
Flora I. Doble	J. F. Keating
Clara B. Sawyer	H. A. Keeley
Rose B. Poff	Harry M. Barrett
Mrs. Lida M. Brown	M. F. Miller
Neppa Holliday	George R. Momyer
Mrs. Louisa D. Coffin	Eleanor Davidson
Lydia I. Williamson	Anna Walsh Eagleton
Anita F. Windette	Elizabeth McMechen
Maude Murrish	Grace E. Shoe
Fonetta Flansburg	Minnie L. McCall
P. L. Clark	Dr. D. E. Phillips
Charlotte Cooper	M. E. Eagleton
Mary H. Krout	Emma M. Anderson
C. B. Raybourn	Mrs. Fannie Cozine
J. W. Ellison	Ellsworth Bethel
D. E. Cameron	Frederick Austin
Dr. Henry S. Curtis	Bess Eleanor Foster
H. C. Ward	Anna Hilkwitz
Lulu B. Barnes	Emily H. Miles
Katherine A. Miller	Florence Barrett
Mabel R. Miller	Evelyn Lewis
Margaret Durward	Mary G. Carson
Mrs. Emma Herey Meyer	Anna L. Force
Samuel A. Baer	Gertrude Bell
Winifred M. Shumway	Marie L. Woodson
Ellen Eddy Shaw	J. V. Breitwieser
W. C. P. Meddins	C. E. Carter
Helen R. Gumlick	S. S. Phillips
Grant Ruland	E. F. Ewing
E. Evelyn Selleck	Harriet S. Palmer
Mrs. Emma Gertrude Leake	Mrs. Maude L. Craig
Emma A. Finney	G. B. Warner
Wilda Kendig	W. S. Stoddard
A. H. Minton	H. Allen Nye
D. R. Hatch	Annie Reynolds
W. P. Rhodes	Elizabeth Chaney

Mrs. Scott Saxton  
 Ralph Pitts  
 S. M. Andrews  
 Mabel Graham  
 Anna M. Clark  
 Amanda M. Weber  
 Mrs. Madge Evans  
 Mrs. Lucretia West  
 Dr. A. J. Fynn  
 J. A. Sexson  
 Nancy Cattell

M. E. Shuck  
 C. J. Blout  
 S. H. Hall  
 Harriet I. Little  
 Mrs. Hattie Moore Mitchell  
 Mrs. Emily Wood Epsteen  
 D. K. Dunton  
 L. F. Cowan  
 F. D. Slutz  
 Mrs. Anna A. Hedrick  
 Alice S. Hunter

### Normal Institute Fund

1911

#### COUNTY EXAMINATION FEES

August, 1910.....	\$1,634.00
December, 1910.....	1,043.55
March, 1911.....	935.00
	<hr/>
Total.....	\$3,612.55
Amount apportioned to each normal institute district.....	\$ 277.88

1912

#### COUNTY EXAMINATION FEES

August, 1911.....	\$1,551.00
December, 1911.....	942.00
March, 1912.....	912.40
	<hr/>
Total.....	\$3,405.40
Amount apportioned to each normal institute district.....	\$ 261.95

**PERMANENT SCHOOL EMERGENCY OR CALL FUND**

During the biennial period it has been made possible for the state office to give aid to weak districts through the "Permanent School Emergency or Call Fund," created by the Eighteenth General Assembly.

This "emergency or call fund" is set over from the general school income fund, and is to provide necessary school facilities where, "on account of unavoidable misfortune or casualty," any public school district is in "financial distress and the special school tax and apportionment of the school funds are not sufficient to provide proper and necessary facilities in such school district."

This fund is under the control of the state superintendent of public instruction, and may be used as above provided, with the approval and consent of the governor and attorney general.

"The amount to be expended from the 'Permanent School Emergency or Call Fund' in any one year for all purposes shall not exceed the total sum of ten thousand dollars."

Under this law the following school districts have received aid:

District No. 10, Garfield County (New Castle School).....	\$3,731.60
District No. 14, Montezuma County.....	} allowed each..... 300.00
District No. 14, Ouray County.....	

## THE BIRTHDAYS OF WASHINGTON AND LINCOLN 1911

It is well for us that there are anniversaries which turn our thoughts back to the inspiring memories of the past; to the unselfish heroism of our nation's patriot founders, and the imperishable glory of our country.

We have had great lessons; we have had Washington, the father of us all; we have had Lincoln; and the nation that can boast of two such men has a priceless heritage. They will go down to posterity with equal love, admiration, and gratitude; to perpetuate their memory is to preserve the flag of Washington and Lincoln as the symbol of civil and religious freedom.

The birthdays of Washington and Lincoln were celebrated throughout the state with appropriate exercises. The state office issued the usual anniversary number, with the following letter:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

February, 1911.

To the Teachers of Colorado:

The birthdays of Washington and Lincoln are matters of deep concern, as America's independence and integrity are inseparably connected with their names. Every good citizen must love and believe in his country, and the memory of Washington and Lincoln should inspire every American citizen with new devotion, since no other country can boast of two such characters.

They are associated with the loftiest conceptions of patriotism. They are models to whom we can all look and safely strive to imitate. Where else in the history of the world can we find men of whom it can be said: "Their lives were so pure, their ambitions so noble, and their deeds so great, that children may be taught to follow their example through life"?

The lives of Washington and Lincoln will teach children that, while they must be strong and honest, they must also be patriotic, and since they have inherited much from the past, they themselves must accomplish much in the future.

Teach the children this lesson; for it is the child of today that grasps in its small hand the future of our country. Some day this same child will have a share in the government. It is

for us to make such citizenship a blessing to the country whose name we bear, by inspiring in our children a higher love of country, and a greater appreciation of the character of the men who led the cause of independence.

Cordially yours,

Allen Marsh Wixson  
Superintendent of Public Instruction.

A retrospect drew attention to many timely events in our history, and an appeal was made to the spirit of patriotism that is found in every American heart.

The story of "Mary, the Mother of Washington," was given, and many appropriate selections for the Washington birthday exercises.

There were beautiful cuts of Mount Vernon in 1858; the old and new tomb of Washington; Pohick Church, Fairfax County, Virginia, built in 1773 from plans drawn by General Washington, who was a vestryman for twenty years; and an unusually good picture of the Father of his Country.

The anniversary number carried a department for Lincoln's birthday, with a picture of "Lincoln and Tad." The evolution of the flag was given with a chart; the story of our patriotic songs was told, and a new national song, "The Birthland of Freedom," written by Mrs. Antoinette Arnold Hawley, was added.

## 1912

It was natural that our forefathers should choose Washington's birthday as a time of thanksgiving and rejoicing. It is something to rejoice over that it was done before his ears were deaf to the congratulations of his fellow-citizens who were, during his later years, frequent guests at banquets given in his honor. After the Revolution Washington's birthday took the place of the birthday celebrations that had been held for the crowned heads of Great Britain, and, when independence was established, the day became the most conspicuous in the calendar of America's festive days, and there are records of such celebrations as early as 1782.

In the course of time Washington's birthday has been made a legal holiday in one state after another, and today it is faithfully observed in the schools of our state. To aid in the proper celebration of February 22, 1912, the state superintendent issued the Colorado anniversary number, which contained many beautiful selections and much useful information.

For permission to use the quaint silhouettes of George and Martha Washington presented, the state office is indebted to the *Journal of American History*. A fine double-page picture of Lincoln appeared in the little book, with a short account of the ancestry of the Great American Commoner—Lincoln. The grand

Gettysburg address was given in this number—"Lest we forget." A picture of the memorial in La Rue County, Kentucky, built by thousands of subscribers in loving memory, was also given. An account of the steps taken to establish a great Atlantic-to-Pacific highway as an adequate memorial to the greatest of Americans was given, with the resolutions adopted by the women of Colorado.

It being desirable that the children of Colorado should understand the significance of the colors, design, and initial of the new Colorado state flag, the following was given:

"The state flag was adopted by the Eighteenth General Assembly on May 6, 1911. The bill providing for the flag was introduced by the Denver chapter, Daughters of the American Revolution, and the pennant was designed by A. C. Carson, president of the Ohio Society of Colorado.

"The flag is composed of one white and two Yale-blue stripes of equal width, running at right angles to the staff, superimposed upon them near the staff end of the flag being a large red 'C,' with a gold center. Attached to the flagstaff are two cords of gold and silver interlaced, and attached to these are one silver and one gold tassel. The capital 'C' alone has four significations—the entire flag has twelve:

- "1. The color, red, in Spanish is 'Colorado.'
- "2. The letter C stands for Colorado.
- "3. The letter C stands for Centennial state.
- "4. The letter C stands for Columbine state.
- "5. The gold stands for the gold state.
- "6. The gold stands for Colorado sunshine.
- "7. The white stands for the silver state.
- "8. The white stands for Colorado's eternal snow.
- "9. The blue stands for Colorado's blue sky.
- "10. The blue, white, and gold stand for the columbine, Colorado's state flower.
- "11. The interlaced cords stand for union and harmony.
- "12. The whole flag stands for home and commonwealth."

The Washington and Lincoln book closed with material for the celebration of May 28, Peace Day.

The following appeal for international peace was a feature of this department:

"The wars of the past were just wars, and the wounds inflicted in the name of justice have healed. We are now united in the love of progress; we are entering upon an era of peace, when war must cease and reason must triumph.

"After long years of war must now come world-peace. Our flag must become an ensign of peace and an emblem of unity with all nations; for 'nation shall not lift up sword against nation, neither shall they learn war any more.'

'If blood is the price of Liberty,  
My Lord, we have paid the bill!'

and today we welcome peace as a heaven-sent herald of friendship. We have turned to the pursuits of peace, united into a stronger brotherhood than ever before, and today thousands of our citizens are organized in the cause of world-peace. True patriotism is not to die for our country, but to live for our country, and a new page is being written in American history, unspotted by blood, hate or passion.

"The idea of international peace is founded upon the brotherhood of man. When it prevails, brother shall no longer lift hand against brother. But the people must be educated into a desire for justice; for it will one day rule the world. Its progress is slow, and there are still millions in this great land of ours that must be educated and converted, not only to American ideals, but to the ways of peace.

"The founders of our liberties were earnest advocates of peace. Washington, though his hand had been raised in freedom's cause, said: 'My first wish is to see this plague to mankind banished from the earth.' The war-weary heart of General Grant sent up the prayer: 'Let us have peace;' the immortal Lincoln, after four years of war and bloodshed, uttered the fervent wish that 'the mighty scourge of war might speedily pass away;' and God's angel spoke the sweet words, 'Let us have peace!'"

The anniversary book of 1912 carried the coat-of-arms of George Washington in colors upon its cover, and a picture of the first schoolhouse on the American frontier on its opening page; for "'Tis the schoolhouse that stands by the flag."

### Memorial Day

In order that the spirit of patriotism be fostered in our schools, and the children taught the true significance of Memorial Day, the following letter was issued by the state superintendent:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

#### MEMORIAL DAY

To the Teachers of Colorado:

The tendency of our age is to look straight into the future, but this is a time when our eyes should turn to yesterday, with its stirring memories, song, and story.

The 30th of May is a day dedicated to memories of the grandest army that ever shook the earth with its tread; to the brave men who responded to their country's call and fought to preserve us a nation; to reverence for the living heroes and sorrow for the dead; to decorating the graves of those who died in defense of their country during the Civil War, and whose bodies

have found rest in the city and village church-yards of our country.

The Civil War, with Sherman's famous march to the sea, its countless great battles, and Appomattox, should pass in review upon Memorial Day, and the great events of 1861-1864 link themselves into a chain of memory; for though generations play their part and pass away, and new actors appear upon life's stage, memory should connect the present with the past, and the fires of memory should never be banked while life lasts.

The brave men who "kept our country on the map of the world, our flag in heaven," have long been mustered out; but how vividly the past comes back at this time—the strain, the crushing suspense, the awful heart-ache, homes made desolate, families broken up, and loved ones pierced and bleeding with a deathless sorrow! But the soldiers of the Republic finished what the soldiers of the Revolution commenced. They relighted and raised the torch that had fallen from those august hands, and again the world had light; and we bow in reverence at this time, not only before the great nation of today, but before the survivors of the Army of the Republic, and beside the tent "whose curtain never outward swings," the last resting-place of brave men who served their country long and faithfully, and annually, upon Memorial Day, strew the flowers of affection upon the graves of our hero dead.

In accordance with custom, your attention is called to the approaching Memorial Day, and I earnestly recommend that on Wednesday, May 29, in all the schools of our state, an hour be set apart for appropriate exercises relating to the important chapter in our history which Memorial Day commemorates; for the significance of the beautiful, but solemn, ceremonies of the day should be impressed upon the minds of the children.

To foster the spirit of patriotism is a duty of our schools. We are training American citizens—training them not alone to respond to their country's call in her time of need, but to live for her; and if our citizenship can be kept to a high standard of intelligence, patriotism, and virtue, we may look forward to a day when ours will be the greatest influence for universal peace among the nations of the world; for although we have had bitter and bloody wars in the past, the universal rule today is toleration and charity, and the wars of the future shall be the bloodless wars of right against wrong, good against evil, and truth against falsehood.

Like a rainbow of peace, Lincoln's loving life spans and arches all the dark clouds of the Civil War. Let us recall his words:

"Let reverence of the law be breathed by every mother to the lisping babe that prattles in her lap; let it be taught in schools, seminaries, and colleges; let it be written in primers, spelling-books, and almanacs; let it be preached from pulpits, and pro-

claimed in legislative halls, and enforced in courts of justice; in short, *Let it become the political religion of the nation.*"

Again let me urge that an hour be given to memory in all our schools on May 29, with appropriate exercises, and talks by surviving comrades, if possible; that Memorial Day, which is a sacred holiday, be observed in a fitting manner; that the children in our schools, and the men and women of our state, follow the custom of some of our sister states and wear a bit of living green upon that day in honor of our living and our dead heroes; and that we join the surviving members of the army in their yearly tribute of flowers to their dead comrades.

Faithfully,

Steele Marsh Wixson

State Superintendent of Public Instruction.

## READING CIRCLE

### State Teachers' Reading Circle

ORGANIZED UNDER THE DIRECTION OF THE STATE TEACHERS'  
ASSOCIATION

In 1891 the State Teachers' Association of Colorado organized the Teachers' Reading Circle. This work has been remarkably successful. The teachers have responded to the desire of the board, and have studied from year to year the professional and general-culture books selected by them. The Reading Circle has now become an integral part of the school system, and is performing a work of its own.

The State Teachers' College allows one credit for each year's Reading Circle work.

The Reading Circle Board for 1911-1912 consisted of the state superintendent, Professor Ralph Pitts, and Professor George Hess. The books adopted were:

Moulton, "Introduction to the Literature of the Bible."

Johnson, "What to Do at Recess."

Ellwood, "Sociology and Modern Social Problems."

These books were obtainable at the low price of \$2, postpaid, for the set, and 933 full sets were sold during the year.

The following circular letter was sent out at the opening of the school year to the county superintendents for distribution:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

Denver, Colorado.

To the Teachers of Colorado:

The Teachers' Reading Circle is a permanent part of the state school system. It is performing a work of its own, and every progressive teacher should read the books adopted. In order to improve, we must read with a definite purpose in view, and by reading the books of the Reading Circle teachers will not only improve, but they will increase their professional interest and enthusiasm.

The Reading Circle Board appeals to the county and city superintendents and principals, and to the teachers generally, to unite in furthering this means of growth and improvement.

An outline will be furnished each member of the Reading Circle by the state superintendent. County superintendents shall award the certificates of reading to all members of the Circle who return satisfactory answers to the questions issued on each book.

The board would suggest that the county superintendents make the reading of these books a part of the professional work required for the renewal of teachers' certificates.

Among the books selected for the Pupils' Reading Circle many old favorites will be found, with some valuable additions. These books have been carefully selected, with the hope that school directors may purchase them and add them to the libraries of our schools. We also give a suggested library list which we recommend.

*Steele Marsh Wixson*  
President Reading Circle Board.

A new feature of the year was the submitting of outlines upon "Sociology and Modern Social Problems" and "Introduction to the Literature of the Bible" by the board, with the suggestion that the answers to the questions found in the outline be returned to the county superintendent for mutual helpfulness, and that the county superintendents make the reading of these books a part of the professional work required for the renewal of teachers' certificates.

The following letter was issued with the outline submitted:

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

To the Teachers of Colorado:

The following is the outline submitted by the Reading Circle Board. It is suggested by the board that Ellwood's "Sociology" be taken up first; also that the answers to the questions found in the outline be returned to the county superintendent, for mutual helpfulness, before the March examination, as some of the questions for this examination will be based upon this book.

The answers to the questions upon the "Literature of the Bible," contained in the outline, should be returned before the August examination, as the same rule will apply in this examination regarding the questions.

No outline has been prepared on "What to Do at Recess," it being a book that can be used by the teacher the entire year.

Sincerely yours,

*Steele Marsh Wixson*  
President Reading Circle Board.

## Pupils' Reading Circle and Library List

After careful consideration, the board voted to retain many of the old favorites upon the Pupils' Reading Circle list, adding some valuable and standard works. The same decision was reached regarding the Library list.

1912-1913

STATE OF COLORADO  
DEPARTMENT OF PUBLIC INSTRUCTION  
DENVER

To the Teachers of Colorado :

The course of reading adopted by the Reading Circle Board does not lead to any particular credits, but it is an evidence of a desire for improvement and progression on the part of the teacher that should be taken into consideration by the county superintendents, and, as professional reading, should be required for the renewal of teachers' certificates.

The Reading Circle Board urges county and city superintendents and principals, as well as teachers in general, to unite in furthering this means of growth and improvement; for, in order to improve, we must read with a definite purpose in view, and the only cost of this course of reading is the price of the books, which are furnished at a special Reading Circle price. An outline will be furnished members of the Reading Circle with the purchase of the books, and county superintendents shall award the certificates of reading to all members of the Circle who return satisfactory answers to the questions issued on each book.

It is suggested by the board that White's "School Management" be taken up first, and that the answers to the questions found in the outline on the same be returned to the county superintendent, as an evidence of professional interest, before the December examination, as some of the questions for this examination will be based upon this book.

The answers to the questions upon "Social Education," contained in the outline, should be returned before the March examination, as the same rule will apply in this examination regarding the questions; and the answers to the questions upon "Fundamentals of Agriculture" should be returned before the August examination, as the same rule will apply.

Among the books selected for the Pupils' Reading Circle are some of the old favorites, with many valuable and delightful additions. These were carefully selected, with the hope that school directors might add them to the libraries of their schools. The same is true of the library list recommended.

Sincerely yours,

*Steen Marsh Wixson*  
President of Reading Circle Board.

### Teachers' State Reading Circle Books

"School Management and Moral Training." White.

"Social Education." Scott.

"Fundamentals of Agriculture." Halligan.

Price per set, \$2.95, postpaid.

The sale of the books has been most encouraging thus far, 255 sets having been sold in two months.

With the opening of 1912 a change was made in the personnel of the Reading Circle Board and a fourth name added. The board as now constituted consists of:

Helen Marsh Wixson, President, State Capitol, Denver.

Ralph S. Pitts, 130 Grant Street, Denver.

George L. Hess, 2156 Fifteenth Street, Denver.

Pearl L. Moore, Fort Collins.

The outline having proved helpful, it was again adopted by the board. These outlines have been carefully prepared by experts and are supplied by the publishing-houses with each copy sold.

The expense incurred by the Reading Circle Board is borne by the State Teachers' Association through its board of directors, which appropriates \$100 for that purpose.

The Reading Circle Board appeals to the county and city superintendents and principals, and to the teachers generally, to unite in furthering this means of growth and improvement.

The board met in March, April, and June to consider the books submitted for the Pupils' Reading Circle and Library lists. The result of their careful consideration was a new list, save for a few favorites without which the list would be incomplete.

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.

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

### Information about the Reading Circle

For circulars, and for further information in regard to the Reading Circle and its work, address

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,  
DENVER, COLORADO.

### Traveling Libraries

The Colorado Traveling Library Commission will provide books for the free use of small libraries, shipped in strong, wooden case, the only expense to the school district being the payment of the necessary freight or express charges. Teachers or school

officers, desiring to secure the use of one of these traveling libraries, should address the

SECRETARY OF THE COLORADO TRAVELING LIBRARY COMMISSION,  
STATE CAPITOL,

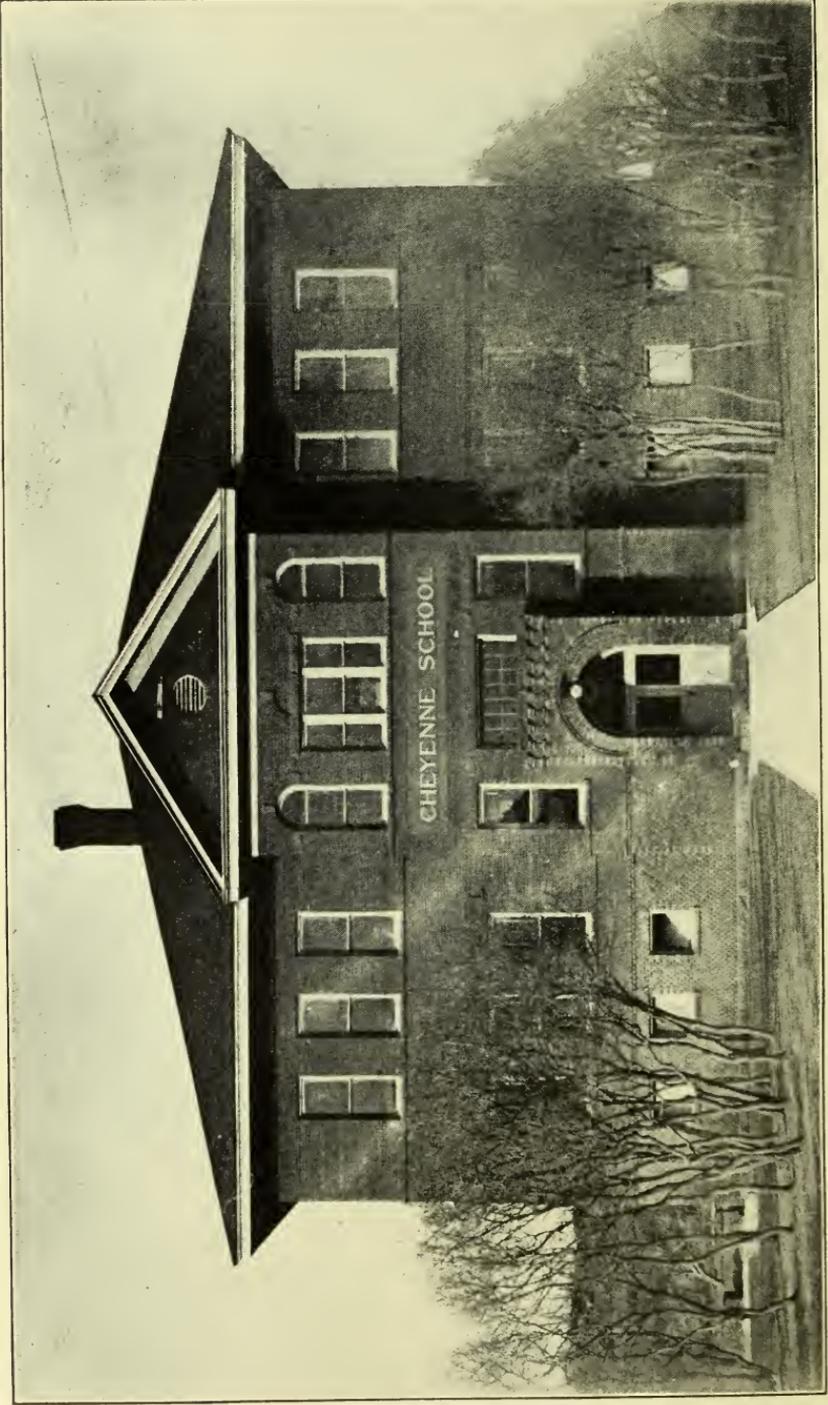
DENVER, COLORADO.

### The Colorado School Journal

*The Colorado School Journal* for a number of years has given space to the Teachers' Reading Circle.

The board desires here to recognize the courtesy thus extended, and to announce that, in view of the fact that the same kind offer has been made for the future, the articles on Reading Circle work will continue. These articles are helpful to the many patrons of the *Journal* and the Reading Circle.





CHEYENNE SCHOOL, EL PASO COUNTY, 1911

**RURAL SCHOOLS****GENERAL INFORMATION BY COUNTIES**

GIVEN BY COUNTY SUPERINTENDENTS

**Adams County**

During the past two years numerous improvements have been made in the rural districts. Two new districts have been formed, and eight additional rural school buildings have been erected, while at Henderson and County Farm the old buildings have recently been replaced with substantial pressed-brick buildings, with full-sized basements and modern heating plants.

Cline and Westminster buildings have been enlarged and modernized, and, with additional teachers, are securing most satisfactory results.

Many schools have added to their libraries, and several have introduced playground apparatus.

While the school conditions are gradually improving, through longer terms, better salaries, and higher-grade teachers, there is still much to be desired in the matter of attendance in the remote districts, there being considerable irregularity of attendance where pupils must travel long distances to reach the schools.

**Arapahoe County**

Littleton High School is a full four-year accredited high school. It fulfills all the requirements, is listed as a fully accredited high school, and has been for three years.

**Archuleta County**

The schools are in a more prosperous condition than last year. School directors are employing better-qualified teachers. Parents in rural districts seem anxious that their children should complete the eight grades. Drinking-fountains have been installed in some rural schools, and other sanitary measures are receiving attention.

**Baca County**

This county has no union, county, or district high schools, and no new buildings at present. Bonds have been issued for a good rural building.

The condition of the rural schools is fair in the way of buildings, classification, teachers, etc.

We need a uniform system of text-books for the state, better buildings, and better-organized districts.

Some of the schools teach agriculture.

### Bent County

There have been no union, county, or district high schools organized in Bent County during the past two years.

School District No. 12 has built a commodious and comfortable brick schoolhouse, at a cost of about \$1,800, during the last year.

The rural schools of Bent County are in a prosperous condition. We have a good corps of teachers in charge of these schools this year. Many of these teachers are college and normal-school graduates of ability, who are trying to bring up the standard of the rural schools in methods and scholarship. In most of the districts the school boards are co-operating with the county superintendent and the teachers to improve the schools.

The Las Animas city schools are the only schools in Bent County where manual-training work is being done, but work in agriculture is being introduced in all the rural schools of this county.

### Boulder County

There are no union and county high schools in Boulder County. There are no new school buildings of importance—only a few small country school buildings.

There are sixty-six school districts in Boulder County. Sixty-two of these are of the third class, which have been grouped into ten centrals, or working units, for the purpose of closer supervision. From three to five contiguous districts are grouped around a strong rural or town school, where monthly teachers' meetings are held. At these meetings a definite course of study, arranged by months, is discussed, and interchange of opinion encouraged in relation to the best methods of procedure for the following month's work.

During the past year this system has been in operation, and has been found to be of inestimable value in socializing and centralizing the school, preparatory to real consolidation in communities where practicable. The primary object of the organization is to break up the isolated condition of the solitary school, and bring the weak or inexperienced teacher in frequent contact with the strong teacher of her central. Each central elects its own chairman and secretary. The secretary makes a brief report to this office of the program carried out, the teachers present and absent, and the attendance and punctuality of the districts composing the central. In this way the county superintendents are virtually given twenty assistants, whose business it is to maintain high standards for their respective groups of districts.

Practically all the rural and village schools are now using a uniform system of text-books. This helps to systematize the work of teachers, and gives them the same advantages as are apparent in ward buildings of the city. The schools of Boulder, Longmont, Louisville, and Lafayette are in good hands and need but little attention from the county superintendent; so his energies have been directed almost exclusively toward the country and town schools that, as a rule, suffer from lack of organization.

Early last fall the Valmont district completed a two-room structure, with a basement and rooms for manual-training equipment, at a cost of \$4,000.

District No. 25 is now provided with an up-to-date one-room, pressed-brick building, which cost \$2,500.

The arrangement of the new State Course of Study will be appreciated by teachers of the county, because they have worked for one year along the same lines suggested by it. I am sure it will be studied and followed by every teacher in the county, in the districts for which it is especially intended.

Altogether the school spirit in the county, among teachers, patrons, and pupils, has never been better than it is now, and at this time the future looks bright for permanent good resulting from the reorganization now in progress.

### Chaffee County

The work has shown a steady improvement. The standard of efficiency and wages has steadily risen. Several districts have discontinued furnishing free text-books.

Several new buildings have been erected, and there is more disposition to give attention to proper heating and ventilation.

### Cheyenne County

The rural schools are progressing nicely. There is more interest and energy on the part of the teachers, as well as pupils and parents. A new school was built at Wild Horse, at a cost of \$1,825.

The greatest need of our rural schools is equipment—globes, charts, and maps. Teachers usually furnish seat-work equipment, but I have tried to have the school boards allow a certain rebate on an itemized account for expenditures for that purpose, and find that it improves matters.

Another improvement I am attempting is a visiting day. To visit schools and meet strong, experienced teachers means inspiration to the visiting teacher, and new and advanced methods in our schools.

Literary societies are being established. Circulating libraries are being installed, and communities are taking advantage of them. Schoolhouses are being fenced, that trees and flowers may be planted, and funds for libraries and equipment are being

raised. I have traveled over 800 miles visiting schools. It will take two weeks more to complete the first round.

### Clear Creek County

There has been no union, district, or county high school organized in this county in the past two years.

One school is doing manual training and domestic science.

### Conejos County

There are no county or union high schools in this county, and only one organized high school, at Alamosa.

There are three school buildings now under construction.

The rural schools are making some progress, with the exception of those in the Mexican districts. It is difficult to get the directors to levy a sufficient tax for more than a four-months' term. A uniform levy, I think, would overcome this. Salaries are small in many of the rural schools.

### Costilla County

We do not have any high schools in this county, in the legal meaning of the word; that is, no taxes for the maintenance of high schools have ever been levied. The only high-school work that is going on is being done in those districts that have sufficient revenue from special taxes to hire teachers who teach some of the high-school branches.

The progress in our rural schools consists mainly in the grade and kind of teachers employed. Up to four years ago the majority of teachers employed taught under a second- or third-grade certificate. We can now secure as good teachers as in any other part of the country. In former years a first-grade certificate was an exception, but we now have a large percentage of normal, college, and high-school graduates, the third-grade certificates being only 9 per cent of the whole, and 75 per cent of our teaching force hold either normal, college, or high-school certificates, besides their regular first-grade county certificates.

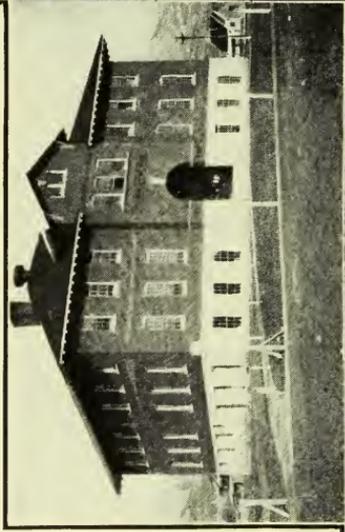
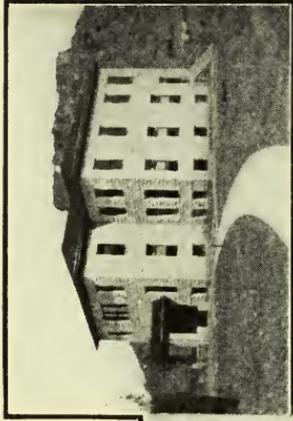
The greatest drawback to education is the fact that our southern districts are thickly populated by laborers who, not having any property to speak of, are unable to pay special taxes, so that the revenue is inadequate to the number of children to be educated. For this I do not see any immediate remedy.

### Crowley County

We are following the new and most excellent State Course of Study, the only real course Colorado has ever had. I am also carrying out a plan of alternation in the grades, combining seven and eight, and five and six, almost throughout.

No new buildings of any note were erected in our county in the past two years; three new rural buildings is the total.





HOLYOKE HIGH SCHOOL, 1911—HIGH SCHOOL, STEAMBOAT SPRINGS, 1912—COUNTY HIGH SCHOOL, CASTLE ROCK, 1911

Our Teachers' Association in the county is very active, and we are doing a good work with the Reading Circle books in our meetings.

### Custer County

Custer County has not a high school of any kind, union, county, or district.

Our rural schools are making rather nice progress. Our greatest need is larger schools, longer terms, and better-paid teachers. Consolidation may improve the conditions.

No manual-training work; no domestic-science work. Some attention is given to agriculture in the rural schools.

### Delta County

This year has been marked by a steady advancement along all educational lines. By a transfer of land valued at \$75,000, Cedaredge became a second-class district. One wagon for the transfer of pupils was added to the Eckert district.

A number of the rural schools are taking up manual training. Paonia put in both manual training and domestic science at the opening of the school year. Seven new buildings were erected during the year. There are thirteen additional teachers, making a total of 110.

### Denver County

See "The Public Schools of Denver."

### Dolores County

There were no buildings erected during the year. There are three third-class districts, and nine teachers employed.

### Douglas County

No union, county, or district high schools have been organized within the past two years.

In regard to the condition of the rural schools, I will say that the progress in some lines has been very satisfactory. There is an increase in the average salary of the teachers; two fine, up-to-date buildings have been erected, and another is in process of construction. There have been about twenty heating plants installed in the county; school grounds have been improved, buildings painted, etc.

The work done in the schools is much more uniform than formerly, and it has been systematized so that this office is in touch with the work being done by each pupil in the county. A dairy-herd record contest is now under way, in which prizes, amounting in value to \$850, have been donated, and the whole county is taking a lively interest in the matter. I believe it will have a tendency to stimulate interest in school work on the part

of the contestants, and will result in greater co-operation on the part of parents in the school work. The subject of agriculture is being taught in a number of the schools now, but there is really nothing worth mentioning being done in domestic science, except in the Douglas County High School and the Castle Rock school.

Our greatest need, it seems to me, is a more active interest in the schools on the part of patrons and school boards. It would result in more intelligent co-operation, and more rapid elevation of the standard of our rural schools. The contest above mentioned was arranged partly with the view of bringing this about.

### **Eagle County**

Some of our schools are taking up manual training. School boards are taking more interest in school work. This is shown by visits paid to the schools, in the care of grounds and buildings, and in the furnishing of supplies.

### **Elbert County**

During the year two union district high schools have been organized. One is located at Mattison, the other at Elizabeth. Some work in consolidation has also been accomplished. Districts No. 34 and 11 joined, and Districts No. 16 and 17 united in June under the name of the Progressive School.

Agriculture has been taken up, and a text-book placed in the hands of all seventh- and eighth-grade pupils. A large percentage of the teachers who did good work were re-employed this year, with an increase of salary.

### **El Paso County**

Four new buildings have been erected during the year, and we now have a four-year course in the Union High School at Calhan.

This school is supported by ten districts. Five districts now have manual training.

Thirteen heating and ventilating systems have been installed in rural schools.

The school board of Colorado Springs has opened a domestic science cottage which is a complete house in itself, including sitting room, dining room, kitchen, bed-room, sewing-room, etc.

Colorado Springs has won merited recognition throughout the United States for its progressive methods, the Buena Vista and the Liller Cottage School, the latter in process of erection, being the finest in the West.

### **Fremont County**

Five school buildings have been enlarged. They are now eight-room buildings. The rural schools responded unanimously to the work outlined by the county superintendent in agriculture.

### Garfield County

No new high schools have been organized in this county during the past two years. We have had but one new school-house built, and that is a log building.

Our rural schools are progressing, and in many places the teachers' salaries have been increased, and also the length of term.

We have a number of weak districts yet that need better equipment, but their valuations are increasing, and in a few years they will come to the front.

In Garfield County there is a good school spirit among teachers, parents, and pupils.

We have only one school (Glenwood Springs) that has a supervisor of domestic science, but many of our teachers are taking and doing the work on a small scale, and the interest in that line is yearly increasing.

### Gilpin County

No high school of any kind has been organized in this county during the past two years, nor have we had any new buildings.

Some of the rural schools in this county are fairly well up to the standard in their work. The others are in a rather backward state.

In no district can I say that poor conditions exist through lack of good working material. I have talked with and advised the rural teachers to plan their work conscientiously and well. I have outlined many of their subjects for the months in all grades to guide them in planning other work.

No schools in this county are doing work in manual training and domestic science. Some elementary work is being done in agriculture.

### Grand County

During the past two years we have not organized any union, district, or county high schools. We have no school buildings of importance.

None of our schools have manual training, agriculture, or domestic-science work.

Our great trouble is too many grades and changing teachers every year. I believe the schools are doing better work each year.

### Gunnison County

No union, county, or district high schools have been organized in this county during the past two years, but during this time two large, modern grade buildings have been put up, one at Marble and one at Crested Butte.

The County High School at Gunnison is maintaining a complete course in manual training and domestic science, and to some degree is taking up agriculture.

Twenty-six rural schools are maintained in this county. The average amount paid for salaries is now \$59.80. The terms are from seven to nine months. No schools are in session less than six months.

There has been marked progress in regard to salaries and length of term in this county in the past few years. Many of the rural schools that have raised salaries and lengthened terms are requiring better-prepared teachers than they did before. Many are especially trained and as well qualified as those of the villages.

In this county there are a number of teachers who are doing what they can to organize boys' and girls' clubs for social purposes, or for sewing, cooking, manual training, agricultural, or athletic activities, and are striving through parents' or mothers' meetings, and little social affairs at the schoolhouses, to win the co-operation of parents and patrons. In one rural schoolhouse this fall there was a school program Thanksgiving Day, followed by a great union Thanksgiving dinner in which the whole neighborhood participated as one large family. This schoolhouse was built several years ago by wise and far-seeing directors who had such affairs in mind, and a little kitchen is a part of the whole, in which such a program can be easily carried out.

In one rural school the pupils have made a very creditable work-bench, and large screens for the stage to be used when they give their school entertainments. In another the teacher has a sewing club. The girls made caps and kitchen aprons, and the boys each made a carpenter's tool apron and some playground apparatus.

### Hinsdale County

There is but one high school in the county, a county high school, and its organization is not recent.

There are three rural schools in the county, two of which are progressive and doing good work. The other I have not been able to visit, as it is a two-days' trip by rail, and I should be obliged to go to Salida, Alamosa, and Durango; but I think it is doing well, as theirs is a good school census and they have good teachers.

None of the schools have taken up agriculture, manual training, or domestic science.

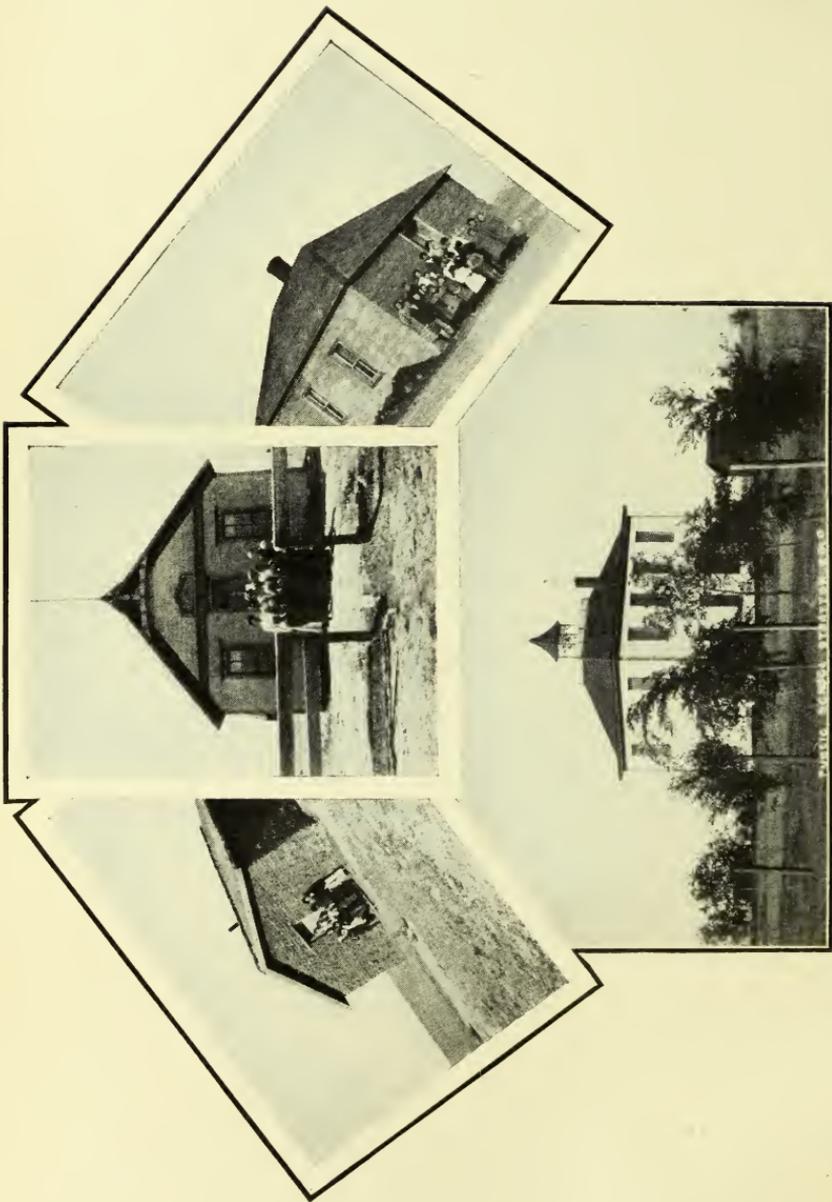
One new school building was erected in District No. 5, but it is small, as there are but few pupils.

### Huerfano County

No union or county high schools were organized in this county in the past two years. None of the schools has a regular course in manual training, but several of them are doing some work along this line.

The rural schools are in much better condition, are better equipped, have a longer term, and more competent teachers.





SCHOOLS OF KIT CARSON COUNTY

The greatest need in the rural districts is higher wages, and so better teachers, and to keep the children in school.

### **Jackson County**

One county high school has been organized within the past two years, being the first one in the county.

No new buildings have been erected.

### **Jefferson County**

But one new building has been erected in this county during the year. Manual training is taught in three districts.

### **Kiowa County**

There are no organized high schools in the county. Educational progress has been slow, but sure. There are now fifty-seven schools, ten having been built during the past year.

### **Kit Carson County**

Three new buildings have been erected, and an addition made to another. High-school grades are maintained in all village schools. Teachers are making an effort toward sanitation and decoration.

Manual training and agriculture have not been attempted as yet.

### **Lake County**

There have been no union, county or district high schools organized in this county during the past two years.

The rural schools of this county are small. The mining industry is not so active as it was several years ago; hence the population of the villages around the mines has decreased.

The rural schools of the county are well equipped, and good salaries are paid. The greatest need is for better-trained teachers.

### **La Plata County**

Two new districts have been formed, but no new buildings have been erected during the year. A high school, with a full four-year course, was organized in District No. 8.

### **Larimer County**

There have been two new buildings erected during the past year. There are two districts in which manual training has been introduced. The same is true regarding domestic science. The schools have all done good work during the year.

The Reading Circle work for 1912-1913 will include the study of the State Course of Study.

### Las Animas County

There are now seventy-nine districts in this county. In two manual training and domestic science have been introduced. One building has been erected in the past year. The most satisfactory results are being obtained in practically every district. This is due largely to the increased interest manifested in school matters by the residents of the several districts.

The new high-school building in Trinidad ranks as one of the finest in the state.

There are two organized district high schools.

### Lincoln County

The principals of the different schools of this county teach Latin, German, physical geography, plane geometry, ancient and general history, English, and English history.

Our population has increased so rapidly, and the demand for schools is so great, that it has been hard to finance our schools properly. After a suitable building has been provided, we are handicapped for the necessary running expenses.

Many of our rural schools have only a four-months' term, and do not have either maps or globes.

We have a splendid body of teachers, who are doing excellent work.

Two union high-school districts were organized this summer—one at Limon, the other at Hugo. In the first-named district a \$20,000 school building is being erected, which will be ready for occupancy about the first of the year.

### Logan County

Two new schoolhouses were built within the year. There is one county high school.

Manual training is being taught in two districts, and domestic science in one.

The fine County Industrial Arts School at Sterling is making Logan County an educational center.

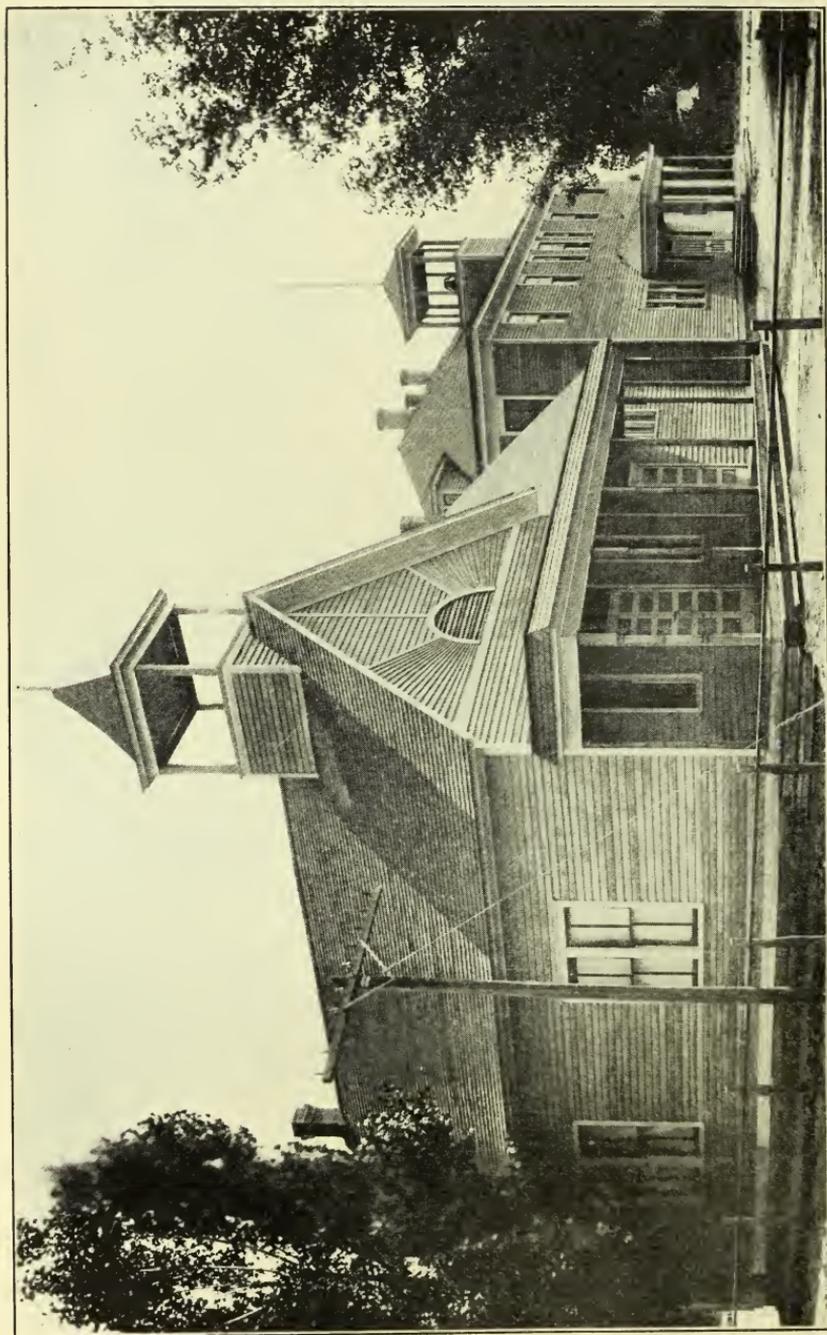
There are now three union high schools, one county high school, and one organized high school in the county.

### Mesa County

There are thirty-four school districts in Mesa County. Three of these are town and city districts, five are village districts, and twenty-six are rural districts. Of the twenty-six rural districts, thirteen have only one-room schools, seven have two-room schools, three have three-room schools, one has five rooms, one has six rooms, and one has eight rooms. There are only seventeen one-teacher schools in the county. Ninety-two per cent of our pupils are in schools of two or more teachers.

UNIVERSITY OF ILLINOIS LIBRARY





THE MOUNT LINCOLN SCHOOL, MESA COUNTY

In an eight-year elementary course  $12\frac{1}{2}$  per cent of the enrollment should graduate from the eighth grade each year. The records of this office for the last eight years show that only about 4 per cent have finished the eighth grade. Two-thirds of our boys and girls have failed to get an elementary education in our public schools.

The school census for 1911-1912 was 6,226.

The total enrollment was 5,545.

The average daily attendance was 4,140.

Of the total enrollment, 716 pupils, or 13 per cent, were in our high schools.

The number of 4,375, or 79 per cent, were enrolled in schools with two or more teachers.

Four hundred and fifty, or only 8 per cent, were enrolled in one-room rural schools.

Only 270, or 6 per cent of the grade enrollment, graduated from the eighth grade. There should have been 604.

Eighty-one, or  $1\frac{1}{2}$  per cent of the enrollment, graduated from a four-year high-school course. There should have been five times that many.

There were 180 teachers employed last year. Only nine of these were inexperienced. Fully two-thirds were college- or normal-trained.

Three rural schools are now teaching agriculture. Two are making a beginning with domestic science.

#### THE MOUNT LINCOLN RURAL SCHOOL

This excellent rural school is located two miles west of Pali-sade in the most thickly settled fruit belt of Mesa County. The fruit ranches in this district consist largely of five- and ten-acre tracts. There are 211 pupils in the district and no pupil has over two miles to walk to school.

The district was established in 1898 and paid \$50.00 for the acre of land on which a one-room school was built. In 1910, or twelve years later, the school had grown so large that the playground would not accommodate the children. At this time the district paid \$2,000 for an adjoining acre, took up the peach trees and made a larger playground for the children.

A full four-years' high-school course is given by this school. Eight strong teachers are employed, four in the grades and four in the high school. In addition to the regular subjects, home economics and agriculture are taught, and the school has a supervisor of music and a supervisor of athletics. This is probably one of the best graded and most efficient rural schools in the West.

#### Mineral County

No new buildings have been erected during the biennial period. Forty-two schools are now using the State Course of Study. Neither manual training nor agriculture is taught.

### Moffat County

There are two organized district high schools, but no county or union high schools. Two new buildings have been erected during the year.

Agriculture has not been taken up, as few school buildings are located where it is possible to irrigate.

### Montezuma County

During the year two new schoolhouses have been erected, and there are now three organized district high schools. There is no manual training or agriculture taught, but one school has introduced domestic science.

### Montrose County

There have been no union, county, or district high schools organized in this county within the past two years.

There are several new school buildings—one or two in town, and seven in the rural districts—of which I am delighted to speak.

The rural schools in his county are in good condition, both as to general repair, convenience, and graded course of study. This year five schools changed from one teacher to two, and two from two to three teachers. The work this year is being graded in consequence. The need now, after bringing up the work, is the introduction of manual training, sewing, and agriculture as permanent parts of the work. Agriculture is now taught in nearly all of the rural schools in the seventh and eighth grades.

The people should feel that the schoolhouses and surroundings must be as good as the homes, and an intelligent set of directors should be elected—directors who will, for the sake of patriotism, see that the schools are managed in an up-to-date and progressive manner.

One rural school only has manual training and sewing. By the end of this year I hope to see both branches installed in two more.

### Morgan County

There is one district and one union high school in this county. Manual training is taught in two districts; domestic science in one. Eight new buildings have been erected.

### Otero County

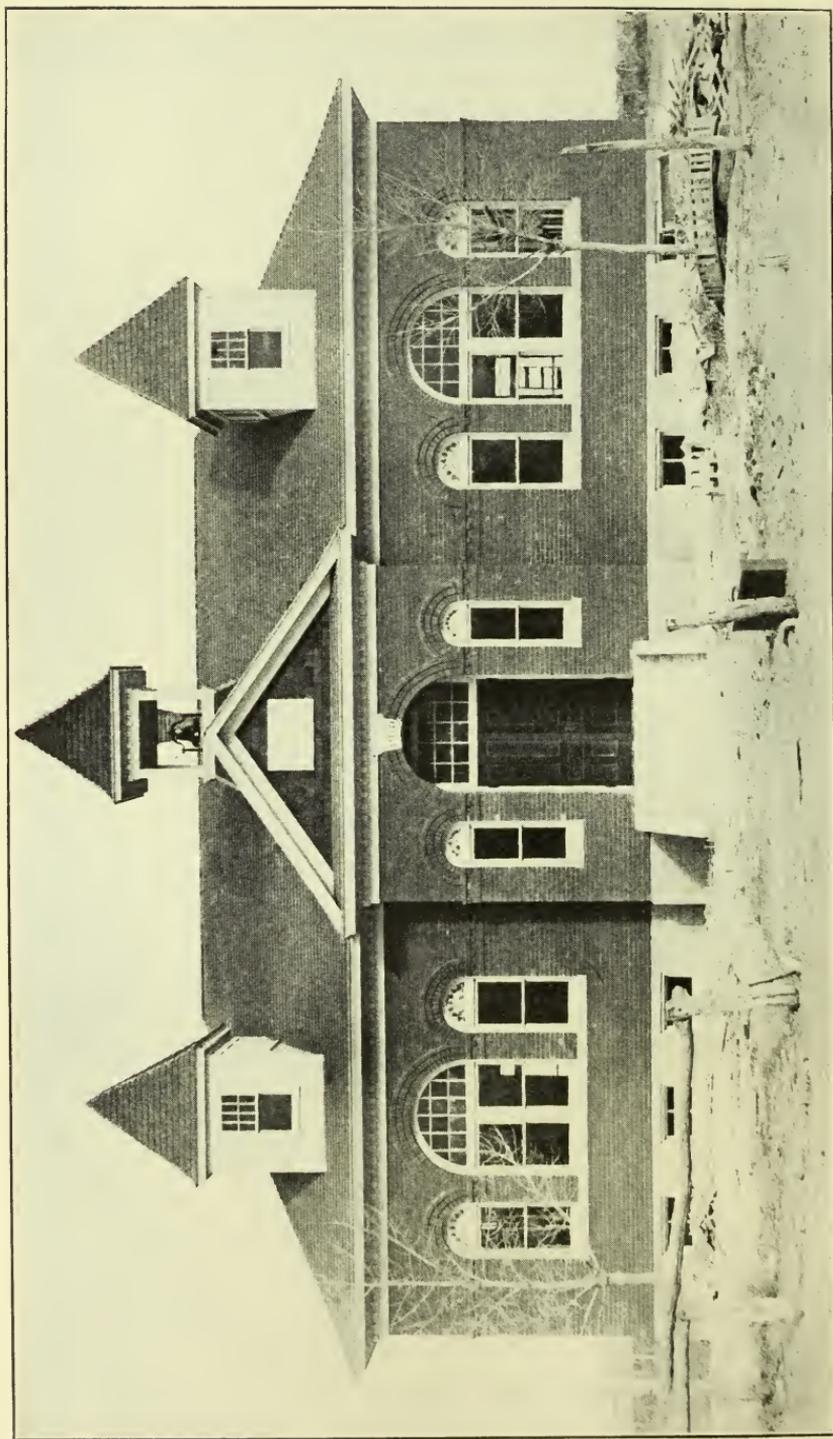
No union, county, or district high schools have been organized in Otero County within the past two years.

All of the schools in this county are doing work in agriculture.

The schools of Manzanola, Rocky Ford, and La Junta are doing work in manual training and domestic science.

UNIVERSITY OF ALABAMA LIBRARY





GRAND VALLEY SCHOOL, OTERO COUNTY  
Dedicated January 30, 1911

Under the present organization of our school system, I believe that we are doing as efficient work as possible in our rural and town schools, but this is not enough. I do not believe that we can materially move forward with the present organization. Our greatest need, therefore, as I see it, is to reorganize our rural and town system of supervision and administration; take the county superintendent's office out of politics, so far as possible, and provide for his appointment as the city superintendents are appointed, giving him the same relation to the rural and town schools as the city superintendent has to the different ward buildings of his city. I sincerely hope that this may be accomplished through our legislature which meets in January, 1913.

### **Ouray County**

We have a county high school. One log schoolhouse has been built during the year. No manual training, domestic science, or agriculture as yet.

The county high school has established a branch at Ridgway, and has added a commercial department.

The schools, almost without exception, have a uniform system of text-books.

### **Park County**

There are no high schools in this county, and no buildings have been erected during the year.

### **Phillips County**

The progress of the schools in this county for the past two years has been quite marked. School boards have sought to get experienced teachers with first-grade certificates. Wages have been increased, on an average, five dollars per month. Text-books have become more uniform in the county. Three new schoolhouses have been built within the past year. Teachers' reading circles have been maintained at Holyoke and Haxtun. Agriculture is being introduced into the schools. A law is needed compelling county uniformity of text-books; also making the teaching of elementary agriculture compulsory.

### **Pitkin County**

Every year the interest in the rural school becomes greater. There is now one district high school in this county. No new school buildings have been erected.

### **Prowers County**

We are paying more attention to grading the district school and to beautifying school grounds. We have four union high schools.

### Pueblo County

There have been no new high schools organized in this county during the past two years. Our city high schools are so good and so generous with our country children that we have not yet had a popular demand for any other high schools.

In a few of our rural schools, where we have the equipment, the first- and second-year high-school work is attempted.

We have had two new brick buildings built and opened during the past two years. One of these is at Boone, costing about \$5,500. There are two beautiful schoolrooms on the first floor, and the entire second floor has been finished for a hall, which is for the use of all the people of the district. If the occasion ever demands, the hall can be converted into two schoolrooms.

The building is heated by a furnace, is well ventilated, and is modern in every respect.

The second one is called Pleasant View School, and is about six miles from Pueblo. It cost about \$6,000. It is a five-room brick building, with a full-cemented basement, furnace-heated. It is planned to use the basement for manual training in the near future.

The Unity School, one of our finest buildings, was destroyed by fire about a year ago. It has been rebuilt at a cost of about \$5,500. It has two charming schoolrooms, a library room, and a full-cemented basement. It is steam-heated.

Six of the schools are teaching sewing, and with very good results. A few are teaching agriculture. There is much yet to be done in this line, but we have made a start.

Drawing is taught in practically every district in Pueblo County, and the results have been exceptionally good.

The greatest need in this county is a closer supervision of the schools by the county superintendent. Provision must be made in order that the superintendent may devote more of her time to the visiting of schools, before we can make our rural schools anywhere near our ideal of what they should be.

### Rio Blanco County

One county high school, but no agriculture and no domestic arts. No new buildings.

### Rio Grande County

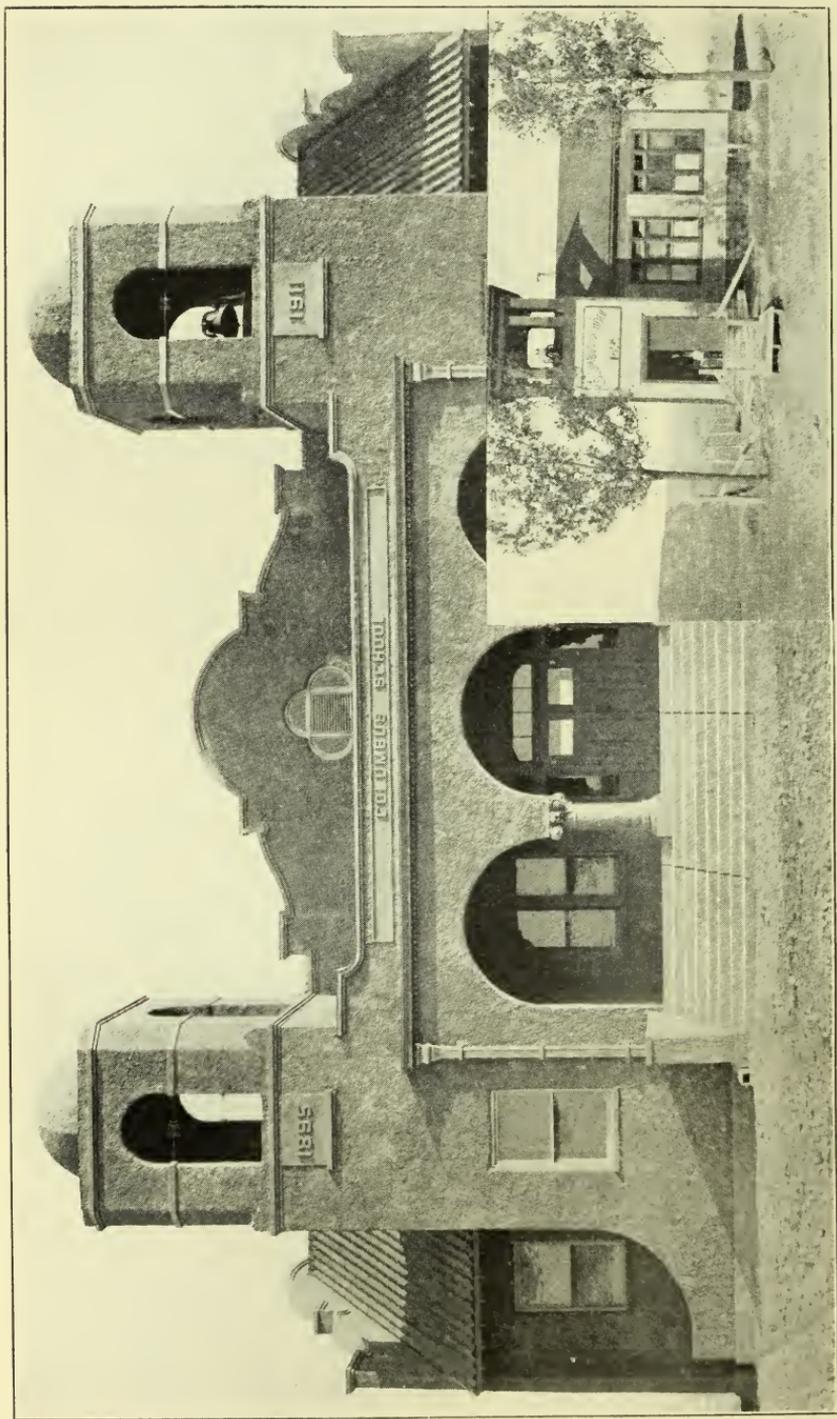
No new school buildings erected during the year. Two district high schools, both doing good work.

### Routt County

Four new school buildings have been erected, old ones are repaired, and all are being fairly well equipped. Teachers' wages are a little higher than last year, and a general spirit of co-operation exists.

UNIVERSITY OF ILLINOIS LIBRARY





NEW COLUMBUS SCHOOL

OLD COLUMBUS SCHOOL

This school is located a short distance from Grand Junction, on Orchard Mesa. It is a beautiful two-room school, with a basement. It is made of cement stucco, at a cost of \$5,000. It takes the place of the small building here shown.

There are three district high schools. Manual training is taught in one district.

### **Saguache County**

There is only one high school in this county—the Saguache County High School.

There is no manual training, agriculture, or domestic science taught in the rural schools.

### **San Juan County**

No union, county, or district high schools have been organized during the past two years. We have, however, one new school building.

Manual training and domestic science are being taught in the Silverton schools; agriculture has not as yet been added to the curriculum.

### **San Miguel County**

The schools are in fine condition. The Telluride schools have added two new rooms. They have also employed a librarian for the public and text-book library. The Placerville school has installed a heating plant. School boards are very generally following this example, in so far as to levy taxes to install heating plants next year. A new schoolhouse was built in District No. 6; also in District No. 10. We have two district high schools. Manual training and domestic science are taught in one district.

### **Sedgwick County**

Two consolidated schools have been established in District No. 68 and District No. 35; one county high school, in which a complete commercial course has been added this year. Domestic science has also been introduced. Two districts have taken up manual training. No buildings have been erected.

### **Summit County**

Summit County has a union high school. Neither agriculture nor manual training is taught. No buildings erected this year.

### **Teller County**

There have been no union, county, or district high schools established in this county during the past two years.

The rural schools of Teller County are in good condition at the present time, although the attendance in the schools is much less than two years ago, on account of the lessening population in the rural communities of this county.

Several new buildings are being planned now. Agriculture, manual training, and domestic science are needed in all of the rural schools, but in most of the schools the districts lack suffi-

cient funds to furnish even simple equipments. I feel that eventually there must be an adjustment in the distribution of the school funds of the state, as in many rural communities the taxable property is not sufficient to warrant a good school.

### Washington County

No county or district high schools have been organized within the past two years.

In regard to rural schools, a great need, in my judgment, is better equipment and longer terms, as most of the rural-school terms are from four to six months. But the greatest need of all is to get the children to attend school regularly and to be on time. Many come from two to four miles. It would be a good thing if some plan could be devised to have the children carried to school by some responsible person hired for this purpose.

Few schools mention agriculture, and manual training and domestic science not at all.

### Weld County

The schools in Weld County are in a very flourishing condition at this time. We have 340 teachers at work.

During the past two years there have been seven new school districts organized, making a total of 110 school districts in the county; and one complete high school at Gill. About twenty-five new school buildings have been erected in the county, including the fine new high school in Greeley.

Perhaps the greatest need of our schools at the present time is a closer supervision by the county superintendent, which it is impossible to give under the present law. The county is too extensive and the work too arduous to be performed by one person.

There are three schools that have manual-training and domestic-science departments. Agriculture in various degrees is taught in a number of the schools throughout the county, of which I have not correct data.

### Yuma County

There have been no high schools organized in Yuma County during the past two years.

The rural schools of Yuma County are in good condition. The progress in all lines of work seems to be better than that of two years ago, and I think this is due largely to the new State Course of Study. The teachers are very much pleased with it, and I feel that it has been an inspiration to them, making them feel that their work was more in harmony with that of other schools.

I feel that the greatest need of the schools in Yuma County is equipment. Very few of the schools have libraries, and many need blackboards, charts, maps, and globes. This is due, no doubt,

UNIVERSITY OF ILLINOIS LIBRARY

*1922*



LECTURE FOR RURAL SCHOOL CHILDREN

One of thirty-four lectures on health subjects by Dr. H. C. Kittell, given to 2,800 rural school children in Mesa County by the Mesa County Y. M. C. A.

to the fact that nearly all the districts where this condition exists are newly organized districts.

We have as yet no manual training, agriculture, or domestic science taught as regular subjects in our rural schools, but in a few years, with wide-awake, progressive school boards, and properly trained teachers, this condition will be wiped out and our schools will be classed with the best in Colorado.

## AGRICULTURE FOR RURAL SCHOOLS OF LOGAN COUNTY

The rural school which is filling its place in our educational system today is the one that serves in the largest way the community in which it is located. "Community service," and all that it implies, is an expression which needs to be better understood, especially by those who are interested in the development of the boys and girls of rural communities. We need, of course, to train our boys and girls in some of the fundamental things we have always been teaching, but we must analyze the community in which our school is placed and find wherein lies the greatest need. If the source of revenue for a community comes from agricultural pursuits, should we not encourage the boys and girls to be interested in the soil and its relation to better farm crops, give them a knowledge of better breeds of farm animals, and show them how to make the farm home more convenient and more attractive? Must we not keep in mind that we are educating for efficiency, rather than merely for entrance into our high schools?

It is entirely possible to put in a brief course of agriculture in every rural school in Logan County. It is true that facilities are better in some places than others for teaching the subject; yet there is so much helpful agricultural literature available from one source and another that a good beginning can be made in any school. We believe that, instead of an elaborate system of gardens on the school grounds, it is better to have the pupils do this work in their own home gardens. The teacher may give them the needed information previous to planting seeds, and, if possible, should visit the student as he progresses in his work.

The interest of the students may be more easily maintained by instilling in them the contest idea in their work. For instance, if the interest of the community centered about wheat, as would likely be the case on most of our upland farms, a "Wheat Club" among boys within certain ages could be organized in that school district. Necessary instruction should be given during the winter, so that when spring comes they can begin the preparation for the wheat, which should probably be planted in the fall. It might happen that the boys of some communities would desire to enter a "potato contest," in which case the work in agriculture during the winter should fit them to take up their work in the spring. It would be a most logical plan during the

winter to study the principles of potato culture, and apply these principles at planting time and during the season of growth. In regions where sugar beets are grown extensively, "Beet Clubs" could be organized. "Poultry Clubs" and contests will interest many of our boys, and girls as well, in a very practical way.

A Wheat Day, a Potato Day, or a Beet Day, as the case may be, should be held in each district, at which time the boys and girls will bring in their exhibits and the prizes will be awarded. The winners of the contest in the various districts, as well as their exhibits, should be sent to the Agricultural College in January for "Farmers' Week." This should be an incentive for good work in the clubs.

In each school the responsibility for club organization will rest largely with the teacher, as he is in daily touch with the situation. Suggestions as to methods will gladly be given by those who are in touch with the county work as a whole.

The Logan County Industrial Arts High School through its agricultural department is offering correspondence courses in agriculture for boys and girls, as well as older people who feel the need of a more intimate knowledge of some of the scientific principles of agriculture. In many cases it will be that teacher and pupils may wish to make use of the work offered through these correspondence courses.

The county agent of the United States Department of Agriculture, who also is instructor of agriculture in the high school, will give his entire time during the summer to the farmers of the county, during which time he can supervise the work of the clubs.

It is our belief that there should be enacted a law whereby agriculture will be given a place in the course of study of every public school in the state. As we said in the beginning of this article, it is possible to teach agriculture in every school in Logan County, and since most of our communities are by nature agricultural, and our schools receive their support from agricultural pursuits, it is but right that we give our boys and girls a knowledge of this vast industry.

D. C. BASCOM,

County Agent, United States Department of Agriculture.

## **CORRESPONDENCE COURSES IN AGRICULTURE GIVEN BY LOGAN COUNTY INDUSTRIAL ARTS HIGH SCHOOL**

### **Elementary Agriculture**

This course serves as an introduction to the several branches of agriculture, as soils, farm crops, plant propagation, breeds of stock, and dairying. It will give in a rather brief time the underlying principles of agriculture. The work will be thoroughly practical. Any boy on the farm will find the work of interest and will have a good foundation for further studies in agriculture. As a course for teachers, it will be helpful in the presentation of agriculture in the public schools.

### Farm Crops

This will include a series of studies on crops common to Colorado and Logan County. The chemical composition, climate and soil adaptations, methods of culture, harvesting and storing, uses, products and marketing, will be considered, as well as crop rotations, injurious insects, plant diseases, and weed pests.

### Plant Propagation

This study consists of forty-six exercises, based on Farmers' Bulletin No. 408 of the United States Department of Agriculture.

### Soils

Since agriculture depends on the soil, a knowledge of the soil and its management is necessary for successful farming. The studies of this course are of a very practical nature and deal largely with properties of soil influencing the growth of crops. The following points will be emphasized: conserving soil moisture, cultivation of crops, seed-bed preparation, fertilizers, crop rotations, humus, legumes as soil-builders and renewers.

### Boys' and Girls' Clubs

- Wheat-growing contests.
- Beet-growing contests.
- Potato-growing contests.
- Flower-growing contests.
- Poultry-growing contests.

The plan in these contests will be to carry on courses by correspondence during the winter, so that in the spring the boys and girls will be ready to begin their contest work. Prizes will be offered in each district school for the best exhibit produced. A day will be set apart for bringing the exhibits to the school-house, where they may be judged and the prizes awarded. As a stimulus for good work, arrangements will be made in each district, when possible, to send the winners to the Farmers' Week at the Agricultural College. When conditions will permit, the boys and girls will bring the result of their contest work to the Harvest Festival, in the fall, at Sterling.

## REPORT OF COLLABORATOR FOR RURAL SCHOOLS

Greeley, Colorado, November 20, 1912.

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Mrs. Wixson: I have your kind letter of recent date asking me to submit to you a statement of my work as collaborator of rural schools for Colorado. I have not done a great deal of statistical work as yet, except on the tax situation in

Weld County. However, I am inclosing a statement to Mr. Monahan, in reply to a request from him to give him a brief survey of the work and progress of rural education in this state. At present I am working on statistics concerning the salaries of rural and city school-teachers in various counties of the state; also, statistics relative to the county as a unit of taxation for the support of rural schools. I am also investigating the effect of this system of taxation on corporate property tax. I wish that something might be said concerning the necessity for a larger unit of taxation.

Cordially yours,

W. B. MOONEY,  
School Visitor.

Greeley, Colorado, November 20, 1912.

Mr. A. C. Monahan,  
Assistant in Rural Education,  
Department of the Interior,  
Washington, D. C.

Dear Mr. Monahan: I have your communication of recent date asking me to give you a brief account of progress in rural education in this state during the past year. In response to this request, I wish to note the following:

1. The establishment of a course for rural teachers in the State Teachers College at Greeley, Colorado. This course consists of the study of the rural-school problem from the standpoint of the teacher, the superintendent, and the patron. In the work for the teacher we give attention to the rural course of study; we review the various common branches which the rural teacher is expected to teach; we discuss the problem of what will be most economical and most efficient in the instruction process; we study those subjects which it seems advisable to include in the rural curriculum, such as domestic science, sanitation, manual training, agriculture, animal husbandry, and nature-study. We also have a course in rural sociology. From the standpoint of the superintendent of rural education, we study the financial problems, the supervising problems, and the methods whereby community interest may be added to the end that better conditions may prevail for rural school children. In this course we co-operate with the office of the state superintendent of Colorado and with such county superintendents as we feel have done especially strong work in the rural-school improvement. We also bring to the state men who have done good work in other states. Last year we had Superintendent O. J. Kern, of Illinois, give a series of lectures on the rural-school problem. From the standpoint of the patron, we seek to give such data as the amount invested for school purposes per school child in the city, as contrasted with the amount invested per school child in the country. We point out the great difference in salaries between the city teacher and the rural-school

teacher. Much of this work is done in lectures in various parts of the state, at teachers' meetings, ladies' clubs, meetings of boards of education, etc. The state superintendent of public instruction, Mrs. Helen M. Wixson, has been most earnest and active in this great work. She has visited a great many rural schools and has given aid to every progressive movement in the state. As a member of the board of trustees of the State Teachers College, she has given valuable direction in the course for rural-school teachers here. Most of the county superintendents have also given excellent support to the work that we have attempted in the State Teachers College.

In addition to the courses the State Teachers College offers in residence, we have non-residence courses which are especially adapted to rural-school teachers. These courses consist of an elementary course in school management, a course in rural school administration, and one or two courses in rural-school sociology. We shall probably offer, beginning with next year, some work in methods for the rural-school teacher. A very great number of the beginning teachers in this state take advantage of the summer courses offered by the State Teachers College, and then continue to do non-residence work during the school year, as they have time.

2. The establishment of the Department of Rural Schools in the State Agricultural College, at Fort Collins, Colorado, promises great results for the future. The Agricultural College has been very active in the last few years in the organization of boys' and girls' clubs in various counties of the state. These clubs have not developed as they would have developed had it been possible for the college to keep a man who would be in touch with them; owing to the absence of financial support, the college was unable to do that until the present year. They have selected for this department Mr. C. G. Sargent, formerly county superintendent of Mesa County, who has done so much there for consolidation of rural schools.

3. The State University has recently organized its Department of Extension Courses. I do not know as yet just what special lines will be offered for rural-school teachers, but I presume some attention will be given to this great subject.

4. The consolidation of rural schools in this state has received a great impetus by the work which has been done in Mesa County by Mr. C. G. Sargent, who this year finishes a four-year term in that county. We are dedicating the Appleton School building, which takes the place of three small schools in three adjoining districts. This new building cost the patrons \$12,000 to \$15,000, and is a modern public-school building. I feel that it marks the beginning of a great work along that line. Too great credit cannot be given to Mr. Sargent, Hon. R. E. Turpin, and many others who have stood by their guns in the face of very great opposition to the consolidation scheme in Mesa County.

Those who most bitterly opposed this scheme at first are now its most hearty supporters. I am reliably informed that there is not a patron of this new consolidated district who wishes to go back to the old plan of three small, poorly supported rural schools. Consolidation on a smaller scale has been done in Pueblo and El Paso Counties in this state. We are just beginning our campaign in this great work.

5. Superintendent J. H. Shriber, of Boulder County, has started a plan which, I believe, deserves special mention. He has organized his county into ten or twelve educational centers. Each center has a group of five to twelve teachers. These teachers meet at least once a month to discuss with the superintendent the work for the coming period, which, I believe, is usually taken as one month. Mr. Shriber gives specific direction as to what he thinks should be done in the various subjects during that month. The teachers are at liberty to discuss and change these conditions, provided other plans seem to be better than those proposed by the superintendent. However, I understand that there is absolute harmony between the superintendent and each of his centrals. I need not point out the many advantages which come from such an organization as this. One that has appealed to me most is the fact that a teacher who is well trained and has ambition, under this plan may make herself felt, somewhat as she makes herself felt in a city or consolidated school. I know many teachers teaching in Boulder County who say to me that to them this is one of the greatest advantages. They get and give the best ideas that they have in a particular district. This plan is also supplemented by county educational meetings, in which a great deal of fine work is done as a result of the rich experiences which the several centrals have. I commend this plan to every county superintendent who wishes to get life and the power of organization into his work.

6. The government, under the direction of Hon. D. W. Working, is doing a fine work in co-operation with some of our county high schools—particularly the Logan County High School at Sterling, Colorado—by placing at the disposal of a given county the supervision of an expert in agriculture. The prospects of Logan County are especially hopeful, and I believe that it will be possible to extend this most excellent plan of co-operation between the nation and local governments very rapidly. Logan County High School, under the principalship of John A. Sexson, guided by his excellent board of education, is making an effort to make the county high school a school for all the people, in whatever occupation they expect to engage. I am watching this development with much interest, with the hope that at some future time I may be able to make some specific report as to the progress of that work.

I have doubtless omitted some very important things in the above communication, owing to the fact that I have been very busy in teaching this fall, and have not been able to be out in

the state so much as I wish I might have been. But the above, I think, will give you some idea of the work that we are striving to do here in Colorado. All the educational forces are in harmony and are giving their best thought to the problem of the rural school:

Very sincerely yours,

W. B. MOONEY,  
Collaborator for Rural Schools in Colorado,  
Department of the Interior.

## ADULT BLIND

### State Teacher

By the terms of Senate Bill No. 528, enacted by the Eighteenth General Assembly, entitled "An Act Concerning the Education and Teaching of the Adult Blind of Colorado," the State Board of Education was given authority to appoint a state teacher of the adult blind, the duty of said officer embracing "the education and teaching of all adult blind residents of Colorado at their respective homes under such regulations, directions, and procedure, and in those methods and educational branches as the State Board of Education shall prescribe."

The State Board of Education being required, upon the act becoming effective, to appoint a state teacher of the adult blind until the last Saturday in December, 1911, the board met in the office of the state superintendent August 21, 1911, and there being but one applicant for the position—to-wit, Miss Jennie Caward, now Jackson—who was highly recommended as possessing all the qualifications for such an officer, she was appointed as state teacher of the adult blind in the State of Colorado, for a term beginning August 21, 1911, and ending the last Saturday in December, 1911, at the salary, and with the emoluments and traveling expenses, as provided by law.

On December 23, 1911, the State Board of Education met and appointed Miss Jennie Caward as state teacher of the adult blind for the year ending the last Saturday in December, 1912.

The following report is given by the state teacher of the adult blind:

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Madam: I respectfully submit the following report of my work and expenses from the time of my appointment as state teacher of the adult blind, August 21, 1911, to the time of my reappointment to the same office, December 23, 1911:

## 1911

No. of calls made upon blind.....	148
No. of business calls made.....	67
No. of lessons given in reading.....	45
No. of lessons given in New York point-writing.....	6
No. of lessons in pencil-writing.....	2
No. of lessons given in hammock-making.....	9
No. of lessons given in crocheting.....	2
No. of lessons given in bread-making.....	2
No. of lessons given in spelling.....	1
No. of lessons given in physical culture.....	13
Furnished crochet patterns to.....	2
Furnished parts of the Bible to.....	9
Furnished supplies to.....	14
Assisted by members of the Woman's Club of Denver, sold work made by the blind to the amount of.....	\$28.45

I made one business trip to Colorado Springs and two to Golden. The rest of my work has been done in Denver and its suburbs, where there are about one-fourth of the blind of the state.

Of the eighty-two sightless people of whom I have personal knowledge up to this date, sixty lost their sight after the age of twenty-one.

Of the eighty-two, twenty-four learned tactile reading in schools for the blind; five learned with the assistance of friends; six learned to read, and one to make hammocks, last year, under the home teacher of the Woman's Club; six are now learning to read; six are physically incapable of learning to read; thirteen are indifferent about it; and twenty-two think they are too old.

## EXPENSES

Oct. 27, Jennie Caward (traveling expenses).....	\$ 8.90
Nov. 7, Peters' Paper Co. for tags and paper.....	10.45
Nov. 7, Matilda Ziegler, magazines and needles.....	3.00
Nov. 7, Johnson Manufacturing Co., slates.....	6.00
Nov. 7, Colorado Tent & Awning Co., twine and rings.....	10.10
Nov. 7, A. Amick, express .....	1.25
Dec. 13, Colorado Tent & Awning Co., twine.....	15.00
Total .....	\$54.70

## 1912

I submit the following report of my work for the period beginning December 23, 1911, and ending November 30, 1912:

No. of business calls made.....	183
No. of calls made upon blind.....	459
No. of lessons given in reading.....	151
No. of lessons given in New York point-writing.....	44
No. of lessons given in spelling.....	7
No. of lessons given in hammock-making.....	37
No. of lessons given in chrocheting.....	17
No. of lessons given in knitting.....	2
No. of lessons given in bread-making.....	8
No. of lessons given in chair-caning.....	2
No. of lessons given in physical culture.....	4
No. assisted in pencil-writing.....	23
Sold work made by blind women to the amount of.....\$49.25	

Thirty-eight have received instruction in one or more lines of work—twenty-one men and seventeen women; eleven have learned to read, eleven are learning, and nine gave it up after making an attempt; nine have received instruction in N. Y. point-writing, six have learned; seven in hammock making, four have learned; five in crocheting, four have learned; one has been instructed in knitting, one in bread-making, and one in chair-caning; the latter gave up the work without learning; one was given physical culture for the benefit of her health; two are being instructed in spelling; nine are being furnished with the Bible to read; forty-five have been supplied with self-threading needles, paper, materials for hammocks, etc.

Among those visited, nine are not sufficiently familiar with English to learn to read; twenty are physically or mentally incapable; a number have grown too old to care to put forth the effort required to learn anything new; while several who have not been aroused to take an interest in learning will yet do so, I feel sure.

My work during the year has been in Denver and its suburbs, Arvada, Westminster, the Denver Poor Farm, Morrison, Elizabeth, Elbert, Leader, Boulder, the Boulder Poor Farm, Lyons, Longmont, Fort Collins, Sedalia, Colorado Springs, Colorado City, Manitou, Pueblo, and Grand Junction. I have taken the United States census of 1910 as my guide in searching for the blind, and have spent much time and effort in this direction. The work has been so new, and there has been so much to do to establish it upon a good basis, to procure the necessary supplies, etc., that I have not been able to canvass as much of the state as I had hoped to do by the close of the year, but I feel that the

work has now been carried to such a point that it can be conducted with greater efficiency during the coming year.

## EXPENSES

Dec. 22, A. Amick, freight and express.....	\$ 14.95
Dec. 22, American Bible Society, Bible.....	16.80
Dec. 22, American Printing House, Stories for Children.....	25.25
Dec. 22, Jennie Caward, expense account, hammock shuttles and alphabet boards .....	14.20
Dec. 22, United States Rattan Co., reeds.....	6.70
Feb. 2, Moon Society, books and reading cards.....	20.29
Feb. 2, Benedict Transfer Co., freight and cartage.....	8.05
Feb. 19, A. Amick, express.....	1.50
Feb. 19, W. H. Kistler Stationery Co., merchandise.....	5.79
Feb. 19, Jennie Caward Jackson, expense account.....	14.60
Mch. 19, A. Amick, express.....	1.25
Apr. 30, Jennie Caward Jackson, expense account.....	16.10
May 6, Jennie Caward Jackson, expense account.....	5.90
May 24, A. T. Lewis Dry Goods Co., trunk.....	7.50
June 3, Jennie Caward Jackson, expense account.....	15.10
June 29, Jennie Caward Jackson, expense account.....	5.15
Aug. 2, W. H. Kistler, cards and index outfit.....	2.30
Aug. 3, Jennie Caward Jackson, expense account.....	18.15
Aug. 8, Johnson Manufacturing Co., slates.....	7.50
Aug. 8, American Bible Society, Bible.....	5.46
Aug. 26, Jennie Caward Jackson, expense account.....	14.65
Sept. 24, Jennie Caward Jackson, expense account.....	33.55
Nov. 7, A. & H. Veith, beads.....	13.20
Nov. 21, Jennie Caward Jackson, expense account.....	10.85
Nov. 23, S. J. Seifried, Midget Braille and Point-Writer.....	5.00
Nov. 23, Jennie Caward Jackson, expense account.....	9.40
Total .....	\$299.19

Respectfully submitted,  
**JENNIE CAWARD JACKSON,**  
 State Teacher of Adult Blind.

Salary per year.....	\$1,000.00
Expenses allowed per year.....	500.00
Expended 1911 (August to December).....	54.70
Balance .....	445.30
Expended 1912.....	299.19
Balance .....	200.81

## AGRICULTURAL COLLEGE

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Madam: I have the honor to submit the seventeenth biennial report of the State Agricultural College of Colorado for the period ending November 30, 1912.

General conditions at the Agricultural College have been very satisfactory during the last two years. In all lines of work we have had a healthy growth; in education, in research, in extension we have made progress. Our plan of organization has had a severe test, but has proven its value in meeting the needs of the increase in enrollment, the growing demand for special investigations, and the insistent call for more extension service. The faculty, the station staff, the executive men, and the State Board of Agriculture have a thorough understanding of the work of the institution as a whole, and we have excellent co-operation. Naturally, with the growth of the institution the work of administration has increased materially. The work of the dean especially has grown heavier, due largely to the effort to make a more extensive study of the needs of each individual pupil, and to carry on correlation studies of the courses of study and of the work of the several departments.

Some improvements in business methods are giving gratifying results. Our secretary and purchasing agent through careful buying has materially increased the purchasing power of every dollar spent. The college is doing a great deal of work, with its own men and equipment, formerly done through outside agencies at a saving of expense.

The administration of the Fort Lewis secondary school of agriculture, and the care of the property of what is to be a secondary school of agriculture at Grand Junction, has materially increased the work of the secretary and of the president.

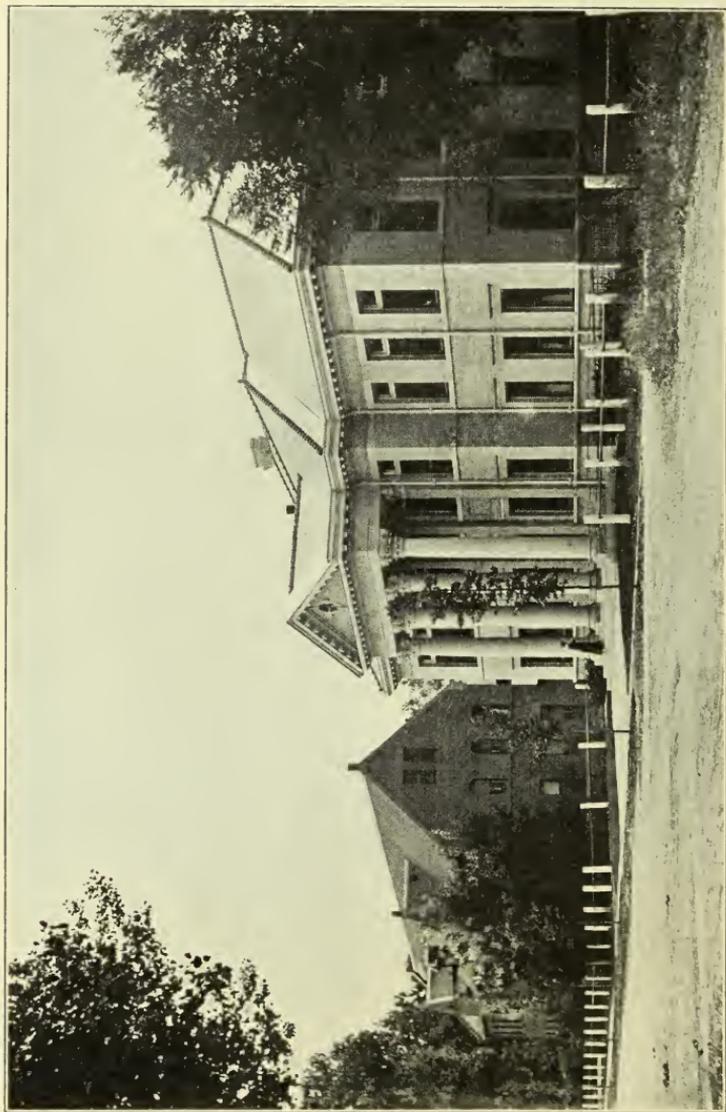
### College Courses of Study

College courses of study show few changes for the two years. We find the plan of organizing the work of education in the four divisions of agriculture, mechanic arts, general science and home economics, and veterinary medicine very satisfactory.

The general plan of having all the students of a division take the same work in the freshman and sophomore years, and having specialization begin in the junior year, works well; also the plan of allowing a fourth of the work to be elective in the junior year, and half of the work to be elective in the senior year.

Beginning with the junior year in the Division of Agriculture, students can specialize in agronomy, animal husbandry, en-

UNIVERSITY OF ILLINOIS LIBRARY



SIMON GUGGENHEIM HALL OF HOUSEHOLD ARTS, COLORADO AGRICULTURAL COLLEGE

tomology, forestry, or horticulture. The course formerly offered in farm mechanics has been discontinued. In mechanic arts, beginning with the junior year, the student can specialize in civil and irrigation engineering, electrical engineering, or mechanical engineering. During the period all of our engineering courses have been organized to train young men for leadership in engineering in Colorado, especially in the work connected with the development of our natural resources and of our agriculture. Our mechanical engineers recognize that a great field for power development is on the farm, and that agricultural production per individual can be greatly increased by the use of mechanical power. Our electrical engineers recognize the need of the development of our water power and the use of this energy in doing the work of the farms on the plains. By the use of the soil as a reservoir for the storage of water, and pumping, the area under irrigation with our normal water supply can be enormously increased. Electricity brings many comforts to the farmers; its more extensive use means much to the agricultural and industrial development of the state.

### **Training Teachers**

Provisions have been made for those who wish to train themselves for teachers of agriculture, mechanic arts, and household arts, and of the sciences closely related thereto. The technical courses of the college are supplemented by work in psychology, history of education, theory and practice of teaching; and provision is made for practice-teaching, in the School of Agriculture, under competent supervision. Special provision is made for students who have taken their professional training in other institutions of higher learning, especially in the State Teachers College, or in the College of Education at the University of Colorado, and desire the technical training necessary to fit themselves as teachers of agriculture, mechanic arts, or household arts.

### **Graduate Work**

Provision has been made for a limited number of students to do graduate work. The major line of work is so planned as to articulate with investigations being carried on by the Experiment Station, where the student works as an assistant on a fellowship basis.

### **Colorado School of Agriculture**

In the School of Agriculture a mechanic-arts course has been worked out and put into operation, and is proving satisfactory. It gives the boy of the mechanical turn of mind the same basic training for the trades that the course in agriculture offers to the boy who expects to find his life-work in the country. The work of the school as a whole is good and amply justifies its establishment.

## Enrollment

The enrollment for the year ending June, 1911, shows 253 in the college classes, 290 in the School of Agriculture, and 112 in the Conservatory of Music; a total, counting none twice, of 625—a growth of 16.5 per cent in the college and 36.2 per cent in the School of Agriculture. The enrollment for the year ending June, 1912, was 322 in the college classes, 331 in the School of Agriculture, and 94 in the Conservatory of Music; a total, counting none twice, of 724—an increase of 26.2 per cent in the college classes and 14.1 per cent in the School of Agriculture. The enrollment for the present school year shows an increase of 16 per cent in the college and 5 per cent in the School of Agriculture, or a total attendance of 823—a growth for the period of 56.6 per cent in the college classes and 29.1 per cent in the School of Agriculture, with the Conservatory of Music showing no increase.

The increase for the institution for the period is 42.1 per cent.

## Conservatory of Music

The work of the Colorado Agricultural College Conservatory of Music is still under the able direction of Alexander Emslie. While the conservatory does not show an increase in the number of pupils for the period, it has grown in favor, and more and more pupils from outside the city are coming here to get the benefit of the training that it offers.

## Experiment Station

The Hatch and Adams funds, which provide annually \$30,000 for research work in agriculture, have all been used for investigations in fixation of nitrogen in Colorado soils, in the study of soil bacteria and algæ, in plant-breeding experiments, in irrigation investigations, and in certain insect investigations. The policy of the director has been to concentrate along these lines rather than to attempt a greater variety of projects. Neither of these funds may be used for publication of general-information bulletins. A generous appropriation was made by the last General Assembly for the Experiment Station, but only 50 per cent of this has been paid, so that the director now has a number of bulletins that cannot be published for lack of funds. The General Assembly appropriated \$20,000 for animal investigations; \$10,000 for fruit investigations; \$10,000 for potato investigations; \$7,000 for investigations in alfalfa, grain, grasses, and forage crops; \$8,000 for dry-farming investigations; \$5,000 for forestry investigations; \$5,000 for poultry investigations; \$10,000 for irrigation investigations; and \$5,000 for co-operative work with the United States Department of Agriculture in development of the American type of carriage horse.

The governor, in order to bring the full appropriations within the revenues of the state, before signing the bill, found it neces-

UNIVERSITY OF ILLINOIS LIBRARY





CAMPUS SCENES, COLORADO AGRICULTURAL COLLEGE

sary to disapprove of the \$5,000 appropriated for forestry investigations, and reduced the animal husbandry investigations appropriations to \$10,000; the fruit investigations, to \$4,000; the potato investigations, to \$5,500; the alfalfa, grain, and forage investigations, to \$5,000; the dry-farming investigations, to \$3,500; the irrigation investigations, to \$5,000. Of these appropriations, only 50 per cent have been received, and the work of the station has had to be reduced materially.

The last two years a serious potato blight practically ruined the potato crop. The station has made every effort to protect the industry, spending far more than the original appropriation on this work. It has been possible, also, to enter into a co-operative agreement with the Office of Experiment Stations of the United States Department of Agriculture, for carrying on investigations in irrigation; with the Forestry Service, for carrying on experiments in timber-preserving; and with the Bureau of Plant Industry, for carrying on studies in farm management.

The Veterinary Section has done a first-class piece of work in diagnosing the disease that was causing so much destruction among the horses of the Arkansas Valley, and in working out a vaccine for the protection of the horses, and a serum for the cure of infected animals.

### Extension Service

The extension work of the institution has grown in a very gratifying way. More and more the college is becoming a public-service bureau for the people of the state. From all lines of agriculture, from the industries, and from the homes, people are turning to the college for information. The scope of the work can best be shown by an outline taken from Superintendent Hinman's reports for the last two years:

#### NOVEMBER 1, 1911—

Farmers' Institute meetings (138 sessions), 58; total attendance.....	14,660
Train institutes (41 stops), 2; total attendance.....	11,804
Demonstration trains (101 stops), 1; total attendance.....	34,835
Boys' and Girls' Agricultural Clubs, 8; total attendance.....	288
Farmers' short courses (1 week); total attendance.....	114
Housekeepers' short courses (1 week); total attendance.....	105
Colorado Farmers' Congress—delegates.....	98
Normal Institutes (1 to 2 weeks each); total attendance.....	1,213

Total for year ending November 1, 1911.....

DECEMBER 1, 1912—

Farmers' Institutes: meetings, 113; sessions 246; total attendance..28,231	
Special trains, 2; total stops, 65; total attendance.....	7,411
Movable schools, 5; sessions, 41; total attendance.....	680
Farmers' short courses, 2; total attendance.....	97
Housekeepers' short courses, 2; total attendance.....	56
Colorado Farmers' Congress, 1; delegates.....	44
Normal Institutes, 14; sessions, 85; total attendance.....	5,535
Fairs, 4; total paid attendance.....	43,836
Total for year ending December 1, 1912.....	85,890
Total for year ending November 1, 1910.....	32,839

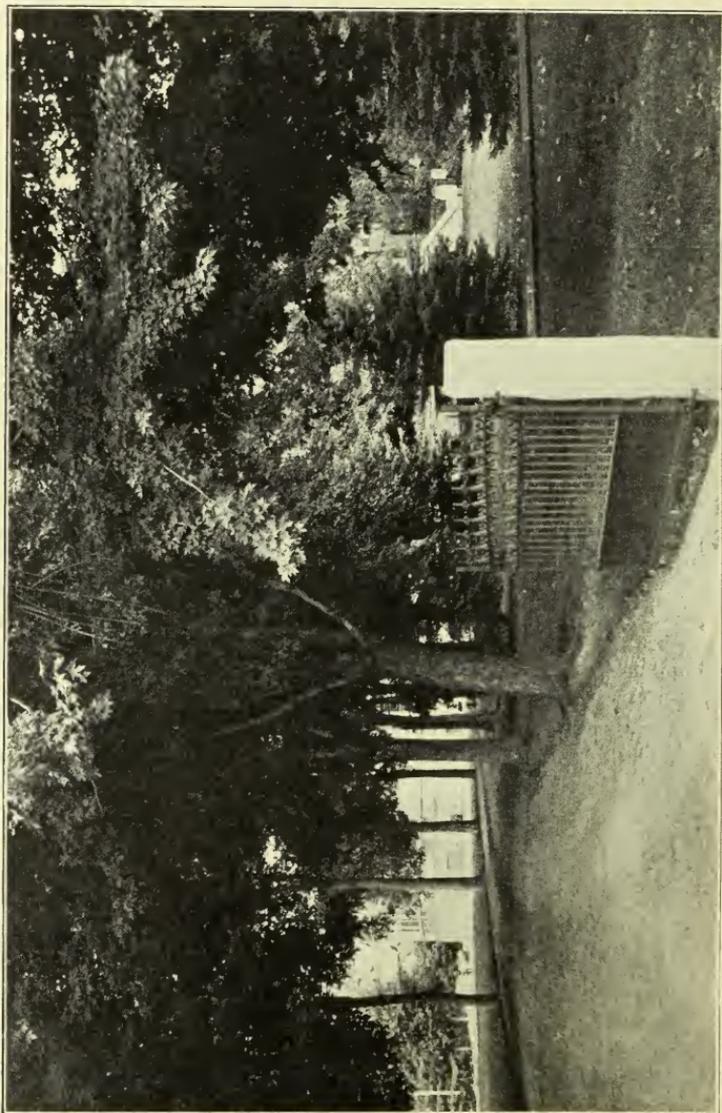
During the year Mr. C. G. Sargent, formerly superintendent of schools of Mesa County, was appointed rural-school visitor. This work is carried on by funds provided by the Eighteenth General Assembly. Through him the institution will be able to co-operate with the county superintendents and do a great deal of work for the rural schools, and the facilities of the institution will be placed at the disposal of those teachers giving instruction in agriculture and household arts. Special attention has been given to the introduction of agriculture into the course of study of the high schools of the state, and wherever such work has been started the college is doing all it possibly can to aid the school authorities in this important work. Special effort is also made to co-operate with the high schools offering manual training and home economics.

Through a co-operative agreement with the Bureau of Plant Industry of the United States Department of Agriculture, a great deal of extension work has been done in dairying, and only recently arrangements have been made for farm demonstration work through another co-operative agreement with the Bureau of Plant Industry. During the two years many special lectures have been given in high schools and in rural schools. A series on potato-growing was received with marked favor.

### Improvements

Because only half of the appropriation became available, nothing more could be done toward the central heating plant than the purchase of the boilers. Guggenheim Hall of Household Arts has been partially furnished. New sidewalks have been constructed on the north side of the campus, and new curbing put in along Laurel Street on the north and along College Avenue on the east as far south as Plum Street. A great deal of work has been done on the new athletic field, made possible through the splendid co-operation of the students. The field has been graded, and a dressing-room, thirty by sixty feet, that is a model in ventilation, sanitation, and general convenience of arrange-

UNIVERSITY OF ILLINOIS LIBRARY



THE EAST GATE, COLORADO AGRICULTURAL COLLEGE

ment, has been built. A new steel grandstand has been purchased and is ready to be erected. The field has been inclosed by a neat woven-wire fence, supported on iron posts. The old athletic field is being gradually changed into an athletic park for the women of the institution.

Through a co-operative arrangement between the college, the Experiment Station, and the Office of Experiment Stations of the United States Department of Agriculture, a new hydraulic laboratory is under construction which will give the institution special opportunities for investigations in the measurement of water, and the flow of water through orifices and conduits.

A central telephone exchange system adds to the east with which the general business of the various departments can be transacted. A general overhauling of the buildings has given the class-rooms and halls a clean, pleasing appearance, and special attention has been given to heating, lighting, and ventilation.

### Graduates

The graduating class of 1911 numbered forty-two—thirty-six men and six women. Of these, two specialized in agronomy, two in animal husbandry, two in horticulture, one in entomology, eight in veterinary medicine, seven in civil and irrigation engineering, nine in electrical engineering, four in mechanical engineering, three women in general science, and three in home economics. The graduating class of 1912 numbered forty-four—thirty-two men and twelve women. Of these, one specialized in agronomy, two in animal husbandry, two in horticulture, one in entomology, one in forestry, five in civil and irrigation engineering, twelve in veterinary medicine, seven in electrical engineering, three in mechanical engineering, three women in general science, and nine women in home economics.

The call for our graduates has been strong. Practically every one had a position at commencement. Every one of the civil and irrigation engineering seniors had an opportunity to accept a position with the Reclamation Service each year the first of May. The call for teachers of agriculture, both years, has been beyond the supply. This last year the call for teachers in manual training was strong.

### Finances

At the beginning of the period the institution was indebted for land \$63,473.50. The General Assembly appropriated, for the payment of principal and interest, \$20,320.79, half of which has been received. We paid during the period \$7,601.84 interest, and have reduced the principal \$2,558.56. We still owe on land \$60,914.94. At the beginning of the period the institution had an indebtedness on general maintenance of \$32,679.21. The General Assembly made an appropriation for this amount for clearing away this indebtedness on maintenance, half of which has been received.

We have been able, through careful husbanding of our tax fund, to accomplish a saving sufficient to pay the balance of this indebtedness. In other words, during the biennium we have taken care of all of the expenses of the institution, and have effected a saving sufficient to wipe out an indebtedness of \$16,339.60. The fact that the appropriation bill was not passed until May, 1911, and did not receive the governor's signature until June; that the first 25 per cent of the appropriation was not paid until the following February, and the second 25 per cent not until this last October, less than two months before the close of the fiscal period, made the administration of the special appropriation funds exceedingly difficult.

It was decided two years ago to continue the investigations provided for by the Seventeenth General Assembly. In July, 1911, the limit of expense was set at 50 per cent of the appropriation made by the Eighteenth General Assembly for this work, and no new work provided for by the Eighteenth General Assembly was started until funds were available. In this way we guarded ourselves against an overdraft at the end of the period. It was very hard to keep men and to make the right provisions for new work. The calls, especially for potato investigations, were insistent, and the institution had to do something this fall for the farmers in the Arkansas Valley, whose horses were dying in great numbers. The uncertainty of the state funds also made it very difficult to carry on co-operative investigations with the United States Department of Agriculture. Such an arrangement calls for the expenditure of dollar for dollar by the government and the college, and, should we be certain of our appropriations, a very advantageous arrangement could be made for carrying on special investigations on this co-operative basis. Both in the potato work and in the investigation of the horse disease in the Arkansas Valley the counties co-operated with the college and made it possible to do far more work than our funds alone would have made possible.

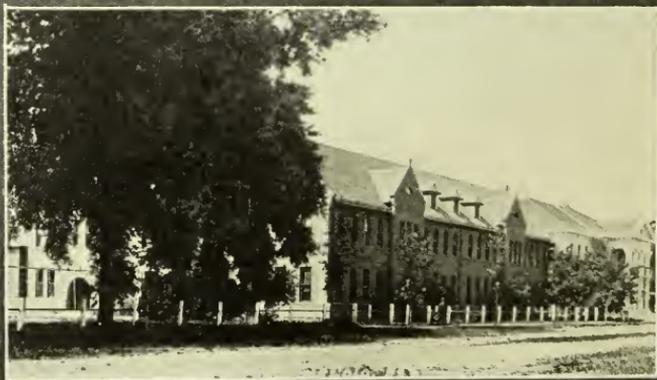
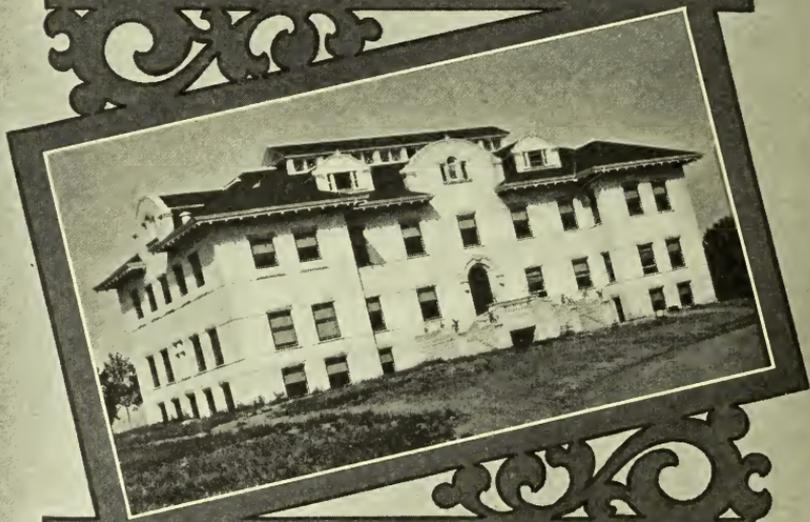
### Needs

The needs of the institution may be classified under three heads: educational, experiment station, and extension. On the campus a new central heating plant is badly needed. This was partially provided for by the last General Assembly, but the \$10,000 received was wholly insufficient to carry the work far enough to make it of any help. This central heating plant will relieve the congestion in the Chemical Building. It will cut our coal bills materially, and will cut down the money necessary for firemen.

A new library is a great necessity. The present building is crowded with books, leaving very little reading-room space. A new soils laboratory must be provided for in the near future, and we should have better buildings for the work in veterinary medicine.

UNIVERSITY OF TORONTO LIBRARY

100



Electrical Building

Sunken Gardens

Agricultural Hall

COLORADO AGRICULTURAL COLLEGE

On account of the distance between various buildings, a central heating plant will cost \$60,000. We should not put less than \$50,000 into the library. A very serviceable soils laboratory can be erected for \$10,000. We should put at least \$20,000 into a section of a new veterinary building.

For the Experiment Station, funds are needed for carrying on the various special investigations. These funds should be looked upon as the payment of insurance by the state to guard against loss through plant disease and insect devastations. As every dollar invested here will bring ample returns, the state can well afford to put in \$40,000 a year for special investigations and publications. All lines of industry will be stimulated; it will increase valuation of property, increase production, increase population.

For the extension service, funds should be provided for carrying on Farmers' Institute work. Five thousand dollars a year will be necessary for this. Work in the rural schools should be continued. In our extension service we should take up the question of better marketing of our produce. The rural-school work should have not less than \$5,000 a year. The studies in marketing should have a fund of \$3,000 a year.

In closing, I desire to express to you, in behalf of the State Board of Agriculture, the faculty, the Experiment Station Staff, and the extension workers of this institution, our appreciation for the kindness you have always shown us and the help you have given. Through you we have been able to do more for the schools of the state, and to make our work in the country better and more far-reaching.

Respectfully submitted,

CHARLES A. LORY,  
President.

### **FORT LEWIS SCHOOL OF AGRICULTURE**

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Madam: I have the honor to submit the first biennial report of the Fort Lewis School of Agriculture, Hesperus, Colorado.

Fort Lewis originally was a twelve-company army post. It was later used as an Indian school. The Indian Appropriation Act of March 3, 1909, of the Federal Congress contained the following provisions:

"There is hereby granted to the State of Colorado, upon the terms and conditions hereinafter named, the property known as the Fort Lewis School, including the lands, buildings, and fixtures pertaining to that school; provided that said lands and buildings shall be held and maintained by the State of Colorado

as an institution of learning, and that Indian pupils shall at all times be admitted to such school free of charge for tuition and on terms of equality with white pupils; provided further that this grant shall be effective at any time before July first, nineteen hundred and ten, if before that date the governor of the State of Colorado files an acceptance thereof with the Secretary of the Interior accepting for said state said property, upon terms and conditions hereinafter prescribed."

The Seventeenth General Assembly of the State of Colorado passed a bill accepting the property of the Fort Lewis School, but since it carried no appropriation for the maintenance of the school, the bill was vetoed by Governor Shafroth, and the terms of the act of March 3 were not accepted by him within the prescribed period; but by an act of April 4, 1910, introduced by Senator Guggenheim, the above provision was re-enacted, and the time within which the State of Colorado might file an acceptance was extended to July 1, 1911.

At the request of Governor Shafroth, Professor Alvin Keyser and myself made an examination of the buildings and lands of the Fort Lewis School, and a report was sent to Governor Shafroth under date of November 25, 1910. In this report I recommended that the state take over this property and establish there a secondary school of agriculture, mechanic and household arts.

In his report to the Eighteenth General Assembly, Governor Shafroth strongly recommended that the terms under which the buildings and land should become the property of the state should be accepted by the legislature, and provision made for the establishment of the school.

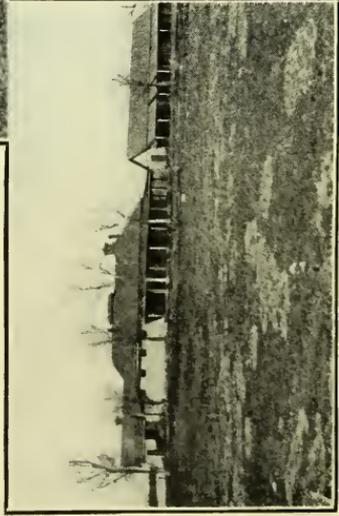
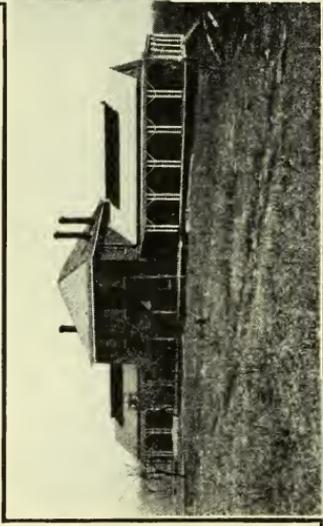
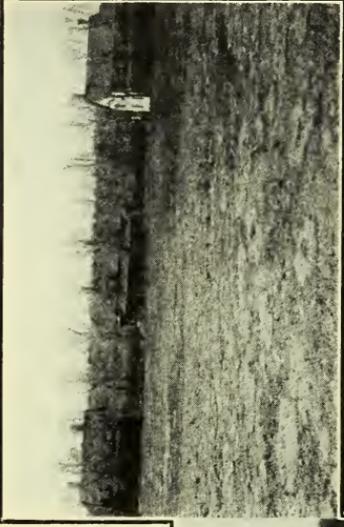
Senate Bill No. 1, introduced by Senator George West, of Durango, accepted the terms of the act of Congress and provided for an appropriation of \$60,000 for establishing, equipping, and maintaining a school of agriculture, mechanic and household arts, was promptly passed by the General Assembly, and was approved by Governor Shafroth on January 5, 1911.

Later, Hon. Walter L. Fisher, secretary of the interior, in a communication to the President of the United States claimed that he did not believe Congress intended to grant to the State of Colorado the coal underlying the surface of the land known as the Fort Lewis School, saying that it was at least doubtful whether the language of the act making the grant was sufficient to constitute a grant in fee simple, it being expressly made a conditional one of the lands and buildings to be held and maintained as a school.

Continuing, he said: "I would accordingly suggest that the attention of Congress be specially called to this matter, with recommendation that appropriate legislation be enacted authorizing the disposition of the coal deposits within the lands, consistent with the recognition and preservation of the interest of the state in the use thereof for the purpose granted."

UNIVERSITY OF CALIFORNIA LIBRARY

1967



FORT LEWIS SCHOOL OF AGRICULTURE, 1912  
Left to Right—Dairy, Dormitory, Principal's Home

In House Joint Memorial No. 3, introduced by Mr. George Weaver, of Durango, to the President of the United States, the Eighteenth General Assembly presented the claim of the State of Colorado and protested against the efforts or attempts of the Land Department to take back the coal or any other part of the Fort Lewis grant; "and if there should appear to be any doubt as to whether the grant did properly pass title to the coal, then we would respectfully ask and petition that, through action of the Department of the Interior, or through act of Congress, if necessary, the grants and conveyances of this entire tract of land in fee simple, and without exception or reservation, may be promptly and fully confirmed."

The President did not call the attention of Congress to the question raised by Secretary Fisher, and the officials of Colorado therefore claim that the grant was conveyed to the state in fee simple, and without exception or reservation, for the purpose outlined in the act of Congress.

President A. A. Edwards, Vice-President J. L. Brush, Secretary L. M. Taylor, and myself, representing the State Board of Agriculture, took formal possession of the property, in the name of the State of Colorado, April 12, 1911. William Tritz, who had been looking after the property for the Indian Service, was appointed custodian, and plans for the establishment of a new school were carried forward as rapidly as possible.

J. F. Snyder, principal of the Sauk County (Wisconsin) Teachers' Training School, was appointed principal May 15, and reported for duty June 1.

Plans for putting the buildings in shape were early worked out, but actual work had to be delayed on account of the uncertainty of funds. It was finally agreed in July that a budget covering 50 per cent of the appropriation would be prepared, and the work of placing the buildings in repair was begun August 1, under direction of Professor J. W. Lawrence, building superintendent at the Agricultural College.

It was soon discovered that this work of placing the buildings in repair was a much larger task than we had at first anticipated. Not only were many of the buildings badly in need of general repairs, but the plumbing on all parts of the campus was in very bad condition. The water had not been drawn off from the buildings before cold weather set in, and both plumbing and heating plant suffered accordingly. In some buildings the pipes had to be entirely replaced. The water main on the campus showed a number of breaks; in fact, the water system could not be put in good repair until this later summer.

In the meantime an active campaign for students was being carried on, and the school opened formally October 2. While all orders for furniture had been placed upon the condition that delivery be made not later than September 25, yet a great deal of the equipment did not arrive on time. The disastrous flood of October 5 ruined the railway between Durango and Pagosa

Springs; so it was not possible to get this furniture delivered at the school until six weeks after the opening. Needless to say, the principal and faculty had many difficulties to meet.

Besides Principal Snyder, the faculty consisted of Mr. George Graves, instructor in agriculture; Mr. Ernest Mayer, instructor in mechanic arts; Miss Marie Holthoff, instructor in domestic science; and Miss Delia Weston, instructor in English. Miss Holthoff did not conclude the term, and her place was taken by Mrs. Schriver. The total enrollment for the year reached thirty-nine.

A one-week's short course was given for the farmers and housekeepers of the region in February, with the assistance of Superintendent Hinman and Miss Baldwin, of the college, and Mr. L. A. Moorehouse, of the Bureau of Plant Industry. The enrollment reached sixty. Aside from the regular school work, a great deal of extension work has been done, and the school is rendering real service.

This summer a great deal more repair work was done. The buildings were put in shape, more equipment has been added, the commissary has been improved, and the school has started out much more favorably. It opened October 21, and now has an enrollment of forty-five—thirty-seven boys and eight girls.

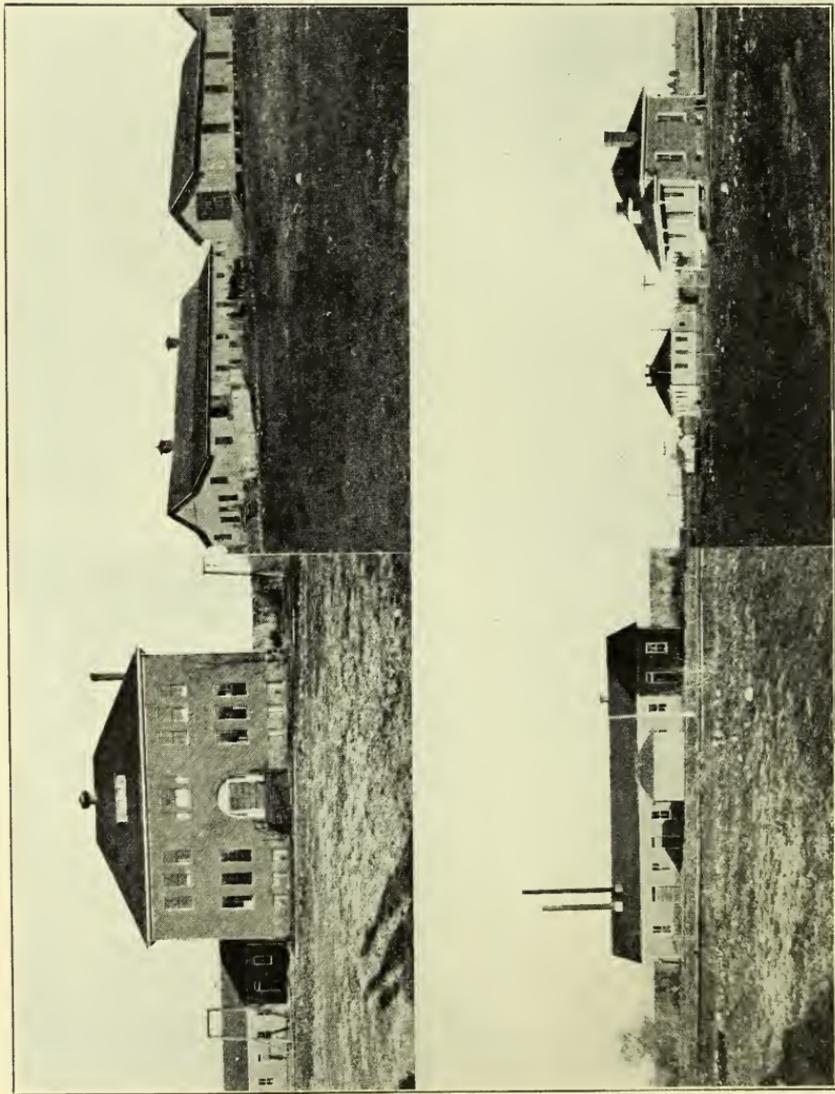
When the magnitude of the work is taken into account, Principal Snyder and his assistants have done remarkably well. It is no easy task to carry on an institution under the conditions that obtain at Fort Lewis, where the students must be housed and fed on the campus, where all entertainments must be provided by the students and faculty, and where equipment is meager and the amount of funds small.

Fort Lewis has great possibilities. We have there a wonderful piece of land—one that, if well developed, will largely support the educational work. The building equipment is good. Naturally the needs are many. The school is so necessary, and there is such a call for the service that it can give to the Southwest, that the state can well afford to meet these needs. Some general farming was carried on, and the school got quite a little revenue out of its land that was leased for pasture.

The problems of administration have been made difficult by the uncertainty regarding funds. Treasurer Kenehan advanced \$2,500 to the State Board of Agriculture when it formally took possession of the property, but no further funds were available until last February, when 25 per cent of the appropriation, less \$2,500, was paid. At one time the Colorado Agricultural College had loaned Fort Lewis a total of \$17,000, in order that the work might be carried on. The college also assisted by doing all the bookkeeping and a great deal of the purchasing for the institution, without cost. Fort Lewis also had the benefit of the services of Professor Keyser, the agronomist; Professor E. R. Bennett, the horticulturist; and such other men at the college here as were called upon for assistance.

UNIVERSITY OF ILLINOIS LIBRARY

1911



FORT LEWIS SCHOOL OF AGRICULTURE, 1912  
Left to Right—Top: Dormitory, Stock Barns. Bottom: Laundry, Offices

The expenses of the school for the period would total \$35,288.61, and the income for the period has been \$8,199.29. The appropriation was \$60,000, of which 50 per cent has been received, so that we have a balance on hand of \$2,910.68 for carrying the work of the School until funds provided by the Nineteenth General Assembly shall become available.

### The Needs

The needs are many. The School can be made much more useful in every way if better equipment is provided. Money invested in developing the land will bring good returns. The land has a fairly good water supply, but this should be supplemented by a reservoir, survey for which has been made but the land has not been purchased. A better dairy herd is needed, more teams are necessary, more farm machinery. If sufficient money is provided to develop the land, the School can be made in part self-supporting. Later on when there is a market for its coal it should become entirely self-supporting.

The appropriation for the next two years should be not less than for the last biennium, \$60,000.

Before closing this report I should like to express my appreciation to the Committee of the Durango Board of Trade for the assistance they have given the Board of Agriculture and myself and the faculty of the Fort Lewis School in the problems that have confronted us; also to Mrs. Rosepha C. Pulford, County Superintendent of Schools, of La Plata County, who has been untiring in her work for the School. We are deeply grateful also to you for the help and the encouragement you have always given us in all matters pertaining to Fort Lewis.

### Grand Junction School

The terms of the Congressional Act whereby the lands and buildings of the Grand Junction Indian School should become the property of the State of Colorado were accepted by the Eighteenth General Assembly in a bill introduced by Mr. J. C. Newton, of Mesa County. This was approved by Governor Shafroth, April 28, 1911. The bill made provision for the establishment at the Grand Junction Indian School in Mesa County of a school of horticulture, forestry, and vocational learning, and carried an appropriation of \$10,000 for the purpose of equipping, organizing, and maintaining this school. It provided also that, after passage of the act, the State Board of Agriculture should take and control the land, buildings, and equipment of the Grand Junction Indian School; the school should become a part of the Agricultural College system of the state, and should be controlled and managed under the same laws, rules, and regulations as the Agricultural College at Fort Collins, by the State Board of Agriculture.

The property was formally turned over to the State of Colorado, July 1, 1911, and Mr. Charles E. Burton was appointed custodian until such a time as a regular principal should be appointed.

The grounds around the buildings are badly in need of drainage; in fact, the water is standing in some of the basements. Under these conditions, the State Board of Agriculture did not think it wise to attempt the establishment of a school, but provision was made for doing field-work in horticulture and for giving instruction in special extension classes.

Mr. Robert Hirrick was appointed principal and gave very helpful service until he was called to a position with the Iowa State College last August.

In planning for the establishment of the school, the board has had the able assistance of the local advisory committee, consisting of Mr. W. P. Ela, Mr. R. E. Turpin, and Mr. Coy Klingler, who were appointed by the Grand Junction Chamber of Commerce.

The property has been kept in shape, and along with the special teaching and field-work a survey was made of the ground-water conditions. It was found that there was wide variation in the distance to water-level. At the buildings, for example, it stands only one foot seven inches from the surface, while in the northeastern part of the land the water-level is about seven feet from the surface. This fall a very extensive sub-soil survey has been made, and plans for the drainage of the tract have been worked out and contracts let for some drainage work on the area where the buildings are. Unfortunately, the amount of funds is not sufficient to take up extensive drainage work. The greatest need of this property is that the land shall be successfully drained. Until this is done it does not seem advisable to use the buildings for the establishment of a school.

Plans for the drainage of the tract have been worked out and will be submitted to the Nineteenth General Assembly, and a request will be made for sufficient funds to carry on drainage experiments.

Conditions around the property and in the neighborhood are such that the drainage of this land will be of the utmost help, so that in carrying on this work the school can be of real service to the region.

Respectfully submitted,

CHARLES A. LORY,  
President.

**COLORADO SCHOOL FOR THE DEAF AND THE BLIND**

Colorado Springs, Colorado, November 6, 1912.

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado:

The work of the Colorado School for the Deaf and the Blind has moved steadily on during the last two years, with nothing particularly eventful, but with increased attention to the detail and finer points involved in the making of intelligent American citizens. The failure in realizing upon the appropriations made by the last legislature has prevented any marked improvement in equipment or furnishings, but the teaching force has been kept up to the high standard hitherto maintained, and the results have been good.

No one unfamiliar with the school and its workings has any idea of just what Colorado is doing for her deaf and blind children. The school was established to meet the need of those who, because of impaired sight or hearing, could not well be educated in the public schools. Such children are sorely handicapped under the most favorable conditions, and the state, recognizing the fact, has, as far as her finances would admit, endeavored to provide every form of device and equipment that would in competent hands insure the best results. It is her aim, too, to provide for the payment of such salaries as would secure the best talent to direct and handle this equipment. While these aims have not all been fully realized, so much has been done that no citizen of the state need apologize for the status of the school, compared with those of many older and wealthier states.

The one unfortunate feature of the school is its including both the deaf and the blind—two classes that, from the very nature of their misfortune, are in no way congenial and have nothing in common either at work or at play. The school for the deaf was established in 1874, but nothing was done for the blind until 1883, when provision was made for their admission, the assigned reason for combining the schools being economy. There may be some slight saving in the matter of food and administration, but it is far more than offset by other considerations. Although the pupils of the two departments are almost as entirely separate as they would be on separate grounds, each school is often compelled to make compromises, because of the presence of the other, that are not conducive to its best interests, and it is to be hoped that, as soon as the state gets her institution for backward children fairly started, a complete separation of the schools for the deaf and the blind may be effected.

### The Blind Department

In the school for the blind, language, having been acquired in the natural way, through the ear, presents no difficulty. Where the blindness is congenital or occurred early in life, the child's knowledge of the shape and size of things about him is limited to that upon which he can lay his hands. The problem, then, is to enlarge these personal experiences by enabling him to "see" through an examination of the objects themselves or models of them, and to put him in touch with the printed page through some form of tactile print. The process is necessarily slow, but a careful cultivation of the habit of attention and the development of the memory, far beyond that usually attained by the normal student, enable the blind to make much faster progress than would be expected. The course of instruction for the department includes high-school work, modified slightly to suit the conditions, and it is gratifying to say that many complete the course with credit. There are now two of our last year's graduates in the freshman class at Colorado College.

In addition to the work of the literary department, all are given a trial in the music department. Some who have talent or are capable if close application become very proficient on one or more instruments, and when they leave us are qualified to play the organ at church or to teach music to sighted pupils. Others, not so gifted, can play well enough to entertain themselves and their friends—no small accomplishment when one remembers the very long hours the sightless person must pass alone. Reading point print is sometimes nerve-racking work and cannot be kept up indefinitely, and any line of handwork grows tiresome after a while. It is incumbent upon us, therefore, to give to our pupils as great a variety as possible, so they may turn from one thing to another in their endeavor to live happily and comfortably.

The industrial department endeavors to instruct all in the use of their hands, both boys and girls. The boys learn piano-tuning, broom-making, hammock-knitting, chair-caning, rug-weaving, and renovating mattresses. Of these the best trade is that of tuning, as it is one thing the blind men can do as well as the seeing, though not so quickly. The girls have instruction in plain sewing, knitting, crocheting, cooking, and general housework. Lately poultry-raising has been added as part of the course for both boys and girls.

It is gratifying to note that all the piano-tuners sent out with the school's certificate are making a very respectable living at it, one of them, at this time, having charge of all the pianos in the public schools of Denver.

In the general scheme for the education of our pupils, their bodies are not forgotten. Regular work in physical culture is required of all, and especial individual attention is given to corrective work. Morals and manners are a part of the daily train-

ing, and every effort is made to give to the state on graduation a cultivated, refined, intelligent, self-supporting citizen.

### The Deaf Department

The congenitally deaf child, or the child losing its hearing early in life, usually comes to us without language. In some instances he may have been taught to recognize his name when written on paper, but even this is rare. The problem with the deaf, then, is to enable him to read and to use understandingly the English language; and a most intricate and difficult problem it is. Word, phrase, clause, and the innumerable idioms that the hearing child picks up and uses unconsciously, come to the deaf child one at a time, and their use is acquired by him only by the most patient attention and most strenuous effort. Add to this the attempt made now in every case to teach the child, not only to know language, but to speak it and read it from the lips of another, and you have a task to tax the ingenuity of the best teacher, and the patience and strength of both teacher and pupil. Yet it can be done, and is being done at the school every day, as a visit during the school hours will prove. There are, however, some pupils who have apparently no talent for either speech or speech-reading and there are others, possibly somewhat mentally retarded, whose progress in these branches is so slow as to give little or no hope of accomplishment. These pupils, after having had a fair trial without success, are taught by the use of writing and the manual alphabet, which is simply straight English spelled on the fingers to save time.

As with the blind, the deaf are given regular instruction in industrial work, the trades now taught being, for the boys, printing, carpentry, shoemaking, painting, and elementary gardening; for the girls, plain sewing, dressmaking and fancy work, cooking, ironing, and general housework. Because of the handicap in learning language, the time in the schoolroom for literary work cannot safely be reduced beyond a certain limit, and this in turn limits the hours in the shops. At present the pupil has about four and one-half hours in the schoolroom, one hour of supervised study, and two and one-half hours of shop-work weekdays, with three hours on Saturday. It is not expected that a boy can master a trade in the time devoted to it while in school, but he can and does acquire habits of industry, and a sufficient knowledge of the trade to enable him to complete it in a comparatively short time under competent instruction. Many—indeed, perhaps most—of the boys follow some other occupation after leaving school than that learned at school; but, even so, there can be no reflection cast upon the work of the school, where, because of its small size and consequently large cost of operation, the number and variety of trades taught is necessarily limited.

The deaf have a systematic training in both art and physical culture. "A sound mind in a sound body" is the more necessary to success in life with one of the senses impaired or wanting, and

every effort is made, from the time the child comes to us until he finishes his course, to send him out strong in mind and body as well as character.

### General

The school opened in 1874 with seven deaf pupils. The total number that have been under its ministration is 567 deaf and 239 blind.

The enrollment for the session of 1910-1911 was 158 deaf and 46 blind; for the session of 1911-1912, 157 deaf and 47 blind.

The number of teachers and their salaries is as follows:

#### DEAF DEPARTMENT

1910-11		1911-1912	
1 teacher .....	\$1,485.00	1 teacher .....	\$1,575.00
1 teacher .....	1,305.00	1 teacher .....	1,350.00
1 teacher .....	1,260.00	1 teacher .....	1,248.00
1 teacher .....	1,200.00	1 teacher .....	1,200.00
1 teacher .....	1,140.00	5 teachers .....	972.00
5 teachers .....	972.00	2 teachers .....	927.00
1 teacher .....	945.00	1 teacher .....	900.00
1 teacher .....	900.00	1 teacher .....	855.00
1 teacher .....	672.00 (resident)	1 teacher .....	800.00
1 teacher .....	747.00	1 teacher .....	780.00
1 teacher .....	585.00	1 teacher .....	756.00 (resident)
1 teacher .....	480.00	1 teacher .....	747.00
1 teacher .....	450.00 (resident)	1 teacher .....	672.00 (resident)
		1 teacher .....	480.00

#### BLIND DEPARTMENT

1910-11		1911-1912	
1 teacher .....	\$1,620.00	1 teacher .....	\$1,683.00
1 teacher .....	1,260.00	1 teacher .....	1,476.00
3 teachers .....	972.00	1 teacher .....	1,000.00
2 teachers .....	900.00	3 teachers .....	972.00
1 teacher .....	666.00 (resident)	1 teacher .....	666.00 (resident)
1 teacher .....	450.00	1 teacher .....	630.00
		1 teacher .....	450.00

#### DEAF AND BLIND DEPARTMENTS

1910-1911		1911-1912	
1 teacher .....	\$ 900.00	1 teacher .....	\$ 675.00
1 teacher .....	972.00	1 teacher .....	972.00
		1 teacher .....	257.00
		1 teacher .....	82.00

### Terms of Admission, Etc.

The school is free to all eligible students from the State of Colorado. To be eligible, the parent must be a bona fide resident of the state, and the child must be unable to attend the ordinary public schools because of impaired sight or hearing; must be of sound mind, and free from such chronic disease as would endanger others or prevent study; and must be between the ages of six and twenty-one. Parents must provide clothing and pay traveling expenses, but provision is made by law that the county shall help where parents show that they are unable to meet these requirements. A deposit of \$5 is asked to defray any incidental expenses that may arise, which sum is accounted for when used, or at the end of the term.

### Annual Expenditures

The annual expenditure for running the school, keeping up insurance, and repairs and additions to the school equipment from time to time, is not far from \$80,000 per annum.

When it is remembered that the school was in dire straits less than ten years ago, with a most scanty supply of schoolroom helps and shop appliances, and out-at-elbows generally in furniture and furnishings, and that a large part of the present equipment came little by little from the current expense fund, the physical condition of the plant is a source of congratulation.

It has been the aim of the Board of Trustees to keep abreast of the times and give to the state the very best school possible for the money expended. The proper care and training of the two classes, each consisting of children of both sexes and of all ages between six and twenty-one, requires a complete corps of matrons and supervisors, in addition to the faculty of teachers in the literary and industrial departments. These people should all be trained in their special lines of work, and only such as are efficient should be retained in the service of the school. Such people should be paid an adequate compensation for what is really expert service, and should be furnished with all needful appliances for rapid and accurate demonstration and instruction. To the credit of our legislators be it said that they have been ever ready to listen patiently to any appeal for help in a pecuniary way, and have always given that help in as large measure as the finances of the state would allow. For all of which the Board of Trustees, the officers and teachers, and the pupils are deeply grateful.

Very respectfully,

W. K. ARGO,  
Superintendent.

## STATE INDUSTRIAL SCHOOL FOR BOYS

### Report of Board of Control

Golden, Colorado, November 30, 1912.

Hon. Helen M. Wixson,  
 Superintendent of Public Instruction,  
 Denver, Colorado.

Dear Madam: In compliance with the law creating the Board of Control of the State Industrial School for Boys, we respectfully submit this, the sixteenth biennial report of the board. This report is for the two years beginning December 1, 1910, and ending November 30, 1912. The superintendent's report is included herein and made a part hereof.

#### MOVEMENT OF POPULATION—

Number of boys November 30, 1910.....	365	
Received during term (new).....	370	
Paroles returned .....	43	
Escapes returned (escaped last term).....	2	
	780	780

#### LEAVING DURING TERM—

Discharged .....	17	
Paroled .....	337	
Pardoned (Wyoming boys).....	19	
Died .....	1	
Escaped .....	4	
Returned to court.....	5	
	383	383
Number remaining November 30, 1912.....		397

#### SUMMARY—

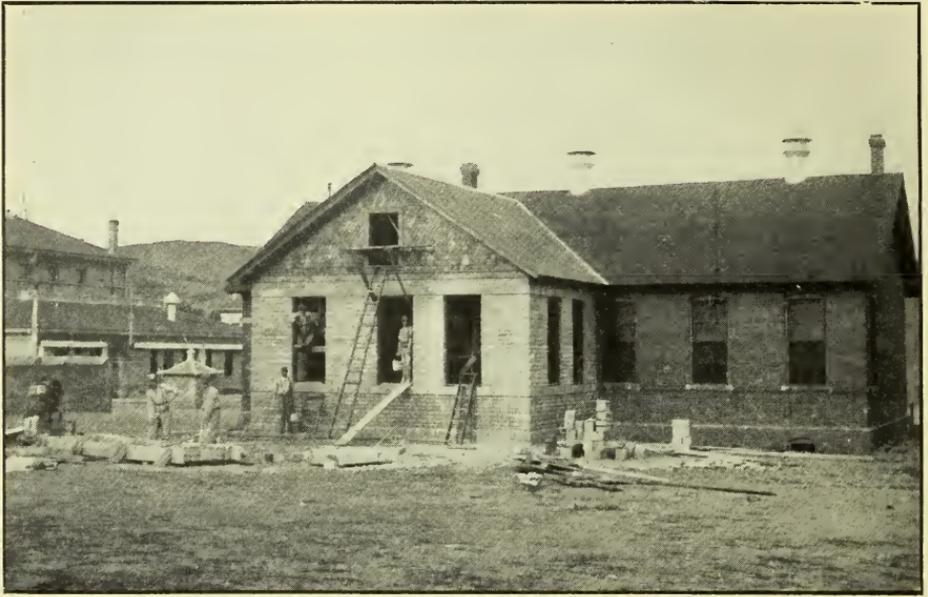
There were in school November 30, 1910.....	365	
There are in the school November 30, 1912.....	397	
The greatest number was in March, 1912.....	415	
The smallest number was in September, 1911.....	354	
Average number per day during term.....	387	

### Appropriation

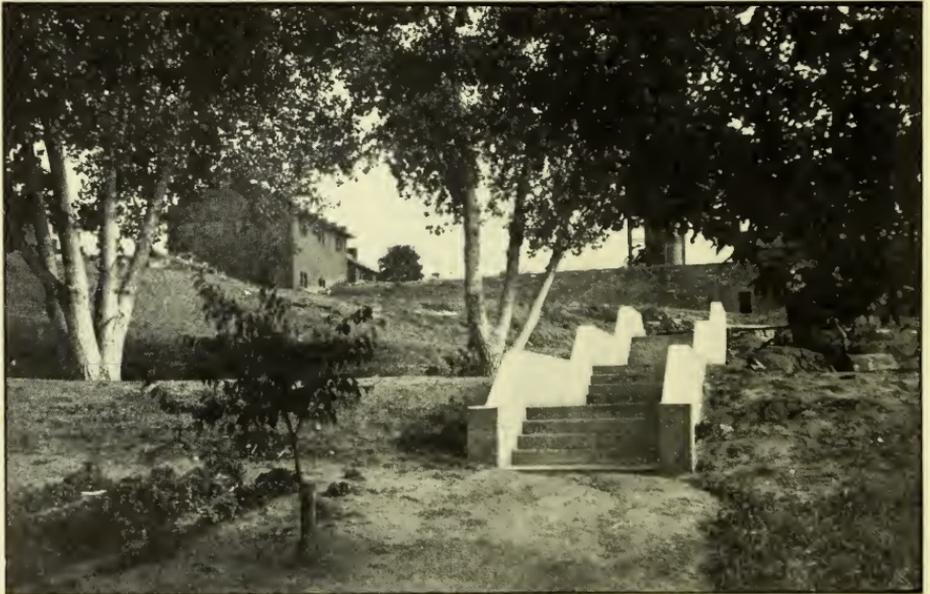
The Eighteenth General Assembly appropriated for the support and maintenance of the institution the sum of \$175,000 and the cash receipts of the school.

UNIVERSITY OF TORONTO LIBRARY





ADDITION TO HOSPITAL, BEING BUILT BY BOYS OF THE STATE INDUSTRIAL SCHOOL FOR BOYS



CONCRETE FOOT-BRIDGE, BUILT BY BOYS OF THE STATE INDUSTRIAL SCHOOL FOR BOYS

## RECEIPTS—

Appropriation for maintenance.....	\$175,000.00
Cash receipts .....	14,567.40

Total available .....	\$189,567.40
-----------------------	--------------

## EXPENDITURES—

Support, maintenance, current expenses.....	\$187,849.67
Improvements to existing buildings.....	1,717.73

Total expended .....	\$189,567.40
----------------------	--------------

## Needs

For the next biennial term we should have appropriations as follows:

Maintenance and current expenses.....	\$175,000.00
One cottage .....	25,000.00
Material for two cottages, \$10,000.00 each.....	20,000.00
Water for irrigating and pipe line.....	50,000.00
Total .....	\$270,000.00

“For maintenance” includes all money needed for salaries, food, clothing, insurance, repairs, paroled boys, fuel, light, expense of departments, and all other general expense. Although the average number of boys during the next term will probably greatly exceed the average for the term for which this report is made, we are asking for no increase for maintenance, because all of the buildings and fences have been put in good repair and nearly all been painted, thus making it possible greatly to lessen the cost for such work for the next biennial period.

Every committee from the legislature and from the Board of Charities and Correction that has visited the school has condemned the old main building as a home for boys and has recommended that enough cottages be erected to accommodate all boys outside the old building. However, the appropriations for cottages have been sufficient only to enable the management to provide additional room for the natural increase of the school, and the old building still houses 160 boys. This building is positively unsafe, as has been reported time and again; and if one of the terrific winds that sweep over the site of the school periodically should topple part of it over, great loss of life might result. The four cottages we now have accommodate 240 boys by crowding them in. Three more cottages would give room for all the boys now living in the old building, and would give them much better surroundings and enable us to get infinitely better results.

If the legislature sees fit to appropriate \$75,000 for three cottages, the present condition can be changed in a few months;

but if it is considered best to appropriate \$25,000 for one cottage and \$20,000 for material only for the other two, the school forces can erect the two at a considerable saving, although not more than one can be built each year.

With four sections of the best irrigated land in the state, this school could be made self-supporting. There is no doubt that improved live stock of the highest quality and of various kinds, that would sell at fancy figures, and the production of sugar beets on a large scale, would make this possible. However, as the school will probably remain in its present location many years, the partial solution of the problem lies either in getting water upon the 400 and more fertile acres owned by the school and at present unirrigated; or in the purchase of a near-by ranch, the only large body of irrigated land near enough for the school's use; or in embracing the opportunity to take advantage of both schemes for increasing the school's usefulness and output. There is nothing better than farm and garden work to bring out the best there is in a boy and to cause him to grow into a useful citizen. And there is nothing that adds more to the domestic economy of an institution than products of farm, garden, and orchard.

The school now owns 519 acres of land, about seventy of which are under an irrigating ditch. Almost every foot of the remainder, not needed for building sites and campus, could be brought under cultivation with sufficient water to irrigate it properly. This water may be purchased by also buying the land which goes with it. The land so purchased would be rendered almost valueless, but the 400 acres of the school's land that would be watered would increase in value from its cost, \$25 per acre, to at least \$300. This increase in the value of the land alone would be more than \$100,000.

The shops need better equipment. We have never had any considerable appropriation for furnishing the different departments, always doing the best we could with second-hand machinery or poor quarters. This is not as it should be. This school ought to have a machine-shop as large and as well equipped as that of any of the schools of higher learning. It ought to have all kinds of woodworking machinery, and a building to house it in, such as are provided in the best city schools. It ought to have a cylinder press in the print-shop, and additional equipment in the blacksmith-shop.

### Health

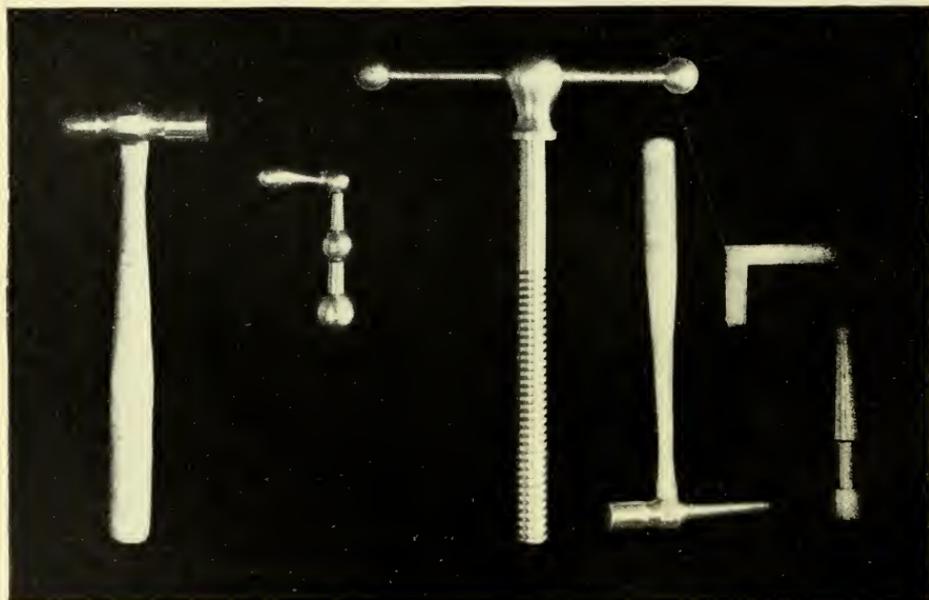
The health of the boys in this school has been excellent during the last two years. One death occurred, caused by inherited tuberculosis. Not one case of typhoid, or even having the symptoms of that dread disease, has been recorded.

UNIVERSITY OF TORONTO LIBRARY

1000



NEW DAIRY BARN  
Built Entirely by Boys of the State Industrial School for Boys



PRODUCT OF MACHINE-SHOP CLASS, STATE INDUSTRIAL SCHOOL  
FOR BOYS

### Discipline

The discipline of the school has been as good as it could have been, considering the necessity for devising ways for the reduction of the number in the school and not depending wholly upon the boys' records when paroling them. Lack of room has made it necessary to shorten the average length of time boys remain, until the time is too short to enable the school to do as much as ought to be done with each individual. With more room and better facilities for teaching something more of the trades attempted, far better results may be obtained with the boys sent from the school.

### Acknowledgments

The Board of Control wishes to thank the officers and employes who have rendered faithful service, and who have loyally tried to do their part in assisting the boys become more truthful and more industrious.

We desire to record our appreciation of the constant vigilance and careful administration of Superintendent Paddelford. The absolute unanimity of respect and regard which the boys have for him bespeaks a wider influence upon their future usefulness.

We thank the governor for his business-like way of leaving the conduct of the institution in our hands and holding us responsible for its condition, and for his assistance in an advisory capacity and in sympathetic interest shown in the welfare of the school.

The members of the legislature and the members of the various boards, and others who have taken an interest in the school and who have done what they could to help, are all remembered with grateful appreciation.

We earnestly urge upon the citizens of the state to visit the school and see for themselves what is being done, and how a great many erring boys are being helped into paths of industry and into a knowledge of the true significance of a better citizenship.

Respectfully submitted,

JOHN R. SCHERMERHORN, President.  
FRANK G. MIRICK, Secretary.  
SAMUEL A. CUNNINGHAM, Member.

### INDUSTRIAL SCHOOL FOR GIRLS

Denver, Colorado, December 18, 1912.

Hon. Helen M. Wixson,  
Superintendent of Public Instruction.

Madam: We have the honor to submit this, the biennial report of the State Industrial School for Girls. This report is for the two years beginning December 1, 1910, and ending November 30, 1912.

### Movement of Population

Population November 30, 1910.....	107
Girls received in two years.....	115
Paroled .....	100
Returned from parole.....	14
Second parole granted.....	8
Violated parole, whereabouts unknown.....	0
Transfers to Crittenton Home.....	7
Died .....	0
Honorably discharged.....	78
Escaped .....	1
On parole November 30, 1912.....	32
Population November 30, 1912.....	112
Total under care of school November 30, 1912.....	144

We closed two of the most successful years in the history of the school.

### Girls Received from November, 1910, to November, 1912, from the Following Counties:

Arapahoe .....	1	Montezuma .....	2
Boulder .....	6	Montrose .....	1
Denver .....	56	Otero .....	4
El Paso .....	13	Pueblo .....	8
Fremont .....	1	Teller .....	3
Huerfano .....	1	Weld .....	1
Lake .....	2	Conejos .....	1
Las Animas .....	8	Larimer .....	5
Logan .....	2		
		Total .....	115

### Discipline

Our form of discipline is very mild. The problem has received most careful thought and study that only the best results might follow, and we feel that we have reached a high order of correction. Seldom anything more severe than depriving a girl of her recreation or putting her to bed for the day on light diet is necessary. We give more thought to preventive than corrective.

### Garden Produce

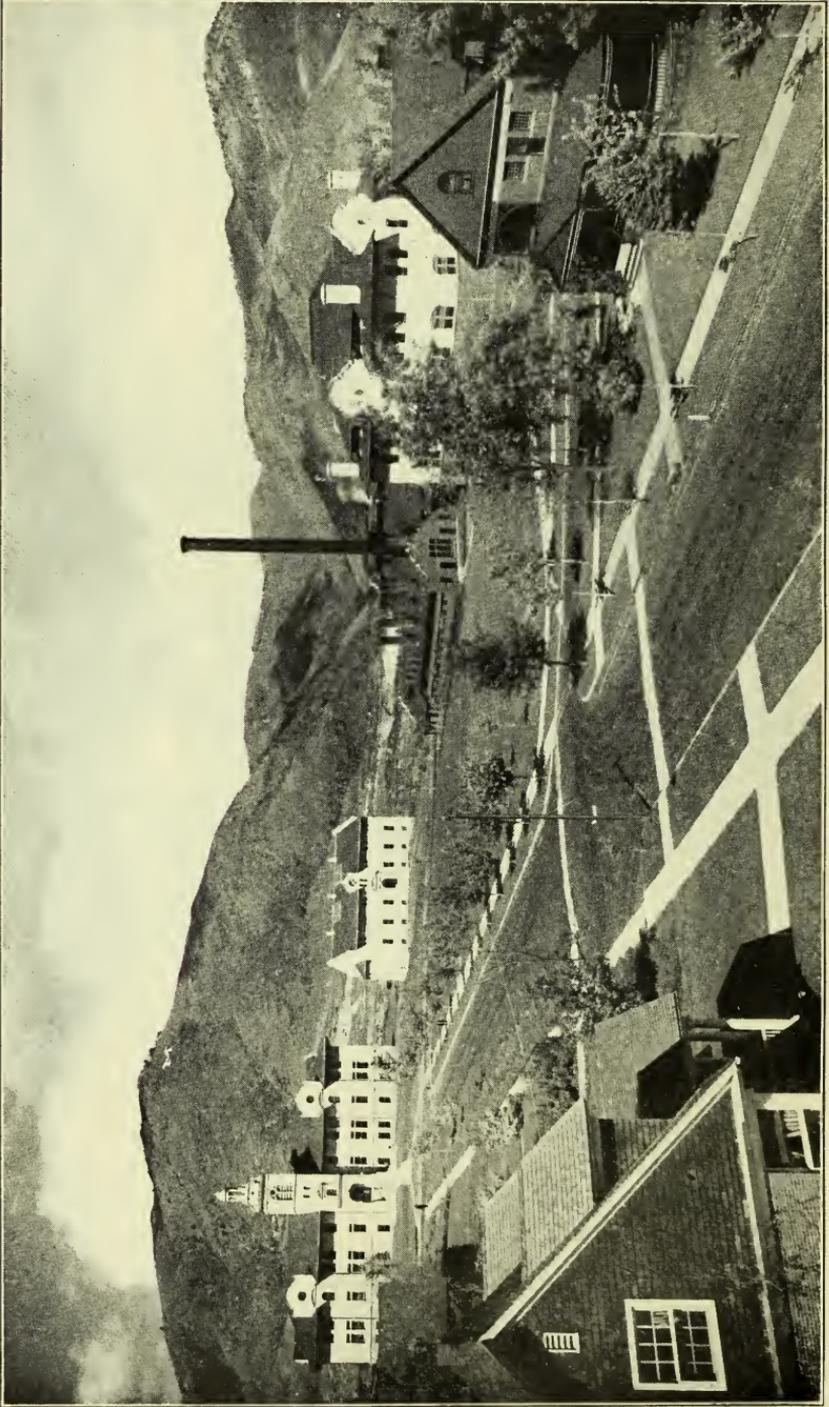
Results of the department have been most satisfactory. The yield has been ample for the demands of the school.

### General Improvements

Out of the Girls' Cash Fund we were able to enlarge the school building, making an assembly hall with seating capacity of 250, the cost of same being \$6,460. Also to build a model cottage to accommodate thirty girls, two officers and a teacher.

UNIVERSITY OF ILLINOIS LIBRARY





THE CAMPUS, COLORADO SCHOOL OF MINES, GOLDEN

The same is now under construction and will be ready for occupancy this winter. Cost of same, \$14,908. Heating for the two buildings, \$2,075. Total cost of the two buildings, \$23,443.

Several hundred trees have been set out along the driveways and irrigating ditches. Large numbers of plants and shrubs around the cottages, which has greatly improved the grounds.

Another improvement has been the laying of cement walks, the girls doing the work, which work they clamor to do.

The health of the school has been most excellent.

The Eighteenth General Assembly appropriated for maintenance and general repairs for the institution \$35,000. They also appropriated \$1,000 for root cellar. The general expenses during that part of the biennial period, \$34,805.48. Balance November 1, 1912, \$194.52, turned back to the State Treasurer. Entire appropriation for root cellar expended.

For the next biennial term we will ask the legislature for appropriations as follows:

Maintenance, \$10,000.

New artesian well, \$5,000.

Many other things we would like, but feel these are absolutely necessary.

We wish to thank our superintendent, the officers and employes for their faithful work during the many hours of loyal services each day demands.

We thank the governor, members of the legislature, members of the various boards, and all others who have been interested in the welfare of the school and the girls under our care.

Respectfully submitted,

ETHEL R. GANO,

President.

MRS. HENRY VAN KLEECK,

Secretary.

MRS. JOHN ARKINS,

MRS. F. J. CHAMBERLIN,

HON. E. C. STIMSON,

Board of Control.

## COLORADO SCHOOL OF MINES

Golden, Colorado, November 22, 1912.

Hon. Helen M. Wixson,

State Superintendent of Public Instruction,

Denver, Colorado.

Dear Madam: I beg leave to present to you the following report of the Colorado School of Mines for the biennial period ending November 30, 1912:

## The faculty, with their salaries, is as follows:

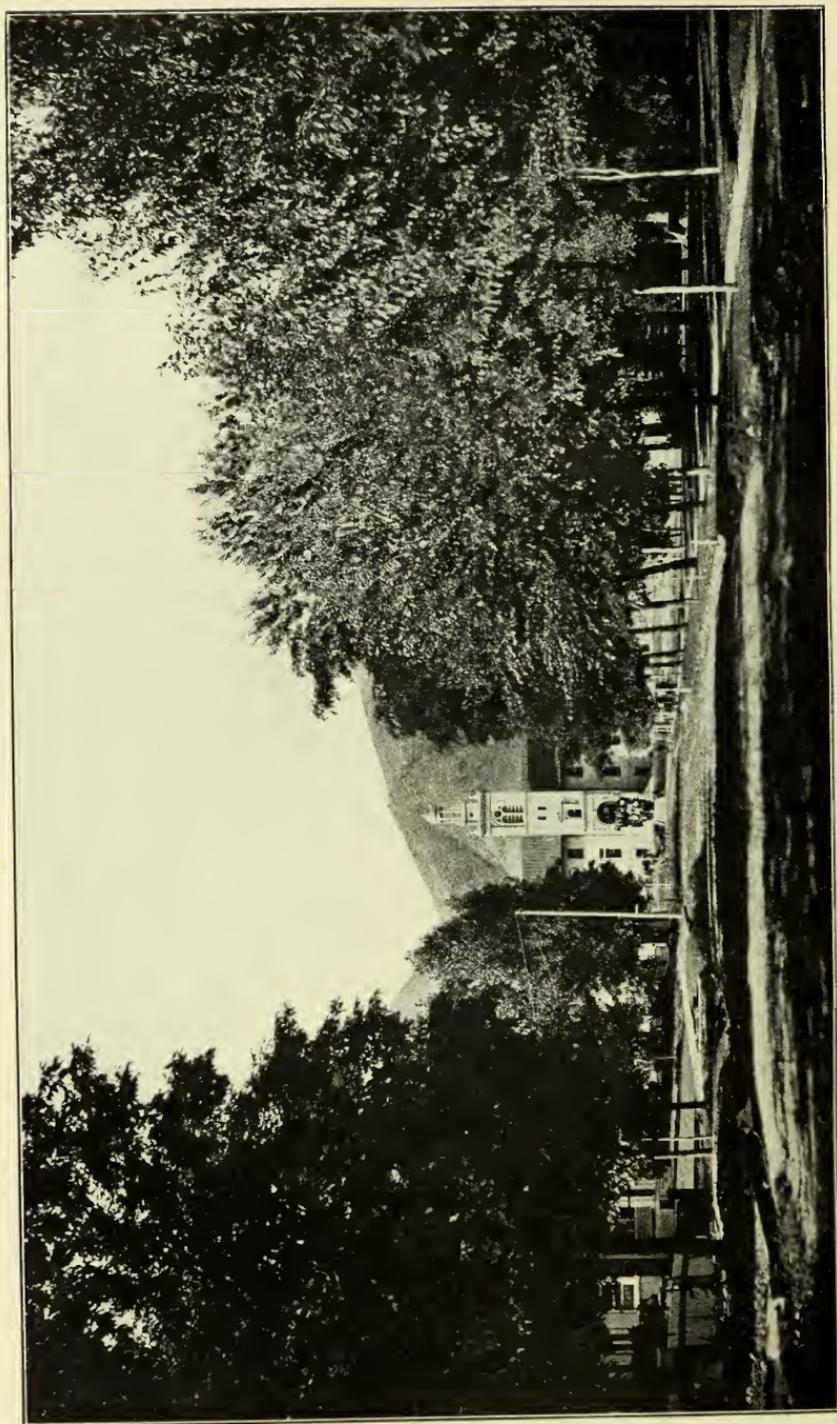
H. B. Patton, Professor of Geology and Mineralogy.....	\$ 2,500.00
Herman Fleck, Professor of Chemistry.....	2,500.00
F. W. Traphagen, Professor of Metallurgy.....	3,000.00
Charles R. Burger, Professor of Mathematics.....	2,000.00
L. F. Miller, Professor of Physics.....	1,900.00
W. J. Hazard, Professor of Electrical Engineering.....	1,900.00
George W. Schneider, Professor of Mining.....	2,500.00
Ransom S. Hawley, Professor of Mechanical Engineering....	1,500.00
W. G. Haldane, Associate Professor of Metallurgy.....	2,300.00
G. Montague Butler, Associate Professor of Geology and Mineralogy .....	1,800.00
Charles D. Test, Assistant Professor of Chemistry.....	1,700.00
John C. Bailar, Assistant Professor of Chemistry.....	1,700.00
G. E. F. Sherwood, Assistant Professor of Mathematics (on leave of absence for 1912-13).	
Carl A. Allen, Assistant Professor of Mining.....	1,600.00
Harry M. Showman, Assistant Professor of Civil Engineering	1,300.00
Hyrum Schneider, Instructor in Geology and Mineralogy....	1,000.00
George S. Tilley, Instructor in Chemistry.....	1,000.00
C. S. Johnson, Instructor in Mechanical Engineering.....	1,200.00
I. I. Taylor, Instructor in Mathematics.....	1,000.00
C. E. Coolidge, Instructor in Mechanical Engineering.....	1,200.00
F. S. Titsworth, Lecturer in Mining Law.....	300.00
Regis Chauvenet, Special Lecturer in Mining and Metallurgy	900.00
E. J. Dittus, Fellow in Metallurgy.....	540.00
E. M. Field, Fellow in Physics.....	540.00
Total .....	\$35,880.00

The geographical distribution of the students enrolled during the present school year up to November 30, 1912, is as follows:

Colorado .....	119	Washington .....	1
New York .....	12	Vermont .....	1
Ohio .....	12	Montana .....	1
California .....	9	Idaho .....	1
Illinois .....	8	Alabama .....	1
Texas .....	7	Missouri .....	1
Iowa .....	6	Kentucky .....	1
Pennsylvania .....	6	Nevada .....	1
Massachusetts .....	5	Utah .....	1
Georgia .....	4	Maine .....	1

UNIVERSITY OF ILLINOIS LIBRARY

*University of Illinois*



COLLEGE AVENUE—COLORADO SCHOOL OF MINES

Indiana .....	4	New Mexico .....	1
Michigan .....	3	China .....	13
Nebraska .....	3	Mexico .....	5
Minnesota .....	3	England .....	1
Louisiana .....	2	British Columbia .....	1
New Jersey .....	2	Hungary .....	1
Kansas .....	2	Venezuela .....	1
West Virginia .....	2	Chile .....	1
Oklahoma .....	2	Hawaii .....	1
Java.....	1		

The enrollment by classes is as follows:

Freshmen .....	50
Sophomores .....	62
Juniors .....	62
Seniors .....	71

---

245

Of these, 49 per cent are from Colorado and 51 per cent are from outside Colorado.

The enrollment for 1911-12 was 265.

Of the students enrolled this year, seventy-three entered with advanced standing; that is, they attended some other institution of higher learning before entering the Colorado School of Mines. The fact that so many students of advanced age and more than usual ability enter the school is a tribute to the high grade and excellence of the instruction.

The institutions from which these students have entered are as follows: Columbia University, Cornell University, Leland Stanford Jr. University, Yale University, University of Wisconsin, University of Illinois, Sheffield Scientific School, Amherst College, Pennsylvania State College, Princeton University, Massachusetts Institute of Technology, Armour Institute of Technology, Spring Hill College, University of Denver, Cing Hua College, Peking, China; Michigan Agricultural College, Ohio Wesleyan University, Alabama Polytechnic Institute, Tufts College, Iowa State College, University of Oregon, Spokane College, University of the South, Baltimore Polytechnic Institute, University of Colorado, University of Utah, University of Texas, University of Kansas, Boone University, Wu Chang, China; University of Virginia, Anglo-Chinese College, Foochow, China; Purdue University, Valparaiso University, Ohio Northern University, Imperial College of Peking, Imperial Polytechnic College, Shanghai, China; Colorado Agricultural College, Royal University, Klausenburg, Hungary; University of Rochester, Georgia School of Technology, Northwestern University; Louisiana State Uni-

versity, Colorado College, University of Cincinnati, Tangshan Engineering and Mining College, China; Central University of Kentucky, Throop Polytechnic Institute, Rensselaer Polytechnic Institute, University of Southern California, Ripon College, University of Madrid, Emory and Henry College, University of Vermont, Throop Polytechnic Institute, and Whitman College.

### Graduates

A school is best known by its product—the alumni. Before 1883 no degrees were conferred. Since that time there have been the following graduates:

1883.....	2	1899.....	19
1886.....	2	1900.....	26
1888.....	4	1901.....	37
1889.....	3	1902.....	24
1890.....	1	1903.....	28
1891.....	2	1904.....	30
1892.....	9	1905.....	48
1893.....	6	1906.....	40
1894.....	6	1907.....	35
1895.....	23	1908.....	50
1896.....	14	1909.....	36
1897.....	23	1910.....	49
1898.....	24	1911.....	37
		1912.....	52

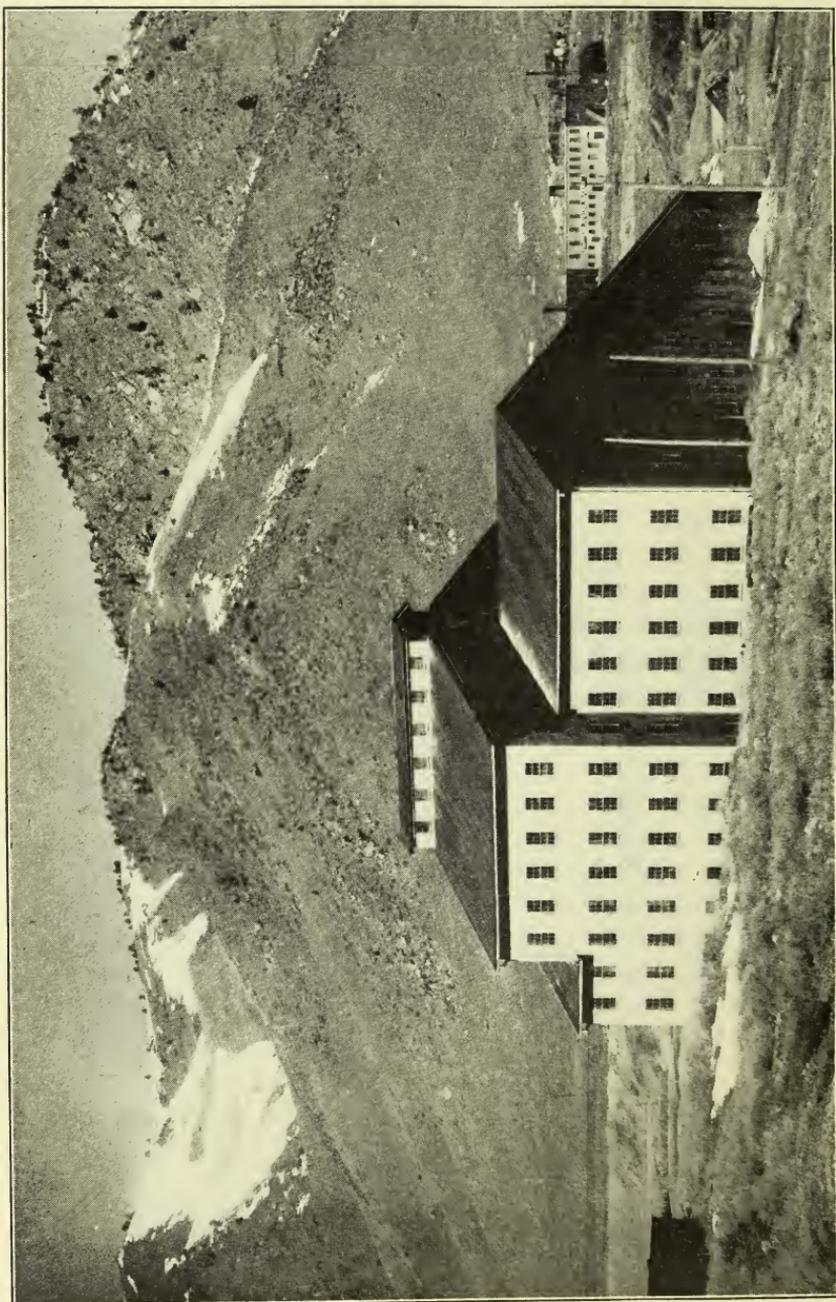
Total..... 630

These men have “made good.” The success of the great El Oro mine in Mexico, of the New Portland mill at Victor, of the Camp Bird mill at Ouray, of the Hudson mill at Idaho Springs, of the Frontenac mill at Black Hawk, and many other mining and metallurgical enterprises, owe their success largely to the skill and efficiency of Colorado School of Mines graduates.

In educational work their success is no less marked. The professor of mining, the associate professor of geology, the assistant professor of civil engineering, the professor of electrical engineering at Golden, and two Fellows are our own graduates. The professor of mining and geology at the Alabama Polytechnic Institute, the professor of metallurgy and ore-dressing at the Michigan College of Mines, the instructor of mining and metallurgy at Northwestern University, the professor of mining at the South Dakota School of Mines, the professor of metallurgy and ore-dressing at the University of Pittsburg, the professor of chemistry at the Montana School of Mines, the professor of mining at the Georgia School of Technology, the professor of mining

UNIVERSITY OF ILLINOIS LIBRARY





THE EXPERIMENTAL ORE-DRESSING AND METALLURGICAL PLANT, COLORADO SCHOOL OF MINES, GOLDEN

and metallurgy at the State College of Washington, the professor of mining and metallurgy at the University of Tennessee, the professor of mining at the Imperial University of Peking, the professor of mining at the University of Oregon, the assistant professor of metallurgy at Waseda University, Tokio, Japan, and the professor of mining and metallurgy at the University of Texas, are all graduates of this school.

### Chinese Students

The presence of thirteen Chinese students deserves more than passing notice. These young men, all selected by the Chinese government after a severe competitive examination, are sent to the United States to get a higher education. They are allowed to select any college they like and to study any subjects they prefer. Their expenses are paid from the Boxer Indemnity Fund. They are allowed \$960 a year, which is intended to cover all their expenses. They have proved themselves to be exceedingly bright, studious, and ambitious. They are placed upon their honor by the Chinese government to conduct themselves properly. Our experience with them has been entirely satisfactory. Two of these students will graduate this year.

### Revised Course of Study

The development of the mining, metallurgical, and chemical industries in Colorado has been so pronounced during the past few years that the trustees have felt the school should, if it is to fulfill its obligation as completely as possible, enlarge its curriculum to meet more nearly the demands of these industries. For a number of years past the school has offered only two courses—mining and metallurgy. The revised course of study makes the first two years common for all students. In the junior and senior years there are four groups—metal-mining, coal-mining, metallurgy, and mining geology—in any one of which a student may secure the degree of engineer of mines. In a fifth group, applied chemistry, he may secure the degree of Ch.E. (chemical engineer). A postgraduate year of work is offered, at the conclusion of which the degree of master of science is conferred.

### Engineer Company, N. G. C.

An engineer company of the National Guard of Colorado is stationed at Golden. The officers are: Joseph C. Taylor, captain; Rastus Ransom, Jr., first lieutenant; H. T. Quick, second lieutenant. Mr. Ransom is a member of the senior class, and Mr. Quick is a former student. The members of the company are mostly students of the school. Regular weekly drills are held. One half-hour credit on the school record is granted for each full year of enlistment. Each year the company goes into camp and receives practical instruction from an officer of the regular army. This year the camp was held from September 13 to 22, near

Golden. The men attended classes at the school during the forenoon, and were in camp during the rest of the day and night. Captain R. T. Ward, C. E. U. S. A., the instructor of this year, made a highly complimentary report to the War Department on the efficiency of the company.

Plans are now well advanced for building an armory in Golden, to cost \$20,000, which will be available not only as an armory, but also as a dormitory for the members of the company. Ours is the only mining school in the United States where such co-operation is established. The officers of the National Guard of Colorado are highly pleased with the interest shown and the advancement made by the members of the company.

### **Experimental Ore-Dressing and Metallurgical Plant**

The state legislature, by Senate Bill No. 118, approved May 4, 1909, appropriated \$75,000 for the erection and equipment of this plant. In expending this appropriation, the trustees have been guided by the principle of providing first for the fundamentals. Following this idea, they purchased and installed a Westinghouse gas-producer and gas engine, which, in connection with the De Laval steam turbine, is capable of supplying all the electric power necessary for running the plant. An adequate water supply has been established. The building itself—100 by 150 feet—is completed, and much machinery has been installed.

Of the further appropriation of \$50,000, approved June 4, 1911, for the equipment and operation of the plant, \$25,000 has been paid. Enough equipment has been installed to enable experimental work to be begun December 1, 1912, but an additional appropriation for equipment and operation is needed before the plant can be of the fullest benefit to the school and to the mining industry.

### **Needs of the School**

a. The school needs another appropriation to complete the equipment of the Experimental Ore Dressing and Metallurgical Plant, and to provide for its maintenance and operation.

b. An extension should be made to the Physics Building. The present lecture-room is inadequate for the number in the sophomore class. A proposed addition would provide one large lecture-room on the first floor and additional laboratories on the ground floor.

c. The school now has no distinctive mining building. There is no good place for a mining museum; nor is there satisfactory room for mine models and surveying instruments; nor a suitable place for mine-mapping. The school is now particularly weak in its laboratories for hydraulics, electricity, cement, and for testing the strength of materials. A mining building should contain these laboratories, besides lecture-rooms and offices.

UNIVERSITY OF ILLINOIS LIBRARY





STATE HOME AND TRAINING SCHOOL FOR MENTAL DEFECTIVES, RIDGE, 1912

### Special Classes

Some students enter the school with a defective preparation, on account of poor instruction in the high school; others find particular subjects, like mathematics and descriptive geometry, particularly difficult. In order to help such students, the trustees have arranged for special classes, outside the regular scheduled hours, so that those students who are deficient in any subject may be given additional help. The plan has been in operation for a year, and its success has been pronounced. The trustees believe that, by taking such students in hand early, before they become discouraged, they can be made to succeed, with advantage to themselves and to the school.

Respectfully submitted,

VICTOR C. ALDERSON,  
President.

### STATE HOME AND TRAINING SCHOOL FOR MENTAL DEFECTIVES

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Madam: We respectfully submit herewith the following report of the State Home and Training School for Mental Defectives for the biennial period ending November 30, 1912.

In the United States, previous to the middle of the nineteenth century, the question of the state caring for and training the mentally defective had not been suggested. About this time, however, the possibility of training certain selected cases, in an endeavor to make them less dependent began to be thought of.

In 1848 the Commonwealth of Massachusetts opened an experimental school for this class and was followed by New York in 1851. From this small beginning has grown the vast work now being carried on by fully three-fourths of all the states of the Union.

In Colorado, we find the need of an institution for this class first mentioned among the recommendations in the report of the State Board of Charities and Corrections in 1892. In 1907 Governor Buchtel urged the need of an institution in his inaugural address and in his message to the legislature.

In 1908, after an investigation into the number of cases and cost of their support in each county, the matter was taken up by Mrs. James Williams, of Denver, who visited each holdover member of the legislature and laid before them the urgent need of an institution for the care and training of these unfortunates. Following the election of 1908, Mrs. Williams also visited all the new members.

The bill was introduced in the Seventeenth General Assembly by Senator John S. Irby and through the efforts of Senators

James C. Burger and Thomas J. Ehrhart was brought out of committee and finally passed and was approved by Governor Shafroth May 5, 1909.

An application for land on which to locate the institution was made to the State Board of Land Commissioners. After many sites were considered, the choice fell on one consisting of three hundred and ten acres, situated in Jefferson County about two miles west of the town of Arvada. It is traversed by the northern branch of the Colorado & Southern Railroad and also located on the Golden electric car line.

Messrs. Thomas F. Daly and Charles D. Griffith, of Denver, and Benjamin F. Lowell, of Colorado Springs, were appointed by Governor Shafroth on the Board of Control. Under the supervision of Gove & Walsh, architects, the erection of the building was begun in April, 1910, the center and one wing of the main building being completed that year. In 1911, with the appropriation granted by the Eighteenth General Assembly, the remaining wing of the building was built, as well as the power house and laundry building.

The Home and Training School was opened for the reception of inmates on July 1, 1912. Because of the lack of facilities for receiving and properly classifying cases of all ages and also in order to emphasize the school feature of the institution, the Board of Control decided to admit only cases between the ages of five and fourteen years. This limit was later raised to twenty years. Since the opening there have been admitted twenty-five male and twenty-one female cases, a total of forty-six. There has been one death, that of a very low grade epileptic girl, who died as a result of status epilepticus. Tables showing the age and classification of these cases, also the counties from which they were admitted, are annexed to this report.

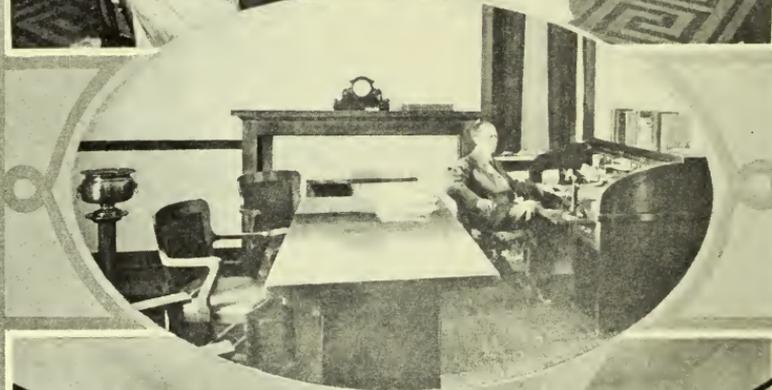
As the name implies, this institution has two purposes: first, to offer a home to those unfortunates who cannot be properly cared for in their own homes and, when grown, cannot cope with the world; and second, to intelligently train those capable of receiving instruction, that they may be made happier by being kept busy as well as partially self-supporting.

The most discouraging class to work with are the epileptics, of whom we have fourteen cases. The tendency of these cases is a progressive mental deterioration, due, essentially, to the effects of their repeated seizures. This class should properly be cared for in a separate institution, and such a one should be established at such time in the future as the population and revenues of the state would warrant, as has been done in several other states.

Of the many causes of feeble-mindedness, heredity stands first. The number of the mentally defective has been steadily increasing, the proportion being at least one to every three hundred of the population. This increase is directly due to the fact that society has failed to recognize the part that heredity plays

UNIVERSITY OF ILLINOIS LIBRARY





SCHOOL ROOM—REST ROOM—OFFICE  
State Home and Training School for Mental Defectives

and has not taken steps to check the increase. Of the means that could be employed in this direction we will mention three:

First—Laws preventing the marriage of the feeble-minded, insane and criminal classes.

Second—The segregation, in an institution, for life, or at least during the reproductive period, of all cases.

Third—The asexualization of all cases capable of reproduction.

No one of these methods would be sufficient in itself and it would probably be impracticable to carry out any one of them fully, but an intelligent use of all three would, we think, in time not only check the increase but result in a diminution in the number. Investigators all over the country are interested in this question and many genealogies of these families have been worked up, showing that generation after generation will produce defectives.

### Training School

The regular school work was begun about November first, one teacher being employed. There are now about thirty children attending, the others being of too low a grade to be capable of receiving instruction, or too old to be benefited. The work at first is essentially kindergarten in character. These children, while ranging in age from six to twenty years, are, in their mental capacity, equivalent to children of from three to eight years, most of them having had no previous training.

Experience has shown that they do not do well in the regular branches as taught in the public schools. In reading, writing, spelling and number work they can be taken only to the limit which each of these children has, beyond which they cannot be carried. On the other hand, it is often wonderful what results can be accomplished in nearly all branches of manual training work. In other words, their hands can be trained to a greater degree than their minds. As soon as our facilities are increased, our greatest efforts will be in the line of manual training. Already the children are taught housework, keeping the wards clean, making beds, setting table and washing dishes. A start has also been made in basket work and weaving. A few assist in the laundry and on the farm. More teachers will be employed as soon as the number of children warrants it.

### Farm

Owing to the inability to procure suitable help, farming operations were begun too late to prove very extensive. We hope in another year to make our farm very profitable. One team of horses, a wagon, mowing machine, hay rake and hay stacker were purchased. About two hundred tons of alfalfa have been cut and stacked and several acres of oats harvested. A garden supplied vegetables during the summer, as well as enough cabbage and

turnips for winter use. Ninety-six boxes of apples were picked from the orchards. Eight small pigs were recently bought, which will be slaughtered when of proper size.

### Water Supply

A six-inch artesian well was sunk which gives us an ample supply of water for all but drinking purposes, chemical examination showing that it was not suitable for regular drinking. For this purpose water has been purchased. An appropriation should be asked for another well, which should be driven deeper and which should furnish us a potable water. In order to obtain a proper pressure, a steel tower and tank of twenty thousand gallons capacity was placed on the highest point of elevation on the grounds. Water from the well is pumped into this tank twice daily.

### Recommendations

The demand on this institution is bound to increase. As soon as no restriction is made as to the age of persons admitted, we will doubtless be overwhelmed with applications. Estimating the number of cases in the state on the ratio previously mentioned, there must be over two thousand. There are now over one hundred cases in the State Insane Asylum at Pueblo who properly belong here.

Cottages should be erected during the next biennial period for at least two hundred more cases than we have room for at present.

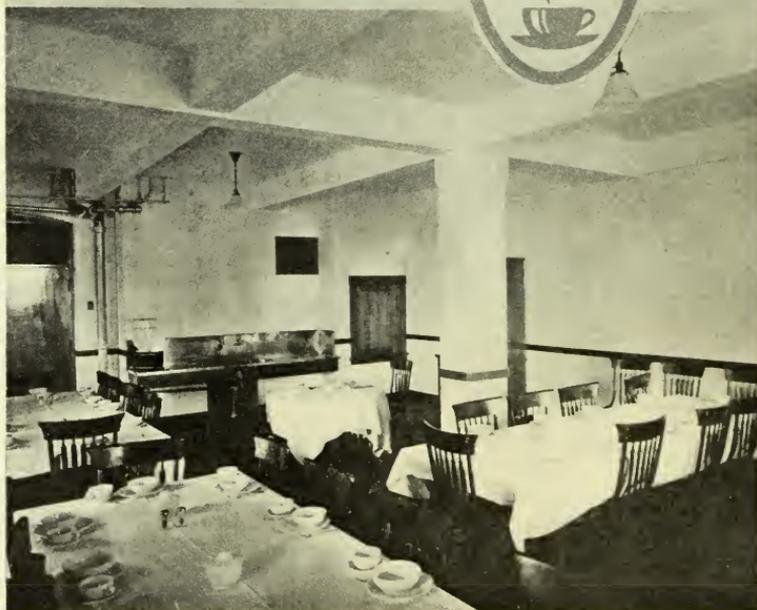
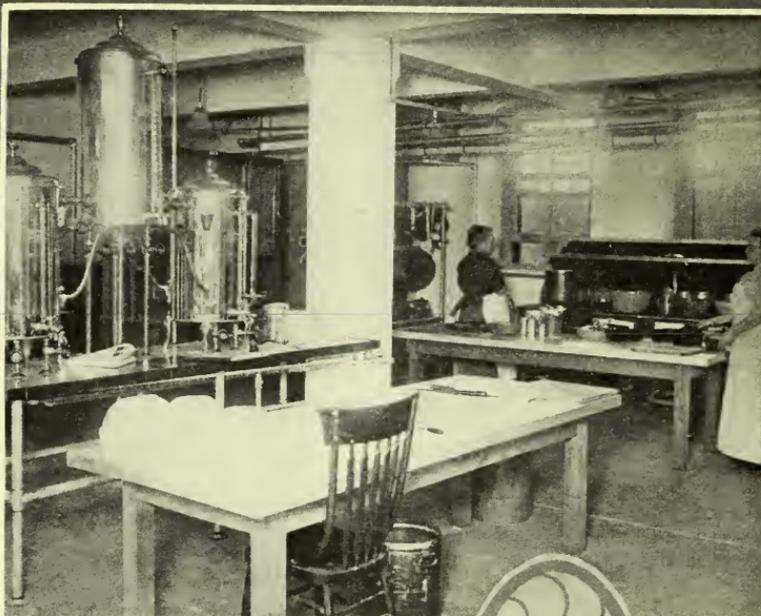
One of the first needs of an institution of this character is a hospital building. More or less sickness is certain to occur, especially among this class, a large number of whom are physically as well as mentally afflicted and are extremely susceptible to physical ailments. Contagious disease is sure to find its way in sooner or later. It is extremely difficult to care for cases of sickness in the wards among the well, and in case of contagious trouble, very dangerous. We should have a hospital building as soon as possible, to which cases of sickness could be removed and where contagious cases could be quarantined.

As yet, nothing has been done as regards beautifying our grounds. For this purpose an ample appropriation should be made. Roads should be laid out, grading done and cement walks laid. The grounds immediately surrounding the buildings should be parked and trees and shrubbery set out. A landscape artist should be employed to plan this work.

An underground tunnel should be built from the power house to the main building, through which the steam pipe lines could be carried. They are at present simply in a ditch, and in case of any break its repair would be a troublesome and serious matter.

UNIVERSITY OF ILLINOIS LIBRARY





KITCHEN AND DINING ROOM  
State Home and Training School for Mental Defectives

We also need suitable barns and sheds for stock. We have at present but one small barn capable of holding but four head of stock, and a few dilapidated sheds. While we have no cows at present, it will be only a matter of a short time before we will, and we should have a suitable place for them, as well as for more horses. More machinery and implements will also be needed on the farm.

It is our opinion that the following appropriations will be necessary for the next biennial period:

For maintenance, including repairs and furnishings....	\$ 90,000.00
For cottages to accommodate 200 inmates.....	100,000.00
For erecting and fitting up of hospital building.....	30,000.00
For improving the grounds, providing farm utensils, stock, barns and cow sheds, and the necessary appurtenances for the farming of the land and the operation of the same.....	20,000.00
For drilling additional well.....	5,000.00
<b>Total.....</b>	<b>\$245,000.00</b>

NUMBER OF ADMISSIONS FROM EACH COUNTY.

Counties	Male	Female	Total
Adams .....	2	..	2
Bent .....	1	..	1
Boulder .....	1	..	1
Chaffee .....	..	2	2
Clear Creek.....	..	2	2
Conejos .....	1	..	1
Denver .....	13	11	24
El Paso.....	1	..	1
Jefferson .....	1	..	1
Las Animas.....	..	1	1
Montrose .....	..	1	1
Ouray .....	1	..	1
Prowers .....	1	..	1
Pueblo .....	1	4	5
Weld .....	2	..	2
<b>Total .....</b>	<b>25</b>	<b>21</b>	<b>46</b>

AGES OF THOSE ADMITTED.

Age	Male	Female	Total
5 to 10 years.....	8	5	13
10 to 15 years.....	10	12	22
15 to 20 years.....	5	1	6
20 to 25 years.....	2	3	5
<b>Total .....</b>	<b>25</b>	<b>21</b>	<b>46</b>

## CLASSIFICATION.

	Male	Female	Total
Idiots .....	4	4	8
Idio-imbeciles .....	10	3	13
Moral imbeciles.....	1	1	2
Imbeciles—			
Low grade.....	2	5	7
Middle grade.....	6	7	13
High grade.....	2	1	3
	—	—	—
Total .....	25	21	46

In closing we wish to express our appreciation for the earnest co-operation of His Excellency, Governor John F. Shafroth, and all other state officials.

To Mrs. James Williams we feel especially indebted, not only for her efforts in behalf of the passage of the bill establishing the Home, but also for the time and assistance she has gladly given at all times since the opening.

We also wish to thank United States Senator Simon Guggenheim, whose efforts have resulted in the establishment of a postoffice at the Home.

Respectfully submitted,

H. A. LAMOURE,

Acting Superintendent.

THOMAS F. DALY, President,

BENJ. F. LOWELL, Secretary,

CHARLES D. GRIFFITH,

Board of Control.

## COLORADO STATE NORMAL SCHOOL AT GUNNISON

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Madam: I hereby submit the first biennial report of the Colorado State Normal School at Gunnison for the period ending November 30, 1912.

### History of the School

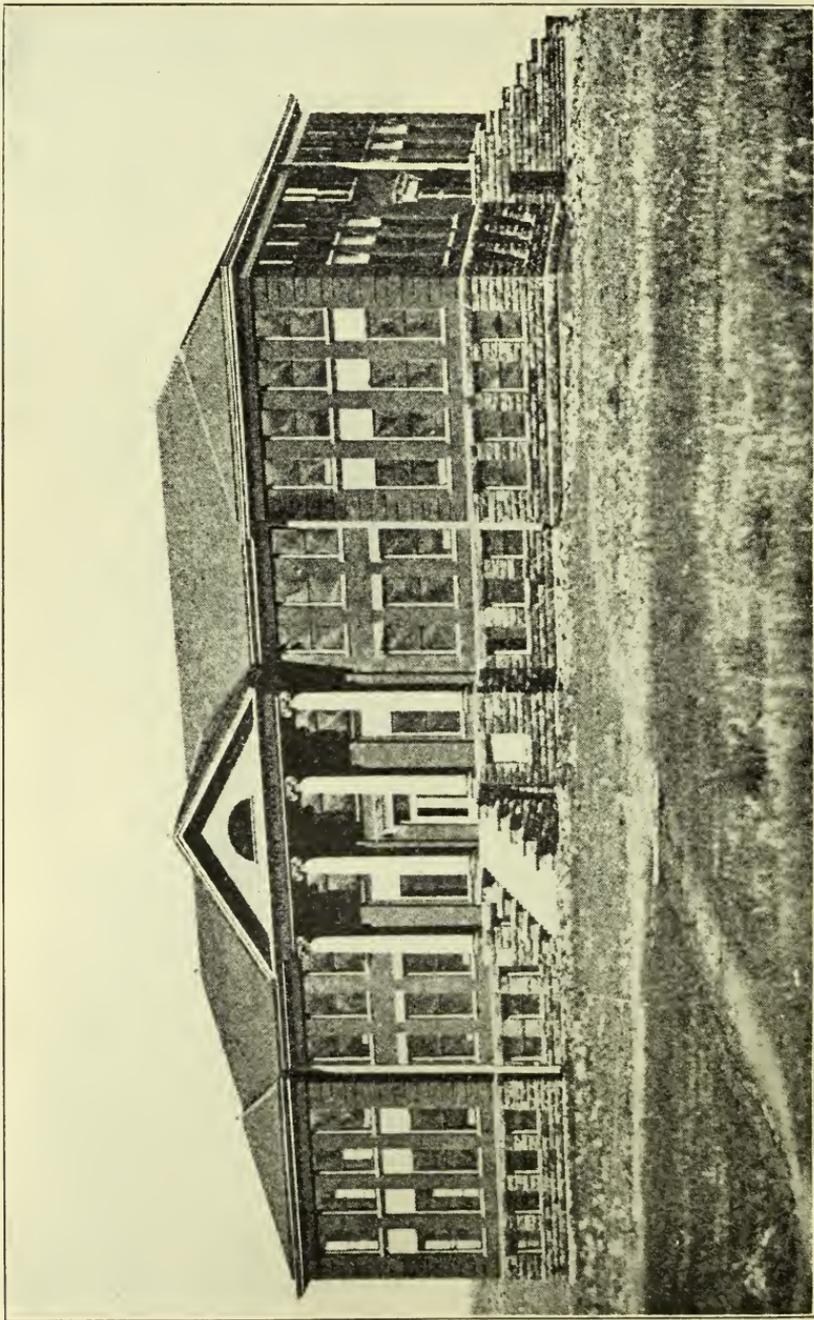
In 1901 the Thirteenth General Assembly appropriated the sum of \$2,500 for planting trees and beautifying a campus of forty acres, which had been selected as a site for a normal school,

In 1909 the Seventeenth General Assembly appropriated \$50,000 for a school building.

In 1911 the Eighteenth General Assembly appropriated \$35,000 to maintain the school for the present biennial.

UNIVERSITY OF ILLINOIS LIBRARY





STATE NORMAL BUILDING, GUNNISON, 1911

By statute, the Gunnison Normal School is under the control and management of the same board of trustees as the Greeley Normal School, and is governed by the same law.

### Organization of the School

In order to meet the needs of the western part of the state, in which there are as yet many communities having no high school, the normal school offers a six-year course and a two-year course. The first four years of the former is scheduled as the "normal elementary course;" the latter, as the "normal advanced course." The normal elementary course admits grammar-school graduates to the freshman year and covers practically the work of a city public high school. During the fourth year of the course a student may elect subjects in the Department of Education, or may specialize in manual training, domestic science, art, or commercial subjects. This course is accredited for admission to the various state institutions of higher learning. The fifth and sixth years correspond to the normal advanced course.

The normal advanced course admits graduates of accredited high schools to the junior year. This course leads to the degree of bachelor of pedagogy and to a diploma which is a license to teach for life in the schools of Colorado.

### Function of the School

The function of the normal school is to make better and more efficient schools. To this end the first requirement is better-trained teachers—teachers who are broader than the subjects they teach; educated, not pedantic; alive, active men and women, capable of leadership, and interested in all things pertaining to the welfare and advancement of their respective communities. The normal school is, therefore, diligent in its efforts to develop in its students character, scholarship, personality, the teaching spirit, and a reverence for, and a love of, children.

### Needs of the School

At present the school is maintained by legislative appropriations. Because of the many demands upon the revenues of the state, there is no assurance of an adequate support. The salaries of the teachers are too low, not only in comparison with those engaged in other lines of activity, but compared with those of teachers in other schools. More equipment is an absolute necessity. As yet there is no provision for developing or caring for the campus. To do its best work, the support for the school should be placed on a millage basis. There is needed, for development purposes and to meet current running expenses during the biennial period, \$55,000. We believe that our first year demonstrates beyond doubt that there is a demand for the school throughout the western part of the state, and since the aim and purpose is not to build an institution for its own sake, but a

school for wide usefulness to the community, we feel that these needs will be promptly recognized and promptly met.

### Attendance

The opening of the school was not definitely determined upon until August 20, 1912. The date set for opening was September 12, 1912. This short interval prevented an extended notice. However, there have been at no time fewer than ninety students in attendance. The total number of registrations for the first year is 200. This is beyond the first year's attendance of any other of our state schools.

In behalf of the Board of Normal Trustees and the faculty, I express to you our appreciation for your interest and help in our efforts to be of real service to the schools of the Western Slope.

Respectfully submitted,

C. A. HOLLINGSHEAD,  
Principal.

### FINANCIAL STATEMENT OF THE STATE NORMAL SCHOOL AT GUNNISON, COLORADO, FOR THE YEAR ENDING JULY 31, 1912.

#### RECEIPTS—

Appropriation (25%) 1911.....	\$ 7,500.00	
From the Gunnison county high school.....	3,900.00	
From public school fund.....	102.10	
From fees .....	298.53	
From fees, summer school.....	1,525.00	
To balance .....	7,616.84	
Total .....		\$ 20,942.47

#### DISBURSEMENTS—

Salaries .....	\$ 9,829.70	
Summer school.....	1,525.00	
Building .....	995.05	
Furniture and fixtures.....	1,518.45	
Improvement of grounds.....	632.65	
Library .....	1,150.09	
Domestic science .....	479.94	
Manual training .....	463.90	
Art .....	64.76	
Apparatus .....	26.11	
Laboratory .....	36.20	
Museum .....	18.20	
Total .....		16,740.05

EXPENSE—

Fuel .....	\$ 471.10
Postage .....	123.74
Freight expense .....	215.88
Advertising .....	53.00
Printing and stationery.....	179.20
Catalog and bulletins.....	247.50
Repairs .....	79.32
Labor .....	744.76
Trustees .....	435.45
Traveling expenses.....	545.20
School supplies .....	39.97
Telephone and telegraph.....	51.01
Insurance .....	532.50
Interest .....	71.26
Secretary expense .....	28.50
Office expense.....	30.25
Hack .....	3.00
Photograph .....	10.50
Reception .....	10.00
Commencement expense .....	116.60
Diplomas .....	15.00
Lumber .....	7.55
Plumbing .....	18.70
Hardware .....	4.40
Contingent fund .....	100.00
Miscellaneous expense .....	68.03
	<hr/>
Total .....	\$ 4,202.42
	<hr/>
	20,942.47
Balance overdrawn .....	7,616.84

VI. The amount required for the maintenance of the school for the next Biennial will be \$50,000.00, and owing to the failure to realize on the appropriation of 1911, the school will need about \$10,000.00 to cover deficit to January, 1913.

L. WIRT MARKHAM,  
President of Board of Trustees.

Attest:

A. J. PARK,  
Secretary.

### Number of Students, Names, Residence, Etc.

The whole number of students enrolled during the year:

Regular term: Males, 4; females, 30.....	34
Summer term, 1912: Males, 3; females, 89.....	92
Non-resident .....	3
Elementary department.....	86
	<hr/>
Total enrollment.....	215
Listed twice.....	13
	<hr/>
Net total.....	202

### Library

The library numbers, including text-books, books of reference, educational reports, etc., about 2,500 volumes.

### Names and Number of Teachers

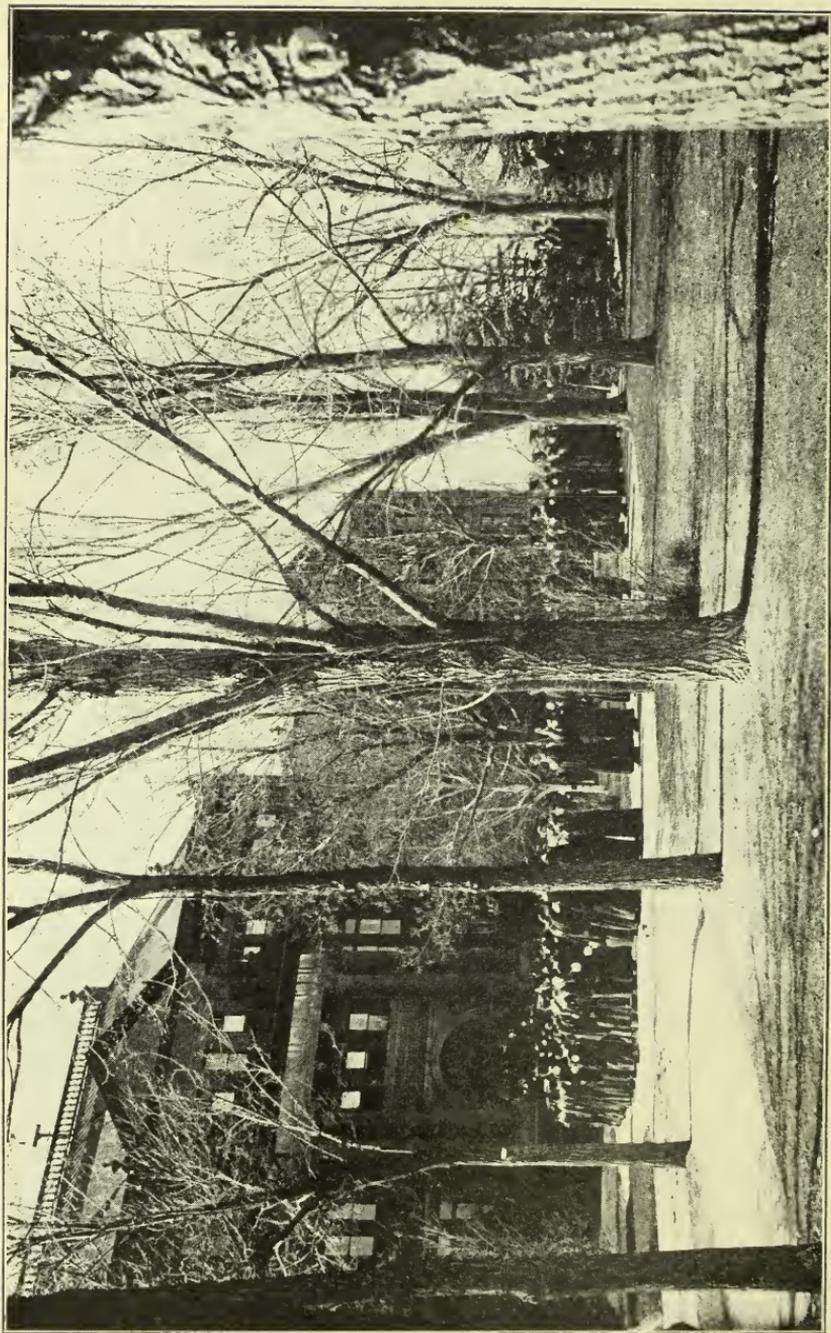
	Department.	Time of Service, Years	Salary
Hollingshead, C. A., Principal.....	Psychology and Education.....	1	\$2,500
Carpenter, Eva, Ph.B., Secretary..	Commercial subjects.....	1	1,000
Franks, Wilbert A., Preceptor.....	History and Sociology.....	1	1,500
Ruland, Grant, A.B., Principal....	Training School.....	1	200
Johnson, John C., A.B.....	Biology .....	1	1,000
Hennes, Marie, A.B.....	Domestic Science.....	1	1,000
Bedford, Merton.....	Manual Training.....	1	1,000
Spicer, Lucy E., A.B.....	Mathematics, Latin.....	1	1,000
Richter, Heinrich L.....	Art and Drawing.....	1	1,000
Collins, Edna.....	English .....	1	1,000
Linn, Cora J.....	Librarian .....	1	.....

### Faculty of Summer School

Hollingshead, C. A., Principal....	Education .....	...
Carpenter, Eva, Ph.B., Secretary.	Commercial subjects.....	\$120
Ruland, Grant, A.B.....	Grammar, Arithmetic.....	120
Johnson, John C., A.B.....	Biology .....	120
Hennes, Marie, A.B.....	Domestic Science.....	120
Bedford, Merton I.....	Manual Arts.....	120
Spicer, Lucy E., A.B.....	Mathematics, Latin.....	120
Richter, Heinrich L.....	Art .....	120
Churchill, H. V., A.B.....	English, History.....	150
Long, Katheryn, A.B.....	Primary Methods.....	150
Snyder, Edwin R., Ph.D.....	Psychology .....	250

UNIVERSITY OF ILLINOIS LIBRARY

*[Handwritten scribble]*



STATE TEACHERS COLLEGE

Insignia Day, March 23, 1911. Column of Senior Class entering Administration Building. On this day the Senior Class (275) donned its caps and gowns

Sargent, C. G., County Superintendent Mesa County.....	Rural School Methods.....	15
Easterly, Sara, County Superintendent Gunnison County.....	Rural School Methods.....	10
Eaves, Mrs. Bertha.....	Assistant, Primary.....	20
Linn, Cora J.....	Librarian .....	90

**Other Employees**

Inman, John.....	Janitor .....	\$600
Park, A. J.....	Secretary Board of Trustees.....	120

**STATE NORMAL SCHOOL AND STATE TEACHERS COLLEGE**

Greeley, Colorado, November 30, 1912.

Hon. Helen M. Wixson,  
 State Superintendent of Public Instruction,  
 Denver, Colorado.

Dear Madam: I have the honor to submit the eleventh biennial report of the State Normal School and the State Teachers College of Colorado for the period ending November 30, 1912.

**I. History of the School**

The Colorado State Normal School was established by an act of the legislature in 1889. The first school year began October 9, 1890, and closed June 4, 1891. The opening and the school during the first year was reasonably successful.

At the beginning of the second year the school was reorganized somewhat and the course extended to four years. This course at this time admitted the grammar-school graduates to the freshman year, and others to such classes as their ability and attainments would allow. The school ran under this sort of organization for six years.

At a meeting of the Board of Trustees, June 2, 1897, a resolution was passed admitting only high-school graduates, or those who have equivalent preparation, and practical teachers. This made the institution a professional school in the strictest sense. The legislature of 1910-11 extended the name of the State Normal School at Greeley to the State Teachers College of Colorado at Greeley. This has been a great impetus to the school. It has raised the standards, and created interest and efficiency.

The institution has been in operation for twenty-two years. In that time 8,000 different students have been in attendance. Many of these are teachers in the public schools of Colorado. The school has graduated 2,394. These are engaged in the public schools of the state.

During the present school year the enrollment in the College Department was 1,259; in the Training School the enrollment was 543; making a net total, after deducting duplications, of

1,742. Practically all of the counties of the state have been represented.

At the last annual commencement, May 29, 1912, there were 316 who graduated from the institution during the year and received their diplomas.

## II. The Summer Session

The Summer Session of the State Teachers College is an educational feature. There were in attendance the summer of 1912, 816. At the close of the term 123 were graduated from the institution. These represent very mature people, many of them being already in the profession, and they have worked out the course by attending in the summer and by doing non-resident work.

## III. Maintenance of the College

The college is at present maintained by an income which is derived from one-fifth mill on all the assessable property of the state, together with small fees that are collected from the students for laboratory, library, etc. The statistical account of these funds may be found in the financial report of the secretary of the Board of Trustees. This fund does not increase so rapidly as the needs of the institution in the way of equipment and 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 of 1912-13, \$40,000 in addition to the income from its one-fifth mill levy.

## IV. Needs of the College

For building and physical development the college has to depend entirely upon special appropriations. It is in great need of more room. The institution at present needs appropriations in order that its buildings and accommodations may be adequate for its growth. The following is the schedule of its needs:

1. The completion of the Training School Building is an urgent need; it is not quite half completed. This Training School Building is used entirely for practice work and should accommodate about 800 children. The completion of the Training School is a very great need. There has been an appropriation of \$100,000 for the building of this part which is in use. The institution needs \$125,000 to finish it and equip it. It will then accommodate sufficient children to furnish practice for the largely increased attendance in the institution.

2. The institution is in serious need of an Industrial Arts Building for women. Over 1,000 women in attendance here are to become teachers in the public schools, many of these to become teachers of domestic science, sewing, household arts, etc. We have no adequate place at all for these. Basement rooms have to

be used separated from each other, totally unfit for the best efficiency. An appropriation of \$50,000 is necessary for the building and equipment of a building for this purpose.

3. Physical education has become a very important part of a preparation for life and for the preparation of teachers. The institution has no gymnasium. In order to provide for this necessity, there should be an appropriation of \$50,000 for a gymnasium and its equipment.

4. The institution has a splendid Manual Training Building built and given to it by Simon Guggenheim. This building is very inadequately equipped. An appropriation of \$6,500 is necessary to put it in proper shape for efficient work.

### V. Function of the Teachers College

The function of the Teachers College is to prepare teachers for the public-school service. 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, deep, and rich notion enlarges the function of the 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 courses of work leading out to meet the conditions involved in these relations.

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 hierarchy of qualifications. This is ability to adapt self and subject to the pupil. It is ability to inspire to action. It means one whose nature blends with those being taught. It is a natural gift specially trained.

(c) Scholarship is the reserve power of every strong teacher. It commands respect. The scholarship of a normal-school teacher should 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 supreme concern. The function of the Teachers College 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 Teachers College 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.

(b) The individual who enters should have reasonably good health. The work of the Teachers College 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 Teachers College 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 the 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 the State.*—The function of the Teachers College 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 Teachers College 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 or teachers' college. 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.

## VI. Admission

1. A good moral character is necessary for all who enter.
2. Good health and freedom from contagious diseases is necessary for entrance into the institution.
3. High-school graduates, or those having an equivalent education, enter the first year of the college course, or freshman year, without examination.
4. Graduates of normal schools or colleges may enter the college course without examination.
5. Graduates of normal schools may enter the junior year of the college course without examination.
6. Graduates of colleges may enter the senior year of the 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.

## VII. Courses of Study

1. Work done by those who enter may lead to either one of three diplomas: a diploma at the end of two years, which is a license to teach in the public schools of Colorado for life; a diploma at the end of three years, which is a license to teach in the public schools of Colorado for life; and a diploma at the end of four years, leading to the A.B. degree in education, and is a license to teach in the public schools of Colorado for life.

## VIII. School Year in Terms

There are four terms in the school year: The fall, winter, spring, and summer terms. The fall, winter and spring terms together are thirty-eight weeks. The summer term is six weeks, but the time in recitation is doubled, enabling the students to get regular course credits.

## IX. College Special Courses

Besides the regular college course, there are college special courses leading to graduation, and diploma and license to teach in the public schools of Colorado, in kindergarten, physical education, manual training, domestic science, art, music, and modern foreign languages.

## X. Required and Elective Work

1. The professional work is required; namely, psychology, pedagogy, education, teaching, observation and conference, college sociology, and college biology. In all, nine courses are required.
2. All the other work is elective; fifteen courses of elective in all.

3. The required and elective courses together are twenty-four, leading to the two-year diploma; thirty-six leading to the three-year diploma; forty-eight leading to the four-year diploma.

### XI. Non-Resident Courses

A non-resident course has been in operation for several years at the State Teachers College, in which more than 600 teachers of Colorado and other states have done some additional work in this institution. Many of these teachers have completed sufficient non-resident courses to make a very substantial credit toward 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 degree are many college and university graduates, principals, and superintendents of schools.

### XII. Growth of the School

The growth of the school is well indicated by the sizes of the graduating classes from the beginning up to May 29, 1912. They are as follows:

Class of—

1891.....	12	1902.....	74
1892.....	16	1903.....	82
1893.....	23	1904.....	87
1894.....	35	1905.....	107
1895.....	32	1906.....	155
1896.....	31	1907.....	202
1897.....	45	1908.....	180
1898.....	58	1909.....	187
1899.....	75	1910.....	287
1900.....	70	1911.....	251
1901.....	69	1912.....	316

---

Total..... 2,394

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 College.

Names and Number of Teachers

1911

	Department.	Time of Service, Years	Salary
Snyder, Z. X., Ph.D., President.	Education	20	\$5,000
Hays, James H., A.M., Vice-Pres.	Latin	20	2,200
Hugh, D. D., A.B., A.M.	Supt. Training School	20	2,200
Miller, G. R., Ph.B., A.M.	History and Sociology	6	2,200
Miller, Irving E., Ph.D.	Research work, Science of Edu.	2	2,400
Halsted, G. B., Ph.D.	Mathematics	5	2,000
Hannum, Louise M., Ph.D.	English Literature and Lang.	12	1,900
Beardsley, A. E., M.S.	Biology	19	1,800
Abbott, F. L., B.S., A.M.	Physical Science	11	1,800
Gideon, A., Ph.D.	Modern Foreign Languages	8	1,800
Hadden, S. M., Pd.B., A.B.	Manual Training	11	1,800
Mooney, W. B., Pd.M., A.B.	School visitor and Prof. S. Ad.	3	1,900
Bullock, R. W., Ph.B.	Principal High School	11	1,800
Lister, John T., A.B.	Physical Education	3	1,800
Adams, L. A., A.B., A.M.	Assoc. Biology, Cur. Museum	5	1,650
Carter, A. F., M.S.	Librarian	4	1,800
Toby, Francis, B.S.	Reading and Interpretation	5	1,700
Cross, E. A., A.B., Ph.M.	English Literature and Lang.	5	1,700
Ernesti, R., Pd.M., K.M.	Director Drawing and Art	7	1,800
Fitz, Theo. E.	Music	3	1,700
Hockbaum, H. W., B.S.A.	Nature Study, Sch. Gardening	5	1,600
Wilkinson, Eleanor	Domestic Science	7	1,500
Connell, E. Maud	Director Kindergarten	8	1,400
Randolph, E. D., A.B.	Training School	4	1,450
Horn, Ernest, B.D., A.M.	Principles of Education	2	1,400
DeBusk, R. W., B.S., A.B.	Assoc. Psychology	1	1,400
Sibley, Mrs. Belle B., Pd.M.	Training School	11	1,300
Kendel, Elizabeth H., Pd.M.	Training School	15	1,300
Knowles, Mrs. Ethel D., B.S.	Training School	2	1,300
Heilman, J. D., Ph.D.	Psychology and Child Study	3	1,700
Krackowizer, Alice M., B.S., B.Ed.	Training School, Geog.	5	1,250
Stanaker, Harriet T., A.B.	Preceptress High School and Eng.	2	1,250
Hanna, H. O., B.S., A.M.	High School, "Science"	2	1,200
Kendel, J. C., Pd.M.	High School, Music	4	1,200
Pancoast, Marshall, B.L.	High School, Reading	5	1,200
Russell, W. S., A.B.	High School, History	1	1,200
Yardley, Alice, Pd.B.	Assistant Librarian	4	660
Wilkinson, Mabel, Pd.M.	Assistant Librarian	2	540

### Fellowship Departments and Salaries

	Department.	Salary
Johnson, J. C., Pd.M.....	Nature Study.....	\$300
Stiffler, Ewing, Pd.B.....	Manual Training.....	300
Morris, Clara, Pd.M.....	Modern Sign Language.....	300
Young, George, Pd.M.....	History and Sociology.....	300
Gillette, Florence, Pd.B.....	Physical Education.....	300
Elmer, Marjorie, Pd.B.....	Art .....	300
Hale, Katherine, Pd.B.....	Kindergarten .....	300
Taylor, Lola, Pd.B.....	Elementary School.....	300
Davis, Grace, Pd.B.....	Elementary School.....	300
Crosby, Jean, Pd.M.....	High School.....	300
Saunders, Agnes, Pd.B.....	Domestic Science.....	300
Hart, Rosamond.....	Training School.....	300
McCunniff, John.....	Manual Training.....	200

### Other Employes

Park, A. J.....	Secretary Board of Trustees.....	\$ 420
Petrikín, J. M. B.....	Treasurer Board of Trustees.....	100
McKelvey, Vernon.....	Secretary to President of School.....	1,500
Stephens, C. D.....	Engineer and Supt. of Buildings.....	1,020
Helgesen, T. E.....	Janitor .....	600
Keifer, Samuel.....	Janitor .....	600
Baldwin, Fred.....	Janitor .....	660
Dempsey, R. G.....	Supt. of Grounds.....	960

### Number of Students, Names, Residences, Etc.

The whole number of students enrolled during the year:

Regular term, males .....	36	
Regular term, females.....	415	
		451
Summer term, 1911.....		612
Non-resident, 1910-1911 .....		159
Training school .....		433
Kindergarten. . . . .		61
		1,716
Total enrollment .....		1,716
Listed twice .....		134
		1,582
Net total .....		1,582

Their sex, residence, etc., being fully shown on pages 111-147, inclusive, of catalogue 1910-1911, hereto attached, and made a part of this report.

UNIVERSITY OF ILLINOIS LIBRARY





INDUSTRIAL ARTS HALL, STATE TEACHERS COLLEGE  
Gift of Simon Guggenheim



LIBRARY, WITH FOUNTAIN, STATE TEACHERS COLLEGE  
Gift of Class of 1911

### The Attendance

The average daily attendance (estimate), 95 per cent.  
 Number of days in session during the year was 210 days.

### Curriculum, Classification and Departments

For branches taught and time devoted to each, text books, etc., we refer you to catalogue attached to and made a part of this report. (See pages 11-100, inclusive.)

### Apparatus

The apparatus of the school consists of physiological models, geographical, biological and psychological apparatus, with new and complete laboratories for work and study; also well-equipped departments in manual training, domestic science, art and elementary agriculture, with a large and choice collection of ceramics and specimens of decorative art.

### Library

The library numbers, including text-books, books of reference, educational reports, etc., about 40,000 volumes.

The number of students in each department:

Regular course .....	451	
Summer term, 1911 .....	612	
Non-resident. . . . .	159	
Training school .....	433	
Kindergarten. . . . .	61	
		1,716
Listed twice .....		134
		1,582
Net total .....		1,582

Diplomas were granted to 286 persons.

### FINANCIAL STATEMENT OF THE STATE NORMAL SCHOOL FOR THE YEAR ENDING JULY 31, 1911.

#### RECEIPTS—

By taxes, 1-5 mill.....	\$77,726.34
By public school fund.....	562.83
Rent .....	541.64
By fines, library.....	73.00
By fees, non-resident tuition.....	200.00
By fees, regular.....	17,262.61
By receipts, summer school 1911.....	9,342.00
By refund, training school buildings account.....	347.70
By refund, alumni account.....	18.00
Overdraft, July 31, 1911.....	35,915.28

Total .....	\$141,989.40
-------------	--------------

## DISBURSEMENTS—

Balance overdraft, July 31, 1910.....	\$23,506.63
Summer school, account 1911.....	9,010.30
Salaries, regular.....	73,726.93
Laboratories .....	265.92
Domestic science.....	576.81
Manual training.....	768.65
Art .....	145.36
Library .....	3,665.69
Furniture and fixtures.....	1,376.30
Improvement of grounds.....	138.27
Building, etc.....	4,564.98
Apparatus .....	68.15
Museum .....	97.87
Training school.....	110.17
Music records .....	21.30
<b>Total .....</b>	<b>\$118,043.33</b>

## EXPENSE ACCOUNT—

Fuel, coal .....	\$2,580.87
Fuel, gas.....	149.15
<b>Total .....</b>	<b>\$ 2,730.02</b>
Light .....	723.13
Postage .....	697.56
Freight and expenses.....	743.25
Advertising .....	614.54
Printing and stationery.....	729.21
Repairs .....	901.42
Labor .....	4,445.25
Traveling expense, institute, etc.....	1,806.88
Trustees, etc.....	1,396.25
Water tax.....	1,017.00
Catalog and bulletins.....	1,793.05
Insurance, Guggenheim building.....	192.50
Insurance, renewals.....	825.00
Interest .....	146.07
Expense, grounds.....	618.66
Hose .....	247.25
Gravel .....	100.00
Feed, horse and chickens.....	232.55
Telephone account, rental and tolls.....	280.19

Commencement account.....	286.90	
Diplomas .....	95.00	
Hardware .....	206.44	
Greenhouse account.....	26.10	
Electric lamps .....	96.20	
Floor brushes .....	45.34	
Sweeping compound.....	10.50	
Laundry .....	30.00	
Office expense.....	80.30	
Secretary account.....	35.55	
Orchestra .....	32.00	
Corner stone expense.....	11.25	
Legislative committee.....	26.00	
Maps .....	15.00	
Photograph work.....	36.50	
Livery .....	10.00	
Shades .....	12.75	
Alumni account, refund \$18.....	27.00	
Lectures, summer term, 1910.....	2,176.90	
Supplies .....	364.87	
Miscellaneous expense.....	81.69	
		<hr/>
Total .....		\$ 23,946.07
		<hr/>
		\$141,989.40

July 31, 1911, to balance overdraft, \$35,914.28.

MAINTENANCE:

The amount required for the maintenance of the school for the ensuing year will be \$125,000.00.

The Normal School building at Gunnison, Colorado, which has just been completed at a cost of \$50,000.00 has been turned over to this Board, and will be opened for school in September.

L. WIRT MARKHAM,  
President of Board of Trustees.

Attest:

A. J. PARK,  
Secretary.

STATEMENT.

TRAINING SCHOOL BUILDING ACCOUNT—

Received on appropriation of 1909.....	\$100,000.00	
Paid on building contracts.....	93,275.34	
		<hr/>
Balance on hand, July 31, 1911.....		\$ 6,724.66
To be used on building furnishing and equipment.		

## Names and Number of Teachers, Departments, Etc.

	Department.	Time of Service, Years	Salary
Snyder, Z. X., Ph.D., President.	Education	21	\$5,000
Hays, James H., A.M., Vice-Pres.	Latin	21	2,300
Hugh, D. D., A.B., A.M.	Supt. Training School	12	2,200
Miller, G. R., Ph.B., A.M.	Sociology and Economics	7	2,200
Miller, Irving E., Ph.D.	Research and Science of Edu.	3	2,500
*Halsted, G. B., Ph.D.	Mathematics	6	2,000
Mooney, W. B., Pd.M., A.B.	School Visitor and Admin.	4	2,000
*Hannum, Louise M., Ph.D.	English Literature and Lang.	13	1,900
Hadden, S. M., Ph.B., A.B.	Manual Training	12	1,900
Beardsley, A. E., M.S.	Biology	20	1,800
Abbott, F. L., B.S., A.M.	Phys. Sci. Physiography	12	1,800
*Gideon, A., Ph.D.	Modern Language	9	1,800
Lister, John T., A.B.	Physical Education	4	1,800
Bullock, R. W., Ph.B.	History, Political Science	12	1,800
Heilman, J. D., Ph.D.	Psychology, Child Study	4	1,800
Carter, A. F., A.B., M.S.	Librarian	5	1,800
Ernesti, R., Pd.M., K.M.	Drawing and Art	8	1,800
Toby, Francis, B.S.	Reading	6	1,800
Cross, E. A., A.B., Ph.M.	English Lit. and Language	6	1,800
Fitz, Theo. E.	Music	4	1,700
Adams, L. A., A.B., A.M.	Assoc. Biology, Cur. Museum	6	1,700
*Hockbaum, H. W., B.S.A.	Nature Study, etc.	6	1,700
Wilkinson, Eleanor	Domestic Science	8	1,500
Cannell, E. Maude	Kindergarten	9	1,500
Randolph, E. D., A.B.	Grammar Grade	5	1,500
*Horn, Ernest, B.S., A.M.	Principles of Teaching	3	1,500
DeBusk, B. W., B.S., A.B.	Assoc. Psychology	2	1,550
Sibley, Mrs. B. B., Pd.M.	Training Teacher, Primary Ed.	12	1,300
Kendel, Elizabeth H., Pd.M.	Training Teacher, Intermed.	16	1,300
Knowles, Mrs. E. D., B.S.	Training Teacher, Intermed.	3	1,300
Shultie, F. W., A.B.	Training Teacher, Grammar	1	1,300
Grupe, Mary A., Ph.B.	Training Teacher, Grammar	1	1,200
Long, Katheryn M., B.S., A.B.	Training Teacher, Primary	1	1,200
Krackowizer, Alice M., B.S., B.Ed.	Training Teacher, Primary	6	1,250
*Pancoast, M., B.L.	Reading, High School	6	1,200
Kendel, J. C., Pd.M.	Music, High School	5	1,200
*Hanna, H. O., B.S., A.M.	Science, High School	3	1,200
*Russell, W. S., A.B.	Asst. Hist., Econ., ½ time	2	600
Yardley, Alice	Asst. Librarian	5	660

	Department.	Time of Service,	
		Years	Salary
Wilkinson, Mabel.....	Asst. Librarian.....	3	540
Saunders, Agnes, A.B.....	Asst. Domestic Science.....	1	800
Heilman, Mrs. L., A.B.....	Commercial .....	1	1,000
McCuniff, John.....	Asst. Industrial Arts.....	1	720
Schenck, Max.....	Asst. Industrial Arts.....	5 mo.	425

\* Services terminate September 1, 1912.

### Fellowship

Hale, Katherine, Pd.M.....	Kindergarten .....	\$300
Mabee, Elsie, Pd.M.....	Primary .....	300
Statler, Margaret, Pd.B., A.B.....	Primary .....	300
Crow, Helen, Pd.B.....	Grammar .....	300
Long, Geraldine, Pd.B.....	Grammar .....	300
Nichols, Helen, Pd.M.....	High School.....	300
Rohr, Freida, Pd.B.....	Grammar .....	300
Schenck, Mary, Pd.B.....	Phys. Education.....	300
Rosenberg, Esther, Pd.B.....	Modern Languages.....	300
Stiffler, Ewing, A.B.....	Manual Training.....	300
Farrington, Flora, Pd.M.....	Art .....	300
Gilmore, W. B.....	Phys. Science.....	300
McDonald, Elizabeth, Pd.B.....	Music .....	300

### Other Employes

Park, A. J.....	Secretary Board of Trustees.....	\$ 420
Statler, Geo. D.....	Treasurer .....	100
McKelvey, Vernon.....	Secretary to President.....	1,500
Stephens, Chas. D.....	Engineer and Supt. of Buildings.....	1,020
Dempsey, R. G.....	Supt. of Grounds.....	960
Helgesen, T. E.....	Janitor .....	600
Keifer, Samuel.....	Janitor .....	600
Widland, J.....	Janitor .....	600
Taylor, Lee.....	Janitor .....	600
Heckendorn, J. L.....	Janitor .....	600
Farrar, Myrtle.....	Stenographer .....	mo. 35
Tohill, Rhea.....	Stenographer .....	mo. 60

**Number of Students, Names, Residence, Etc.**

The whole number of students enrolled during the year:

Regular term: Males, 35; females, 503.....	538
Summer term, 1912.....	825
Non-resident, 1911-1912.....	109
Training School.....	486
Kindergarten.....	57
	<hr/>
Total enrollment.....	2,015
Counted twice.....	56
	<hr/>
Net total.....	1,959

Their sex, residence, etc., being fully shown on pages 139-180, inclusive of catalogue 1911-1912 hereto attached and made a part of this report.

**Attendance**

The average daily attendance (estimate), 95 per cent.

Number of days in session during the year was 220.

**Curriculum, Classification and Departments**

For branches taught and time devoted to each, text books, etc., we refer you to catalogue attached to and made a part of this report. (See pp. 14-124, inclusive.)

**Apparatus**

The apparatus of the school consists of physiological models, geographical, biological and psychological apparatus with new and complete laboratories for work and study; also well equipped departments in manual training, domestic science, art and elementary agriculture, with a large and choice collection of ceramics and specimens of natural history.

**Library**

The library numbers, including text books, books of reference, educational reports, etc., about 40,000 volumes.

**Number of Students in Each Department**

Regular course.....	538
Summer term, 1912.....	825
Non-resident.....	109
Training School.....	486
Kindergarten.....	57
	<hr/>
	2,015
Listed twice.....	56
	<hr/>
Net total.....	1,959

Diplomas were granted to 316 persons as per list hereto attached.

FINANCIAL STATEMENT OF THE STATE NORMAL  
SCHOOL FOR THE YEAR ENDING JULY 31, 1912.

RECEIPTS—

From taxes, 1-5 mill.....	\$ 78,825.00	
From public school fund.....	1,569.23	
From appropriation 1911.....	8,750.00	
From fees .....	18,157.14	
From rent .....	499.98	
From fines .....	57.75	
From summer school receipts.....	17,849.00	
		<hr/>
Total .....		\$125,708.10
Balance overdrawn, July 31, 1912.....		29,704.63
		<hr/>
		\$155,412.73

DISBURSEMENTS—

Account overdrawn, July 31, 1911.....		\$ 35,915.28
Paid salaries .....	\$ 82,478.07	
Paid laboratory, physical.....	275.45	
Paid art .....	121.67	
Paid domestic science.....	367.52	
Paid manual training.....	729.61	
Paid library .....	1,021.66	
Paid training school.....	170.33	
Paid museum .....	89.40	
Paid furniture and fixtures.....	1,126.29	
Paid building .....	1,030.38	
Paid summer school.....	13,697.18	
		<hr/>
Total .....		\$101,114.56

EXPENSE—

Fuel .....	\$ 4,786.86
Light .....	582.77
Postage .....	605.16
Freight and expenses.....	609.99
Advertising .....	548.75
Printing and stationery.....	423.42
Catalog and bulletins.....	391.53
Interest .....	1,292.37
Insurance, Guggenheim building, five years.....	487.56
Trustees' expense.....	769.05

Repairs .....	684.96
Labor .....	2,843.18
Grounds .....	679.64
Hardware .....	39.95
School supplies .....	66.83
Traveling expense, school business.....	182.85
Traveling expense, educational meetings.....	10.12
Traveling expense, school visitor.....	1,385.50
Telephone and telegraph.....	338.75
Water tax.....	517.00
Commencement .....	515.87
Office expense .....	154.98
Feed, horse and chickens.....	83.00
Brooms .....	29.75
Electric lamps.....	78.95
Piano repairs .....	14.00
Lectures .....	136.75
Miscellaneous expense.....	123.35
	<hr/>
Total .....	\$ 18,382.89
	<hr/>
	\$155,412.73

## STATEMENT OF TRAINING SCHOOL BUILDING ACCOUNT.

Balance on hand, July 31, 1911.....	\$ 6,736.80
DISBURSEMENTS—	
Furniture and fixtures.....	\$ 3,266.44
Equipment .....	255.29
Grounds .....	31.70
Building .....	2,875.01
Balance on hand, July 31, 1912.....	308.36
	<hr/>
Total .....	\$ 6,736.80

## HEATING PLANT.

## RECEIPTS—

Twenty-five per cent of appropriation, 1911..... \$ 6,250.00

## DISBURSEMENTS—

Boiler house, boilers, etc.....\$ 9,879.71  
 To balance overdrawn, July 31, 1912..... \$ 3,629.71

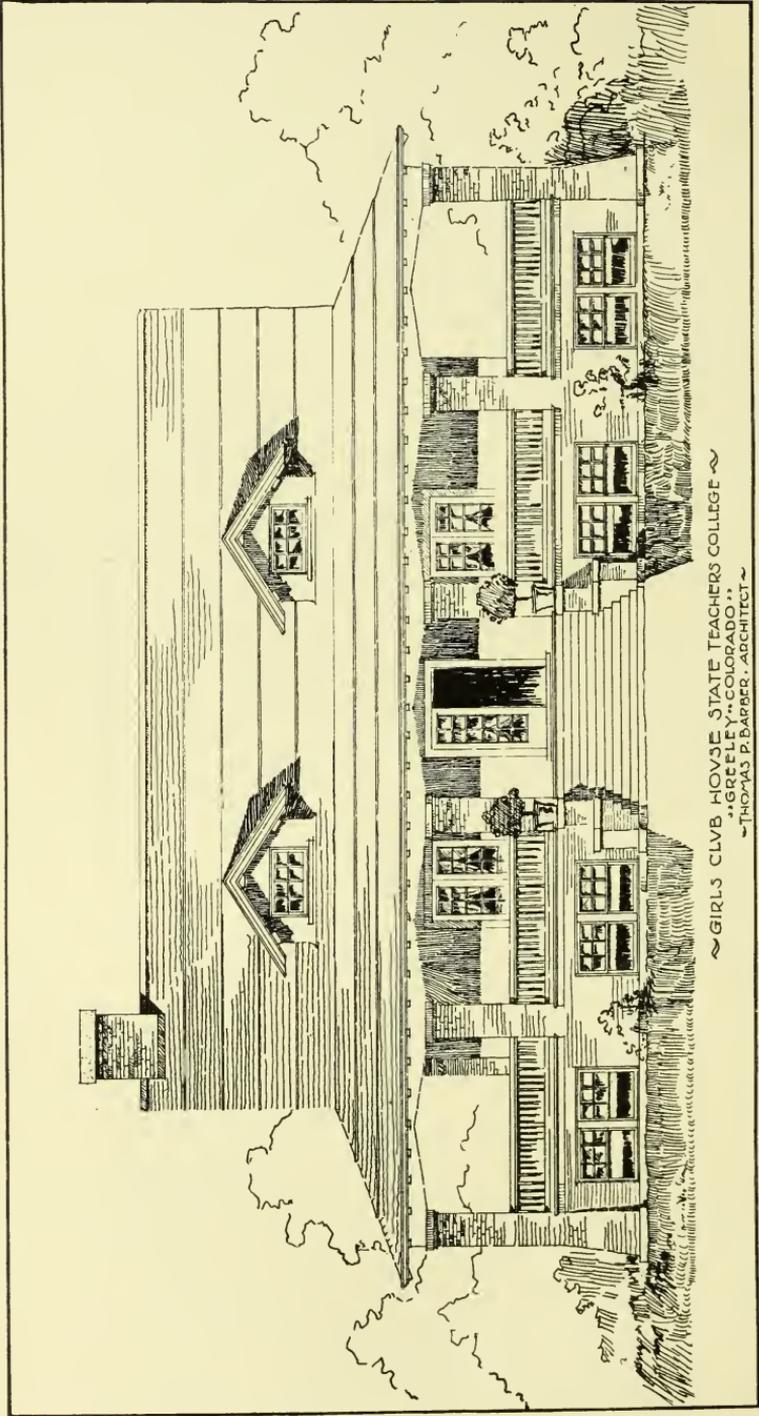
---

---

\$ 9,879.71      \$ 9,879.71

UNIVERSITY OF ILLINOIS LIBRARY





~ GIRLS CLUB HOUSE STATE TEACHERS COLLEGE ~  
~ GREELEY, COLORADO, ~  
~ THOMAS P. BARBER, ARCHITECT ~

SKETCH OF GIRLS' CLUB HOUSE, STATE TEACHERS COLLEGE

GUGGENHEIM EQUIPMENT.

By receipts from appropriation, 1911.....		\$ 1,875.00
Disbursements for machinery and equipment for the manual training, art, printing, book binding.....	\$ 2,307.92	
To balance overdrawn, July 31, 1912.....		432.92
	\$ 2,307.92	\$ 2,307.92

DOMESTIC SCIENCE APPROPRIATION.

By receipts appropriation.....	\$ 3,750.00
On hand July 31, 1912.....	\$ 3,750.00

VIII. MAINTENANCE.

The amount required for the maintenance of the school for the ensuing year will be \$140,000.00 or \$280,000.00 for the Biennial.

BUILDINGS.

The amount of \$125,000.00 will be required to complete the Training School Building.

L. WIRT MARKHAM,  
President of Board of Trustees.

Attest:

A. J. PARK,  
Secretary.

**Description of Girls' Physical Education Club House at the State Teachers College of Colorado, Greeley, Colorado**

A half-tone of the front elevation of this club-house appears on the opposite page. This is probably one of the first women's physical education club-house buildings on any campus anywhere. This building will be plain and artistic in every respect. The purpose of the building is a place to be used by the women of the institution at any time when they are not otherwise engaged—a lounging-place, a place to rest, and a place to meet friends, etc.; also a place where women's social functions may be held.

This building is constructed of stone and turkey-egged brick. It has a porch on three sides, twelve feet wide. The basement contains a gymnasium, swimming-pool, shower-baths, bathtubs, kitchen, and lunch-rooms. The club-room proper is on the first floor, and is fifty feet long and 30 feet wide; with French windows on three sides and a large open fireplace. The inside is finished entirely of hard wood, in a plain but artistic manner. On this same floor are the game, committee, cloak-rooms, etc. On the second floor is a suite of living-rooms for a lady director, which includes a large living-room, bedroom, dressing-room, bath-room, cloak-room, etc.

This building is built from a physical education fund that has accrued from the payment of term fees by the students of the institution for a number of years.

**UNIVERSITY OF COLORADO****President's Report**

Boulder, Colorado, December 2, 1912.

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado:

I have the honor to submit my report for the biennial period, October 1, 1910, to October 1, 1912, containing a history of the University of Colorado for the past two years; showing the number of professors and teachers employed and the salary of each; the number of students in attendance each year; the number of students in each of the several departments.

(Reference is here made to the Eighteenth Biennial Report of the Regents, which contains detailed information.)

**History**

A School of Social and Home Service, a department of the College of Liberal Arts, was established in September, 1912.

In the two years, members of the faculty of the College of Liberal Arts have published seventy books and articles; seventeen books and articles have been published by the members of the faculty of the College of Engineering; and the School of Medicine has published books and articles to the number of 125.

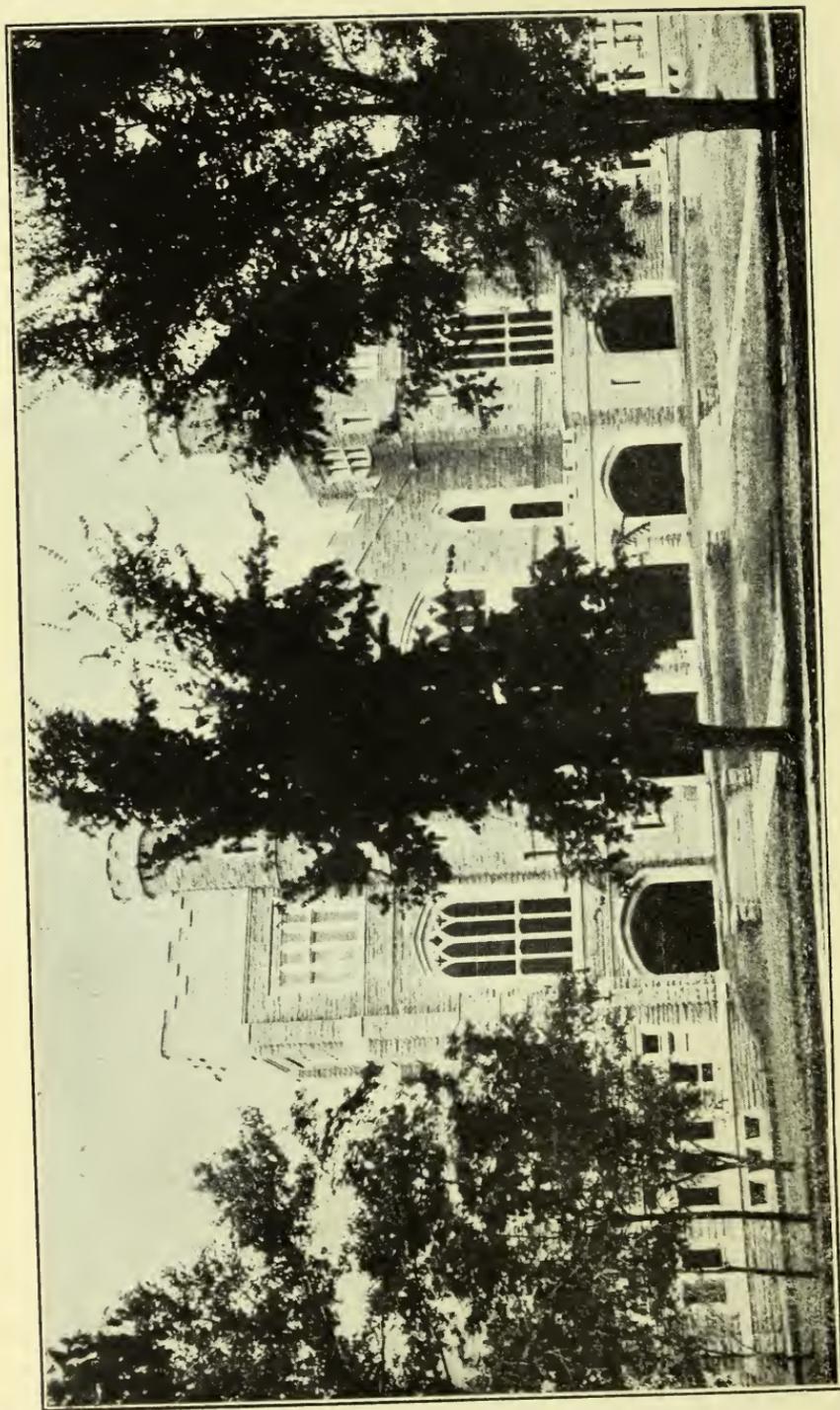
Research activity in the College of Liberal Arts is shown by such work as the study of Colorado fishes; the study of mountain plants; Professor Cockerell's investigations in entomology; investigations of coal dust and mine air in Colorado coal mines by the Department of Chemistry; work by the Department of Physics on living problems of radio-activity and electricity, and the establishment of a wireless station; and the large amount of valuable work along various lines by the State Geological Survey in conjunction with the Department of Geology, the survey headquarters being with this department. In the College of Engineering twenty-two lines of special investigation have been carried on, representing work in civil, electrical, mechanical, and chemical engineering. Thirteen lines of investigation have been taken up by the School of Medicine.

The courses in chemical engineering have been reorganized. A road-testing laboratory is operated in connection with the applied-mechanics laboratory of the Civil Engineering Department.

The Denver and Gross College of Medicine has been completely merged with the university. The last two years of the course were transferred to Denver, January 1, 1911. The School of Medicine is now classed in "Grade A" of medical schools. On account of the advanced requirements, two years of college for admission, there is a temporary decrease of students in this school. A School

UNIVERSITY OF ILLINOIS LIBRARY





THE MACKEY AUDITORIUM, UNIVERSITY OF COLORADO

of Pharmacy was opened in September, 1911. The standards for entrance and graduation are the same as those of the best schools in the country. The curriculum of the School of Medicine has been revised to correspond as closely as possible to the recommendations of the Council on Medical Education. Graduate study is now offered in this school. In June, 1912, a Department of Preventive and Experimental Medicine was established; this department, in connection with University Extension Division, will carry on investigations of large value to the people of the state.

Two years of college are now required for admission to the Law School, there being a consequent temporary decrease of numbers.

An Extension Division was organized in May, 1912. The six lines of activity of this division are: correspondence study, study centers, lecture courses and addresses, library extension, bulletins of investigation, social centers.

Nearly 12,000 volumes have been added to the library in the two years. A course in library science and practice is given throughout the year. Books valued at \$5,000 have been donated.

The powers and activities of the "Associated Students" have been enlarged. All publications and student organization are now under their control.

The highly important work of the High-School and University Conference in solving common problems is shown by the adoption of higher admission requirements, the work of the joint committees on subjects of study, their investigation and recommendation in regard to the qualification of teachers, the standardization of "units," the discussions concerning the purpose of inspection, the report concerning ethics in the recommendation of teachers, the recommendations in regard to high-school athletics, and the discussion in regard to economy in matter and method.

The high-school inspector is now assisted in his work by an advisory committee of seven members. The report of the high-school inspector shows improvement in high-school attendance, in buildings and equipment, salaries, and qualifications of teachers during the past two years. A system whereby members of the faculty visit the high schools of the state in rotation has been developed. In 1911-1912 ten professors visited twenty-two schools.

The Ainsworth standardizing laboratory brought to the university in June, 1912, is a very complete equipment of the highest grade, built up primarily for the calibration and repair of electrical measuring instruments. It is valued at \$10,000. The research laboratory of the late Dr. Henry S. Denison, which contains apparatus for investigation in bacteriology, pathology, chemistry, and clinical diagnosis, is a recent gift to the Medical School. Five hundred specimens of pathological material were received from St. Joseph's Hospital, Denver. A valuable addition to the

law library of about 1,000 volumes, chiefly reports, was made by the widow of the late Judge C. I. Thomson, of the Colorado Court of Appeals.

The west wing of Science and Museum Building was completed January, 1911. The Macky Auditorium has been placed under roof, and the wings and tower spaces—entire front part—nearly completed, and is in use. In the summer of 1912 the administration offices were moved to the west wing. The art collection was moved at the same time to the second floor of the east wing. Two college departments, Philosophy and English Literature, are also housed in the east wing.

### Summary of Needs

The university aims to give a fair statement of its needs for each biennium. The regents know well that the income for state purposes is limited, and that there are many needs. Therefore the final estimates of possible increase of money for the university is made after conference with the legislative committees which are appointed to study the needs of the institutions, or to estimate and apportion the revenues. Here follows a summary of the needs for the next biennium. This includes: (1) need of increase for general support; (2) estimates calling for appropriations for six specific purposes made by the departments concerned; (3) building needs.

Increase of regular income in addition to the income from the two-fifths mill tax (for two years, to make it equal to the average in the forty state universities in proportion to students).....	\$277,354.00
Investigations .....	25,000.00
Graduate School (no special fund for the Graduate School has ever been provided) .....	20,000.00
Engineering equipment, and architecture (not one-fourth of what is needed) .....	25,000.00
College of Education (three hundred are studying in this department; more equipment is needed).....	10,000.00
Hygienic laboratory (of first importance in study of health conditions in Colorado) .....	20,000.00
Extension work (Colorado is behind most state universities in beginning this work).....	10,000.00
Toward the erection of the ten buildings needed (reference is made to the descriptions in the biennial report of the regents, and investigation is invited).....	.....

### List of Professors and Other Employes

(For a list of the professors and teachers employed, and the salary of each, see the report of the regents, submitted herewith.)

## Attendance

Below is given a summary of attendance for the two years of the biennium:

### 1910-1911

Graduate Students .....	61
College of Liberal Arts—	
Seniors .....	96
Juniors .....	111
Sophomores .....	160
Freshmen .....	290
Special students .....	40
	697
College of Engineering—	
Seniors .....	39
Juniors .....	68
Sophomores .....	71
Freshmen .....	110
Special students .....	4
	292
School of Medicine—	
Fourth year .....	39
Third year .....	41
Second year .....	58
First year .....	11
Special students .....	3
	152
School of Law—	
Third year .....	27
Second year .....	29
First year .....	46
Special students .....	6
	108
	1,310
Deduct for names counted twice.....	26
	1,284
Summary .....	1,284
Summer session (59 duplicated, 127 registered only in summer).....	186

## 1911-1912

Graduate Students .....	84
College of Liberal Arts—	
Seniors .....	111
Juniors .....	110
Sophomores .....	196
Freshmen .....	270
Special students .....	38
	— 725
College of Engineering—	
Seniors .....	43
Juniors .....	60
Sophomores .....	79
Freshmen .....	104
Special students .....	2
	— 288
School of Medicine—	
Fourth year .....	40
Third year .....	51
Second year .....	14
First year .....	11
Pharmacy students .....	2
	— 118
School of Law—	
Third year .....	23
Second year .....	35
First year .....	59
Special students .....	9
	— 126
	1,341
Deduct for names counted twice.....	35
	—
Summary .....	1,306
Summer Session (80 duplicated, 168 registered only in summer).....	248

Respectfully submitted,

JAMES H. BAKER,  
President, University of Colorado.

## UNIVERSITY OF COLORADO

## Regents' Report 1910-1912

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado:

We have the honor to submit a report of the University of Colorado, containing a list of all employes of the university, with the compensation of each; the condition of the university fund, and the income received therefrom and from all other sources; and the amount of expenditures classified. (Reference is made to the Eighteenth Biennial Report of the Regents, which contains full information.)

## Payroll 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.....	2,100.00
Fred E. Hagen, B.A., Secretary and Registrar.....	1,800.00
Katharine Kalene, Stenographer.....	720.00
Clara Fallon, B.A., Stenographer.....	720.00
Mary E. Myers, Stenographer.....	540.00
Percy L. Corbin, B.A., Employment Bureau.....	300.00
Bertha Hunting, B.A., Students' Aid.....	200.00
Estella Gehrung, Faculty Stenographer.....	450.00
Floyd Swallow, Messenger.....	360.00
Additional clerical help in Registrar's Office.....	1,056.59
	\$ 13,246.59

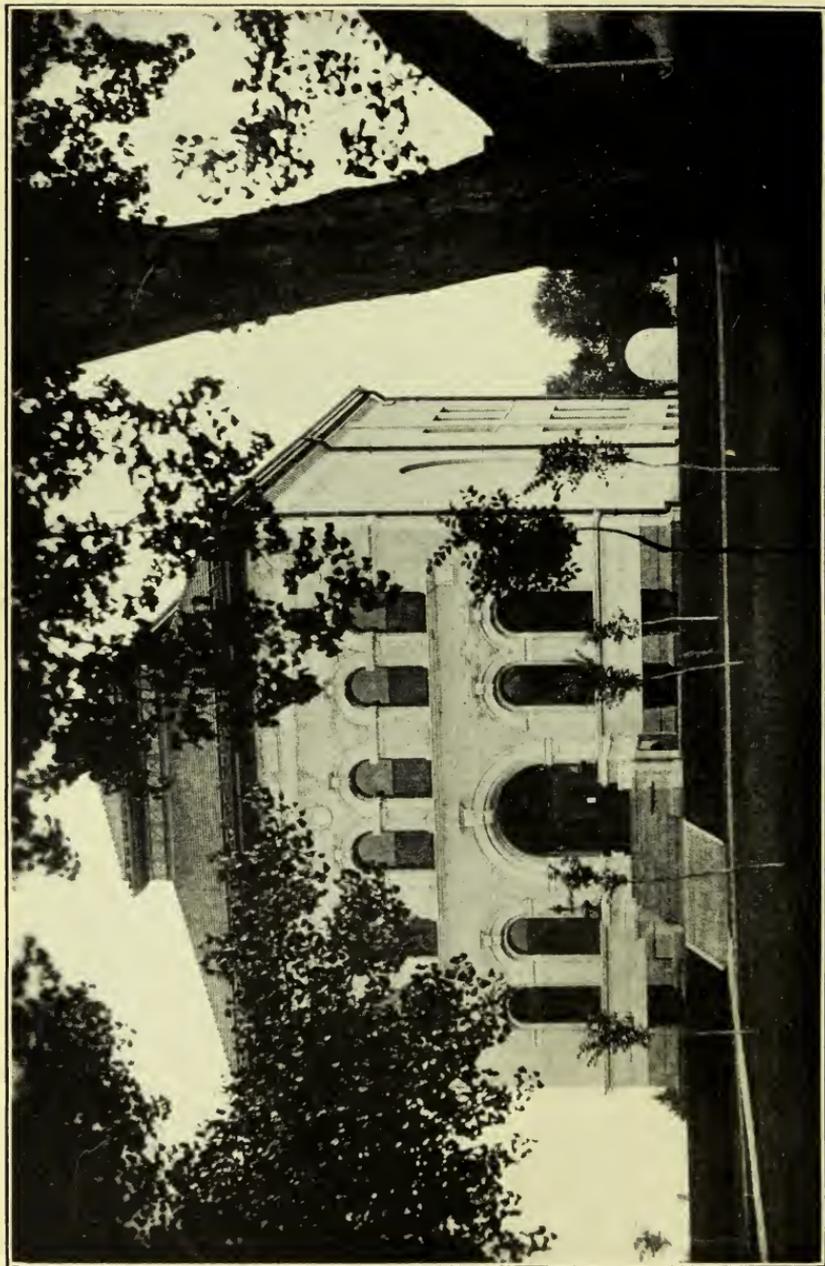
## COLLEGE OF LIBERAL ARTS

Fred B. R. Hellems, Ph.D., Dean; Professor of Latin.....	\$ 2,900.00
J. Raymond Brackett, Ph.D., Dean of Graduate School; Professor of Comparative and English Literature.....	2,900.00
Ira M. DeLong, M.A., Professor of Mathematics.....	2,700.00
Charles C. Ayer, Ph.D., Professor of Romance Languages..	2,700.00
George Norlin, Ph.D., Professor of Greek.....	2,700.00
Donald McFayden, M.A., S.T.B., Instructor in Greek.....	.....
Francis Ramaley, Ph.D., Professor of Biology.....	2,700.00
Melanchthon F. Libby, Ph.D., Professor of Philosophy.....	2,600.00
John B. Ekeley, Ph.D., ScD., Professor of Chemistry.....	2,700.00
Russell D. George, M.A., Professor of Geology.....	2,700.00
Theodore D. A. Cockerell, Professor of Zoology.....	1,050.00
George M. Chadwick, Professor of Music.....	1,400.00

James F. Willard, Ph.D., Professor of History.....	2,100.00
Carl C. Eckhardt, Ph.D., Acting Professor of History.....	.....
Oliver C. Lester, Ph.D., Professor of Physics.....	2,500.00
Frank E. Thompson, B.A., Secretary of the College of Edu- cation; Professor of Education.....	2,500.00
Junius Henderson, B.A., Professor of Natural History.....	2,400.00
John S. McLucas, M.A., Professor of English.....	2,100.00
Grace F. van Sweringen, Ph.D., Professor of Germanic Languages .....	1,900.00
Milo G. Derham, Ph.D., Professor of Latin.....	1,600.00
Lawrence W. Cole, Ph.D., Professor of Psychology.....	2,100.00
Loran D. Osborn, Ph.D., Director of Extension; Professor of Sociology .....	2,000.00
Frederick A. Bushee, Ph.D., Professor of Economics and Sociology .....	2,000.00
S. Antoinette Bigelow, M.A., Dean of Women; Assistant Professor of Literature.....	1,400.00
Ralph D. Crawford, M.A., Assistant Professor of Geology..	1,500.00
Charles H. Williams, B.A., B.S. in Ed., Assistant Professor of Education .....	1,600.00
Harry A. Curtis, B.S. (Ch.E.), M.A., Assistant Professor of Chemistry .....	1,500.00
Fordyce P. Cleaves, M.A., Instructor in Oratory.....	550.00
William R. Brackett, B.A., Instructor in Physics.....	800.00
William V. Casey, Instructor in Education.....	225.00
S. Griswold Morley, Ph.D., Instructor in Romance Lan- guages .....	1,000.00
Max M. Ellis, Ph.D., Instructor in Biology.....	1,100.00
Arthur G. Vestal, B.A., Instructor in Biology.....	800.00
Charles F. Poe, M.A., Instructor in Chemistry.....	.....
Samuel S. Kingsbury, Ph.D., Instructor in Education.....	225.00
Elva Cooper, M.A., Instructor in Mathematics.....	800.00
J. Warren Stehman, M.A., Instructor in Commerce.....	800.00
Paul M. Dean, M.A., Instructor in Chemistry.....	800.00
Ethel R. Ford, B.A., Instructor in English.....	800.00
William McLeod Raine, B.A., Instructor in Journalism.....	400.00
William E. Dittman, C.P.A., Instructor in Accounting.....	150.00
Donald McFayden, M.A., S.T.B., Instructor in History.....	200.00
Lorena Underhill, M.A., Instructor in Philosophy.....	800.00
William Bethke, M.A., Instructor in Economics.....	800.00
George Rohwer, B.A., Instructor in Chemistry.....	800.00
Phillip G. Worcester, M.A., Instructor in Geology.....	800.00

UNIVERSITY OF ILLINOIS LIBRARY





LIBRARY, UNIVERSITY OF COLORADO

Leonard P. Fox, M.A., Instructor in History.....	800.00
John H. V. Finney, B.S., Instructor in Physics.....	800.00
Victoria H. Hazlitt, B.A., Instructor in Education.....	720.00
Jessie Hutsinpillar, M.A., Instructor in English.....	800.00
Marie Sorenson, M.A., Instructor in English.....	800.00
John Gutknecht, B.A., Instructor in English.....	800.00
Ruth M. Shelledy, M.A., Instructor in German.....	800.00
William F. Baur, Ph.B., Instructor in German.....	800.00
Homer S. McMillan, B.A., Instructor in Education.....	360.00
Maud Craig, B.A., Assistant in Latin.....	200.00
Georgia L. Field, M.A., Assistant in English Literature.....	700.00
Carl E. Salomon, M.A., Assistant in English Literature.....	300.00
Claribel Kendall, B.A., Assistant in Mathematics.....	600.00
Ida M. Johnson, B.A., Assistant in Romance Languages.....	500.00
Maud Craig, B.A., Assistant in Greek.....	.....
Winthrop W. Leach, Assistant in Chemistry.....	100.00
Esbon Y. Titus, Assistant in Chemistry.....	100.00
Eloie C. Dyer, B.A., Assistant in History.....	400.00
Cornelius J. Marvin, Assistant in Physics.....	300.00
Norma E. LeVeque, Assistant in Education.....	135.00
Estelle M. Kyle, Assistant in Education.....	135.00
Fannie J. Boswell, M.A., Assistant in English.....	100.00
Helen Hunter, B.A., Assistant in English.....	100.00
Caroline L. Habermann, B.A., Assistant in German.....	200.00
Edna Reynolds, B.A., Assistant in Psychology.....	100.00
Rose Ganson, Assistant in Psychology.....	100.00
Obie Sue Pulliam, Assistant in Psychology.....	100.00
James W. Bell, B.A., Assistant in Economics.....	300.00
Pearl Smith, B.A., Dean's Secretary.....	630.00
Clerks, College of Education.....	744.90
	\$ 73,624.90

## SUMMER SCHOOL

Twenty-seven instructors .....	\$ 4,090.00
Lectures .....	220.00
Clerical help .....	40.00
	\$ 4,350.00

## COLLEGE OF ENGINEERING

Milo S. Ketchum, C.E., Dean; Professor of Civil Engineering .....	\$ 2,900.00
Herbert S. Evans, E.E., Professor of Electrical Engineering	2,400.00
John A. Hunter, M.E., Professor of Mechanical Engineering	2,200.00
Saul Epstein, Ph.D., Professor of Engineering Mathematics.	1,600.00

David R. Jenkins, E.E., Assistant Professor of Electrical Engineering .....	1,500.00
Clement C. Williams, C.E., Assistant Professor of Civil Engineering .....	1,800.00
A. W. Ainsworth, Research Assistant in Electrical Engineering .....	1,200.00
Guy W. Smith, B.S. (E.E.), M.S., Instructor in Engineering Mathematics .....	900.00
Harland C. Woods, C.E., Instructor in Engineering Drawing .....	1,200.00
Whitney C. Huntington, C.E., Instructor in Civil Engineering .....	900.00
Frank S. Bauer, B.S. (M.E.), Instructor in Mechanical Engineering .....	900.00
Herbert D. McCaslin, B.S. (M.E.), Instructor in Mechanical Engineering .....	800.00
Carl M. Duff, B.S. (C.E.), Instructor in Engineering Mathematics .....	800.00
Frank L. Brown, B.S. (C.E.), Instructor in Civil Engineering .....	800.00
Lynn R. Leonard, B.S. (E.E.), Instructor in Electrical Engineering .....	800.00
Charles G. Martinson, B.A., B.S., Instructor in Mechanical Engineering .....	800.00
Ivan C. Crawford, B.S. (C.E.), Instructor in Civil Engineering .....	800.00
Walter F. Mallory, Assistant in Mechanical Engineering.....	200.00
C. J. Diehl, Assistant in Engineering Drawing.....	400.00
—————, Assistant in Engineering Drawing.....	100.00
Irma Lindsley, Dean's Secretary.....	240.00
Additional clerical help.....	379.30
	\$ 23,619.30

## SCHOOL OF MEDICINE

William P. Harlow, B.A., M.D., Dean.....	\$ 1,000.00
James R. Arneill, B.A., M.D., Professor of Medicine (Clinical Medicine) .....	
William C. Bane, M.D., Professor of Oto-laryngology.....	
Melville Black, M.D., Professor of Ophthalmology.....	
Sherman G. Bonney, M.A., M.D., Professor of Medicine....	
Clough T. Burnett, M.D., Professor of Bacteriology.....	950.00
T. Mitchell Burns, M.D., Professor of Obstetrics.....	
F. Gillett Byles, M.A., M.D., Professor of Hygiene.....	
George H. Cattermole, M.D., Professor of Medicine (Pediatrics) .....	

John Chase, B.A., M.D., Professor of Ophthalmology and Otology .....	
Samuel B. Childs, B.A., M.D., Professor of Roentgenology..	
David H. Coover, M.D., Professor of Ophthalmology.....	
Richard W. Corwin, M.D., LL.D., Professor of Surgery.....	
William B. Craig, M.D., Professor of Surgery.....	
William H. Davis, M.D., Professor of Dermatology and Genito-Urinary Diseases .....	
John Bernard Ekeley, Ph.D., Sc.D., Professor of Chem- istry .....	(salary noted elsewhere)
Charles S. Elder, M.D., Professor of Surgery (Gynecology)..	
John M. Foster, M.D., Professor of Oto-laryngology.....	
Leonard Freeman, B.S., M.A., M.D., Professor of Surgery.	
Luman M. Giffin, M.D., Professor of Surgery.....	
Oscar M. Gilbert, M.D., Professor of Medicine (Clinical Medicine) .....	
Carbon Gillaspie, M.D., Professor of Anatomy.....	1,900.00
Josiah N. Hall, B.S., M.D., Professor of Medicine.....	
Horace G. Harvey, B.A., M.D., Professor of Surgery.....	
Edward Jackson, M.A., M.D., Professor of Ophthalmology..	500.00
Walter A. Jayne, M.D., Professor of Surgery (Gynecology and Abdominal Surgery).....	
Moses Kleiner, M.D., Professor of Therapeutics.....	
Robert Levy, M.D., Professor of Oto-laryngology.....	
Charles B. Lyman, M.D., Professor of Surgery.....	
Francis H. McNaught, M.D., Professor of Obstetrics.....	
Arthur J. Markley, D.D.S., M.D., Professor of Dermatology	
William C. Mitchell, M.D., Professor of Bacteriology.....	
George E. Neuhaus, M.D., Professor of Neurology and Psychiatry .....	
George B. Packard, M.D., Professor of Surgery (Ortho- pedics) .....	
Alvin R. Peebles, M.D., Professor of Preventive and Ex- perimental Medicine .....	2,000.00
Howell T. Pershing, M.S., M.D., LL.D., Professor of Neu- rology and Psychiatry.....	
James H. Pershing, B.A., Professor of Medical Jurispru- dence .....	
Charles A. Powers, M.A., M.D., Professor of Surgery (Clinical Surgery) .....	
E. Barber Queal, M.D., Professor of Physiology.....	250.00

Francis Ramaley, Ph.D., Professor of Histology and Embryology.....(salary noted elsewhere)	
Edmund J. A. Rogers, M.A., M.D., Professor of Surgery...	
William J. Rothwell, M.D., Professor of Medicine.....	
Henry Sewall, Ph.D., M.D., Professor of Medicine.....	
William H. Sharpley, M.D., Professor of Medicine (Contagious Diseases) .....	
Charles F. Shollenberger, M.D., Professor of Medicine (Pediatrics) .....	
George H. Stover, M.D., Professor of Roentgenology.....	
Thomas E. Taylor, B.A., M.D., Professor of Obstetrics.....	
James C. Todd, B.Ph., M.D., Professor of Pathology.....	1,900.00
Charles B. Van Zant, M.D., Professor of Physiology.....	
Homer C. Washburn, B.S., Ph.C., Professor of Pharmacy..	1,900.00
Ross C. Whitman, B.A., M.D., Professor of Pathology.....	2,200.00
Herbert B. Whitney, B.A., M.D., Professor of Medicine (Pediatrics) .....	
Newton Wiest, M.D., Professor of Dermatology.....	
Frost C. Buchtel, M.D., Assistant Professor of Surgery.....	
Jacob Campbell, M.D., Assistant Professor of Surgery.....	100.00
Edward F. Dean, M.D., Assistant Professor of Surgery (Clinical Surgery) .....	
Walter W. Reed, M.D., Assistant Professor of Obstetrics...	
Aubrey H. Williams, M.D., Assistant Professor of Surgery (Clinical Surgery) .....	
Theodore D. A. Cockerell, Lecturer on Comparative Anatomy.....(salary noted elsewhere)	
Edward Delehanty, M.D., Lecturer on Neurology.....	
Oliver Lyons, M.D., Lecturer on Genito-Urinary Diseases....	
Alfred R. Seebass, Ph.G., M.D., Lecturer on Life Insurance Examinations .....	
John W. Amesse, M.D., Instructor in Medicine.....	
*Henry S. Denison, B.A., M.D., Instructor in Medicine.....	500.00
Clay E. Giffin, B.A., M.D., Instructor in Surgery.....	
Philip Hillkowitz, B.S., M.D., Instructor in Medicine (Serum Therapy) .....	
Clarence B. Ingraham, B.Ph., M.D., Instructor in Obstetrics .....	250.00
Tracy R. Love, B.Ph., M.D., Instructor in Physiology and Pharmacology .....	500.00

---

\*Deceased.

Frank R. Spencer, B.A., M.D., Instructor in Ophthalmology and Oto-laryngology.....	.....
Edward B. Trovillion, M.D., Instructor in Anatomy.....	250.00
Louie Croft Boyd, Instructor in Nursing.....	.....
Edith K. Ross, Assistant in Pathology.....	660.00
Thomas F. Walker, M.D., Assistant in Pathology.....	600.00
Morris Katzman, Laboratory Assistant.....	240.00
Constantine F. Kemper, B.A., Assistant in Bacteriology.....	300.00
Stella McIntire, Clerk.....	720.00
R. G. Smith, Drug Clerk.....	300.00
Additional work in Neurology.....	500.00
	————— \$ 17,520.00

UNIVERSITY HOSPITAL

Mabel Huntley, Matron.....	\$ 660.00
Alma E. Barnaby, Head Nurse.....	600.00
Twelve Nurses .....	1,152.00
Hospital employes, as cook, laundress, maids, porter.....	1,181.60
	————— \$ 4,293.60

SCHOOL OF LAW

John D. Fleming, B.A., LL.B., LL.D., Dean, Professor of Law; Associate Judge of Practice Court.....	\$ 2,900.00
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.....	.....
Edwin Van Cise, Professor of Law.....	250.00
William H. Pease, B.A., LL.B., Professor of Law.....	2,300.00
James F. Willard, Ph.D., Professor of History.....	.....
.....(salary noted elsewhere)	
Fred G. Folsom, B.A., LL.B., Instructor in Law; Judge of Practice Court .....	1,000.00
Hugh Butler, Lecturer on Common Law Pleading.	
Robert S. Morrison, Lecturer on Laws 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.	
Charles D. Hayt, Lecturer on Law of Taxation.	
Willard J. White, M.A., M.D., Lecturer on Medical Jurisprudence.	
Ernest L. Williams, LL.B., Lecturer on Appellate Procedure.	

James W. McCreery, Lecturer on Law of Irrigation and  
Water Rights.

John E. Robinson, Lecturer on Bankruptcy.

Harry S. Silverstein, B.A., Lecturer on Criminal Procedure.

Eugene A. Bond, Law Librarian.....	150.00
Dudley I. Hutchinson, Assistant Law Librarian.....	50.00
George H. Shaw, Assistant Law Librarian.....	50.00
Lyman T. Elwell, Stenographer.....	50.00
Lyman T. Elwell, Court Clerk.....	25.00
Expenses Court .....	20.00
	\$ 8,195.00

#### LIBRARY

C. Henry Smith, Ph.D., Librarian (12 months).....	\$ 1,500.00
Faith E. Foster, B.A., Assistant Librarian (12 months).....	1,000.00
Elizabeth M. Phillips, Assistant Librarian (12 months).....	720.00
Emma A. Jackson, B.A., Assistant Librarian (12 months)....	600.00
Floyd B. Odum, Assistant in Library (12 months).....	300.00
Fred W. Varney, Assistant in Library (9 months).....	150.00
Fred W. Varney, Assistant in Library (3 months).....	90.00
	\$ 4,360.00

#### PHYSICAL TRAINING

Frank R. Castleman, B.S., Director of Physical Training and Athletics .....	\$ 1,500.00
Mary A. Lake, M.D., Physical Examiner for Women in Gymnasium .....	30.00
Edna Potter, Instructor in Gymnasium.....	350.00
Elva Cooper, M.A., Assistant in Gymnasium.....	175.00
Dudley I. Hutchinson, Assistant in Gymnasium.....	60.00
Howard A. DeMarais, Assistant in Gymnasium.....	60.00
Accompanist .....	25.00
	\$ 2,200.00

#### OTHER EMPLOYES

Joseph Klemme, Superintendent of Buildings and Grounds...\$	1,120.00
William W. Parce, Landscape Gardener.....	200.00
George R. Moore, Carpenter.....	900.00
John Gumeson, Carpenter.....	960.00
Dan E. Hayward, 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
Leo Teplitzky, Janitor Medical and Anatomy Buildings.....	540.00
S. A. Walker, Janitor Hale Building and Cottages.....	450.00

Duncan Wilkinson, Janitor Chemistry Building.....	315.00
E. B. Place, Janitor Museum Building.....	225.00
E. S. Morris, Janitor Shops.....	180.00
R. C. Morris, Janitor Library.....	180.00
John Mork, Janitor Engineering, Pharmacy, and Law Buildings and Gymnasium.....	540.00
Mrs. Mary Coffee, Maid Woodbury Hall and Cottages.....	342.00
W. W. Bryant, Janitor Auditorium.....	540.00
P. F. Keegan, Janitor Medical Building (Denver).....	720.00
Ray R. Taylor, Fireman (Denver).....	200.00
Fred W. Varney, Janitor Library (3 months).....	36.00
Charles E. Cummings, Engineer.....	1,320.00
Leon Webber, Plumber.....	720.00
John Burgner, Fireman.....	720.00
Tom Storm, Fireman.....	720.00
E. E. Barrows, Fireman.....	720.00
Roy W. Bushee, Helper in Power Plant.....	600.00
Other employes for regular care of buildings and grounds....	3,255.61
	\$ 18,023.61

## SUMMARY

Administration .....	\$ 13,246.59
College of Liberal Arts.....	78,624.90
Summer School .....	4,350.00
College of Engineering.....	23,619.30
School of Medicine.....	17,520.00
University Hospital .....	4,293.60
School of Law.....	8,195.00
Library .....	4,360.00
Physical Training .....	2,200.00
Other Employes .....	18,023.61
	\$174,433.00

## Treasurer's Report

From October 1, 1910, to October 1, 1912

## RECEIPTS

Cash on hand October 1, 1910.....	\$ 14,687.15
From State Treasurer, 2-5 mill rate.....	315,556.19
From State Treasurer, Land Income.....	3,318.77
From State Treasurer, Land Permanent.....	1,060.52
From State Treasurer, Special Appropriation.....	30,000.00
Secretary, Board of Regents.....	117,723.40
	\$482,346.03

## PAYMENTS

Warrants paid, October 1, 1910, to October 1, 1912.....	\$463,186.12	
Balance October 1, 1912.....	19,159.91	
		\$482,346.03

CHARLES H. CHENEY,

Treasurer University of Colorado.

**Report on Building Funds**

To October 1, 1912

FUND OF \$176,000 VOTED BY THE SEVENTEENTH GENERAL ASSEMBLY

On Heating, Lighting and Power Plant; Wings of Hale

Science Building; West Wing of a Science and Museum

Building:

Paid in previous period.....	\$134,169.29	
Paid in this period.....	41,830.71	
		\$176,000.00

FUND OF \$90,000, "LOAN," FOR MACKY AUDITORIUM, VOTED BY THE  
EIGHTEENTH GENERAL ASSEMBLY

Received from State.....\$ 45,000.00

Payments ..... 38,802.91

Balance .....		\$ 6,197.09
---------------	--	-------------

CHARLES H. CHENEY,

Treasurer University of Colorado.

FRANK H. WOLCOTT,

Secretary, Board of Regents.

**Secretary's Report**

From October 1, 1910, to October 1, 1912

Warrants issued in payment of expenses of the several departments of the university during the biennial period, October 1, 1910, to October 1, 1912:

General Administration—Regents' service and mileage, President's and Secretary's salaries, salaries of Registrar and his assistants, and all expenses of Registrar's office.....	\$ 28,143.27
College of Liberal Arts—instruction and expense.....	136,796.04
Biology—books, apparatus, supplies.....	1,470.00
Chemistry—books, apparatus, supplies.....	4,676.60
Economics—books .....	207.70
Education—books, supplies (including clerical help in College of Education) .....	1,902.84
English—books .....	259.36

UNIVERSITY OF ILLINOIS LIBRARY





TOWERS OF MACKEY AND MAIN BUILDINGS, UNIVERSITY OF COLORADO

Geology—books, apparatus, supplies.....	1,037.43
Germanic Languages—books .....	295.76
Greek—books .....	167.57
History—books .....	321.52
Latin—books .....	125.74
Literature—books, apparatus .....	130.95
Mathematics—books, apparatus .....	244.60
Museum—books, apparatus, specimens, etc.....	491.92
Music—books, supplies .....	57.57
Philosophy—books, apparatus .....	190.19
Physics—books, apparatus, supplies.....	1,206.89
Psychology—books, apparatus, supplies.....	483.43
Romance Languages—books .....	221.65
Zoology—books, apparatus, supplies.....	154.67
College of Engineering—instruction and expense.....	41,181.22
Civil Engineering—books, apparatus, supplies.....	2,729.24
Electrical Engineering—books, apparatus, supplies.....	1,497.40
Mechanical Engineering—books, apparatus, supplies.....	1,800.63
Engineering Mathematics—books, apparatus, supplies.....	123.68
General Engineering Drawing—books, apparatus, supplies...	273.16
Shops—books, machinery, instruments, supplies.....	728.00
School of Medicine—instruction, apparatus, supplies, phar- macy, hospital, dispensary, nurses' cottage and other expense (largely reimbursed by medical tuitions and hospital receipts) .....	55,517.55
School of Law—instruction, library, and other expense (partly reimbursed by tuitions).....	16,720.95
Summer School—instruction and expense (largely re-imbursed by tuitions) .....	9,093.99
Library—services, books, periodicals, binding and supplies....	13,521.99
Physical Training—salaries, apparatus and expense.....	4,340.80
Buildings and Grounds—	
Salaries (janitors, heating and lighting service, and care of grounds).....	\$ 33,583.05
Repairs .....	5,492.00
Insurance .....	2,596.45
Water rent .....	1,653.87
Fuel .....	16,605.67
Horses .....	650.63
Tools .....	294.88
Unclassified .....	4,522.83
	<hr/>
	65,398.88

Buildings and Grounds—

New buildings (item).....	\$ 251.61	
Geology wing of Museum Building (out of General Fund) .....	6,715.49	
Improvements on buildings.....	5,014.65	
Improvements on grounds.....	2,596.46	
		14,578.21
Furniture and Supplies.....	9,310.08	
Printing .....	10,628.10	
Extension .....	82.85	
Stationery and Postage.....	3,928.17	
Heat and Light Supplies, etc.....	2,625.07	
Telephone and Telegraph.....	1,433.15	
High-School Visitation, Lectures by Faculty Members, etc...	3,000.36	
Advertising .....	1,441.62	
Refunds (including fees to "Associated Students").....	12,126.87	
General Unclassified (including interest).....	10,295.76	
		\$460,963.43
 Total for biennial period.....		
*Warrants issued not paid by October 1, 1910.....	\$ 5,197.98	
Warrants issued not paid by October 1, 1912.....	2,975.29	
		2,222.69
Warrants issued from October 1, 1910, to October 1, 1912.....	\$460,963.43	
Add .....	2,222.69	
		\$463,186.12
 Sum paid by Treasurer.....		
Total expenditure for biennial period.....	\$460,963.43	
On new buildings (Museum).....	6,715.49	
		\$454,247.94
For running expenses (including necessary improvements and repairs)..		
Average annual expenditure, 1911, 1912 (not including new buildings)....	227,123.97	

Respectfully submitted,  
FRANK H. WOLCOTT,  
Secretary, Board of Regents.

Respectfully submitted,  
CHARLES R. DUDLEY,  
JOSEPH C. BELL,  
ALVA B. ADAMS,  
ETHELBERT B. ADAMS,  
WILLIAM J. KING,  
ANNA L. WOLCOTT,  
Board of Regents.

JAMES H. BAKER,  
President.

\*In the Biennial Report of 1908-1910 on page 85 the item "warrants outstanding October 1, 1908, paid, \$2,514.58" is \$538.55 less than the warrants outstanding in the previous report (\$3,053.13). Payment on this amount is stopped as it seems to represent "dead" warrants.

**STATE BOARD OF EDUCATION****Members**

Helen M. Wixson.....	State Superintendent
Benjamin Griffith.....	Attorney General
James B. Pearce.....	Secretary of State

**Meetings****1911**

The following meetings were held in the office of the state superintendent:

Feb. 6.....	10:30 a. m.	July 28.....	10:00 a. m.
Feb. 22.....	10:00 a. m.	Aug. 21.....	10:00 a. m.
Mch. 22.....	10:00 a. m.	Aug. 30.....	10:00 a. m.
May 16.....	10:00 a. m.	Sept. 10.....	10:00 a. m.
May 27.....	10:00 a. m.	Oct. 10.....	10:00 a. m.
June 28.....	10:00 a. m.	Dec. 20.....	10:00 a. m.
June 29.....	10:00 a. m.	Dec. 23.....	10:00 a. m.

**1912**

Jan. 17.....	10:00 a. m.	May 20.....	10:00 a. m.
Jan. 22.....	10:00 a. m.	July 1.....	10:00 a. m.
Mch. 19.....	10:00 a. m.	Aug. 13.....	10:00 a. m.
Apr. 23.....	10:00 a. m.	Aug. 20.....	10:00 a. m.
May 14.....	10:00 a. m.	Nov. 9.....	10:00 a. m.

**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.

**STATE BOARD OF EXAMINERS**

Helen M. Wixson, ex-officio President  
Emily Griffith, Secretary

Pearl L. Moore	William H. Smiley
Wilson M. Shafer	Anna L. Force
Carlos M. Cole	John A. Sexson
John F. Keating	James H. Steele

**Meetings****1911**

Second Saturday in March, June, August and December.

The following meetings were held in the office of the State Superintendent:

Feb. 11.....	2:00 p. m.	Sept. 9.....	10:00 a. m.
Mch. 18.....	10:00 a. m.	Nov. 27.....	10:00 a. m.
June 10.....	10:00 a. m.	Nov. 29.....	10:00 a. m.
Aug. 12.....	10:00 a. m.	Dec. 9.....	10:00 a. m.

**1912**

Mch. 9.....	10:00 a. m.	Aug. 10.....	10:00 a. m.
May 18.....	10:00 a. m.	Sept. 14.....	10:00 a. m.
June 8.....	10:00 a. m.		

**Certificates Issued****1911**

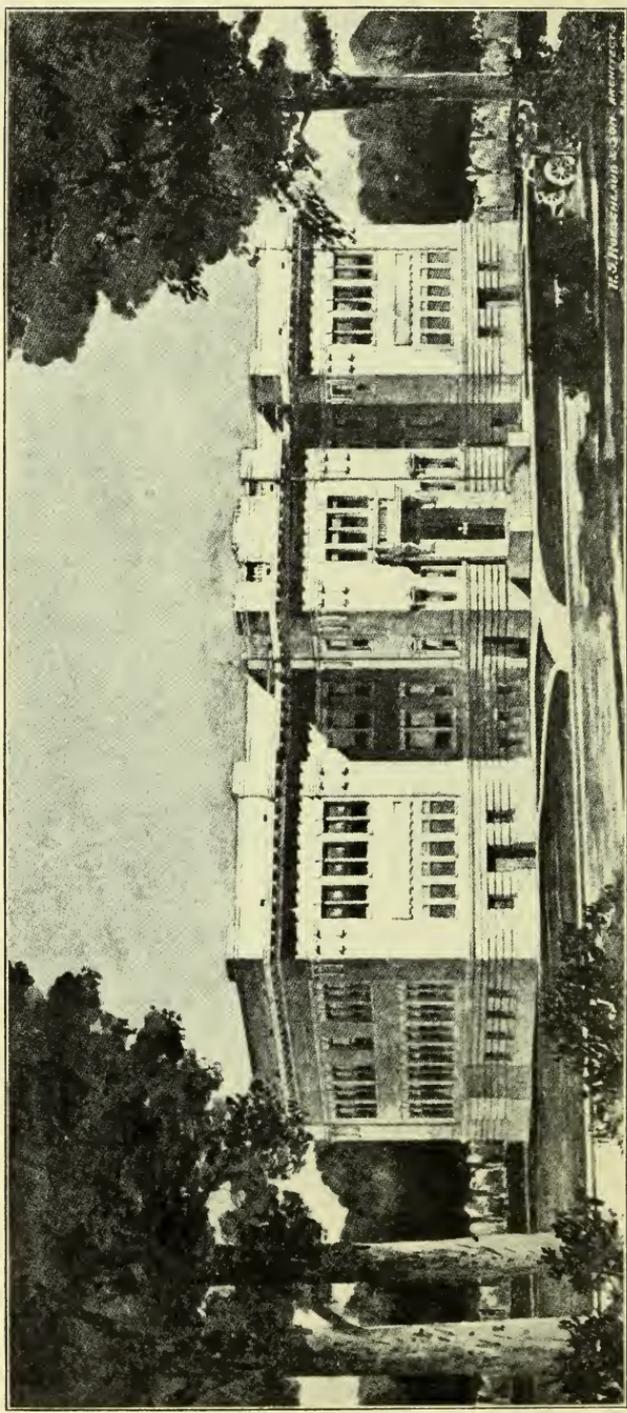
Honorary state diplomas.....	9
State diplomas .....	42
Temporary, non-renewable .....	102
	<hr/>
	153

**1912**

Honorary state diplomas.....	6
State diplomas .....	28
Temporary, non-renewable.....	131
	<hr/>
	165

UNIVERSITY OF ILLINOIS LIBRARY





NEW HIGH SCHOOL BUILDING, GREELEY, COLORADO, 1912

## STATE TEACHERS' ASSOCIATION, 1911-1912

The Colorado Teachers' Association held its annual meetings at the Thanksgiving season in Denver, the enrollment for each year being about 3,000, or more than fifty per cent of the teachers employed in the state. The observance of educational Sunday began with 1911. A proclamation issued by the Governor called upon clergymen of all denominations to observe the Sunday next before Thanksgiving as Educational Sunday, which was done in many churches, and repeated in 1912.

The employment of men and women of national reputation as speakers for the annual meeting has contributed greatly to the growth of the association. The speakers for 1911 were Prof. Edward A. Steiner, of Grinnell College; Hattie Moore Mitchell, of Drake University; Prof. M. V. O'Shea and Prof. Edward J. Ward, both of the University of Wisconsin.

For 1912 the association employed Bishop Charles D. Williams, of Michigan; President Edna A. Rich, of the State Normal School at Santa Barbara, California; Adelaide Steele Baylor, assistant to the superintendent of public instruction of Indiana; John Grier Hibben, president of Princeton University.

Hon. P. P. Claxton, Commissioner of Education of the United States, gave the association one day of his valuable time. The two fine addresses delivered by him were the great feature of the session, and will not soon be forgotten, for Commissioner Claxton is not only an orator of great ability, but he has a vital message for every teacher.

In order that the teachers of Colorado might have the pleasure of meeting the commissioner personally, the state superintendent of public instruction gave a reception on Wednesday from four to six o'clock in the state offices, to which all members of the association were invited.

Lucinda Washburn, fourth president of the association, was present at the meeting of 1912. President Dora M. Moore introduced Miss Washburn to the audience, who greeted her with the Chautauqua salute. The first four presidents in order were H. M. Hale, Aaron Gove, Joseph C. Shattuck and Lucinda Washburn. All but Mr. Hale, who has passed away, were in the city at the time of the meeting and were present at some of the sessions. Their lives span the development of the state and of its schools.

The legislative work of 1911 was placed by the Educational Council in the hands of the Educational Commission appointed

by the governor at the request of the council. The Eighteenth General Assembly adopted several measures proposed by this commission. Of these measures the one providing for school elections will be first used for the election of members of school boards in May, 1913; the law providing for the limit of twenty mills for special tax in districts of the third class and for the better support of district libraries is in operation; a bill aiming to establish a minimum school term and minimum wage for teachers, and one providing for a permanent educational commission, were not adopted; and the two bills providing for a minimum professional requirement for teachers' certificates and for summer schools to enable applicants to prepare themselves to meet this requirement were referred to the electors and were defeated.

The general officers of the association for 1911 were:

Grace Ellen Shoe, President.....	Denver
W. W. Remington, Secretary.....	Denver
Homer S. Philips, Treasurer.....	Denver

#### Directors

M. F. Miller.....	Fort Collins
Rosepha C. Pulford.....	Durango
Charles A. Hollingshead.....	Gunnison

#### Auditors

Axel E. Johnson, 1911.....	Windsor
Elmer E. Underwood, 1912.....	Del Norte
Sarah P. Ketner, 1912.....	Denver

#### 1912

Dora M. Moore, President.....	Denver
W. W. Remington, Secretary.....	Denver
Homer S. Philips, Treasurer.....	Denver

#### Directors

Rosepha C. Pulford.....	Durango
Charles A. Hollingshead.....	Gunnison
J. H. Shriber.....	Boulder

#### Auditors

Elmer E. Underwood, 1912.....	Del Norte
Sarah P. Ketner, 1913.....	Denver
E. B. Gibbs, 1912.....	Monte Vista

The president elected for 1913 was Harry M. Barrett, of the East Side High School, Denver. The chairman of the Board of directors is C. A. Hollingshead, of the State Normal School at Gunnison.

## STATE LIBRARY

Hon. Helen M. Wixson,  
State Superintendent of Public Instruction,  
Denver, Colorado.

Dear Madam: I herewith submit the biennial report of the state librarian for the years 1911-1912.

### Historical

The State Library was established in 1861 by act of the territorial legislature. In 1876, when Colorado became a state, the State Library was provided for in the constitution and placed under the state superintendent of public instruction, who was made state librarian *ex officio*. In 1883, when the library had grown to 7,500 books, an appropriation of \$1,000 per annum for the salary of the assistant librarian, and \$500 per annum for maintenance of the State Library, was made in 1895. With the great growth of the library, and the large increase in the demands made upon it, this sum is wholly insufficient.

At present the library contains 40,000 accessions. There is a miscellaneous collection of historical, biographical, and scientific works, standard fiction and poetry; a set of newspaper files, some of them dating back as far as 1867; a valuable collection of United States government documents—the set of patent records is one of the most valuable in the West, being complete from 1846; the reference-books, including the latest dictionaries, directories, and encyclopedias. The books on genealogy form a most important part of the collection. The Carnegie Institution publications are received and circulated under certain conditions, as are also the Russell Sage Foundation publications. The English and Canadian patent records are received. The roster and books on the Civil War are very valuable. There is a large collection of the public documents of the several states. Probably the most valuable of all the different collections is that of the Colorado public documents, state and territorial, which is without doubt the most valuable in existence today.

### 1911-1912

The growth of the State Library has been exceptional during the past two years. Accessions since December 1, 1910, have been: books, 5,244; pamphlets, 9,320; total number of pieces re-

ceived, 14,564. The volumes were received from the following sources: exchange, 2,350; gifts, 252; purchase, 155; binding, 112; from the United States government, 2,375.

The number of state newspapers which are sent by courtesy of the editors has been doubled. An effort was made to secure one from each county. This field is being covered by the State Historical and Natural History Society, and is a duplication of work and expense to the state. These figures show a marked increase in the volumes received by gift and exchange, and a decrease in the volumes added by purchase. Much of the appropriation has been spent on cataloguing and in making the library accessible to the public. Only necessary books have been bought. The broken sets of standard reference-books have been completed, as follows: the "Cambridge Histories;" the "New International Encyclopedia;" "Mineral Industry;" American "Who's Who;" Great Britain, "Who's Who;" city and state directories. The Russell Sage Foundation publications have been added, and some much-needed reference books. Among the latter is Moody's "Manual of Railroad and Corporation Securities" and "Decimal Classification," and index by Melville C. Dewey (seventh edition); the *Trades List Annual*; the *Library Annual*, with "Index to Current Events;" Cram's "Atlas of the World," 1912; Rand & McNally's "Atlas," 1912; Judge's "Map of Colorado," etc. A complete file of the Matilda Zeigler *Magazine for the Blind* has been added. Membership has been taken out in the Academy of Political Science.

### Financial Statement

The Eighteenth General Assembly appropriated the sum of \$500 for the maintenance of the State Library for each year, 1911-1912.

#### 1911

Amount paid for binding.....	\$ 92.70
Amount paid for books and subscriptions.....	66.99
Amount paid for express.....	20.93
Amount paid for Library supplies.....	212.55
Amount paid for cataloguing.....	50.00
Amount paid for incidentals.....	9.32
	<hr/>
Total .....	\$452.49
Unused balance .....	47.51
	<hr/>
	\$500.00

## 1912

Amount paid for binding.....	\$140.50
Amount paid for books and subscriptions.....	224.40
Amount paid for express.....	11.96
Amount paid for cataloguing.....	50.00
Amount paid for incidentals.....	35.24
	<hr/>
Total .....	\$462.10
Unused balance .....	37.90
	<hr/>
	\$500.00
Supreme Court Reports in library, Dec. 1, 1910.....	789
Supreme Court Reports received from secretary of state.....	492
	<hr/>
Total received .....	1,281
Delivered to new counties.....	2 sets
Delivered to Saguache County.....	1 set
Delivered to new Court of Appeals.....	5 sets
Delivered to Land Office.....	2 copies
University of Colorado.....	50 copies
	<hr/>
Total number of Supreme Court Reports in stock, Dec.	
1, 1912 .....	1,056
Court of Appeals reports in library, Dec. 1, 1910.....	454
Delivered to new counties.....	2 sets
Delivered to Saguache County.....	1 set
Delivered to new Court of Appeals.....	5 sets
	<hr/>
Total number of Court of Appeals Reports in library,	
Dec. 1, 1912.....	427
Number of books accessioned and sent to Supreme Court	
Library .....	325
Number of books sent out in exchange, to other states and	
educational institutions .....	950
Number of duplicate reports stored in subbasement.....	about 20,000

## Gifts

Important gifts have been received as follows: collection of books on sociology of the late Mrs. Sarah Platt Decker, from Mrs. Caldwell Martin; collection of books on political economy and history, from the late C. E. Elder; "Thirty Years in Congress,"

by Thomas H. Benton, from Mrs. James B. Belford; files of the *American Monthly Magazine* (genealogical), from Mrs. Frank Wheaton and Mrs. W. R. Hoch; files of the *Woman's Club Record* and the *Modern World*, from Mrs. Adelaide Halderman. Many other books have been given to the library, but space forbids a full list of the donors.

### Genealogical

An increasing demand is being made upon the genealogical department by the patriotic societies of the state, and a special effort has been made to build up this department. The following genealogical and historical books have been added: "Colonial and Revolutionary Families of Pennsylvania" (three volumes); "Genealogy of Central New York" (three volumes); "The New Harlem Register;" Fairbairn's "Crests" (dictionary of heraldry); "Heads of Families" (first census); Saffel's "Revolutionary War;" "Revolutionary Rolls of Maryland, Delaware, and New Jersey;" index (three volumes) to "North Carolina Colonial and Revolutionary Records;" the "Draper Manuscripts," and others.

The Sons of the American Revolution have placed their collection of books in the library as a loan, and some valuable genealogies and family histories have been presented to the library. A collection of genealogies was received from Miss H. E. Bromwell, of Denver; and others from Mrs. J. S. Gale, of Greeley; Eugene D. Preston, of Denver, and K. A. Pence, of Denver. Much aid has been given to the organization and building-up of the patriotic societies of the state.

### Catalogue

The most imperative of all the work in the library is that of the catalogue. In January, 1911, this arduous work was undertaken. The miscellaneous collection has been covered with author and title cards, with some analytical cards. Typewritten cards have been made, and the Library of Congress cards used where possible. The United States departmental works have been catalogued as follows: the Geological Survey; the Education Department; and the Smithsonian publications; also the Carnegie Institution and the Russell Sage Foundation publications. The work is being continued in the genealogical department. The sum of \$100 was deposited with the Library of Congress for cards, of which there is a balance of \$67.23 to our credit.

### Check-List

The Colorado public documents have all been collected and arranged in alphabetical and chronological order, and check-listed. Many of the missing files have been replaced, and every effort has been made to complete the files.

The congressional documents have been completely check-listed and marked with their serial numbers, rearranged and put in order.

### Exchange of State Documents

Another urgent need of the State Library is the establishment of an exchange system whereby the State could send its public documents to other states and educational institutions. For years we have been receiving regularly from other states their public documents free gratis and have had but little to give in return. This is a source of great complaint from all quarters. During the past two years 950 volumes have been sent to other states and educational institutions, transportation charges at their expense.

### Legislative Reference Bureau

A Legislative Reference Bureau, established and properly maintained, would be of great value in the improvement of legislation. The collection, arrangement, and placing on file of adequate data, books, pamphlets, and other material relating to legislation, and such other information as may be useful and necessary to the General Assembly in the performance of its legislative duties, has proven to be of great benefit wherever tried. In some states bill-drafting is provided for in connection with such bureaus. In the States of California, Connecticut, Iowa, Kansas, Massachusetts, New York, and Virginia the state library carries on the legislative reference work without specific legislation on the subject. Laws establishing such bureaus have been enacted in Alabama, Indiana, Michigan, North Dakota, Ohio, Wisconsin, Pennsylvania, Rhode Island, Vermont, South Dakota, and Texas. These bureaus are made available, not only for legislators, but for all officers of the state government.

The legislative reference publication that was subscribed for and mentioned in the last report ceased publication in 1910. During the past two years work in a small way has been conducted along legislative reference lines and a considerable beginning made. Very important work was done on the legislative publications and bills of the Eighteenth General Assembly, that proved of great service during the publication of the Session Laws and are invaluable as public documents. These sets ought to be bound and the work continued during the Nineteenth General Assembly.

### Future Requirements

The chief demand for the future is the absolute necessity of provision for the growth of the State Library. There is no shelf room. There is no adequate space for the routine work. There is no place for shipping and packing, and the work of cataloguing has to go on in the office, which is, of course, distracting and unsatisfactory. It is utterly impossible for one person to meet the demands of the library. Help must be provided; else the library will fall far short of its functions.

### Recommendations

I beg leave to submit the following recommendations :

1. That a committee be appointed by the legislature to look into the library conditions of the state and the State Library.
2. Unification of library heads, placed under a State Library Commission and all centralized in the State Library.
3. That a Legislative Reference Bureau be established.
4. That an exchange department be created.
5. That a liberal appropriation for the maintenance and conduct of the State Library be made.

### Conclusion

I take pleasure in acknowledging the gratuitous services of Miss Jeanette Dailey and Mrs. E. G. Hauser rendered in the library, and the constant courtesy extended to me by the members of your office. In conclusion, I desire to express my sincere thanks for your kindness throughout your administration.

Respectfully submitted,

NETTIE K. GRAVETT,  
Assistant State Librarian.

UNIVERSITY OF ILLINOIS LIBRARY





LILLER COTTAGE SCHOOL, THE CENTRAL BUILDING OF WHICH HAS BEEN ERECTED, COLORADO SPRINGS

## VISITS OF STATE SUPERINTENDENT

A large part of the time of the state superintendent of public instruction is spent in visiting schools in the different parts of the state. This is a very necessary part of the work of the state department, and under present conditions must be performed by the superintendent, as the deputy superintendent carries a heavy burden in the important office work that makes daily demands.

The rapid growth of the schools in the state has greatly increased this work, and the state superintendent, owing to office demands and the great distance to be traveled, has found it impossible to entirely cover the state with personal visits, although it is only by such visits that the state office can come into close touch with the schools, and give the help and encouragement that it is a pleasure and privilege to extend.

During the biennial period thousands of miles have been covered in order to visit remote schools, many never having been visited by a state officer before. Of the eighteen hundred rural schools a part have been visited personally, and, though the school system of Colorado is not perfect, there is every reason to be proud of our rural schools. By visiting the schools it has been possible for the state superintendent to gain an intimate knowledge of their needs, and in many cases to offer tangible service, not alone to the teacher, but to the boys and girls.

The educational problems of the state are so many and varied that the time has come when a school visitor should be added to the educational office of the state, and the state superintendent so allowed time for closer supervision of the important detail work of the educational system of Colorado.

The following list of meetings and trips does not comprise the work done nor visits made, for much cannot be enumerated; but it gives the central points from which often radiated trips of importance to neighboring towns, directors' meetings, school buildings, school clubs, and various educational meetings; it being the object of the superintendent to give practical suggestions and inspiration, not only to the schools, but to all who look to their upbuilding. For the state superintendent should share in all phases of community and school life. Her influence should be that of a friend.

## 1911

## January—

- 15 Board meeting..... Greeley
- 16 State Association for the Prevention of Tuberculosis ..... Denver
- 28 Teachers' Association..... Las Animas
- 30 Schools..... Rocky Ford
- 30 Dedication, Grand Valley School..... Otero County

## February—

- 6 State Board of Education..... Denver
- 11 State Board of Examiners..... Denver
- 14 Meeting of school directors..... Fort Collins
- 22 State Board of Education..... Denver

## March—

- 3 Northern Colorado Teachers' Association..... Greeley
- 10 Schools ..... Burlington
- 10 Schools ..... Stratton
- 11 Teachers' Association..... Flagler
- 18 State Board of Examiners..... Denver
- 22 State Board of Education..... Denver
- 28-29 Meeting, County Superintendents' Association... Denver
- 29 Reception, Rooms of State Superintendent..... Denver
- 30-31 Institute conductors and instructors..... Denver

## April—

- 4 South Side Woman's Club..... Denver
- 7 Directors' meeting..... Fort Lupton
- 7 Schools..... Fort Lupton
- 22 Teachers' Association..... Castle Rock
- 26 Schools ..... Elbert
- 27 Schools ..... Kiowa
- 27 Schools ..... Elizabeth
- 29 Adams and Arapahoe County Teachers' and Directors' Association..... Aurora

## May—

- 5 Reading Circle Board..... Denver
- 11 Address, Western Slope Federation of Woman's Clubs ..... Salida
- 12 Schools ..... Salida
- 15 Address, Neighborhood House..... Denver
- 16 Lowell School..... Englewood
- 16 Teachers' and Mothers' Circle..... Englewood
- 16 State Board of Education..... Denver
- 19 Eighth-grade graduation..... Highland Lake
- 21-24 Board of Examiners..... Greeley
- 25 Commencement..... Cheyenne Wells
- 27 State Board of Education..... Denver

## June—

- 6 Commencement, State University.....Boulder  
 7 Commencement, Agricultural College.....Fort Collins  
 7 Address to graduating class, South Side High  
 School .....Denver  
 8 Commencement, State Teachers' College.....Greeley  
 8 Board meeting.....Greeley  
 9 Graduation address.....Petersburg  
 10 State Board of Examiners.....Denver  
 16 Teachers' Institute.....Pueblo  
 19 Teachers' Institute.....Denver  
 20 Address, National Association for the Study and  
 Prevention of Tuberculosis.....Denver  
 21 Teachers' Institute.....Golden  
 23 Board meeting.....Greeley  
 28 State Board of Education.....Denver  
 29 State Board of Education.....Denver

## July—

- 10 Address, National Education Association.....  
 San Francisco, Cal.  
 12 Address, National Education Association.....  
 San Francisco, Cal.  
 14 Address, College Equal Suffrage League.....  
 San Francisco, Cal.  
 27 Board meeting.....Greeley  
 28 State Board of Education.....Denver

## August—

- 2 Teachers' Institute.....Colorado Springs  
 4 Teachers' Institute.....Salida  
 5 Teachers' Institute.....Gunnison  
 10 Chautauqua .....Boulder  
 12 State Board of Examiners.....Denver  
 13 Address, Negro National Educational Associa-  
 tion .....Denver  
 14 Address, Negro National Educational Associa-  
 tion .....Denver  
 21 State Board of Education.....Denver  
 30 State Board of Education.....Denver

## September—

- 2 Teachers' Institute.....Castle Rock  
 7 Harvest Festival.....Brush  
 9 State Board of Examiners.....Denver  
 10 State Board of Education.....Denver  
 12 Evening address.....Delta  
 13 Address at County Fair.....Delta  
 13 Schools .....Delta  
 14 Rural Schools.....Delta County  
 15 Schools.....Grand Junction  
 16 Fruitvale School.....Mesa County

16	County High School.....	Fruita
21	Address, Portia Club.....	Colorado Springs
22	Address, Girls' Club.....	Colorado Springs
22	High School.....	Colorado Springs
22	Lowell School.....	Colorado Springs
22	Liller School.....	Colorado Springs
22	Cottage Schools.....	Colorado Springs
October—		
4	Address, Colorado Federated Woman's Clubs....	Denver
10	State Board of Education.....	Denver
12	Teachers' Institute.....	Hayden
17	Dry Farming Congress.....	Colorado Springs
19	Meeting of state superintendents.....	Topeka, Kan.
19	Address at banquet.....	Topeka, Kan.
19	Address, Agricultural College.....	Manhattan, Kan.
November—		
3	Banquet.....	Colorado Springs
14	Daniels & Fisher School.....	Denver
18	Teachers' Institute.....	Trinidad
20	Starkville School.....	Las Animas County
20	North Starkville School.....	Las Animas County
20	School .....	Sopris
20	School .....	Cokedale
21	Schools .....	Trinidad
21	Address .....	Trinidad
23	Examining Board .....	Greeley
24	Educational Association.....	Grover
27	Address, Colorado State Teachers' Association..	Denver
27	Address, Home Economic Department, State Teachers' Association.....	Denver
27	Luncheon, county superintendents.....	Denver
27	State Board of Examiners.....	Denver
28	School Dames' luncheon.....	Denver
29	State Board of Examiners.....	Denver
29	State Teachers' College, alumnae reunion.....	Denver
29	State Association for the Prevention of Tubercu- culosis .....	Denver
29	Woman's Educational Club.....	Denver
December—		
9	State Board of Examiners.....	Denver
16	Teachers' Association.....	Las Animas
17	Reception.....	Las Animas
20	State Board of Education.....	Denver
23	State Board of Education.....	Denver
1912		
January—		
4	Address, Philosophical Society.....	Denver
6	Board meeting.....	Greeley
7	Address, Emancipation Day.....	Denver

8-14	Colorado Farmers' Congress.....	Fort Collins
14	Agricultural College.....	Fort Collins
19	Twenty-fourth Street School.....	Denver
20	Sons of American Revolution.....	Denver
20	Banquet, State University.....	Denver
22	State Board of Education.....	Denver
23	Schools.....	Canon City
24	Schools.....	Florence
24-26	Rural schools.....	Fremont County
27	Teachers' Association.....	Rockvale
29	Address, McKinley Day.....	Pueblo
February—		
1-4	Fourteen school districts.....	Mesa County
4	Teachers' Association.....	Grand Junction
5	Normal School.....	Gunnison
6	Schools.....	Gunnison
8	Address to teachers.....	Greeley
26-29	Department of Superintendents, National Educa- tion Association.....	St. Louis, Mo.
March—		
1	Kansas City schools.....	Kansas City, Mo.
9	State Board of Examiners.....	Denver
15-16	Northern Colorado Institute.....	Boulder
19	State Board of Education.....	Denver
21	Address, Daughters of American Revolution.....	Fort Collins
22	Schools.....	Fort Collins
25-26	County Superintendents' Association.....	Denver
26-27	Institute conductors and instructors.....	Denver
27	Reception, Rooms State Superintendent of Schools.....	Denver
28	Educational Council.....	Denver
29	Address at banquet, Northeastern Teachers' Asso- ciation.....	Wray
April—		
1	Schools.....	Walsenburg
2	Address, mothers' meeting.....	Walsenburg
3	State University.....	Boulder
13	Teachers' Association.....	Brighton
19	Board meeting.....	Greeley
20	Meeting of Reading Circle Board.....	Denver
23	State Board of Education.....	Denver
24	Address, Woman's Club.....	Littleton
May—		
14	Commencement.....	Hazeltine
14	State Board of Education.....	Denver
17	Lowell School.....	Englewood
18	State Board of Examiners.....	Denver
20	State Board of Education.....	Denver
21	Address, banquet.....	Pueblo
22	Schools.....	Colorado Springs

23	School for the Deaf and Blind.....	Colorado Springs
23	Colorado College.....	Colorado Springs
24	Graduation address.....	Castle Rock
28	Board meeting.....	Greeley
29	Commencement address, State Teachers' College.....	Greeley
June—		
6	State University.....	Boulder
7	School.....	Petersburg
8	Teachers' Institute.....	Fort Lewis
8	State Board of Examiners.....	Denver
13	Teachers' Institute.....	Glenwood Springs
14	Teachers' Institute.....	Canon City
15	Board meeting.....	Greeley
18	Teachers' Institute.....	Golden
18	Reception, North Side High School.....	Denver
20	Teachers' Institute.....	Wray
21	Teachers' Institute.....	Denver
29	Reading Circle Board.....	Denver
July—		
1	State Board of Education.....	Denver
3	State Teachers' College Summer School.....	Greeley
5	State University Summer School.....	Boulder
6-12	National Education Association.....	Chicago
15	State Teachers' College Summer School.....	Greeley
29	Teachers' Institute.....	Colorado Springs
August—		
6	Teachers' Institute.....	Del Norte
7	Teachers' Institute.....	Eads
8	Teachers' Institute.....	Cheyenne Wells
10	State Board of Examiners.....	Denver
12	State Board of Examiners.....	Greeley
13	State Board of Education.....	Denver
14	Teachers' Institute.....	Trinidad
22	Sacred Heart School Picnic.....	Pueblo
September—		
2	East Denver High School.....	Denver
7	Board meeting.....	Greeley
14	State Board of Examiners.....	Denver
27	Night schools.....	Denver
October—		
1	Clayton School.....	Denver
2	Evans School.....	Denver
3	Schools.....	Sterling
4	Lowell School patrons' and mothers' meeting....	Colorado Springs
7	Teachers' Association.....	Craig
9	Address.....	Steamboat Springs
10	School.....	Oak Creek
16	Schools.....	La Jara

17	Schools.....	Monte Vista
22	Schools .....	Fruita
22	Appleton School.....	Grand Junction
23	County High School.....	Montrose
24	Schools .....	Delta
26	Address to teachers.....	Colorado Springs
November—		
9	Teachers' Association.....	Golden
9	State Board of Education.....	Denver
16	Board meeting.....	Greeley
21	Board of Examiners.....	Greeley
22-23	Dedication of Appleton School.....	Grand Junction
25-27	Colorado Teachers' Association.....	Denver
27	Reception to U. S. Commissioner of Education, P. P. Claxton, Rooms State Superintendent .....	Denver

### Traveling Expenses of Superintendent and Deputy

#### 1911

Annual appropriation .....	\$800.00
Amount expended .....	474.58
	<hr/>
Balance .....	\$325.42

#### 1912

Annual appropriation .....	\$800.00
Amount expended .....	534.12
	<hr/>
Balance .....	\$265.88

### Office Expenses

#### 1911

Biennial appropriation .....	\$2,425.00
Amount expended, 1911.....	675.18
	<hr/>
Balance for use 1912.....	\$1,749.82

#### 1912

Amount expended .....	\$1,060.04
	<hr/>
Balance .....	\$ 689.78

The office expense fund is used for postage, telephones, telegrams, stationery, and office supplies.

## THE WORK OF THE DEPARTMENT

### Course of Study Issued by the Department of Public Instruction

HELEN M. WIXSON, State Superintendent of Public Instruction.  
EMILY GRIFFITH, Assistant State Superintendent.

1911-1912

The course of study for the schools of Colorado was issued September 1, 1912.

#### Introduction to Course of Study

This course of study is issued as a guide for the use of teachers and pupils. Its object is so to arrange the work of our schools that the children, particularly those of the rural schools, may follow a plain, simple, progressive line of study, to the end that, at its completion, they may have a good common-school education.

It has been carefully prepared, and I wish to urge that its provisions be followed in their entirety. This must be done if the parts are to bear the proper relations to each other and to the whole. To omit a part renders the work of pupils incomplete and defeats the end and aim of the course of study; for to accomplish careful and systematic work a definite plan must be followed.

This course of study seeks only to suggest what should be taught, and relies upon the individuality of the teacher to say how the subject is to be handled. Its aim is to make as simple and intelligent classifications as possible; to reduce to a minimum the loss of time attendant upon the frequent change of teachers; to put the school work of the state upon a common basis, in order that the amount of work accomplished may be uniform; to establish co-operation between parents and school officials by making them better acquainted with what our schools are striving to accomplish for the children; and to regulate the work so that children may not only be interested and continue to attend school, but may receive full credit for their work.

The work of a year is outlined, but the apportionment of the work to each month is suggestive, and during the first year of its use many necessary changes must be made by the teachers in

order to make the transition from the old course to the new with the least disadvantage to the pupils concerned.

Primarily the course of study is fitted for the graded schools having eight years of nine months each, which is the standard for all schools, and it is therefore necessary for the teachers in schools having less than nine months, or those in any graded school having but one teacher, or where there is a large per cent of foreign-born pupils, to adapt the outline in order to make it fit the needs of their schools. With these differences in mind, the conditions as they exist in our rural schools have been kept constantly in mind, and an effort to secure the most profitable course for them has been made.

In this course of study we do not seek to add to the burden of the teacher, but to lessen her work, and to unify the school work of the state by presenting a definite plan and outline of the work. The suggestions given will enable a progressive teacher to outgrow the limits of any course of study. I trust that you will use it faithfully, and discard its suggestions only when confident that you have a better way.

There is practically nothing new in this course of study, unless it be the arrangement of the material. If due credit is not given for the work of others, the compilers ask charity; for they have endeavored to give credit where credit is due, and have not intentionally taken as their own the thinking of others. It has been their endeavor to preserve the work of former years, and to make such improvements as time and experience have proved desirable.

In its preparation the state superintendent of public instruction and deputy have been aided by an efficient committee, to whom they wish to extend their sincere thanks and acknowledge their indebtedness.

Owing to lack of space, it has been found impossible to give any part of the course of study.

#### SCHOOL LAW ANNOTATION, 1912

This volume contains the complete school laws of Colorado, all provisions of the enabling act and constitution of the state pertaining to public schools, and the general provisions of the laws establishing the different state educational institutions, including the industrial schools for boys and girls, revised to January 1, 1912.

These laws have been alphabetically arranged under appropriate headings, with all decisions of the appellate courts of this state and of this department construing or relating to any portion of the law placed under the section containing the same.

"Colorado Educational Directory," 1912-1913.

"Teacher's Manual of the School Laws": Pamphlet containing that part of the law pertaining to teachers. (Examination

questions on school law for teachers' county certificates are taken from this manual.)

"Suggestive Temperance Instruction," a pamphlet for school use.

Washington and Lincoln books, 1911 and 1912.

Arbor Day books, 1911 and 1912.

Teacher's register, with directions for keeping same.

Monthly report; postal cards with enrollment by grade.

Annual and semi-annual blanks for financial report of district secretaries.

Circulars pertaining to state and county examinations.

Lists of all supplies sent from department.

Reading Circle booklets.

Examination questions: Teachers' state, teachers' kindergarten, teachers' county, teachers' high school, and bar, and all blanks used in public schools.

UNIVERSITY OF ILLINOIS LIBRARY





STUDYING MOTORS  
COLORADO SCHOOL OF MINES, GOLDEN

# Statistics

## APPORTIONMENT, 1911

COUNTY	January			July		
	Amount Appor- tioned	Deducted for Blanks	Balance Certi- fied to Auditor	Amount Appor- tioned	Deducted for Blanks	Balance Certi- fied to Auditor
Adams .....	\$ 1,873.44	\$ 23.85	\$ 1,849.59	\$ 2,451.54	\$ 30.95	\$ 2,420.59
Arapahoe .....	1,872.00	34.79	1,837.22	2,565.58	43.74	2,521.84
Archuleta .....	829.44	8.54	820.90	1,023.72	21.90	1,001.82
Baca .....	414.00	8.03	406.97	708.52	14.22	694.30
Bent .....	863.28	19.69	843.59	1,241.93	16.29	1,225.64
Boulder .....	6,760.16	79.34	6,690.82	7,628.51	74.86	7,553.65
Chaffee .....	1,542.24	29.43	1,512.81	1,957.64	29.73	1,927.91
Cheyenne .....	574.56	23.33	551.23	986.90	17.15	969.75
Clear Creek.....	1,139.04	17.75	1,121.29	1,212.30	17.00	1,195.30
Conejos .....	2,702.88	27.40	2,675.48	3,541.71	24.05	3,517.66
Costilla .....	1,280.16	19.90	1,260.26	1,691.83	17.87	1,673.96
Custer .....	432.72	5.71	426.01	522.63	14.01	508.62
Delta .....	2,972.16	39.19	2,932.97	3,789.56	40.01	3,749.55
Denver .....	39,744.72	20.61	39,724.11	46,617.87	90.06	46,527.81
Dolores .....	112.32	4.93	107.39	148.17	4.40	143.77
Douglas .....	674.64	22.73	651.91	877.34	16.99	860.35
Eagle .....	542.16	27.09	515.07	643.86	16.55	627.31
Elbert .....	1,226.16	18.96	1,207.20	1,578.68	28.27	1,550.41
El Paso .....	9,172.80	35.62	9,087.18	11,434.23	66.16	11,368.07
Fremont .....	3,662.64	50.79	3,511.85	4,516.94	98.86	4,418.08
Garfield .....	1,844.64	34.31	1,810.33	2,320.43	36.03	2,284.40
Gilpin .....	867.60	15.15	852.45	956.47	25.47	930.00
Grand .....	309.60	9.79	299.81	477.70	13.93	463.77
Gunnison .....	1,060.56	26.23	1,034.33	1,351.49	31.11	1,320.38
Hinsdale .....	92.88	6.37	86.51	138.29	7.16	131.13
Huerfano .....	3,047.76	34.00	3,013.76	3,479.75	35.09	3,444.66
Jackson .....	174.96	6.64	168.32	211.92	7.88	204.04
Jefferson .....	2,910.24	28.95	2,881.29	3,663.84	50.58	3,613.26
Kiowa .....	532.80	36.97	495.83	978.82	11.65	967.17
Kit Carson.....	1,538.64	43.62	1,495.02	2,173.16	62.08	2,111.08
Lake .....	1,708.56	13.45	1,695.11	2,049.23	27.05	2,022.18
La Plata .....	2,143.44	26.77	2,116.67	2,629.34	49.99	2,579.35
Larimer .....	5,576.40	42.83	5,533.57	6,483.56	71.32	6,412.24
Las Animas.....	7,205.76	48.39	7,157.37	9,321.24	67.00	9,254.24
Lincoln .....	995.76	26.33	969.43	1,663.09	28.60	1,634.49
Logan .....	1,905.12	42.45	1,862.67	2,575.46	29.85	2,545.61

APPORTIONMENT, 1911—Concluded

COUNTY	January			July		Balance Certi- fied to Auditor
	Amount Appor- tioned	Deducted for Blanks	Balance Certi- fied to Auditor	Amount Appor- tioned	Deducted for Blanks	
Mesa .....	4,363.92	55.80	4,308.12	5,493.96	65.72	5,428.24
Mineral .....	236.16	12.42	223.74	273.89	9.06	264.83
Moffat .....	.....	.....	.....	501.98	20.15	481.83
Montezuma .....	933.84	21.92	911.92	1,292.22	25.08	1,267.14
Montrose .....	2,037.60	24.60	2,013.00	2,843.06	32.91	2,810.15
Morgan .....	2,166.48	7.27	2,159.21	3,192.39	35.90	3,156.49
Otero .....	4,235.76	76.51	4,159.25	5,589.15	49.61	5,539.54
Ouray .....	567.08	16.93	551.15	735.46	21.87	713.59
Park .....	340.56	13.90	326.66	272.09	24.87	247.22
Phillips .....	745.20	22.91	722.29	903.38	22.43	880.95
Pitkin .....	998.64	9.74	988.90	1,166.50	25.41	1,141.09
Prowers .....	2,003.76	30.57	1,973.19	2,504.52	38.34	2,466.18
Pueblo .....	10,643.76	58.11	10,585.65	13,514.00	115.76	13,398.24
Rio Blanco.....	504.00	19.04	484.96	669.01	9.44	659.57
Rio Grande.....	1,440.72	23.60	1,417.12	1,929.80	23.39	1,906.41
Routt .....	1,463.76	25.53	1,438.23	1,566.11	48.46	1,517.65
Saguache .....	969.12	18.11	951.01	1,472.72	21.25	1,451.47
San Juan.....	311.04	9.16	301.88	397.81	7.51	390.30
San Miguel.....	658.08	16.06	642.02	895.30	24.90	870.40
Sedgwick .....	625.68	25.00	600.68	765.09	36.53	728.56
Summit .....	314.64	8.77	305.87	388.83	18.64	370.19
Teller .....	2,774.16	42.23	2,731.93	3,220.22	43.58	3,176.64
Washington .....	1,053.36	21.32	1,032.04	1,725.05	36.77	1,688.28
Weld .....	7,759.44	121.01	7,638.43	9,922.90	89.46	9,833.44
Yuma .....	1,808.64	35.20	1,773.44	2,585.34	35.30	2,550.04
Normal .....	562.83	.....	562.83	488.51	.....	488.51
Totals .....	\$159,827.76	\$ 1,726.64	\$158,101.12	\$199,921.54	\$ 2,120.20	\$197,801.34

## APPORTIONMENT, 1912

COUNTY	January			July		
	Amount Appor- tioned	Deducted for Blanks	Balance Certi- fied to Auditor	Amount Appor- tioned	Deducted for Blanks	Balance Certi- fied to Auditor
Adams .....	\$ 2,159.43	\$ 15.61	\$ 2,143.82	\$ 2,486.31	\$ 82.87	\$ 2,403.44
Arapahoe .....	2,259.89	27.01	2,232.88	2,718.74	53.66	2,665.08
Archuleta .....	901.74	13.04	888.70	1,115.83	21.68	1,094.15
Baca .....	624.10	6.93	617.17	747.28	31.27	716.01
Bent .....	1,093.95	9.20	1,084.75	1,345.48	37.75	1,307.73
Boulder .....	6,719.55	57.46	6,662.09	7,777.47	158.42	7,619.05
Chaffee .....	1,724.38	27.85	1,696.53	1,972.38	39.52	1,932.86
Cheyenne .....	869.31	23.99	845.32	965.82	62.90	902.92
Clear Creek.....	1,067.85	13.71	1,054.14	1,249.17	22.55	1,226.62
Conejos .....	3,119.70	23.92	3,095.78	3,713.26	60.83	3,652.43
Costilla .....	1,490.24	18.34	1,471.90	1,789.03	67.34	1,721.69
Crowley .....	.....	.....	.....	1,389.93	32.27	1,357.66
Custer .....	460.36	8.62	451.74	525.04	26.90	498.14
Delta .....	3,338.02	32.01	3,306.01	4,163.30	93.01	4,070.29
Denver .....	41,033.18	26.95	41,036.23	50,846.66	138.34	50,708.32
Dolores .....	130.52	3.85	126.67	137.05	14.22	122.83
Douglas .....	772.81	11.27	761.54	888.03	61.13	826.90
Eagle .....	567.15	4.55	562.60	667.65	33.96	633.69
Elbert .....	1,390.58	23.47	1,367.11	1,597.35	62.94	1,534.41
El Paso.....	10,071.80	67.75	10,004.05	11,335.17	163.51	11,171.66
Fremont .....	3,978.73	31.15	3,947.58	4,573.51	90.44	4,483.07
Garfield .....	2,043.94	69.44	1,974.50	2,495.57	63.24	2,432.33
Gilpin .....	841.62	20.87	820.75	930.63	33.95	896.68
Grand .....	420.81	8.40	412.41	479.67	28.05	451.62
Gunnison .....	1,190.46	16.43	1,174.03	1,366.78	87.52	1,279.26
Hinsdale .....	121.81	2.15	119.66	138.90	10.67	128.23
Huerfano .....	3,065.13	25.08	3,040.05	3,892.90	60.51	3,832.39
Jackson .....	186.68	6.24	180.44	272.24	14.76	257.48
Jefferson .....	3,227.23	38.50	3,188.78	3,734.56	129.19	3,605.37
Kiowa .....	862.19	10.02	852.17	973.23	65.58	907.65
Kit Carson.....	1,914.22	39.48	1,874.74	2,219.62	134.05	2,085.57
Lake .....	1,805.06	10.70	1,794.36	2,149.25	40.47	2,108.78
La Plata.....	2,390.40	9.42	2,380.98	2,832.63	90.66	2,741.97
Larimer .....	5,711.02	48.34	5,662.68	6,302.36	156.73	6,145.63
Las Animas.....	8,210.58	51.93	8,158.65	9,580.40	138.76	9,441.64

APPORTIONMENT, 1912—Concluded

COUNTY	January			July		
	Amount Appor- tioned	Deducted for Blanks	Balance Certi- fied to Auditor	Amount Appor- tioned	Deducted for Blanks	Balance Certi- fied to Auditor
Lincoln .....	1,464.93	36.51	1,428.42	1,714.95	102.61	1,612.34
Logan .....	2,268.59	27.66	2,240.93	2,582.61	112.77	2,469.84
Mesa .....	4,839.34	47.13	4,792.21	5,773.61	171.78	5,601.83
Mineral .....	241.26	7.94	233.32	296.32	15.83	280.49
Moffat .....	442.17	9.91	432.26	550.97	30.44	520.53
Montezuma .....	1,138.25	16.77	1,121.48	1,458.45	55.08	1,403.37
Montrose .....	2,504.31	21.48	2,482.83	3,241.00	59.96	3,181.04
Morgan .....	2,812.01	33.12	2,778.89	2,933.57	76.80	2,856.77
Otero .....	4,923.18	80.18	4,843.00	4,647.59	107.19	4,540.40
Ouray .....	647.83	4.89	642.94	800.06	28.55	771.51
Park .....	239.67	7.21	232.46	398.18	40.70	357.48
Phillips .....	795.75	14.47	781.28	894.52	54.79	839.73
Pitkin .....	1,027.51	8.67	1,018.84	1,216.76	30.94	1,185.82
Prowers .....	2,206.10	33.72	2,172.38	2,620.58	79.39	2,541.19
Pueblo .....	11,903.76	42.18	11,861.58	14,547.46	233.25	14,314.21
Rio Blanco.....	589.30	6.34	582.96	745.43	18.74	726.69
Rio Grande.....	1,699.86	18.35	1,681.51	1,936.27	50.78	1,885.49
Routt .....	1,379.50	15.03	1,364.47	1,710.32	65.29	1,645.03
Saguache .....	1,297.24	17.31	1,279.93	1,536.23	47.71	1,488.52
San Juan.....	350.31	7.71	342.60	422.26	19.37	402.89
San Miguel.....	788.63	11.98	776.65	908.41	41.43	866.98
Sedgwick .....	673.93	16.54	657.39	796.36	56.54	739.82
Summit .....	342.50	9.41	333.09	375.03	22.85	352.18
Teller .....	2,836.53	28.03	2,808.50	3,570.66	99.70	3,470.96
Washington .....	1,519.51	30.35	1,489.16	1,777.92	69.40	1,708.52
Weld .....	8,740.55	75.55	8,665.00	9,948.02	265.44	9,682.58
Yuma .....	2,277.29	45.52	2,231.77	2,787.26	105.75	2,681.51
Normal .....	430.30	.....	430.30	*661.09	10.67	650.42
Normal .....	.....	.....	.....	†108.42	6.32	102.10
Totals .....	\$176,174.60	\$ 1,477.60	\$174,696.96	\$210,333.51	\$ 4,489.72	\$205,843.79

\*Greeley.

†Gunnison.

## CENSUS, 1911.

COUNTIES.	Between 6 and 21.		Total.	Between 8 and 14.		Total.
	Male.	Female.		Male.	Female.	
Adams .....	1,444	1,292	2,736	635	595	1,230
Arapahoe .....	1,477	1,381	2,858	618	633	1,251
Archuleta .....	639	501	1,140	317	264	581
Baca .....	397	393	790	210	198	408
Bent .....	700	683	1,383	382	394	776
Boulder .....	4,137	4,317	8,504	1,883	1,960	3,843
Chaffee .....	1,081	1,101	2,182	484	480	964
Cheyenne .....	562	539	1,101	334	304	638
Clear Creek .....	692	676	1,368	328	317	645
Conejos .....	1,993	1,959	3,952	914	968	1,882
Costilla .....	982	902	1,884	472	414	886
Custer .....	318	264	582	120	123	243
Delta .....	2,145	2,075	4,220	1,127	1,125	2,252
Denver .....	25,371	26,567	51,938	10,906	11,092	21,998
Dolores .....	82	76	158	27	28	55
Douglas .....	514	465	979	224	227	451
Eagle .....	376	346	722	167	179	346
Elbert .....	956	802	1,758	454	405	859
El Paso .....	6,371	6,367	12,738	2,620	2,831	5,451
Fremont .....	2,519	2,514	5,033	1,145	1,094	2,239
Garfield .....	1,351	1,289	2,640	635	593	1,228

Gilpin .....	517	547	1,064	237	224	471
Grand .....	277	255	532	142	124	266
Gunnison .....	817	689	1,506	327	292	619
Hinsdale .....	85	114	199	28	39	67
Huerfano .....	1,936	1,929	3,875	1,037	1,083	2,120
Jackson .....	133	111	244	66	45	111
Jefferson .....	2,121	1,963	4,084	902	865	1,767
Kiowa .....	586	504	1,090	293	249	542
Kit Carson.....	1,277	1,192	2,469	587	580	1,167
Lake .....	1,123	1,164	2,287	477	481	958
La Plata.....	1,492	1,441	2,933	800	777	1,577
Larimer .....	3,655	3,572	7,227	1,714	1,526	3,240
Las Animas.....	5,331	5,050	10,381	2,544	2,370	4,914
Lincoln .....	982	872	1,854	429	442	871
Logan .....	1,464	1,407	2,871	655	623	1,278
Mesa .....	3,022	3,104	6,126	1,354	1,424	2,778
Mineral .....	147	159	306	79	91	170
Moffat .....	288	271	559	129	128	257
Montezuma .....	710	729	1,439	310	341	651
Montrose .....	1,578	1,576	3,154	736	711	1,447
Morgan .....	1,822	1,735	3,557	878	895	1,773
Otero .....	3,196	3,032	6,228	1,586	1,440	3,026
Ouray .....	440	380	820	188	184	372
Park .....	219	224	443	92	96	188

## CENSUS, 1911—Concluded.

COUNTIES.	Between 6 and 21.		Total.	Between 8 and 14.		Total.
	Male.	Female.		Male.	Female.	
Phillips .....	521	490	1,011	227	239	466
Pitkin .....	667	662	1,329	340	359	699
Prowers .....	1,547	1,302	2,849	739	627	1,366
Pueblo .....	7,534	7,526	15,060	3,337	3,182	6,519
Rio Blanco.....	358	388	746	147	197	344
Rio Grande.....	1,073	1,077	2,150	603	572	1,175
Routt .....	870	875	1,745	416	469	885
Saguache .....	847	795	1,642	401	410	811
San Juan.....	212	231	443	143	142	285
San Miguel.....	459	541	1,000	225	218	443
Sedgwick .....	430	422	852	218	185	403
Summit .....	208	228	436	126	115	241
Teller .....	1,754	1,838	3,592	867	891	1,758
Washington .....	1,001	920	1,921	452	445	897
Weld .....	6,155	5,550	11,705	2,948	2,627	5,575
Yuma .....	1,522	1,357	2,879	725	700	1,425
<b>Total .....</b>	<b>112,533</b>	<b>110,741</b>	<b>223,274</b>	<b>51,506</b>	<b>50,642</b>	<b>102,148</b>

CENSUS, 1912

COUNTIES.	Between 6 and 21.		Total.	Between 8 and 14.		Total.
	Male.	Female		Male.	Female.	
Adams .....	1,411	1,276	2,687	630	584	1,214
Arapahoe .....	1,501	1,436	2,937	727	706	1,433
Archuleta .....	640	566	1,206	337	262	599
Baca .....	400	418	818	213	200	413
Bent .....	750	707	1,457	418	425	843
Boulder .....	4,154	4,254	8,408	1,886	1,908	3,794
Chaffee .....	1,017	1,121	2,138	520	556	1,076
Cheyenne .....	521	522	1,043	269	265	534
Clear Creek .....	687	673	1,360	299	275	574
Conejos .....	2,015	1,996	4,011	942	917	1,859
Costilla .....	1,006	926	1,932	459	439	898
Crowley .....	805	730	1,535	480	424	904
Custer .....	301	266	567	128	118	246
Delta .....	2,325	2,178	4,503	1,027	1,002	2,029
Denver .....	26,688	28,260	54,948	11,582	11,709	23,291
Dolores .....	81	78	159	41	34	75
Douglas .....	501	459	960	236	201	437
Eagle .....	393	360	752	174	172	346
Elbert .....	945	782	1,727	447	404	851
El Paso .....	6,133	6,117	12,250	2,489	2,386	4,875
Fremont .....	2,516	2,431	4,947	1,115	1,006	2,121

## CENSUS, 1912—Concluded

COUNTIES.	Between 6 and 21.		Total.	Between 8 and 14.		Total.
	Male.	Female		Male.	Female.	
Garfield .....	1,401	1,295	2,696	651	629	1,280
Gilpin .....	489	520	1,009	253	276	529
Grand .....	258	260	518	113	114	227
Gunnison .....	846	732	1,578	375	334	709
Hinsdale .....	67	84	151	33	27	60
Huerfano .....	2,155	2,052	4,207	1,207	1,241	2,448
Jackson .....	163	131	294	67	58	125
Jefferson .....	2,068	1,972	4,040	872	865	1,737
Kiowa .....	548	503	1,051	318	266	584
Kit Carson .....	1,249	1,148	2,397	576	581	1,157
Lake .....	1,155	1,172	2,327	524	526	1,050
La Plata .....	1,572	1,497	3,069	710	679	1,389
Larimer .....	3,455	3,400	6,855	1,518	1,469	2,987
Las Animas .....	5,343	5,007	10,350	2,623	2,414	5,037
Lincoln .....	961	891	1,852	426	437	863
Logan .....	1,422	1,368	2,790	670	638	1,308
Mesa .....	3,054	3,078	6,132	1,454	1,419	2,873
Mineral .....	163	157	320	83	82	165
Moffat .....	303	289	592	149	162	311
Montezuma .....	776	799	1,575	344	369	713
Montrose .....	1,755	1,750	3,505	900	940	1,840

Morgan .....	1,613	1,559	3,172	776	745	1,521
Otero .....	2,630	2,351	4,981	1,384	1,175	2,556
Ouray .....	474	391	865	195	199	394
Park .....	214	222	436	97	83	180
Phillips .....	515	451	966	204	220	424
Pitkin .....	647	660	1,307	359	371	730
Prowers .....	1,507	1,329	2,836	739	593	1,332
Pueblo .....	7,936	7,791	15,727	3,467	3,496	6,963
Rio Blanco .....	394	411	805	221	213	434
Rio Grande .....	1,050	1,045	2,095	565	498	1,063
Routt .....	944	943	1,887	430	431	861
Saguache .....	854	806	1,660	402	437	839
San Juan .....	217	239	456	108	112	220
San Miguel .....	495	505	1,000	224	223	447
Sedgwick .....	520	341	861	164	120	234
Summit .....	202	204	406	96	89	185
Teller .....	1,897	1,964	3,861	938	957	1,895
Washington .....	999	923	1,922	484	485	969
Weld .....	5,899	5,371	11,270	2,958	2,728	5,686
Yuma .....	1,590	1,431	3,021	714	645	1,359
Totals .....	114,589	112,598	227,187	52,807	51,339	104,146

## DISTRICTS, 1911.

COUNTIES.	School.				High School.			
	First.	Second.	Third.	Total.	District.	County.	Union.	Total.
Adams .....	..	1	34	35	1	..	1	2
Arapahoe .....	..	3	25	28	1	..	..	1
Archuleta .....	..	1	11	12	1	..	..	1
Baca .....	..	..	15	15	..	..	1	1
Bent .....	..	1	17	18	..	1	1	2
Boulder .....	2	2	62	66	4	..	..	4
Chaffee .....	1	1	25	27	2	..	..	2
Cheyenne .....	..	..	8	8	..	1	..	1
Clear Creek.....	1	..	9	10	3	..	..	3
Conejos .....	..	3	25	28	1	..	..	1
Costilla .....	..	1	22	23	..	..	..	..
Custer .....	..	..	21	21	..	..	..	..
Delta .....	1	2	18	21	3	..	..	3
Denver .....	1	..	..	1	5	..	..	5
Dolores .....	..	..	3	3	..	..	..	..
Douglas .....	..	..	36	36	..	1	..	1
Eagle .....	..	..	23	23	..	1	..	1
Elbert .....	..	..	43	43	..	..	..	..
El Paso.....	2	1	52	55	4	..	1	5
Fremont .....	2	2	35	39	3	..	..	3
Garfield .....	..	2	39	41	..	1	4	5
Gilpin .....	..	1	12	13	..	..	1	1
Grand .....	..	..	15	15	..	..	1	1
Gunnison .....	..	1	28	29	..	1	..	1
Hinsdale .....	..	..	4	4	..	..	..	..
Huerfano .....	..	1	40	41	..	1	1	2
Jackson .....	..	..	6	6	..	1	..	1
Jefferson .....	..	3	45	48	3	..	..	3
Kiowa .....	..	..	16	16	..	..	..	..
Kit Carson.....	..	..	57	57	..	..	..	..
Lake .....	1	..	8	9	..	..	..	..
La Plata.....	1	..	28	29	8	..	..	8
Larimer .....	2	..	51	53	3	..	..	3
Las Animas .....	1	3	72	76	2	..	..	2
Lincoln .....	..	..	22	22	..	..	..	..
Logan .....	1	..	48	49	1	1	3	5

## DISTRICTS, 1911—Concluded.

COUNTIES.	School.				High School.			
	First.	Second.	Third.	Total.	District.	County.	Union.	Total.
Mesa .....	1	2	31	34	3	..	2	5
Mineral .....	..	..	5	5	..	1	..	1
Moffat .....	..	..	12	12	1	..	..	1
Montezuma .....	..	1	15	16	2	..	..	2
Montrose .....	1	..	22	23	..	1	..	1
Morgan .....	1	1	12	14	2	..	1	3
Otero .....	2	4	23	29	5	1	..	6
Ouray .....	..	1	11	12	..	1	..	1
Park .....	..	..	21	21	..	..	..	..
Phillips .....	..	..	32	32	..	1	..	1
Pitkin .....	1	..	14	15	1	..	..	1
Prowers .....	..	2	39	41	..	..	4	4
Pueblo .....	2	1	47	50	2	..	..	2
Rio Blanco.....	..	1	10	11	..	1	..	1
Rio Grande.....	..	2	25	27	2	..	..	2
Routt .....	..	1	30	31	3	..	..	3
Saguache .....	..	1	30	31	..	1	..	1
San Juan.....	..	1	..	1	1	..	..	1
San Miguel.....	..	1	9	10	2	..	..	2
Sedgwick .....	..	..	25	25	..	1	..	1
Summit .....	..	..	11	11	1	..	..	1
Teller .....	1	..	13	14	2	..	..	2
Washington .....	..	..	50	50	..	1	..	1
Weld .....	1	2	106	109	3	..	1	4
Yuma .....	..	..	78	78	..	1	..	1
Total .....	26	50	1,646	1,722	75	19	22	116

UNIVERSITY OF ILLINOIS LIBRARY

DEC 5 1921

## DISTRICTS, 1912

COUNTY	School.				High School.			
	First	Second	Third	Total	District	County	Union	Total
Adams .....	...	1	35	36	1	...	1	2
Arapahoe .....	...	3	25	28	1	...	...	1
Archuleta .....	...	1	11	12	1	...	...	1
Baca .....	...	...	16	16	...	...	...	...
Bent .....	...	1	17	18	...	1	1	2
Boulder .....	2	2	62	66	4	...	...	4
Chaffee .....	1	1	25	27	2	...	...	2
Cheyenne .....	...	...	9	9	...	1	...	1
Clear Creek.....	1	...	9	10	3	...	...	3
Conejos .....	...	3	28	31	1	...	...	1
Costilla .....	...	1	22	23	...	...	...	...
Crowley .....	...	2	5	7	2	...	...	2
Custer .....	...	...	21	21	...	...	...	...
Delta .....	1	3	17	21	3	...	...	3
Denver .....	1	...	...	1	6	...	...	6
Dolores .....	...	...	3	3	...	...	...	...
Douglas .....	...	...	36	36	...	1	...	1
Eagle .....	...	...	23	23	...	1	...	1
Elbert .....	...	2	43	45	...	...	2	2
El Paso.....	2	...	53	55	4	...	1	5
Fremont .....	2	2	35	39	3	...	...	3
Garfield .....	...	2	40	42	...	1	4	5
Gilpin .....	...	1	12	13	...	...	1	1
Grand .....	...	...	15	15	...	...	1	1
Gunnison .....	...	1	27	28	...	1	...	1
Hinsdale .....	...	...	4	4	1	...	...	1
Huerfano .....	...	2	39	41	...	1	1	2
Jackson .....	...	...	6	6	...	1	...	1
Jefferson .....	...	3	45	48	3	...	...	3
Kiowa .....	...	...	16	16	...	...	...	...
Kit Carson.....	...	...	57	57	...	...	...	...
Lake .....	1	...	8	9	...	1	...	1
La Plata.....	1	...	29	30	1	...	...	1
Larimer .....	2	...	51	53	4	...	...	4
Las Animas.....	1	4	74	79	2	...	...	2

## DISTRICTS, 1912—Concluded

COUNTIES.	School.				High School.			
	First.	Second.	Third.	Total.	District.	County.	Union.	Total.
Lincoln .....	...	...	22	22	...	...	2	2
Logan .....	1	...	51	52	1	1	3	5
Mesa .....	1	2	31	34	4	...	2	6
Mineral .....	...	...	5	5	...	1	...	1
Moffat .....	...	...	12	12	2	...	...	2
Montezuma .....	...	1	16	17	3	...	...	3
Montrose .....	1	...	23	24	...	1	...	1
Morgan .....	1	1	12	14	1	...	1	2
Otero .....	2	2	18	22	3	1	...	4
Ouray .....	...	1	11	12	...	1	...	1
Park .....	...	3	17	20	...	...	...	...
Phillips .....	...	...	32	32	...	...	1	1
Pitkin .....	1	...	14	15	1	...	...	1
Prowers .....	...	2	39	41	...	...	4	4
Pueblo .....	2	1	46	49	2	...	...	2
Rio Blanco.....	...	1	10	11	...	1	...	1
Rio Grande .....	...	2	25	27	2	...	...	2
Routt .....	...	1	32	33	3	...	...	3
Saguache .....	...	1	31	32	...	1	...	1
San Juan.....	...	1	...	1	1	...	...	1
San Miguel.....	...	1	9	10	2	...	...	2
Sedgwick .....	...	...	25	25	...	1	...	1
Summit .....	...	...	11	11	...	...	1	1
Teller .....	1	...	13	14	2	...	...	2
Washington .....	...	...	53	53	...	1	...	1
Weld .....	1	2	107	110	6	...	1	7
Yuma .....	...	...	87	87	...	1	...	1
Totals .....	26	57	1,670	1,753	75.	19	27	121

## ENROLLMENT AND ATTENDANCE, 1911.

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.
				Males.	Females. Total.				
Adams .....	102	1,077	882	1,082	979	2,061	9	1,339	1,302
Arapahoe .....	101	1,585	445	1,074	1,057	2,131	10	1,356	1,336
Archuleta .....	21	273	396	382	308	690	2	390	399
Baca .....	.....	.....	390	205	185	390	.....	231	225
Bent .....	98	487	525	548	562	1,110	45	529	731
Boulder .....	945	4,819	1,269	3,514	3,519	7,033	93	3,984	5,133
Chaffee .....	180	1,249	257	843	843	1,686	21	938	1,191
Cheyenne .....	51	56	767	434	440	874	5	567	535
Clear Creek.....	130	742	32	465	439	904	28	573	672
Conejos .....	90	1,886	904	1,440	1,440	2,880	.....	1,589	1,644
Costilla .....	37	405	775	672	545	1,217	.....	788	781
Custer .....	.....	50	386	211	225	436	.....	267	294
Delta .....	439	2,525	796	1,905	1,855	3,760	37	2,225	2,624
*Denver .....	4,321	30,200	4,053	20,308	19,995	40,303	509	22,971	28,847
Dolores .....	.....	70	30	55	45	100	.....	50	88

Douglas .....	65	117	576	403	355	758	46	....	427	462
Eagle .....	12	395	237	327	317	644	22	3	394	438
Elbert .....	....	180	1,223	729	674	1,403	76	....	763	974
El Paso.....	1,044	6,492	1,482	4,528	4,490	9,018	418	87	4,985	6,526
Fremont .....	368	2,589	1,070	2,027	2,000	4,027	149	56	1,961	3,045
Garfield .....	228	1,035	920	1,060	1,123	2,183	117	15	1,134	1,286
Gilpin .....	67	544	100	350	361	711	39	11	472	546
Grand .....	9	162	137	157	151	308	12	....	209	195
Gunnison .....	76	777	353	613	593	1,206	56	10	684	799
Hinsdale .....	20	68	29	54	63	117	8	2	55	68
Huerfano .....	109	1,301	1,739	1,628	1,521	3,149	21	13	1,956	1,902
Jackson .....	....	83	89	93	79	172	10	....	111	118
Jefferson .....	294	1,818	1,008	1,557	1,563	3,120	146	....	1,758	2,206
Kiowa .....	36	224	479	378	361	739	12	....	427	482
Kit Carson.....	54	344	1,662	1,084	976	2,060	83	....	1,242	1,242
Lake .....	252	1,230	201	816	867	1,683	55	22	894	1,365
La Plata.....	302	981	986	1,129	1,140	2,269	88	31	1,312	1,524
Larimer .....	559	4,685	1,211	3,177	3,278	6,455	225	66	3,853	4,414
Las Animas.....	269	5,449	1,957	3,966	3,709	7,675	127	28	4,584	4,679
Lincoln .....	....	397	813	644	566	1,210	55	....	646	680
Logan .....	247	916	1,234	1,208	1,189	2,397	52	25	1,565	1,599
Mesa .....	629	4,600	359	2,722	2,866	5,588	278	60	2,943	4,032
Mineral .....	21	231	25	142	135	277	9	2	163	172
Moffat .....	23	153	135	158	153	311	18	4	80	221

ENROLLMENT AND ATTENDANCE, 1911.—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.
				Males.	Females.				
Montezuma .....	101	518	687	636	670	1,306	46	9	869
Montrose .....	254	1,598	641	1,207	1,286	2,493	87	42	1,418
Morgan .....	376	1,461	838	1,310	1,365	2,675	107	32	1,651
Otero .....	530	5,100	651	3,274	3,007	6,281	212	48	4,159
Ouray .....	57	414	185	349	307	656	37	12	489
Park .....	8	94	193	157	138	295	8	....	230
Phillips .....	42	323	531	478	418	896	54	3	590
Pitkin .....	115	634	302	493	568	1,061	69	18	832
Prowers .....	201	1,237	1,107	1,267	1,278	2,545	80	25	1,496
Pueblo .....	834	6,858	1,792	4,678	4,806	9,484	284	107	6,607
Rio Blanco.....	39	262	273	269	305	574	26	2	426
Rio Grande.....	177	883	589	840	809	1,649	71	22	1,066
Routt .....	77	523	699	618	681	1,299	34	11	888
Saguache .....	35	625	503	583	580	1,163	20	5	665
San Juan.....	34	298	55	180	207	387	19	2	275

San Miguel.....	69	580	276	452	473	925	39	5	486	610
Sedgwick .....	85	352	305	331	411	742	29	8	403	489
Summit .....	22	219	115	173	183	356	.....	4	207	230
Teller .....	299	2,163	249	1,331	1,380	2,711	111	29	1,774	2,037
Washington .....	2	211	1,058	649	622	1,271	45	4	678	783
Weld .....	641	4,305	4,325	4,780	4,491	9,271	391	54	5,636	6,205
Yuma .....	44	421	1,679	1,109	1,035	2,144	47	12	1,206	1,453
<b>Total</b> .....	15,241	109,274	46,985	87,252	85,977	173,229	6,900	1,610	100,424	118,245

\*Enrolled in night school: Males, 1,132; females, 597; total, 1,729.

UNIVERSITY OF ILLINOIS LIBRARY  
 DEC 5 1921

## ENROLLMENT AND ATTENDANCE, 1912

COUNTIES.	Enrolled in High Schools.	Enrolled in Graded Schools Below High Schools.	Enrolled in Rural Schools.	Whole Number Enrolled in Public Schools.		Total.	Number Completing Eighth Grade.	Number Completing Full Four-Year Course.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.
				Male.	Female.					
Adams .....	102	1,116	899	1,121	996	2,117	90	13	1,301	1,367
Arapahoe .....	124	1,719	517	1,186	1,174	2,360	121	6	1,463	1,541
Archuleta .....	22	296	431	403	346	749	17	2	408	428
Baca .....	.....	.....	458	228	230	458	4	.....	198	342
Bent .....	92	515	579	613	572	1,185	75	8	694	841
Boulder .....	1,058	4,672	1,203	3,487	3,446	6,933	344	120	3,851	5,335
Chaffee .....	173	1,100	371	813	831	1,644	89	15	1,010	1,245
Cheyenne .....	55	114	991	570	590	1,160	31	7	564	516
Clear Creek.....	123	727	42	436	456	892	44	12	534	695
Conejos .....	79	1,668	955	1,364	1,338	2,702	54	5	1,664	1,645
Costilla .....	45	475	809	723	606	1,329	30	.....	857	804
Crowley .....	60	1,009	17	562	524	1,086	38	6	807	683
Custer .....	.....	66	360	214	212	426	8	.....	295	283
Delta .....	510	2,859	532	1,973	1,923	3,901	192	54	2,066	2,821
Denver .....	4,290	23,927	*5,984	20,398	19,803	40,201	2,096	522	22,288	29,322

Dolores .....	76	26	54	48	102	12	75	85
Douglas .....	69	559	391	347	738	42	434	447
Eagle .....	24	280	325	313	638	39	383	401
Elbert .....	47	1,040	721	619	1,340	63	840	904
El Paso.....	1,120	1,509	4,672	4,617	9,289	443	5,191	6,645
Fremont .....	418	1,008	2,061	1,961	4,022	221	2,114	2,947
Garfield .....	278	1,062	1,188	1,112	2,300	98	1,253	1,358
Gilpin .....	68	511	323	357	680	34	401	524
Grand .....	8	230	177	196	373	11	195	279
Gunnison .....	86	802	590	642	1,232	52	759	866
Hinsdale .....	19	71	59	63	122	7	60	77
Huerfano .....	58	1,748	1,696	1,575	3,271	49	2,199	1,910
Jackson .....	17	98	124	115	239	12	129	25
Jefferson .....	279	1,785	1,527	1,534	3,051	152	1,863	2,298
Kiowa.....	....	184	573	406	979	14	550	630
Kit Carson.....	64	349	1,088	953	2,041	95	1,124	1,219
Lake .....	289	1,259	830	902	1,732	112	879	1,430
La Plata.....	313	906	1,172	1,109	2,281	66	1,283	1,565
Larimer .....	552	4,127	2,852	2,876	5,738	235	3,538	4,303
Las Animas.....	273	5,480	4,120	3,776	7,896	117	5,180	4,729
Lincoln .....	....	340	646	735	1,381	26	776	995
Logan .....	203	1,346	1,444	1,439	2,883	58	1,552	1,439
Mesa .....	720	4,375	2,744	2,801	5,545	270	3,182	4,140
Mineral .....	26	216	132	138	270	14	166	181

## ENROLLMENT AND ATTENDANCE, 1912—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 Course.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.
				Male.	Female.	Total.				
Moffat .....	24	165	140	171	158	329	25	6	182	228
Montezuma .....	95	759	515	672	697	1,369	58	13	767	850
Montrose .....	296	1,567	765	1,305	1,323	2,628	113	33	1,741	1,730
Morgan .....	437	1,403	838	1,367	1,311	2,678	118	24	1,644	1,667
Otero .....	609	3,798	404	2,483	2,328	4,811	231	....	3,115	3,454
Ouray .....	95	433	194	372	350	722	41	8	402	355
Park .....	7	30	374	194	217	411	8	....	180	300
Phillips .....	43	297	529	459	410	869	36	6	526	573
Pitkin .....	143	592	243	474	504	978	35	29	801	601
Prowers .....	293	1,375	1,446	1,576	1,538	3,114	104	30	1,466	2,511
Pueblo .....	885	7,361	2,267	5,260	5,253	10,513	325	112	5,448	7,083
Rio Blanco .....	46	267	291	288	316	604	26	7	409	398
Rio Grande .....	213	840	679	862	870	1,732	71	37	1,075	1,240
Routt .....	91	715	687	710	783	1,493	....	11	813	933
Saguache .....	34	695	638	709	658	1,367	42	5	738	835

San Juan.....	44	241	26	151	160	311	20	7	220	263
San Miguel.....	89	671	220	509	471	980	43	8	517	679
Sedgwick .....	131	437	293	337	524	861	32	6	280	489
Summit .....	31	212	111	170	184	354	21	2	185	255
Teller .....	322	2,206	246	1,306	1,468	2,774	76	39	2,197	130
Washington .....	52	192	1,360	836	768	1,604	71	4	1,018	901
Weld .....	660	6,710	2,012	4,927	4,455	9,382	328	53	5,622	6,189
Yuma .....	73	440	1,745	1,189	1,069	2,258	80	11	1,260	1,367
Totals .....	16,377	112,582	48,469	89,932	87,496	177,428	7,379	1,749	104,732	120,326

\*Kindergarten, 4,095; night, 1,889.

## EXAMINATION OF TEACHERS, 1911.

COUNTIES.	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Adams .....	2	6	8	...	22	22	1	6	7
Arapahoe .....	3	20	23	2	25	27	...	4	4
Archuleta .....	1	5	6	1	5	6	1	1	2
Baca .....	1	1	2	...	.....	.....	1	5	6
Bent .....	...	...	...	...	2	2	...	...	...
Boulder .....	7	26	33	6	58	64	...	9	9
Chaffee .....	1	2	3	...	19	19	...	9	9
Cheyenne .....	...	11	11	3	16	19	...	...	...
Clear Creek .....	...	1	1	...	4	4	...	...	...
Conejos .....	...	6	6	5	10	15	4	16	20
Costilla .....	3	8	11	6	11	17	5	6	11
Custer .....	...	1	1	...	4	4	...	2	2
Delta .....	6	18	24	9	23	32	...	8	8
Denver .....	2	13	15	7	101	108	5	24	29
Dolores .....	...	...	...	...	.....	.....	...	...	...
Douglas .....	2	7	9	2	16	18	...	1	1
Eagle .....	1	2	3	...	6	6	...	3	3
Elbert .....	2	6	8	5	30	35	1	25	26
El Paso .....	1	16	17	6	45	51	5	8	13
Fremont .....	1	2	3	...	13	13	...	4	4
Garfield .....	3	10	13	2	17	19	...	4	4
Glipin .....	2	2	4	...	7	7	...	1	1
Grand .....	...	5	5	...	5	5	...	...	...
Gunnison .....	1	7	8	...	12	12	...	4	4
Hinsdale .....	...	1	1	...	4	4	...	...	...
Huerfano .....	...	2	2	...	3	3	...	1	1
Jackson .....	1	2	3	...	4	4	...	...	...
Jefferson .....	2	10	12	2	34	36	...	2	2
Kiowa .....	3	9	12	2	20	22	1	11	12
Kit Carson .....	5	14	19	10	34	44	3	10	13
Lake .....	...	1	1	...	11	11	...	6	6
La Plata .....	1	9	10	3	15	18	1	4	5
Larimer .....	3	10	13	5	39	44	...	17	17
Las Animas .....	3	10	13	10	33	43	6	14	20
Lincoln .....	1	10	11	3	34	37	...	9	9
Logan .....	2	6	8	6	36	42	3	13	16
Mesa .....	8	16	24	5	30	35	...	7	7
Mineral .....	...	5	5	...	1	1	...	...	...

## EXAMINATION OF TEACHERS, 1911.—Concluded.

COUNTIES.	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Moffat .....	...	...	...	...	...	...	...	...	...
Montezuma .....	6	7	13	5	16	21	1	3	4
Montrose .....	...	6	6	...	15	15	...	7	7
Morgan .....	...	2	2	...	24	24	1	1	2
Otero .....	3	10	13	7	29	36	1	2	3
Ouray .....	1	2	3	...	6	6	...	...	...
Park .....	...	2	2	1	4	5	...	...	...
Phillips .....	3	3	6	2	20	22	1	4	5
Pitkin .....	...	1	1	...	1	1	...	5	5
Prowers .....	1	19	20	3	20	23	...	...	...
Pueblo .....	3	8	11	...	29	29	...	8	8
Rio Blanco .....	...	3	3	...	4	4	...	6	6
Rio Grande .....	2	8	10	1	10	11	...	5	5
Routt .....	7	2	9	4	17	21	4	7	11
Saguache .....	5	6	11	4	8	12	...	3	3
San Juan .....	1	1	2	...	3	3	...	1	1
San Miguel .....	...	4	4	...	5	5	...	...	...
Sedgwick .....	10	2	12	6	20	26	...	3	3
Summit .....	2	1	3	1	2	3	...	...	...
Teller .....	1	2	3	1	11	12	...	3	3
Washington .....	5	7	12	4	31	35	4	2	6
Weld .....	8	40	48	6	66	72	1	15	16
Yuma .....	1	3	4	4	38	42	5	22	27
Total .....	127	419	546	149	1,128	1,277	55	331	386

## EXAMINATION OF TEACHERS, 1912

COUNTY.	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Adams .....	1	11	12	...	29	29	...	3	3
Arapahoe .....	..	14	14	..	25	25	..	7	7
Archuleta .....	1	2	3	2	4	6	..	..	..
Baca .....	2	1	3	..	4	4	3	9	12
Bent .....	1	8	9	1	8	9	..	..	..
Boulder .....	6	20	26	2	53	55	..	7	7
Chaffee .....	1	11	12	1	14	15	1	3	4
Cheyenne .....	3	22	25	9	31	40	..	2	2
Clear Creek.....	..	..	..	..	5	5	..	..	..
Conejos .....	2	5	7	6	6	12	6	10	16
Costilla .....	2	8	10	6	6	12	6	1	7
Crowley .....	1	4	5	..	10	10	..	2	2
Custer .....	..	3	3	..	6	6	..	3	3
Delta .....	12	11	23	8	25	33	1	10	11
Denver .....	3	26	29	3	86	89	..	12	12
Dolores .....	..	..	..	..	2	2	..	..	..
Douglas .....	1	4	5	..	19	19	..	1	1
Eagle .....	1	1	2	..	6	6	..	1	1
Elbert .....	5	9	14	3	24	27	..	11	11
El Paso.....	5	18	23	13	54	67	2	16	18
Fremont .....	2	15	17	1	7	8	3	6	9
Garfield .....	2	19	21	..	3	3	1	3	4
Gilpin .....	..	3	3	..	5	5	..	3	3
Grand .....	..	1	1	..	..	..	..	1	1
Gunnison .....	..	4	4	1	15	16	..	3	3
Hinsdale .....	..	2	2	..	7	7	..	1	1
Huerfano .....	2	2	4	1	4	5	2	7	9
Jackson .....	1	2	3	..	2	2	..	1	1
Jefferson .....	4	12	16	..	27	27	1	3	4
Kiowa .....	1	5	6	9	26	35	1	4	5
Kit Carson.....	4	9	13	12	26	38	3	17	20
Lake .....	..	1	1	..	8	8	..	6	6
La Plata.....	2	3	5	5	9	14	..	4	4
Larimer .....	2	13	15	3	41	44	..	9	9
Las Animas....	3	10	13	13	39	52	3	10	13
Lincoln .....	7	12	19	4	30	34	1	14	15
Logan .....	1	10	11	3	17	20	1	23	24
Mesa .....	7	14	21	2	16	18	..	8	8

## EXAMINATION OF TEACHERS, 1912—Concluded

COUNTY.	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Mineral .....	..	..	..	1	1	2	..	..	..
Moffat .....	5	5	10	4	4	8	..	..	..
Montezuma .....	5	11	16	1	16	17	..	1	1
Montrose .....	..	12	12	..	13	13	1	4	5
Morgan .....	2	13	15	2	21	23	..	5	5
Otero .....	5	12	17	4	14	18	..	3	3
Ouray .....	3	2	5	3	7	10	1	1	2
Park .....	..	5	5	1	4	5	..	..	..
Phillips .....	..	12	12	1	12	13	3	4	7
Pitkin .....	..	1	1	..	6	6	..	2	2
Prowers .....	6	16	22	4	22	26	..	..	..
Pueblo .....	..	11	11	4	40	44	1	13	14
Río Blanco.....	..	2	2	..	6	6	..	2	2
Río Grande.....	4	6	10	2	13	15	1	14	15
Routt .....	2	3	5	2	25	27	..	4	4
Saguache .....	3	6	9	4	11	15	2	7	9
San Juan.....	..	2	2	..	2	2	..	..	..
San Miguel.....	1	3	4	1	4	5	..	1	1
Sedgwick .....	2	12	14	..	13	13	..	..	..
Summit .....	..	..	..	1	3	4	1	..	1
Teller .....	2	2	4	1	9	10	..	..	..
Washington ....	3	16	19	4	28	32	..	2	2
Weld .....	7	25	32	5	55	60	..	8	8
Yuma .....	6	7	13	15	38	53	2	16	18
Totals .....	141	499	640	168	1,066	1,234	47	308	355

PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1911.

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	185	173	\$ 3.25	\$ 5.33	27	2,721	2	28	20	50	72	\$85,804.00
Arapahoe	180	157	5.31	8.56	16	1,817	1	26	12	39	72	124,074.00
Archuleta	174	148	4.12	7.53	2	500	1	12	1	14	19	24,690.00
Baca	...	180	3.91	4.83	4	335	...	19	3	22	22	9,650.00
Bent	180	162	4.95	7.83	12	2,423	...	12	9	21	44	70,615.00
Boulder	179	163	4.31	6.53	59	12,053	2	42	37	81	195	514,277.00
Chaffee	179	158	9.21	14.67	15	4,810	7	16	12	35	70	126,650.00
Cheyenne	180	169	4.60	6.33	7	514	16	30	1	47	55	43,735.00
Clear Creek	178	127	5.44	7.21	9	2,342	1	7	9	17	46	106,650.00
Conejos	166	121	2.33	4.53	12	2,209	18	11	7	36	61	72,460.00
Costilla	170	131	4.57	6.14	6	554	9	12	4	25	45	42,920.00
Custer	180	106	3.92	5.64	8	1,172	5	12	4	21	28	13,320.00
Delta	178	161	2.52	3.85	17	4,546	2	28	12	42	99	152,793.00
Denver	190	...	4.00	5.59	63	84,000	...	1	64	65	724	5,026,329.49
Dolores	173	150	6.00	7.00	1	300	1	2	1	4	7	10,900.00

PER CAPITA EXPENSES

Douglas .....	190	141	5.61	9.21	17	1,206	...	29	7	36	44	41,600.00
Eagle .....	180	156	4.46	6.55	16	2,883	12	19	1	32	43	38,515.00
Elbert .....	167	118	3.61	5.21	...	...	1	77	4	82	87	48,656.00
El Paso .....	178	223	5.74	11.51	31	23,994	4	83	25	112	291	918,250.00
Fremont .....	180	149	5.89	8.26	27	4,268	3	38	23	64	142	302,412.00
Garfield .....	175	120	3.79	5.95	26	4,309	9	29	6	44	91	97,000.00
Gilpin .....	186	143	8.09	13.17	12	6,576	2	11	5	18	39	89,665.00
Grand .....	170	130	4.56	7.79	8	787	7	8	1	16	18	15,175.00
Gunnison .....	179	158	6.31	10.21	20	2,681	9	22	4	35	54	63,185.00
Hinsdale .....	165	150	9.73	17.86	1	500	2	2	2	6	10	14,582.00
Huerfano .....	177	126	2.61	4.85	11	200	17	22	7	46	75	78,300.00
Jackson .....	180	134	3.94	7.19	2	318	1	7	...	8	11	7,220.00
Jefferson .....	176	148	4.71	8.09	17	5,673	5	33	22	60	112	188,970.00
Kiowa .....	153	130	2.85	4.00	13	489	2	33	2	37	37	27,155.00
Kit Carson .....	180	130	4.50	7.50	16	903	51	39	3	49	104	47,137.00
Lake .....	184	164	8.20	14.26	8	7,762	3	14	3	20	48	137,485.00
La Plata .....	173	161	4.84	13.35	17	3,214	5	35	7	47	83	140,050.00
Larimer .....	176	151	3.08	5.67	38	7,997	2	41	28	71	175	387,963.00
Las Animas .....	180	133	2.61	4.20	34	3,001	40	29	21	90	174	295,105.00
Lincoln .....	164	134	3.83	5.75	6	1,078	5	51	1	57	68	42,945.00
Logan .....	181	143	5.61	9.06	33	2,500	2	61	8	71	99	75,222.00
Mesa .....	170	140	3.32	5.11	31	8,519	2	42	10	54	172	265,787.00
Mineral .....	180	142	10.29	11.63	4	1,129	1	1	2	4	10	7,600.00
Moffat .....	170	140	5.64	9.32	4	400	11	4	1	16	21	7,075.00

## PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1911.—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 of Sod, Adobe, or Log, Schools.	Number of Frame.	Number of Brick, or Stone.	Total.	Number School-rooms Owned and Rented.	Valuation (in Dollars).
Montezuma .....	170	131	2.95	5.33	7	1,730	3	22	5	30	50	58,735.00
Montrose .....	171	147	2.73	5.00	18	5,740	2	23	7	32	58	95,045.00
Morgan .....	180	157	3.65	7.18	12	2,306	...	31	8	39	83	140,300.00
Otero .....	170	146	3.38	6.12	26	9,767	2	24	25	51	181	430,888.00
Ouray .....	175	201	5.99	8.59	12	1,481	1	17	2	20	33	53,750.00
Park .....	180	156	6.84	7.48	...	...	...	20	1	21	25	11,300.00
Phillips .....	180	148	3.88	5.85	21	1,975	...	29	2	31	39	30,925.00
Pitkin .....	180	149	5.85	7.52	5	2,175	3	12	4	19	47	61,881.00
Prowers .....	170	137	3.56	5.37	24	3,292	7	38	7	52	90	147,775.00
Pueblo .....	190	148	4.93	8.26	41	8,664	5	31	43	89	285	958,149.00
Rio Blanco .....	180	141	3.53	5.91	3	750	9	5	3	17	24	28,075.00
Rio Grande .....	180	160	3.75	6.41	24	3,863	5	15	9	29	47	112,200.00
Routt .....	180	142	3.80	5.40	10	600	21	14	...	35	36	21,225.00
Saguache .....	180	146	4.13	7.87	11	2,716	9	20	3	32	48	43,070.00
San Juan .....	180	180	5.24	7.38	...	...	...	4	...	4	5	6,000.00

PER CAPITA EXPENSES

San Miguel .....	175	170	4.05	6.13	6	3,053	1	15	1	17	37	110,300.00
Sedgwick .....	180	139	2.77	4.29	7	2,316	...	28	2	30	34	38,550.00
Summit .....	176	103	9.17	14.18	6	1,096	5	3	2	10	17	37,113.00
Teller .....	171	148	7.32	10.15	12	10,811	3	27	4	34	123	296,230.00
Washington .....	180	131	2.75	4.30	2	148	6	50	1	57	69	20,650.00
Weld .....	175	169	3.08	4.69	79	13,349	2	62	57	121	303	532,266.00
Yuma .....	...	120	2.57	3.63	36	2,817	10	76	2	88	99	44,136.00
Totals .....	177	147	\$ 4.71	\$ 7.45	1,012	289,332	355	1,554	577	2,496	5,300	\$3,040,544.49

PER CAPITA EXPENSES LIBRARIES AND SCHOOLHOUSES, 1912

COUNTY	Average No. Days of School in Graded Schools.	Average No. Days of School in Rural Schools.	Average Cost per Month of Each Pupil by Enrollment.	Average Cost per Month of Each Pupil by Attendance.	No. Libraries.	No. Volumes in Libraries.	No. Sod, Adobe, or Log Schools.	No. Frame.	No. Brick or Stone.	Total.	No. School-rooms Owned and Rented.	Valuation (in Dollars).
Adams	183	166	\$ 3.80	\$ 5.87	27	3,115	2	33	20	55	78	\$ 105,110.00
Arapahoe	181	157	6.67	10.50	16	2,142	....	27	13	40	75	123,520.00
Archuleta	165	177	1.95	3.00	4	600	1	12	1	14	19	26,900.00
Baca	180	128	4.15	5.95	5	380	....	17	4	21	23	9,650.00
Bent	175	158	4.30	7.23	11	2,428	....	12	9	21	46	60,075.00
Boulder	180	164	4.89	7.45	60	13,189	2	42	37	81	196	534,510.00
Chaffee	180	162	8.46	19.38	15	4,331	7	15	14	36	71	127,500.00
Cheyenne	180	159	3.44	3.66	9	555	8	52	1	61	67	38,830.00
Clear Creek	178	102	5.51	9.56	8	2,051	2	7	9	18	42	134,450.00
Conejos	169	119	2.80	4.70	3	1,186	18	11	8	37	67	80,660.00
Costilla	170	135	3.63	5.37	1	100	10	13	5	28	48	49,150.00
Crowley	180	160	2.80	4.35	7	1,685	....	8	2	10	36	31,700.00
Custer	180	121	4.38	6.18	8	1,182	5	12	4	21	28	13,370.00
Delta	171	159	2.82	4.18	17	4,582	2	29	17	48	115	186,873.00
Denver	179	179	4.35	5.97	64	93,000	....	1	65	66	843	5,485,092.00

PER CAPITA EXPENSES

Dolores .....	180	70	5.18	6.88	2	440	1	2	1	4	7	10,600.00
Douglas .....	171	140	6.74	10.88	22	1,369	....	30	7	37	44	41,400.00
Eagle .....	180	177	4.85	7.42	14	3,098	12	19	2	33	44	45,965.00
Elbert .....	180	130	3.20	4.76	....	....	1	79	4	84	89	50,375.00
El Paso .....	181	217	7.41	10.66	58	19,026	4	87	24	115	279	1,006,817.00
Fremont .....	180	146	6.91	9.48	25	4,539	3	38	23	64	142	303,680.00
Garfield .....	174	145	3.79	5.55	25	4,166	9	30	6	45	94	116,900.00
Ghipin .....	182	137	8.41	12.61	12	5,819	2	11	5	18	40	89,690.00
Grand .....	200	131	4.00	6.74	8	1,204	4	9	1	14	18	21,350.00
Gunnison .....	181	171	6.37	10.19	20	3,578	7	23	5	35	64	78,252.00
Hinsdale .....	172	105	6.94	11.80	1	400	4	1	2	7	11	26,182.00
Huerfano .....	179	139	3.87	6.73	14	222	18	25	7	50	83	77,060.00
Jackson .....	134	147	3.84	4.33	2	333	1	7	....	8	8	7,450.00
Jefferson .....	176	148	4.48	6.92	23	5,343	5	34	22	61	113	189,545.00
Kiowa .....	165	130	2.10	3.32	13	621	....	33	2	35	54	30,500.00
Kit Carson .....	165	120	3.19	5.21	12	813	49	42	4	95	107	50,065.00
Lake .....	190	156	9.10	14.15	8	8,002	4	14	3	21	45	137,285.00
La Plata .....	188	130	4.46	7.61	18	3,718	3	33	8	44	62	143,403.00
Larimer .....	174	152	3.19	4.96	33	8,609	6	37	30	73	219	390,292.00
Las Animas .....	180	142	2.54	4.96	29	3,195	41	28	20	89	189	408,295.00
Lincoln .....	180	130	3.36	5.19	20	1,973	5	61	....	66	85	48,480.00
Logan .....	180	183	6.44	13.10	32	2,240	3	68	6	77	126	28,585.00
Mesa .....	172	144	3.80	5.71	33	10,988	1	43	15	59	180	330,375.00
Mineral .....	180	98	3.91	5.29	4	1,203	1	1	2	4	10	7,600.00

PER CAPITA EXPENSES LIBRARIES AND SCHOOLHOUSES, 1912—Concluded

STATISTICS

COUNTY	Average No. Graded Schools.	Average No. Days of School in Rural Schools.	Average Cost per Month of Each Pupil by Enrollment.	Average Cost per Month of Each Pupil by Attendance.	No. Libraries.	No. Volumes in Libraries.	No. Sod, Adobe, or Log Schools.	No. Frame.	No. Brick or Stone.	Total.	No. School-rooms Owned and Rented.	Valuation (in Dollars).
Moffat .....	174	112	5.11	7.37	4	400	8	10	2	20	25	13,300.00
Montezuma .....	149	135	3.71	6.14	6	1,914	3	23	5	31	50	64,885.00
Montrose .....	167	145	2.80	4.24	17	2,592	2	23	6	31	63	112,595.00
Morgan .....	178	156	3.04	5.61	21	3,629	1	42	9	52	102	157,892.00
Otero .....	169	160	3.53	5.82	17	7,291	3	16	23	42	140	441,450.00
Ouray .....	175	184	5.55	8.24	12	1,523	2	15	2	19	34	55,150.00
Park .....	180	156	6.84	7.48	17	700	.....	20	1	21	27	11,300.00
Phillips .....	179	160	4.62	7.63	24	1,635	.....	30	3	33	42	55,650.00
Pitkin .....	180	160	9.18	11.98	11	3,091	3	11	4	18	50	69,625.00
Prowers .....	177	147	3.44	4.26	24	9,521	3	39	11	53	89	160,750.00
Pueblo .....	190	155	6.02	9.31	42	8,501	5	39	44	88	206	990,385.00
Rio Blanco .....	180	150	3.96	5.54	6	1,017	9	5	3	17	25	27,700.00
Rio Grande .....	180	147	3.47	5.54	21	4,632	2	18	9	29	52	124,550.00
Routt .....	180	144	2.40	4.50	10	1,385	29	9	1	39	58	58,890.00
Saguache .....	151	142	5.38	7.77	13	2,762	11	26	5	42	60	40,951.00

PER CAPITA EXPENSES

San Juan .....	170	6.10	9.53	.....	.....	4	1	5	15	66,000.00
San Miguel .....	158	3.54	6.40	8	3,187	15	1	18	34	109,350.00
Sedgwick .....	138	2.75	4.28	7	3,815	28	2	30	43	38,550.00
Summit .....	129	6.52	10.48	2	1,878	.....	2	10	17	38,925.00
Teller .....	177	7.50	10.33	11	10,820	28	4	35	123	288,240.00
Washington .....	180	3.06	5.10	2	67	61	1	70	75	33,402.00
Weld .....	172	4.07	6.47	75	12,513	124	62	195	332	637,205.00
Yuma .....	173	2.98	5.06	26	2,010	73	2	85	93	37,685.00
Totals .....	175	\$4.64	\$7.20	1,059	306,238	1,705	611	2,678	5,622	\$14,281,916.00

## PHYSICAL EXAMINATION REPORT

1911-1912

COUNTIES.	Enrolled	No. of Pupils Examined.	Defective Eyesight.	Defective Hearing.	Defective Breathing.	Mental Defects.	Morally Defective.	Defects Other Than Enumerated.
Adams .....	2,088	1,806	262	68	72	11	3	90
Arapahoe .....	2,366	2,286	177	32	58	17	2	7
Archuleta .....	288	246	35	10	19	4	...	13
Baca .....	439	361	15	11	20	8	...	...
Bent .....	766	766	191	13	...	3	...	...
Boulder .....	5,174	4,974	876	249	343	53	18	98
Chaffee .....	1,444	1,320	118	15	36	2	...	7
Cheyenne .....	1,169	1,162	41	25	37	2	...	...
Clear Creek.....	684	617	190	38	58	6	2	34
Conejos .....	2,112	1,734	239	57	55	19	5	29
Costilla .....	...	37	2	...	5	...	...	...
Crowley .....	1,147	1,090	220	32	29	4	...	...
Custer .....	416	199	16	6	4	5	1	...
Delta .....	3,440	3,092	402	113	163	60	55	99
Denver .....	37,485	37,485	3,573	1,167	1,871	383	99	...
Dolores—No report.								
Douglas .....	588	527	103	33	26	11	...	10
Eagle .....	614	614	131	99	149	67	12	10
Elbert .....	1,340	1,024	444	79	340	3	...	...
El Paso.....	6,256	5,576	789	320	477	91	17	158
Fremont .....	3,962	3,423	690	98	150	35	13	7
Garfield .....	2,176	2,106	237	39	33	...	...	12
Gilpin .....	567	563	110	10	50	12	2	1
Grand .....	417	417	48	40	17	7	...	116
Gunnison .....	1,217	751	77	29	25	11	3	37
Hinsdale—No report.								
Huerfano .....	1,754	1,754	126	39	55	37	7	...
Jackson .....	167	159	82	9	9	2	...	...
Jefferson .....	2,376	1,625	284	61	47	12	24	32
Kiowa—No report.								
Kit Carson—No report.								
Lake .....	1,581	1,514	433	90	162	33	20	386

## PHYSICAL EXAMINATION REPORT—Concluded

1911-1912

COUNTIES.	Enrolled	No. of Pupils Examined.	Defective Eyesight.	Defective Hearing.	Defective Breathing.	Mental Defects.	Morally Defective.	Defects Other Than Enumerated.
La Plata.....	1,695	1,684	326	134	128	38	13	70
Larimer—No report.								
Las Animas.....	3,297	2,768	396	135	143	132	47	62
Lincoln .....	1,286	365	68	23	34	1	...	4
Logan .....	2,680	882	85	52	47	1	...	9
Mesa (reporting).....	3,143	2,781	363	187	120	10	14	104
Mineral .....	320	320	1	1	15	2	...	...
Moffat .....	308	300	14	1	5	...	2	...
Montezuma .....	1,072	1,072	418	54	54	6	5	29
Montrose .....	2,246	2,246	273	17	38	6	1	13
Morgan—No report.								
Otero .....	4,775	4,775	929	228	277	13	6	142
Ouray .....	645	524	90	23	46	7	3	23
Park .....	403	360	165	28	65	...	...	...
Phillips .....	662	644	82	21	40	3	2	16
Pitkin .....	173	173	50	13	38	7	2	...
Prowers .....	2,511	2,511	248	178	161	28	27	13
Pueblo .....	8,601	7,309	869	239	563	91	34	129
Rio Blanco.....	523	509	220	78	201	47	2	3
Rio Grande.....	1,714	1,465	335	45	110	28	...	13
Routt .....	922	851	94	32	48	2	...	24
Saguache .....	1,325	1,295	65	11	22	...	...	...
San Juan.....	311	285	69	7	8	6	7	37
San Miguel.....	702	644	110	15	26	17	12	51
Sedgwick .....	861	57	29	4	...	1	...	...
Summit .....	260	260	75	6	16	...	...	...
Teller .....	2,711	2,711	381	59	75	19	24	16
Washington .....	299	293	29	1	10	...	...	...
Weld (reporting).....	4,457	3,760	748	196	269	131	5	586
Yuma .....	1,013	803	93	29	21	12	5	31
Total .....	130,948	118,875	16,536	4,599	6,884	1,504	494	2,521

## RECEIVED DURING THE YEAR ENDING JUNE 30, 1911.

COUNTIES.	Amount on Hand July 1, 1910. Held by County and District Treasurers.	From General Fund by Apportionment.	From Special Tax.	From All Other Sources.	Total Receipts.
Adams .....	13,210.27	15,600.00	43,818.44	6,808.73	79,437.44
Arapahoe .....	17,707.18	13,416.00	50,355.31	23,283.69	104,772.18
Archuleta .....	9,843.42	7,432.45	3,791.09	2,364.87	23,431.83
Baca .....	4,662.37	3,156.42	4,442.35	4.96	12,266.10
Bent .....	18,138.40	9,793.55	24,026.67	95.60	52,054.22
Boulder .....	40,263.39	41,950.76	175,542.04	33,195.72	290,951.91
Chaffee .....	30,726.51	10,111.11	45,701.28	15,510.87	102,049.77
Cheyenne .....	3,686.15	14,106.80	22,438.03	4,867.64	45,098.62
Clear Creek .....	5,969.93	7,202.72	30,079.33	2,834.97	46,086.95
Conejos .....	27,475.57	12,402.05	37,584.14	7,663.40	85,125.16
Costilla .....	22,700.70	7,102.27	18,782.98	2,920.90	51,506.80
Custer .....	3,878.47	2,385.97	6,309.10	330.67	12,904.21
Delta .....	41,609.59	15,771.40	65,187.99	9,607.43	132,176.41
Denver .....	*35,752.43	258,301.00	1,170,070.49	88,145.37	1,512,465.65
Dolores .....	2,211.58	1,231.20	3,408.66	1,049.13	7,960.57
Douglas .....	12,282.76	11,244.00	11,130.09	1,543.25	36,200.10
Eagle .....	12,327.87	4,725.00	15,467.48	1,572.86	34,093.21
Elbert .....	9,624.03	15,397.70	19,040.58	4,184.56	48,256.87
El Paso .....	23,239.18	126,487.84	218,827.43	50,095.54	418,649.99
Fremont .....	25,496.26	21,328.69	105,109.53	19,488.10	171,862.58

Garfield .....	14,469.72	43,809.17	13,114.05	88,157.83
Gilpin .....	5,521.23	25,793.25	7,926.83	53,136.83
Grand .....	4,298.04	4,608.30	1,301.06	15,945.52
Gunnison .....	12,314.59	36,784.50	2,163.20	60,966.21
Hinsdale .....	1,982.86	5,484.95	191.00	8,884.42
Huerfano .....	22,097.00	41,113.97	2,555.40	82,507.63
Jackson .....	5,332.99	3,974.46	1,312.14	13,382.50
Jefferson .....	23,524.18	50,897.22	349.22	107,098.12
Kiowa .....	4,487.45	14,891.07	2,811.03	27,003.74
Kit Carson .....	12,641.60	22,609.82	165.29	50,330.84
Lake .....	50,685.09	35,539.94	17.35	115,227.12
La Plata .....	19,603.07	42,603.52	8,583.27	91,996.61
Larimer .....	24,458.53	109,514.71	15,194.51	195,679.75
Las Animas .....	45,190.42	114,851.68	20,626.36	223,621.79
Lincoln .....	6,067.24	26,560.97	628.52	41,730.83
Logan .....	39,033.80	67,302.56	68,476.71	195,179.71
Mesa .....	46,038.22	157,376.03	7,859.41	243,389.68
Mineral .....	8,222.80	7,026.38	629.63	19,948.15
Moffat .....	3,492.04	7,856.22	28.45	14,407.97
Montezuma .....	5,797.56	23,116.56	983.31	41,892.66
Montrose .....	17,529.06	46,061.75	1,897.87	75,977.85
Morgan .....	10,281.15	59,354.86	9,306.41	105,149.13
Otero .....	29,777.38	139,567.34	37,997.57	231,466.69
Ouray .....	9,029.38	20,938.41	990.46	38,467.21

## RECEIVED DURING THE YEAR ENDING JUNE 30, 1911.—Concluded.

COUNTIES.	Amount on Hand				From Special Tax.	From All Other Sources.	Total Receipts.
	July 1, 1910, Held by County and District Treasurers.	From General Fund by Apportionment.	Special Tax.	Other Sources.			
Park .....	10,110.98	7,577.92	11,033.71	.....	.....	28,722.61	
Phillips .....	10,788.70	7,058.40	19,718.85	569.87	569.87	38,135.82	
Pitkin .....	5,821.08	12,992.45	27,546.59	3,501.95	3,501.95	49,862.07	
Prowers .....	31,683.67	22,496.51	43,284.57	11,851.67	11,851.67	109,316.42	
Pueblo .....	38,552.71	72,771.94	233,418.21	80,725.40	80,725.40	425,468.26	
Rio Blanco .....	2,449.78	5,109.28	8,242.03	302.68	302.68	16,103.77	
Rio Grande .....	6,274.94	10,014.15	31,970.65	15,152.33	15,152.33	63,412.07	
Routt .....	13,911.26	8,697.36	18,588.91	17,497.14	17,497.14	58,694.67	
Saguache .....	11,177.52	7,144.77	17,666.45	8,033.82	8,033.82	44,022.56	
San Juan .....	7,889.75	596.19	10,140.56	5,788.65	5,788.65	24,415.14	
San Miguel .....	15,934.11	11,871.41	24,339.83	3,288.26	3,288.26	55,433.61	
Sedgwick .....	8,401.55	4,678.65	17,111.05	10,003.42	10,003.42	40,194.67	
Summit .....	4,648.45	4,083.99	11,797.11	5,867.62	5,867.62	26,397.17	
Teller .....	20,704.58	24,222.55	120,028.86	16,845.91	16,845.91	181,801.90	
Washington .....	11,047.89	6,988.75	20,711.33	1,757.80	1,757.80	40,505.77	
Weld .....	71,217.38	59,259.55	181,676.44	62,523.48	62,523.48	374,676.85	
Yuma .....	20,867.96	12,630.00	28,436.08	2,145.49	2,145.49	64,079.53	
Total .....	\$1,085,283.23	\$1,272,572.13	\$4,004,527.73	\$ 727,552.80	\$ 727,552.80	\$7,089,935.89	

\*Deficit, \$39,813.64.

## DISBURSEMENTS, 1911.

COUNTIES.	DISBURSEMENTS				
	For Fuel, Rent and All Current Expenses.	For Sites, Buildings, Improvements.	For Library Purposes.	Redemption of Bonds.	For Interest on Bonds.
	\$	\$	\$	\$	\$
Adams .....	39,347.10	12,710.46	83.53	2,000.00	947.00
Arapahoe .....	43,308.80	21,454.36	100.00	4,402.48	2,984.96
Archuleta .....	9,222.50	.....	150.00	.....	997.02
Baca .....	4,592.33	217.47	10.75	.....	170.76
Bent .....	17,528.00	5,474.13	300.04	896.25	656.40
Boulder .....	147,758.20	29,991.73	93.45	2,900.00	8,929.04
Chaffee .....	38,649.56	19,513.38	361.98	4,200.56	3,203.83
Cheyenne .....	22,013.86	9,484.56	289.70	.....	243.00
Clear Creek .....	27,746.98	580.73	100.00	1,000.00	945.76
Conejos .....	31,714.81	8,105.28	650.84	1,412.57	1,037.72
Costilla .....	17,341.68	17,486.74	.....	.....	1,533.30
Custer .....	5,813.35	1,181.75	34.06	9.44	413.12
Delta .....	56,912.22	39,601.37	173.00	2,790.33	2,753.27
Denver .....	958,719.83	359,910.58	.....	.....	.....
Dolores .....	3,585.00	.....	.....	.....	627.00
Douglas .....	16,991.00	1,167.56	.....	1,000.00	232.78
Eagle .....	17,408.43	1,371.08	.....	.....	226.30
Elbert .....	25,860.50	7,988.12	.....	.....	.....
El Paso .....	234,977.34	51,490.22	26.52	32,250.00	26,884.00
Fremont .....	89,550.07	8,680.62	.....	6,725.73	5,636.19

## DISBURSEMENTS, 1911.—Continued.

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.
Garfield .....	36,103.16	14,983.88	13,383.49	73.53	1,994.32	1,190.00
Gulpin .....	24,540.80	9,378.31	1,711.32	.03	2,100.00	2,237.55
Grand .....	4,759.18	3,916.92	.....	.....	500.00	340.17
Gunnison .....	28,174.00	10,852.74	2,171.78	32.00	595.00	50.10
Hinsdale .....	5,300.00	1,191.47	182.00	.....	500.00	135.00
Huerfano .....	38,132.54	10,856.63	8,522.17	.....	3,000.00	1,201.00
Jackson .....	3,829.50	1,231.42	300.65	.....	1,000.00	318.26
Jefferson .....	59,922.10	16,442.97	3,285.12	26.61	1,832.35	1,991.18
Kiowa .....	12,298.80	4,652.27	2,176.34	.....	.....	470.00
Kit Carson .....	24,688.59	8,954.34	3,701.45	509.34	.....	67.77
Lake .....	43,916.84	18,485.70	1,746.27	17.50	.....	.....
La Plata .....	48,278.77	12,224.33	6,422.39	70.90	2,705.50	2,917.96
Larimer .....	112,770.45	34,746.84	6,663.14	638.02	5,012.38	7,446.99
Las Animas .....	101,068.68	28,236.96	12,547.26	.....	17,100.19	17,058.96
Lincoln .....	21,404.00	4,523.63	4,549.52	224.88	120.41	93.84
Logan .....	40,945.11	25,820.59	75,057.29	21.27	.....	5,469.34
Mesa .....	112,316.91	43,695.35	31,283.26	24.10	7,080.00	9,573.81
Mineral .....	6,070.75	1,422.81	.....	.....	.....	1,612.87
Moffat .....	7,905.16	999.80	507.21	303.92	.....	80.00
Montezuma .....	21,501.93	6,011.47	6,336.38	.....	.....	1,540.64

## DISBURSEMENTS

239

Montrose .....	32,087.66	9,272.42	18,091.11	50.00	1,500.00	1,672.20
Morgan .....	51,746.93	30,331.65	4,797.58	819.52	.....	3,941.03
Otero .....	117,316.18	31,021.48	26,805.17	254.82	13,400.00	8,316.63
Ouray .....	16,619.07	5,079.39	1,001.29	4.00	500.00	234.10
Park .....	13,112.53	3,039.94	.....	.....	.....	.....
Phillips .....	15,344.65	2,549.72	5,651.00	.....	1,000.00	105.00
Pitkin .....	30,427.06	7,087.24	2,418.97	.....	1,000.00	760.21
Prowers .....	38,288.47	22,062.13	14,176.38	47.00	555.13	3,225.54
Pueblo .....	185,446.98	64,671.16	16,815.49	25.74	30,100.00	13,203.81
Rio Blanco .....	11,656.17	1,497.77	1,457.18	.....	.....	332.93
Rio Grande .....	28,717.50	8,638.71	4,340.31	208.81	1,500.00	1,175.14
Routt .....	22,268.49	3,952.40	16,460.29	.....	.....	927.00
Saguache .....	21,021.67	5,353.98	6,660.55	25.45	2,274.15	524.19
San Juan .....	11,731.00	5,052.90	1,571.84	.....	.....	500.00
San Miguel .....	28,321.00	10,914.48	884.59	.....	.....	1,436.95
Sedgwick .....	12,894.55	5,607.71	7,495.79	95.00	.....	4,537.00
Summit .....	8,766.45	6,688.68	5,364.89	38.72	.....	1,493.39
Teller .....	96,551.50	44,267.05	6,909.23	166.68	3,906.65	.....
Washington .....	17,278.97	7,170.26	2,376.11	3.50	112.00	327.60
Weld .....	167,874.37	41,512.62	76,653.77	904.46	14,445.21	13,132.41
Yuma .....	23,234.56	7,193.63	8,511.26	207.28	338.42	391.05
Total .....	\$3,519,675.59	\$1,080,984.74	\$1,005,389.48	\$ 7,166.95	\$ 173,759.67	\$ 168,476.07

DISBURSEMENTS, 1911.—Continued.

COUNTIES.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurer's Collection Fees.	Total Paid.	Balance in Hands of County and District Treasurer to the Credit of District June 30, 1911.	Amount of District Warrants Registered and Unpaid June 30, 1911.	Warrants Not Registered and Other Forms of Indebtedness.
Adams	600.00	\$ 457.98	\$ 554.51	\$ 65,883.02	\$ 13,554.42	\$ 7,881.26	\$ 279.85
Arapahoe	4,889.94	687.84	802.29	91,826.87	12,945.31	12,702.97	.....
Archuleta	.....	15.00	.....	15,161.93	8,289.90	1,317.76	.....
Baca	.....	3.32	.....	7,074.24	5,191.86	.....	.....
Bent	197.77	117.58	5.03	34,964.01	17,090.21	1,791.64	121.80
Boulder	1,960.82	5,196.26	3,560.39	243,187.46	47,764.45	107,342.96	904.95
Chaffee	.....	403.17	.....	78,548.70	23,501.07	3,195.70	.....
Cheyenne	.....	332.30	.....	38,788.54	6,310.08	4,803.65	340.60
Clear Creek	190.28	93.23	220.50	39,151.83	6,935.12	.....	125.00
Conejos	4,679.29	1,661.09	505.17	61,319.14	23,806.02	22,889.37	160.45
Costilla	.....	173.15	217.44	39,934.83	11,571.97	2,612.36	536.72
Custer	20.36	164.49	66.12	8,472.94	4,431.27	4,431.27	5,306.54
Delta	168.00	1,551.54	612.59	120,180.23	11,996.18	29,393.94	2,160.91
Denver	.....	.....	14,223.82	1,604,556.22	*38,060.37	.....	.....
Dolores	.....	44.64	39.09	5,874.86	2,085.71	416.95	310.00

## DISBURSEMENTS

241

Douglas .....	26.77	133.86	24,284.93	11,915.17	507.15	467.86
Eagle .....	2,300.00	157.96	25,831.16	8,262.05	2,204.49	.....
Elbert .....	50.12	.....	39,266.43	8,990.44	2,441.53	.....
El Paso .....	3,664.44	2,732.66	404,553.92	14,096.07	42,738.84	.....
Fremont .....	75.57	3,751.45	139,054.32	32,808.26	74,504.16	84.25
Garfield .....	1,057.98	611.78	69,744.11	18,413.72	17,068.63	61.50
Gilpin .....	.....	62.61	40,301.05	12,829.78	151.39	6.35
Grand .....	.....	49.18	9,565.45	6,380.07	620.01	.....
Gunnison .....	2,455.20	208.97	44,918.23	16,047.98	4,642.68	10.00
Hinsdale .....	.....	47.28	7,410.68	1,473.74	1,650.08	.....
Huerfano .....	.....	949.86	63,851.56	18,656.08	21,170.94	.....
Jackson .....	.....	108.36	6,783.19	6,594.31	.....	.....
Jefferson .....	38.46	970.38	85,019.93	22,078.19	18,204.35	477.40
Kiowa .....	44.55	268.49	.....	19,910.95	8,806.40	.....
Kit Carson .....	.....	269.42	107.46	38,298.37	12,032.47	41.23
Lake .....	.....	.....	380.49	50,680.32	.....	.....
La Plata .....	2,208.88	388.73	64,546.80	14,624.67	14,081.02	430.95
Larimer .....	1,357.82	1,287.58	77,371.94	25,355.10	17,877.42	8,834.89
Las Animas .....	1,763.51	1,462.58	170,324.65	42,202.49	25,429.79	328.85
Lincoln .....	758.53	185.07	181,419.30	9,870.95	12,622.04	.....
Logan .....	.....	519.65	31,859.88	46,240.55	5,731.85	411.59
Mesa .....	8,505.70	602.90	148,939.16	27,869.11	14,582.33	445.98
Mineral .....	988.38	.....	215,520.57	9,830.27	17,000.00	1,231.10
Moffat .....	.....	81.75	10,117.88	4,530.13	1,799.62	709.23

DISBURSEMENTS, 1911.—Concluded.

COUNTIES.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurer's Collection Fees.	Total Paid.	Balance in Hands of County and District Treasurer to the Credit of District June 30, 1911.	Amount of District Warrants Registered and Unpaid June 30, 1911.	Warrants Not Registered and Other Forms of Indebtedness.
Montezuma .....	.....	677.36	313.94	36,381.72	5,510.94	6,164.28	9,267.38
Montrose .....	.....	115.25	1,900.30	64,688.94	11,288.91	3,392.90	.....
Morgan .....	2.22	2,263.52	685.75	94,588.20	10,560.93	43,460.03	133.85
Otero .....	2,564.44	1,197.78	3,213.43	204,094.93	27,371.75	39,837.28	1,236.62
Ouray .....	3,209.78	46.97	218.76	26,913.36	11,543.85	1,213.77	230.28
Park .....	.....	.....	.....	16,152.47	12,570.14	558.15	.....
Phillips .....	.....	74.85	647.15	25,372.37	12,763.45	3,047.89	291.40
Pitkin .....	.....	194.72	305.46	42,738.66	7,068.41	940.52	399.26
Prowers .....	1,502.87	916.98	197.63	80,972.13	28,344.29	9,425.22	227.75
Pueblo .....	33,458.37	4,322.97	3,702.24	351,746.76	73,721.50	175,391.04	425.80
Rio Blanco .....	.....	115.53	79.27	15,138.85	964.92	2,875.99	196.06
Rio Grande .....	829.34	751.15	801.00	47,016.96	16,395.11	11,860.78	.....
Routt .....	90.43	422.86	28.43	44,149.90	14,544.77	11,539.83	.....
Saguache .....	342.46	37.01	155.52	36,394.98	7,627.58	456.30	113.15
San Juan .....	4,049.00	.....	.....	22,904.74	1,510.40	.....	.....

San Miguel .....	44.10	.....	41,601.12	13,832.49	.....	83.96
Sedgwick .....	587.18	.....	31,237.23	8,957.44	4,234.67	.....
Summit .....	372.05	121.60	22,845.73	3,551.39	6,607.10	97.50
Teller .....	2,235.09	7,608.28	167,644.48	14,157.42	43,636.12	.....
Washington .....	104.40	399.54	28,337.37	12,168.40	65.49	172.66
Weld .....	3,028.83	2,622.13	326,496.91	48,179.94	70,265.21	5,228.22
Yuma .....	13.43	993.83	46,883.46	17,196.07	1,474.76	488.90
Total .....	\$ 42,508.13	\$ 63,221.14	\$6,153,064.43	\$1,022,218.76	\$ 946,530.44	\$ 42,380.79

\*Deficit, \$130,160.94.

## RECEIVED DURING THE YEAR ENDING JUNE 30, 1912

COUNTY.	From				Total Receipts.
	Amount on Hand July 1, 1911.	General Fund by Apportionment.	From Special Tax.	From All Other Resources.	
Adams .....	\$ 13,325.11	\$ 16,398.00	\$ 48,242.48	\$ 3,428.23	\$ 81,393.82
Arapahoe .....	12,945.33	15,043.60	57,386.41	535.19	85,910.53
Archuleta .....	7,766.14	7,814.63	4,965.47	5,667.75	26,213.99
Baca .....	5,176.74	3,622.69	4,277.56	.....	13,076.99
Bent .....	17,488.70	10,972.78	22,736.62	3,024.81	54,222.91
Boulder .....	47,843.95	41,900.07	194,362.22	8,708.64	292,814.88
Chaffee .....	23,501.07	10,586.01	46,818.01	5,305.72	86,210.81
Cheyenne .....	6,435.24	15,300.51	30,255.39	3,363.19	55,354.33
Clear Creek .....	6,935.12	6,690.01	28,989.21	1,140.68	43,755.02
Conejos .....	25,890.80	12,719.88	38,094.55	8,187.55	84,892.78
Costilla .....	11,533.37	6,549.67	20,594.90	9,786.96	48,264.90
Crowley .....	3,554.86	5,265.77	24,425.07	1,738.94	34,984.64
Custer .....	4,439.66	2,211.60	5,961.19	377.06	12,989.51
Delta .....	8,149.68	16,640.62	77,449.54	36,123.91	138,363.75
Denver .....	*	255,721.99	1,210,234.82	101,100.86	1,567,057.67
Dolores .....	1,975.29	1,880.63	4,096.27	1,719.79	9,671.38
Douglas .....	11,943.07	11,699.65	11,845.43	628.91	36,116.46
Eagle .....	9,226.57	5,306.32	20,783.15	4,655.45	39,971.49
Elbert .....	8,919.23	15,017.31	21,840.87	1,303.39	47,080.80
El Paso .....	65,369.90	128,948.56	253,953.58	48,453.23	496,725.27
Fremont .....	33,321.57	22,667.81	125,477.75	10,869.37	192,336.50

Garfield .....	17,580.91	13,339.74	44,637.04	4,312.99	79,870.68
Gilpin .....	12,744.86	5,253.86	24,290.94	6,066.05	48,355.71
Grand .....	6,073.76	5,268.97	6,018.57	.....	17,361.30
Gunnison .....	14,567.92	9,924.54	37,394.37	3,786.42	65,673.25
Hinsdale .....	1,575.49	1,303.32	4,951.12	1,032.86	8,862.79
Huerfano .....	18,656.08	25,278.57	43,026.90	13,818.65	100,780.20
Jackson .....	6,545.21	2,314.66	3,979.73	661.31	13,500.91
Jefferson .....	22,185.91	36,726.50	51,902.49	5,572.42	116,387.32
Kiowa .....	6,786.20	5,803.30	18,435.71	1,531.41	32,606.62
Kit Carson .....	11,496.67	16,853.43	27,219.20	490.11	56,059.41
Lake .....	50,680.32	30,306.53	34,373.26	.....	115,360.11
La Plata .....	14,624.67	18,353.75	51,613.55	16,723.42	101,315.39
Larimer .....	25,348.50	46,975.50	117,678.36	19,588.68	209,591.04
Las Animas .....	43,124.64	43,434.78	106,008.59	45,423.70	237,991.71
Lincoln .....	9,970.95	11,234.47	30,775.43	967.50	52,948.35
Logan .....	55,523.04	16,577.49	79,443.38	36,627.43	188,171.34
Mesa .....	36,738.53	37,108.31	162,828.70	1,174.22	237,849.76
Mineral .....	9,648.22	4,469.34	4,167.36	10,304.32	28,589.24
Moffat .....	6,282.92	3,937.56	9,637.74	580.50	20,438.72
Montezuma .....	5,510.94	12,144.63	23,919.22	7,440.19	49,014.98
Montrose .....	11,282.86	12,466.24	50,940.08	6,925.47	81,614.65
Morgan .....	11,402.22	27,175.48	58,855.51	4,591.94	102,025.15
Otero .....	29,777.38	24,124.40	139,567.34	37,997.57	231,466.69
Ouray .....	11,543.85	8,014.37	21,920.26	788.22	42,266.70

## RECEIVED DURING THE YEAR ENDING JUNE 30, 1912—Concluded

COUNTY.	Amount on Hand July 1, 1911.	From			Total Receipts.
		General Fund by Apportionment.	From Special Tax.	From All Other Resources.	
Park .....	12,570.14	7,277.60	9,294.72	.....	29,142.46
Phillips .....	12,755.94	9,067.86	23,016.29	417.51	45,247.60
Pitkin .....	8,216.66	8,658.31	18,971.78	2,127.02	37,973.77
Prowers .....	53,857.17	22,850.87	49,591.83	9,150.69	135,450.56
Pueblo .....	80,885.95	77,578.22	257,326.69	264,708.27	680,499.13
Rio Blanco .....	965.13	5,497.89	9,306.45	1,040.18	16,809.65
Rio Grande .....	16,548.44	10,105.00	31,317.87	4,011.62	61,982.93
Routt .....	24,417.38	15,428.89	28,786.67	19,147.48	87,780.42
Saguache .....	7,627.22	8,427.08	20,371.67	4,190.83	40,616.80
San Juan .....	1,510.40	4,645.41	12,522.17	9,368.28	28,046.26
San Miguel .....	13,832.55	12,833.74	30,109.93	3,670.12	60,446.34
Sedgwick .....	10,509.90	3,863.15	16,222.97	1,882.32	32,478.34
Summit .....	3,557.01	3,797.64	13,547.28	1,190.47	22,092.40
Teller .....	14,257.42	22,434.27	100,002.10	13,642.56	150,336.35
Washington .....	12,312.19	6,281.86	23,048.18	2,528.46	44,170.69
Weld .....	52,289.70	53,296.79	264,518.00	103,829.45	473,933.94
Yuma .....	13,103.22	11,523.00	30,658.75	520.56	60,805.53
<b>Totals</b> .....	<b>\$1,109,629.87</b>	<b>\$1,314,904.23</b>	<b>\$4,344,788.69</b>	<b>\$ 924,000.83</b>	<b>\$7,601,623.05</b>

Minus deficit.

\*Deficit, \$92,100.57.

# DISBURSEMENTS, 1912

## DISBURSEMENTS

COUNTY.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurers' Collection Fees.	Total Paid.	Balance in Hands of County and District Treasurer to the Credit of District, June 30, 1912.	Amount of District Warrants Registered and Unpaid June 30, 1912.	Warrants Not Registered and Other Forms of Indebtedness.
Adams	.....	\$ 519.47	\$ 677.11	\$ 65,919.47	\$ 15,474.35	\$ 8,064.04	\$ 190.40
Arapahoe	.....	789.26	684.71	74,236.11	11,674.42	20,202.98	.....
Archuleta	.....	.....	.....	20,661.18	5,552.81	.....	.....
Baca	.....	13.16	.....	8,425.79	4,651.20	405.48	170.00
Bent	.....	125.97	448.76	40,615.30	13,607.61	3,938.28	351.50
Boulder	.....	1,379.53	2,314.51	264,057.28	28,757.60	104,059.37	4.30
Chaffee	.....	47.27	246.33	69,584.14	16,626.67	2,718.97	.....
Cheyenne	.....	1,234.36	410.04	47,693.86	7,660.47	9,805.57	.....
Clear Creek	.....	259.29	305.56	38,323.39	5,431.63	35.00	353.24
Conejos	.....	9,008.51	883.65	64,842.65	20,050.13	23,923.50	.....
Costilla	.....	114.59	347.56	26,888.80	21,376.10	4,449.53	752.06
Crowley	.....	136.79	124.23	27,847.64	7,137.00	5,229.80	.....
Custer	.....	166.77	61.80	9,094.00	3,895.51	5,475.25	38.00
Delta	.....	1,284.56	1,060.26	130,377.01	7,986.74	35,398.48	2,323.63
Denver	.....	.....	14,604.75	*1,817,045.33	.....	.....	.....

DISBURSEMENTS, 1912—Continued

COUNTY.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurer's Collection Fees.	Total Paid.	Balance in Hands of County and District Treasurer to the Credit of District, June 30, 1912.	Amount of District Warrants Registered and Unpaid June 30, 1912.	Warrants Not Registered and Other Forms of Indebtedness.
Dolores .....	.....	15.31	.....	5,750.28	3,921.10	.....	.....
Douglas .....	.....	3.00	147.68	25,782.24	10,334.22	3,424.52	.....
Eagle .....	589.09	155.36	237.30	30,106.63	9,864.86	1,163.38	.....
Elbert .....	977.61	.....	.....	36,673.24	10,407.56	3,781.02	1,748.30
El Paso .....	393.76	2,621.47	3,206.29	461,332.38	35,342.89	67,869.63	.....
Fremont .....	981.06	3,821.58	1,810.37	150,981.15	41,355.35	59,474.07	90.00
Garfield .....	1,107.20	799.32	365.72	61,445.03	18,425.65	17,854.58	598.42
Gilpin .....	315.68	15.57	243.26	37,816.99	10,538.72	922.20	108.70
Grand .....	.....	105.40	63.72	11,951.01	5,410.29	.....	.....
Gunnison .....	564.00	190.57	399.74	50,041.34	15,631.91	5,583.01	822.85
Hinsdale .....	.....	204.34	60.72	6,527.10	2,395.69	2,280.50	.....
Huerfano .....	2,551.52	1,367.29	678.14	78,966.63	21,813.57	30,884.82	.....
Jackson .....	.....	.....	69.98	9,620.15	3,880.76	.....	.....
Jefferson .....	.....	1,344.66	566.34	87,600.78	28,786.54	17,671.74	1,157.40
Kiowa .....	21.60	598.02	.....	26,995.68	5,610.94	5,610.94	11,108.29

## DISBURSEMENTS

249

Kit Carson .....	470.49	301.79	41,479.79	14,579.62	12,592.33	82.85
Lake .....	.....	354.13	65,123.78	50,236.33	300.00	.....
La Plata .....	832.09	344.23	87,396.39	13,919.00	8,110.78	1,419.29
Larimer .....	602.87	2,238.08	182,344.72	27,246.32	16,464.44	9,376.50
Las Animas .....	1,967.08	1,653.87	207,540.57	30,451.14	42,465.98	4,404.23
Lincoln .....	474.87	.....	44,238.20	8,710.15	13,179.47	.....
Logan .....	4.02	1,645.55	151,893.48	36,277.86	25,584.39	787.85
Mesa .....	639.22	2,682.95	209,661.62	28,188.14	31,918.09	1,200.00
Mineral .....	5,000.00	74.47	24,536.26	4,052.98	1,064.10	4,408.72
Moffat .....	67.50	63.85	15,498.65	4,940.07	1,109.09	158.30
Montezuma .....	340.46	432.54	43,529.37	5,485.61	3,832.55	10,601.05
Montrose .....	2,200.50	720.93	67,543.38	14,071.27	3,690.90	102.80
Morgan .....	50.25	675.37	91,323.31	10,701.84	62,111.79	3,129.25
Otero .....	2,564.44	3,218.43	204,094.93	27,371.76	21,796.89	309.29
Ouray .....	283.65	225.51	27,623.90	14,642.80	1,311.68	100.60
Park .....	.....	.....	16,345.05	12,797.41	323.50	.....
Phillips .....	.....	349.72	36,314.91	8,932.69	9,974.88	316.64
Pitkin .....	433.11	249.43	32,501.93	5,471.84	5,471.84	101.92
Prowers .....	60.01	3,222.41	110,527.26	24,923.30	22,198.75	.....
Pueblo .....	22,948.65	5,713.15	573,634.70	106,864.43	116,915.27	278.20
Rio Blanco .....	327.47	103.63	15,113.11	1,696.54	2,659.62	4,027.69
Rio Grande .....	.....	467.15	56,662.97	5,319.96	20,831.62	.....
Routt .....	131.75	44.04	69,274.29	18,506.13	13,863.95	540.80
Saguache .....	679.89	196.59	33,255.59	7,361.21	1,892.07	153.62

DISBURSEMENTS, 1912—Continued

COUNTY.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurer's Collection Fees.	Total Paid.	Balance in Hands of County and District Treasurer to the Credit of District, June 30, 1912.	Amount of District Warrants Registered and Unpaid June 30, 1912.	Warrants Not Registered and Other Forms of Indebtedness.
San Juan .....	.....	.....	.....	26,075.39	1,970.83	.....	.....
San Miguel .....	113.58	27.86	72.46	49,266.11	11,180.23	.....	.....
Sedgwick .....	.....	229.65	.....	22,192.50	10,285.84	4,323.08	.....
Summit .....	.....	385.17	147.24	18,299.60	3,792.80	6,712.90	.....
Teller .....	.....	2,284.49	7,642.37	138,005.32	12,331.03	2,482.23	.....
Washington .....	392.67	126.83	431.13	32,546.57	11,624.12	2,088.78	.....
Weid .....	3,292.41	4,138.93	10,576.94	403,037.17	70,896.77	56,519.77	4,583.40
Yuma .....	.....	68.99	801.87	45,474.59	15,330.94	2,873.14	71.48
<b>Total .....</b>	<b>\$ 72,843.58</b>	<b>\$ 51,169.23</b>	<b>\$ 74,608.36</b>	<b>\$6,980,007.99</b>	<b>\$ 671,615.06</b>	<b>\$ 954,990.54</b>	<b>\$ 65,971.57</b>

Minus deficit.

\*\$342,088.23, net deficit.

# DISBURSEMENTS, 1912—Continued

## DISBURSEMENTS

COUNTY.	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 .....	38,988.54	11,686.90	11,119.02	106.43	1,500.00	1,322.00
Arapahoe .....	44,998.44	16,533.86	4,249.20	826.43	2,000.00	2,355.50
Archuleta .....	11,143.00	2,713.26	1,003.06	453.47	4,500.00	848.39
Baca .....	6,290.75	1,662.01	232.02	10.80	48.63	168.42
Bent .....	21,674.00	8,480.69	6,965.05	150.00	780.00	1,947.31
Boulder .....	146,302.23	48,063.83	28,279.47	78.71	21,050.00	10,719.72
Chaffee .....	40,030.44	11,677.28	9,459.10	263.92	4,900.00	2,672.72
Cheyenne .....	24,287.08	11,737.23	8,017.66	113.76	751.54	263.73
Clear Creek .....	25,709.40	9,336.73	1,690.69	22.00	525.87	417.02
Conejos .....	34,250.20	12,624.93	1,341.32	2,033.80	1,702.50	1,644.60
Costilla .....	17,133.54	15,778.38	2,004.17	127.46	.....	1,383.10
Crowley .....	19,821.50	4,054.46	2,464.93	9.50	419.31	816.92
Custer .....	7,023.40	957.94	602.71	50.75	218.63	.....
Delta .....	61,667.05	18,798.00	40,291.07	11.85	234.09	6,807.43
Denver .....	1,033,349.16	299,423.45	469,667.97	.....	.....	.....
Dolores .....	2,100.00	1,522.67	460.55	.....	1,000.00	651.75
Douglas .....	17,243.75	4,669.55	2,157.33	4.62	1,400.00	156.31
Eagle .....	18,705.50	6,260.94	3,475.06	392.41	.....	290.97
Elbert .....	28,502.36	6,184.19	1,009.08	.....	.....	.....
El Paso .....	262,617.26	36,357.02	107,448.74	390.89	24,000.00	24,346.95

## DISBURSEMENTS, 1912—Concluded

COUNTY.	For Teachers' Salaries.	For Fuel, Rent and All Current Expenses.	For Sites, Buildings, Improvements.	For Library Purposes.	Redemption of Bonds.	For Interest on Bonds.
Fremont	94,507.73	27,286.78	8,505.66	5.00	9,276.91	4,786.06
Garfield	39,572.40	9,991.14	4,839.49	135.37	3,560.11	1,084.28
Gilpin	19,682.50	12,753.18	153.90	18.00	3,200.00	1,464.90
Grand	7,836.00	2,245.89	1,700.00	.....	.....	105.40
Gunnison	27,755.50	11,482.23	8,645.17	51.25	950.00	2.88
Hinsdale	4,595.00	456.09	81.62	.....	1,000.00	129.33
Huerfano	50,930.30	10,047.81	11,261.29	100.00	1,171.00	1,259.28
Jackson	4,949.75	1,478.74	2,356.32	.....	500.00	265.36
Jefferson	60,690.25	16,756.70	3,564.44	53.83	3,000.00	1,624.56
Kiowa	16,988.78	5,165.26	3,117.04	12.02	.....	1,092.96
Kit Carson	30,339.25	6,433.06	3,837.76	55.44	.....	42.00
Lake	43,627.69	19,271.50	1,870.46	.....	.....	.....
La Plata	52,800.68	17,775.02	6,518.63	93.38	4,563.81	3,190.62
Larimer	120,404.04	35,611.15	6,627.38	628.15	7,039.04	738.92
Las Animas	99,793.46	44,293.20	36,770.42	69.50	9,501.68	11,962.66
Lincoln	29,198.50	6,806.02	6,740.64	77.87	.....	259.08
Logan	51,415.97	25,322.52	61,941.57	.....	2,098.34	8,073.85
Mesa	117,069.80	46,375.87	20,340.55	322.26	9,031.99	12,353.36
Mineral	6,205.00	2,794.97	.....	.....	10,000.00	461.82
Moffat	9,896.79	1,630.34	3,353.58	353.61	.....	.....

## DISBURSEMENTS

253

Montezuma .....	23,369.62	9,373.58	7,887.99	.....	1,605.84
Montrose .....	37,625.71	16,206.33	7,408.33	53.40	1,416.17
Morgan .....	49,765.13	20,569.64	11,418.03	325.45	5,992.03
Otero .....	117,316.18	31,021.48	26,805.17	254.82	8,316.63
Ouray .....	19,995.00	5,856.61	786.09	17.50	242.95
Park .....	15,667.87	626.44	.....	.....	.....
Phillips .....	15,294.72	5,348.51	14,526.77	109.09	448.63
Pitkin .....	22,636.00	6,808.28	710.45	.....	1,000.00
Prowers .....	53,901.73	31,733.75	10,847.11	3,692.37	2,442.73
Pueblo .....	254,982.43	121,347.31	110,489.04	688.11	26,500.00
Rio Blanco .....	10,986.27	2,134.32	1,074.06	5.37	.....
Rio Grande .....	34,211.00	5,753.35	13,754.13	261.83	1,077.00
Routt .....	24,948.61	9,063.50	30,466.71	.75	1,378.20
Saguache .....	22,291.01	6,557.53	1,606.74	339.59	1,000.00
San Juan .....	12,226.50	5,130.46	5,210.93	.....	.....
San Miguel .....	28,506.25	14,569.31	249.65	.....	4,500.00
Sedgwick .....	13,010.00	5,206.99	2,974.55	.....	.....
Summit .....	10,245.60	5,850.26	.....	27.65	.....
Teller .....	81,471.14	27,977.12	2,484.52	.....	11,000.00
Washington .....	20,696.25	4,966.30	5,886.29	47.10	.....
Weld .....	183,841.33	65,793.94	111,043.05	296.73	9,360.44
Yuma .....	33,111.28	7,858.90	2,970.75	110.47	.....
	\$3,836,166.62	\$1,292,254.70	\$1,262,794.48	\$ 13,252.71	\$ 203,758.68
					\$ 183,099.63

## SCHOOL BOND ACCOUNT, 1911.

COUNTIES.	Amount of This Year.	Outstanding.	Assessed Valuation of Property in the Districts.
Adams .....	\$ 11,000.00	\$ 21,900.00	\$ 6,443,262.00
Arapahoe .....	924.00	42,021.52	5,159,515.00
Archuleta .....	.....	2,200.00	1,315,218.00
Baca .....	.....	2,800.00	910,388.00
Bent .....	.....	29,880.00	2,601,015.00
Boulder .....	30,700.00	228,750.00	13,027,560.00
Chaffee .....	10,200.00	51,150.00	3,554,985.00
Cheyenne .....	5,000.00	13,000.00	2,382,686.00
Clear Creek .....	.....	13,500.00	2,622,755.00
Conejos .....	3,700.00	27,100.00	3,065,003.00
Costilla .....	3,000.00	23,000.00	2,125,837.00
Custer .....	.....	8,000.00	760,945.00
Delta .....	4,000.00	96,050.00	5,062,475.00
Denver .....	.....	.....	135,467,050.00
Dolores .....	.....	10,000.00	431,555.00
Douglas .....	.....	3,400.00	2,959,626.00
Eagle .....	300.00	4,500.00	1,885,645.00
Elbert .....	.....	8,854.14	2,654,604.00
El Paso .....	100,000.00	508,500.00	21,906,770.00
Fremont .....	.....	117,200.00	6,860,770.00
Garfield .....	21,490.00	62,225.00	4,395,900.00
Gilpin .....	.....	28,100.00	2,067,700.57
Grand .....	.....	.....	1,621,564.00
Gunnison .....	14,000.00	23,400.00	4,304,499.00
Hinsdale .....	.....	1,500.00	622,116.00
Huerfano .....	7,000.00	19,850.00	3,738,953.53
Jackson .....	.....	5,000.00	889,507.00
Jefferson .....	.....	36,250.00	5,786,935.00
Kiowa .....	.....	14,800.00	1,827,079.00
Kit Carson .....	.....	700.00	2,570,329.00
Lake .....	.....	.....	5,762,890.00
La Plata .....	1,500.00	35,400.00	5,470,516.00
Larimer .....	.....	151,200.00	9,480,919.00
Las Animas .....	3,000.00	237,500.00	12,426,282.00
Lincoln .....	.....	3,300.00	2,622,040.33
Logan .....	20,000.00	142,500.00	5,949,006.00
Mesa .....	58,000.00	214,700.00	7,809,909.00

## SCHOOL BOND ACCOUNT, 1911—Concluded

COUNTIES.	Amount of This Year.	Outstanding.	Assessed Valuation of Property in the Districts.
Mineral .....	.....	17,000.00	746,286.00
Moffat .....	.....	1,000.00	1,007,355.00
Montezuma .....	2,500.00	27,300.00	2,061,012.00
Montrose .....	4,200.00	34,300.00	3,401,478.00
Morgan .....	.....	118,050.00	4,613,303.00
Otero .....	13,000.00	165,700.00	9,550,495.00
Ouray .....	.....	4,350.00	3,807,172.00
Park .....	.....	.....	2,725,131.00
Phillips .....	.....	2,000.00	1,770,050.00
Pitkin .....	12,000.00	12,000.00	2,111,760.00
Prowers .....	22,400.00	99,515.00	4,429,304.00
Pueblo .....	5,900.00	333,300.00	26,631,044.00
Rio Blanco .....	1,000.00	5,000.00	1,130,759.00
Rio Grande .....	13,500.00	27,600.00	2,523,130.00
Routt .....	6,100.00	30,150.00	3,186,765.00
Saguache .....	3,850.00	9,600.00	3,293,964.00
San Juan .....	.....	10,000.00	2,247,518.00
San Miguel .....	.....	25,714.00	3,816,630.00
Sedgwick .....	3,500.00	.....	1,643,321.00
Summit .....	.....	24,500.00	1,851,563.00
Teller .....	.....	89,000.00	9,674,410.00
Washington .....	934.01	4,000.00	2,475,036.00
Weld .....	81,500.00	332,530.00	18,893,600.00
Yuma .....	2,200.00	6,735.00	2,800,000.00
Total .....	\$ 466,398.01	\$ 3,567,574.66	\$144,934,895.43

## SCHOOL BOND ACCOUNT, 1912

COUNTY.	Amount of This Year.	Outstanding.	Assessed Valuation of Property in the Districts.
Adams .....	.....	\$ 20,400.00	\$ 6,500,520.00
Arapahoe .....	\$ 15,500.00	58,300.00	5,255,270.00
Archuleta .....	1,000.00	12,200.00	1,420,503.00
Baca .....	700.00	2,800.00	945,248.00
Bent .....	1,900.00	3,500.00	2,601,015.00
Boulder .....	4,350.00	215,150.00	12,981,630.00
Chaffee .....	.....	46,650.00	3,506,964.00
Cheyenne .....	.....	13,000.00	2,535,932.00
Clear Creek .....	.....	11,000.00	2,665,605.00
Conejos .....	.....	8,100.00	3,050,092.00
Costilla .....	12,700.00	24,700.00	2,393,800.00
Crowley .....	.....	24,800.00	1,909,704.00
Custer .....	.....	8,000.00	772,393.00
Delta .....	24,500.00	137,700.00	5,169,000.00
Denver .....	.....	.....	134,261,510.00
Dolores .....	.....	9,000.00	402,000.00
Douglas .....	.....	2,000.00	2,947,500.00
Eagle .....	.....	6,800.00	1,911,982.00
Elbert .....	.....	12,000.00	2,780,041.00
El Paso .....	25,000.00	511,250.00	22,206,160.00
Fremont .....	12,500.00	132,700.00	6,988,235.00
Garfield .....	.....	60,845.00	4,652,665.00
Gilpin .....	.....	24,900.00	2,024,447.00
Grand .....	1,800.00	5,750.00	1,723,294.00
Gunnison .....	.....	34,400.00	4,464,195.00
Hinsdale .....	400.00	900.00	648,693.00
Huerfano .....	10,300.00	29,050.00	3,766,597.00
Jackson .....	.....	5,000.00	940,586.00
Jefferson .....	.....	49,250.00	5,959,100.00
Kiowa .....	.....	14,700.00	1,974,364.00
Kit Carson .....	.....	700.00	2,786,615.00
Lake .....	.....	.....	5,883,036.00
La Plata .....	.....	23,200.00	5,504,724.00
Larimer .....	.....	146,250.00	9,325,350.00
Las Animas .....	.....	243,400.00	13,481,039.00
Lincoln .....	.....	3,300.00	2,721,061.40
Logan .....	.....	131,800.00	5,949,259.00

## SCHOOL BOND ACCOUNT, 1912—Concluded

COUNTY.	Amount of This Year.	Outstanding.	Assessed Valuation of Property in the Districts.
Mesa .....	47,000.00	247,400.00	8,138,951.00
Mineral .....	.....	7,000.00	743,111.00
Moffat .....	.....	1,000.00	1,240,660.00
Montezuma .....	4,300.00	30,100.00	2,545,358.00
Montrose .....	14,100.00	34,500.00	3,633,730.00
Morgan .....	.....	1,150.50	4,751,855.00
Otero .....	31,800.00	163,600.00	13,413,094.00
Ouray .....	.....	4,350.00	2,985,650.00
Park .....	.....	.....	2,620,300.00
Phillips .....	.....	2,500.00	1,782,926.00
Pitkin .....	.....	11,300.00	2,124,160.00
Prowers .....	4,900.00	88,140.00	4,675,239.00
Pueblo .....	203,000.00	509,800.00	27,962,720.00
Rio Blanco .....	.....	5,000.00	1,164,639.00
Rio Grande .....	.....	24,100.00	2,518,710.00
Routt .....	8,300.00	44,000.00	3,650,400.00
Saguache .....	.....	6,600.00	3,181,189.00
San Juan .....	.....	70,000.00	2,193,787.00
San Miguel .....	.....	31,350.00	3,825,040.00
Sedgwick .....	.....	.....	1,643,321.00
Summit .....	.....	26,500.00	1,851,493.00
Teller .....	.....	164,000.00	8,615,880.00
Washington .....	1,398.90	5,798.90	2,610,880.00
Weld .....	67,300.00	387,570.00	20,063,490.00
Yuma .....	.....	8,085.00	2,964,715.00
Total .....	\$ 492,748.90	\$ 3,907,339.40	\$425,911,427.40

## TEACHERS AND SALARIES, 1911.

TEACHERS EMPLOYED AT ONE TIME.

COUNTIES.	Graded Schools.		Average Monthly Salary.		Rural Schools.		Average Monthly Salary.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Adams .....	3	38	\$ 99.50	\$ 63.80	3	36	\$ 59.00	\$ 54.30
Arapahoe .....	3	36	93.00	66.00	1	26	55.00	50.00
Archuleta .....	...	7	.....	72.14	1	5	70.00	62.00
Baca .....	...	.....	.....	.....	5	16	45.00	40.00
Bent .....	4	12	92.50	68.19	1	22	80.00	56.04
Boulder .....	32	129	104.44	67.62	4	54	70.13	54.50
Chaffee .....	8	34	102.17	67.71	...	22	.....	58.42
Cheyenne .....	...	3	50.00	50.00	6	42	45.80	45.80
Clear Creek .....	5	32	118.00	70.00	...	4	.....	52.00
Conejos .....	14	32	77.00	62.00	7	16	52.80	51.00
Costilla .....	3	8	86.66	63.75	8	19	54.00	49.00
Custer .....	1	1	80.00	50.00	2	18	85.00	45.70
Delta .....	16	56	92.43	64.50	3	23	60.66	59.14
*Denver .....	115	782	127.91	78.46	...	.....	.....	.....
Dolores .....	...	3	86.66	.....	...	2	.....	61.50
Douglas .....	1	2	126.00	85.00	7	32	68.00	47.00
Eagle .....	3	11	90.00	78.63	...	22	.....	56.81
Elbert .....	2	5	80.00	57.00	8	70	49.50	44.78
El Paso .....	22	189	126.00	74.62	6	72	48.00	72.73
Fremont .....	17	68	99.70	69.00	5	44	76.00	58.00

TEACHERS AND SALARIES

Garfield .....	4	28	32	78.75	69.60	3	40	43	90.00	53.00
Gilpin .....	5	18	23	114.83	66.49	...	10	10	.....	51.11
Grand .....	1	6	7	75.00	69.50	1	11	12	60.00	45.00
Gunnison .....	6	17	23	121.00	74.00	...	26	26	.....	56.50
Hinsdale .....	1	7	8	110.00	62.66	...	1	1	.....	50.00
Huerfano .....	9	30	39	133.63	70.00	5	36	41	58.75	57.00
Jackson .....	1	4	5	80.00	58.00	1	5	6	50.00	56.60
Jefferson .....	12	48	60	89.16	64.69	...	53	53	.....	50.00
Kiowa .....	2	7	9	85.00	53.40	6	27	33	54.00	50.00
Kit Carson .....	2	11	13	72.50	55.75	21	69	90	41.05	41.92
Lake .....	10	33	43	123.94	79.71	...	11	11	.....	76.33
La Plata .....	7	34	41	100.00	68.00	11	34	45	70.00	67.00
Larimer .....	22	117	139	93.00	60.66	4	45	49	65.00	49.58
Las Animas .....	20	91	111	87.46	65.94	27	27	54	59.07	55.48
Lincoln .....	3	11	14	65.00	59.33	5	44	49	48.33	48.33
Logan .....	9	32	41	97.48	68.04	8	53	61	44.00	46.40
Mesa .....	28	128	156	91.00	64.00	3	12	15	60.00	56.00
Mineral .....	2	5	7	133.33	77.59	...	2	2	.....	37.50
Moffat .....	4	4	8	70.00	60.00	3	10	13	55.00	55.00
Montezuma .....	5	12	17	110.00	75.00	5	26	31	75.00	59.10
Montrose .....	5	32	37	95.00	68.00	2	22	24	75.00	58.50
Morgan .....	6	40	46	89.00	60.98	2	31	33	60.00	56.60
Otero .....	40	119	159	97.47	62.39	2	13	15	60.00	59.55
Ouray .....	5	16	21	89.55	73.29	1	9	10	85.00	54.37
Park .....	3	3	6	103.00	73.00	...	23	23	.....	54.20

**TEACHERS AND SALARIES, 1911—Concluded.**  
TEACHERS EMPLOYED AT ONE TIME.

COUNTIES.	Graded Schools.			Average Monthly Salary.			Rural Schools.			Average Monthly Salary.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Phillips .....	2	7	9	87.50	61.17	2	26	28	50.00	61.00	28	
Pitkin .....	6	18	24	104.00	74.16	2	14	16	70.00	62.00	16	
Prowers .....	6	30	36	123.88	69.83	5	38	43	58.33	50.16	43	
Pueblo .....	26	205	231	134.73	69.27	7	64	71	83.55	43.51	71	
Rio Blanco .....	1	7	8	105.00	62.00	...	16	16	.....	55.00	16	
Rio Grande .....	5	21	26	122.31	68.75	2	23	25	57.50	53.40	25	
Routt .....	4	16	20	96.33	62.00	2	29	31	55.00	51.00	31	
Saguache .....	3	9	12	67.00	86.00	3	28	31	55.00	62.00	31	
San Juan .....	2	11	13	153.00	85.00	...	5	5	.....	65.00	5	
San Miguel .....	3	18	21	141.44	86.50	3	12	15	86.66	66.73	15	
Sedgwick .....	3	8	11	85.00	47.50	2	26	28	40.00	43.00	28	
Summit .....	4	6	10	100.00	95.00	...	8	8	.....	53.50	8	
Teller .....	13	79	92	80.00	76.35	3	17	20	66.66	58.80	20	
Washington .....	...	5	5	.....	55.66	8	49	57	43.57	39.37	57	
Weld .....	21	117	138	104.38	71.63	30	165	195	74.68	65.88	195	
Yuma .....	1	12	13	84.00	57.63	16	67	83	44.37	41.44	83	
<b>Total .....</b>	<b>561</b>	<b>2,870</b>	<b>3,431</b>	<b>\$ 98.71</b>	<b>\$ 67.83</b>	<b>262</b>	<b>1,772</b>	<b>2,034</b>	<b>\$ 65.00</b>	<b>\$ 53.92</b>	<b>2,034</b>	

\*73 Night school teachers, average salary, \$52.46.

**TEACHERS AND SALARIES, 1912**  
TEACHERS EMPLOYED AT ONE TIME.

COUNTY.	Graded Schools.			Average Monthly Salary.			Rural Schools.			Average Monthly Salary.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Adams .....	2	31	33	\$107.50	\$ 63.36		3	42	45	\$ 68.50	\$ 54.00	
Arapahoe .....	4	44	48	109.00	64.00		2	30	32	65.00	50.00	
Archuleta .....	1	6	7	99.11	67.50		3	14	17	60.00	62.50	
Baca .....	...	...	...	.....	.....		10	14	24	50.00	48.75	
Bent .....	6	15	21	115.00	77.00		2	21	23	85.00	50.00	
Boulder .....	28	132	160	108.92	68.77		3	55	58	73.33	54.50	
Chaffee .....	7	29	36	110.55	70.97		1	23	24	55.00	62.00	
Cheyenne .....	2	5	7	95.00	67.50		10	56	66	48.30	47.69	
Clear Creek .....	4	31	35	116.66	67.74		...	3	3	.....	49.50	
Conejos .....	9	36	45	92.00	61.00		9	14	23	61.00	57.00	
Costilla .....	4	12	16	78.00	64.00		9	21	30	61.00	52.00	
Crowley .....	6	23	29	99.00	63.00		...	1	1	.....	60.00	
Custer .....	1	1	2	80.00	55.00		2	20	22	57.50	48.00	
Delta .....	22	71	93	84.70	63.30		2	15	17	67.50	63.20	
Denver .....	121	882	1,003	131.17	70.73		...	...	...	.....	.....	
Dolores .....	...	2	2	.....	90.00		1	1	2	60.00	60.00	
Douglas .....	1	3	4	140.00	78.00		4	35	39	56.25	50.00	
Eagle .....	3	9	12	89.16	73.33		1	20	21	70.00	61.06	
Elbert .....	4	6	10	91.25	54.00		9	67	76	47.00	47.00	



TEACHERS AND SALARIES

Moffat .....	4	3	7	75.25	56.66	4	11	15	56.00	52.27
Montezuma .....	6	15	21	93.83	65.08	3	24	27	71.25	60.50
Montrose .....	4	37	41	100.00	65.60	1	26	27	55.00	61.66
Morgan .....	10	42	52	73.89	58.20	...	39	39	.....	50.41
Otero .....	31	98	129	87.99	67.39	4	9	13	73.89	59.76
Ouray .....	7	12	19	90.00	79.00	2	8	10	80.00	66.00
Park .....	2	4	6	100.00	72.50	1	19	20	60.00	56.00
Phillips .....	2	8	10	93.75	66.00	4	27	31	47.00	49.00
Pitkin .....	6	15	21	133.88	72.88	1	13	14	75.00	60.42
Prowers .....	7	35	42	123.54	68.65	10	39	49	56.11	53.70
Pueblo .....	26	192	218	132.00	71.00	8	61	69	85.00	56.82
Rio Blanco .....	1	7	8	107.50	62.50	1	14	15	60.00	56.50
Rio Grande .....	5	26	31	124.00	80.00	5	19	24	65.00	53.00
Routt .....	4	20	24	97.50	64.00	6	25	31	58.30	52.60
Saguache .....	8	16	24	87.00	65.00	3	27	30	54.00	54.00
San Juan ..	2	11	13	115.00	80.00	...	3	3	.....	65.00
San Miguel .....	3	21	24	182.92	92.86	...	12	12	.....	77.70
Sedgwick .....	3	9	12	109.33	80.00	1	27	28	51.67	51.33
Summit .....	5	12	17	98.00	61.25	...	...	...	.....	.....
Teller .....	13	73	86	80.00	76.35	4	14	18	72.50	57.00
Washington .....	...	5	5	.....	63.00	14	55	69	44.23	40.68
Weld .....	36	187	223	62.43	89.09	12	88	100	65.00	59.80
Yuma .....	2	13	15	95.45	63.33	22	64	86	41.71	41.93
Totals .....	604	3,079	3,683	\$102.45	\$ 69.01	298	1,744	2,042	\$ 61.53	\$ 56.19

## GENERAL STATEMENT OF ALL LEASES

PREPARED BY STATE BOARD OF LAND COMMISSIONERS

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.....	3,332,751.76
Acres under grazing lease.....	2,069,977.32
Acres under agricultural lease.....	67,719.13
Acres under coal lease.....	21,876.11
Acres under mineral lease.....	1,460
Acres—miscellaneous .....	6,300.37
Acres owned by the state.....	3,332,751.76
Acres leased.....	2,167,332.93
Acres vacant.....	1,165,220.53
Rental of acres under lease.....	\$418,272.86

**GENERAL STATEMENT SHOWING AREA OF LANDS  
GRANTED TO STATE FOR VARIOUS FUNDS, ACREAGE  
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	10,835.52	39,207.48
Arapahoe .....	31,880	5,427.80	26,452.20
Archuleta .....	28,595	320	28,275
Baca .....	88,902.96	1,090	87,812.96
Bent .....	135,936.88	6,013.01	129,923.87
Boulder .....	16,134	8,177.32	7,956.68
Chaffee .....	16,720.25	592.25	16,128
Cheyenne .....	64,000	11,880.90	52,119.10
Clear Creek.....	6,279.45	200	6,079.45
Conejos .....	68,430	12,946.51	55,483.49
Costilla .....	18,080	2,560	15,520
Crowley .....	79,364.43	21,640	57,724.43
Custer .....	14,360	839.25	13,466.75
Denver .....	830	143.40	686.60
Delta .....	.....	.....	.....
Dolores .....	13,280	.....	13,280
Douglas .....	22,181	7,837.38	14,343.62
Eagle .....	23,760.97	1,112.52	22,648.45
Elbert .....	145,892.85	25,747.88	120,144.97
El Paso.....	233,136	10,361.93	222,774.07
Fremont .....	56,621.10	4,358.58	52,262.52
Garfield .....	.....	.....	.....
Gilpin .....	3,001	201	2,800
Grand .....	75,360.82	3,698.14	71,662.68
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	880	61,270.71
Jefferson .....	16,588.47	7,862.92	8,725.55
Kiowa .....	105,362.15	25,342.38	80,019.77
Kit Carson.....	75,442.77	12,063.09	63,379.68
Lake .....	467.79	.....	467.79
La Plata.....	26,300.77	2,243.52	24,057.25

**GENERAL STATEMENT SHOWING AREA OF LANDS  
GRANTED TO STATE FOR VARIOUS FUNDS, ACREAGE  
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.
Larimer .....	83,858.61	14,117.69	69,740.92
Las Animas.....	150,105.04	6,496.79	143,608.25
Lincoln .....	158,542.05	9,065.19	149,476.86
Logan .....	169,287	20,589.59	148,697.41
Mesa .....	.....	.....	.....
Mineral .....	5,195	720.94	4,474.06
Montezuma .....	32,330.67	1,840.00	30,470.67
Moffat .....	200,503.48	15,640	184,863.48
Montrose .....	.....	.....	.....
Morgan .....	68,122	5,292.89	62,829.11
Otero .....	101,152.23	19,137.01	82,015.22
Ouray .....	2,680.72	10	2,670.72
Park .....	28,283	5,000	23,283
Phillips .....	25,462.84	3,637.91	21,824.93
Pitkin .....	3,750	.....	3,750
Prowers .....	62,949.55	12,150.49	50,799.15
Pueblo .....	241,528	61,836.61	179,691.39
Rio Blanco.....	.....	.....	.....
Rio Grande.....	21,798	6,334.43	15,463.57
Routt .....	123,934.99	43,642.05	80,292.94
Saguache .....	56,600	7,331.10	49,268.90
San Juan.....	10,760	.....	10,760
San Miguel.....	31,998.27	840	31,158.27
Sedgwick .....	37,042.98	5,197.60	31,845.38
Summit .....	1,271	.....	1,271
Teller .....	15,520	888.20	14,631.80
Washington .....	101,160	11,280	89,880
Weld .....	181,361.69	27,619.36	153,742.33
Yuma .....	83,576.25	17,319.74	66,256.51
Total .....	3,561,572.40	483,636.50	3,077,935.90

## AGRICULTURAL COLLEGE LANDS.

	Acres.
Statutory grant .....	89,925.63
Total acreage sold.....	55,534.44
Total acreage remaining property of State.....	34,391.19
Total area leased.....	18,051.20

## INTERNAL IMPROVEMENT LANDS.

Statutory grant .....	502,198.73
Total acreage sold.....	324,066.49
Total acreage remaining property of State.....	178,132.24
Total area leased.....	101,550.13

## PENITENTIARY LANDS.

Statutory grant .....	31,265.49
Total acreage not sold.....	9,396.23
Total area leased.....	455.93

## PUBLIC BUILDING LANDS.

Statutory grant .....	31,904.62
Total acreage not sold.....	5,212.69

## SALINE.

(Statutory grant, 12 springs, 6 sections for each spring discovered, 5 springs only discovered.)

Total acreage not sold.....	16,362.86
Total area leased.....	None.

## REFORMATORY.

Total acreage deeded to State.....	520.00
------------------------------------	--------

## UNIVERSITY LANDS.

Statutory grant .....	45,884.43
Total acreage not sold.....	10,800.65
Total area leased.....	2,841.96

## 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, 1912.

	(1911-1912.)	Nov. 30, 1910.	Nov. 30, 1908.
Public School Permanent.....	\$2,627,413.19	\$2,048,292.60	\$1,601,907.17
Public School Income.....	175,428.01	134,049.67	139,938.08
Internal Improvement Permanent.....	309,644.33	100,994.42	43,886.65
Internal Improvement Income.....	143,552.70	35,428.46	19,331.77
Agricultural College Permanent.....	170,665.03	150,864.23	138,315.48
Agricultural College Income.....	2,076.58	2,323.59	822.37
University Permanent.....	31,677.88	28,322.63	49,281.87
University Income.....	409.88	235.45	4,480.81
Penitentiary Permanent.....	2,157.15	1,342.41	1,180.00
Penitentiary Income.....	5,756.51	4,043.15	3,444.05
Public Building Permanent.....	3,815.05	2,783.45	2,186.45
Public Building Income.....	6,258.24	5,116.06	4,344.89
Saline Permanent.....	56.00	56.00	56.00
Saline Income.....	1,823.20	1,749.30	1,451.10

Of these funds the following amounts are invested in State warrants, which draw interest at 4 per cent. per annum:

Public School Permanent.....	\$2,061,095.37	\$1,690,884.13	\$1,225,975.63
Internal Improvement Permanent.....	28,625.90	28,625.90	28,625.90
Internal Improvement Income.....	286.47	.....	.....
Agricultural College Permanent.....	2,547.03	64,748.82	61,741.63
University Permanent.....	37,763.87	27,763.87	39,356.66

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
Internal Improvement Permanent.....	28,625.90
Agricultural College Permanent.....	64,748.82
University Permanent.....	27,763.87

INDEX



# INDEX

	Page
Appeals .....	11
Accredited high schools.....	13
Arbor day.....	15
Consolidation .....	21
Compulsory education.....	25
County superintendent.....	26
county superintendents' association.....	26
list of county superintendents.....	28
Denver schools.....	30
public free evening schools.....	35
Examinations .....	38
bar preliminary.....	38
county .....	40
dental .....	46
high school teachers.....	49
kindergarten .....	52
eighth grade.....	52
Good roads day.....	19
Health and the schools.....	53
Normal institutes .....	56
conference of normal institute conductors and instructors.....	61
normal institute certificates issued .....	63
normal institute fund.....	64
Permanent school emergency or call fund.....	65
Patriotism .....	66
birthdays of Washington and Lincoln.....	66
memorial day.....	69
Private schools.....	13
Reading circle.....	72
teachers' reading circle.....	72
pupils' reading circle, library list.....	74
reading circle books.....	75
traveling libraries.....	75
Recommendations to the legislature.....	5
state superintendent.....	5
state visitor.....	5
county superintendent.....	6
school law .....	7
physical examinations.....	7
visiting institutes and associations.....	7
state course of study.....	8
private and parochial schools.....	8
grading teacher's examination papers.....	8
state-wide pension.....	8
Rural schools.....	77
general information, reported by county superintendents.....	77
agriculture for rural schools of Logan county.....	93
correspondence courses in agriculture.....	94
report of collaborator.....	95
Reports of state institutions.....	100
adult blind, state teacher.....	100

	Page
Reports of state institutions—	
agricultural college .....	104
Fort Lewis school.....	111
Grand Junction school.....	115
deaf and blind.....	117
industrial school for boys.....	122
industrial school for girls.....	125
mines .....	127
mental defectives.....	133
normal school of Gunnison.....	139
teachers' college.....	143
university .....	160
School lands (reported by State board of land commissioners).....	264
State board of education.....	177
State board of examiners.....	177
State teachers' association.....	179
State library.....	181
Statistics .....	198
apportionment .....	198
census .....	202
districts .....	208
enrollment and attendance.....	212
examination of teachers.....	220
per capita expenses, libraries, school houses.....	224
physical examination report.....	232
receipts .....	234
disbursements .....	237
school bond account.....	254
teachers and salaries.....	258
Visits of state superintendent of public instruction.....	187
traveling expenses.....	193
office expenses.....	193
Work of the department.....	194

UNIVERSITY OF ILLINOIS LIBRARY

DEC 5 1921







UNIVERSITY OF ILLINOIS-URBANA



3 0112 111904188