

ED 2/1.1/1954-56

c2

~~Midwest Inter-Library Center, Chicago~~

COLORADO STATE PUBLICATIONS LIBRARY



3 1799 00107 3485

BIENNIAL REPORT
COLORADO COMMISSIONER
OF EDUCATION

School Years 1954-55—1955-56

PUBLIC EDUCATION IN COLORADO



COLORADO STATE DEPARTMENT OF EDUCATION

H. Grant Vest, Commissioner

JUNE
30,
1956

COLORADO
STATE BOARD OF EDUCATION

• • •

REPRESENTATIVE AT LARGE

Anna C. Petteys.....Brush, Colorado
Chairman of the Board

FIRST CONGRESSIONAL DISTRICT

Allegra Saunders.....Denver, Colorado
Vice-Chairman of the Board

SECOND CONGRESSIONAL DISTRICT

William W. Gaunt.....Brighton, Colorado

THIRD CONGRESSIONAL DISTRICT

Dr. Gilbert Dale.....Alamosa, Colorado

FOURTH CONGRESSIONAL DISTRICT

Stuart W. McLaughlin.....Rangely, Colorado

PUBLIC EDUCATION IN COLORADO



40TH BIENNIAL REPORT
of the
COLORADO COMMISSIONER OF EDUCATION
for the school years
1954-1955—1955-56

COLORADO STATE DEPARTMENT OF EDUCATION
Office of the Commissioner

JUNE
30,
1956



State of Colorado

DEPARTMENT OF EDUCATION

OFFICE OF COMMISSIONER OF EDUCATION

DENVER 2

December 28, 1956

Honorable Edwin C. Johnson, Governor
and Members of the Colorado General Assembly
State Capitol Building
Denver 2, Colorado

Dear Governor Johnson and Legislators:

As required by the laws of the State of Colorado, I have the honor and privilege to submit to you, to members of the General Assembly, and to the people of the State of Colorado, the Fortieth Biennial Report of the Colorado Commissioner of Education.

This report covers the period from July 1, 1954 through June 30, 1956. There is provided herein an analysis and interpretation of the work being done by the public schools of the State.

The two-year period 1954-56 provides many examples of educational progress of great importance to the people of Colorado.

Perhaps the greatest single trend has been the tremendous increase in public interest in problems of the schools and in the participation of lay citizens in helping to solve school problems of the various communities.

It is a pleasure to present this report for your consideration, to explain where and how improvements in education have been accomplished, and what further developments are possible for the future.

Most respectfully,

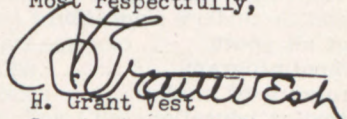

H. Grant Vest
Commissioner of Education

TABLE OF CONTENTS

INTRODUCTION

SECTION I — Upsurge of Citizen Participation

1. People Accept Role in Education	3
a. Three-fold pattern of cooperation	4
2. White House Conference on Education	4
a. Reasons prompting conference plan	4
b. Nine basic problems analyzed	5
3. Colorado Congress of Parents and Teachers	6
a. Objects in PTA program	6
b. Seven goals in PTA platform	8
4. Colorado Citizens Council for Public Schools	9
a. Basic principles of operation	10
b. Purposes of Colorado unit	11
5. Colorado Association of School Boards	12
a. Purposes of organization	13
6. Colorado Education Association	14
a. Origin and growth	15
b. Progress in educational and professional work	15
7. Colorado High School Activities Association	18
a. Origin and early history	18
8. Organizations Serving to Aid Education	20
a. Observations of NEA secretary	21
9. Publications Help to Create Public Attitudes	22

SECTION II — Instruction of Children, Youth and Adults

10. Education for Early and Later Childhood	25
a. Elementary school purpose, objectives	25
b. Kindergarten	26
c. Nursery schools	26
d. Organization of elementary schools	27
e. Subject areas	28
1. Arithmetic	28
2. Language arts	28
3. Science	28
4. Social studies	29
5. Health and physical instruction	29
6. Arts and crafts	29
7. Music	29
f. Program for Grades 1 through 6	29
g. Education of the migratory child	31
h. Teaching of a second language	32
i. Curriculum survey	34
j. Workshops	34
k. Recommendations	35
11. Education for Early Adolescence	36
a. Junior High purpose, organization	36
12. High Schools and Secondary Education	38
a. Needs of all youth	38
b. High school program	39
1. Program of studies	39
2. Vocation education	40
(a) Group classifications	40
(b) Four high school areas	40
(1) Agriculture	40

	(2) Homemaking	41
	(3) Distributive education	41
	(4) Trades and industries	42
	c. High school equivalency certificates	42
13.	Junior Colleges in Colorado	43
	a. Four areas of educational services	43
	b. Critical problems of junior colleges	44
14.	Schooling for Exceptional Children	47
	a. Legislation	47
	b. Certification	49
	c. Registry	49
	d. Coordination among agencies	49
	e. Citizen participation	49
	f. Finance	49
	g. Physically handicapped	50
	h. Impaired vision	51
	i. Impaired hearing	52
	j. Speech defects	53
	k. Mental deviations	53
	l. Advisory committee on special education	54
	m. Gifted children	54
	n. Emotional, social problems	54
15.	Curriculum Development	59
	a. Activities, Bulletins	59
	b. Curriculum Content, Methods	60
	c. Major Endeavors—1955-56	60
16.	Education at State's Special Institutions	62
	a. State department facilities	62
	b. Institutions defined	62
	c. Mentally deficient	63
	d. Program at Ridge	64
	e. Program at Grand Junction	65
	f. Emotionally maladjusted	65
	g. Girls' training school, Morrison	66
	h. Industrial school for boys, Golden	67
	i. State reformatory, Buena Vista	68
	j. State penitentiary, Canon City	68
	k. Treatment of psychotics	69
	l. Sight and hearing handicapped	70
	m. Homeless dependent child	70
	n. Colorado State Children's Home	70
17.	Adult Education in Colorado	71
	a. Beginnings of new division	71
	b. Basics of adult education	72
	c. Grant aid to Colorado	72
	d. Cherry Creek project	72
	e. Pilot program at Cortez	73
	f. Arkansas Valley cooperation	74
	g. Problems in development	74
	h. Vocational education enrollments	76
18.	Library Facilities in Colorado	77
	a. Traditional services	77
	b. Workshops	78
	c. Bookmobiles	78
	d. State Reading Circle	79
	e. Penitentiary library	79
	f. Activities in professional organizations	79
	g. Audio-visual program	80

h.	American heritage project	80
i.	Cooperation with PTA	80
j.	Library services bill	81
k.	School workshops	81
l.	Publications	81
m.	Library lighting	81
19.	Colorado Historical Society	86
20.	Vocational Rehabilitation	87
a.	Eligibility requirements	87
b.	Services available	87
c.	Economic values	88
d.	Types and source of cases	88
21.	Accreditation of Schools	89
a.	Lists of accredited schools	91

SECTION III — Education Auxiliary Services

22.	Attendance, Pupil Accounting, Census	97
a.	Attendance policies	97
b.	Enrollment trends	97
c.	Holding power	98
d.	Student accounting	98
23.	Guidance Services	99
24.	Mental Health Services	101
25.	Lunch and Milk Programs	102
a.	School lunch	102
b.	Milk program	103
c.	Assistance, supervision	104
d.	School lunch workers	104

SECTION IV — School Personnel, Certification

26.	Teachers, Supervisors, Administrators	106
a.	Teacher totals, salaries	106
b.	Need for trained teachers	107
c.	Emergency certificates	107
d.	Training of elementary teachers	107
e.	Administrative certificates	108
f.	State board of examiners	108
g.	School nurses	109
h.	Teacher recruitment	109
i.	Classification of certificates	110
27.	Professional Non-Teaching Personnel	110
28.	Non-Certified Personnel	111

SECTION V — Work Plan of State's Schools

29.	School Districts' Organization	127
a.	White House conference recommendations	127
b.	Trends	127
c.	Present district structure	128
d.	Legislative Council study	129
e.	Consideration for future	130
30.	State Department of Education	133
a.	History and background	133
b.	Department as educational institution	134
c.	State school system statistics	134
d.	New headquarters	135
e.	Foundation finance program	135
f.	Activities of department	135
g.	Department expansion and growth	137

31. School Buildings' Facilities	138
a. Survey analysis of classroom needs	138
b. The financial problem	138
c. The educational problem	139
d. School plant services	139
32. Pupil Transportation	140
a. History of legislation	140
b. Problems of formula	141
33. Legal Services	141
a. Interpretation of laws	141
b. Records and files	142

SECTION VI — Financing Colorado's School System

34. How We Pay for Our Public Schools	145
a. Trend in average daily membership	145
b. Three categories of expenditures	145
1. Current operation	145
2. Debt service	145
3. Capital outlay	145
c. Public school expenditures	146
35. State Support	148
a. Permanent school fund	148
b. Statutorily earmarked taxes	148
c. Legislative appropriations	149
d. State aid distribution	150
e. Public school land fund	152
f. Junior college distribution	152
g. Equalization distribution	152
h. Emergency distribution	153
i. Physically, mentally handicapped	153
j. Vocational education	154
36. County and Local Support	154
a. Property taxes	154
1. Assessment policy	154
2. Tax leeways	154
b. Use of revenues	155
1. General requirements	155
2. Legal debt limitations	155
3. Bonds	156
4. Tax levies for debt service	156
5. Short term indebtedness	156
c. School construction	156
37. Trends in Local School Management	157
a. Recognition of business manager	157
b. Budget and accounting procedures	157
38. Surplus Property Distribution	159
a. History and background	159
b. Colorado setup	160
c. Operational policies and procedures	160
d. Statistics and values	161
39. Colorado's Higher Learning Facilities	161
a. Listing of institutions	161
b. Requirements for reports	162

APPENDIX A—School Statistics

Tables

General Summary of Statistics (Fiscal—Pupil Data—(Personal Data—Schools For full biennium, 1954-55—1955-56).....	171
Number of School Districts by Class of District (Also County High—Union High—Junior College For full biennium, 1954-55—1955-56).....	172
State Public School Fund (Payments for aggregate number of days of attendance For full biennium, 1954-55—1955-56).....	174
School Age Population and Pupil Enrollment (In public full-time day school, by county For first year of biennium, 1954-55).....	176
School Age Population and Pupil Enrollment (In public full-time day school, by county For second year of biennium, 1955-56).....	178
Attendance, Instructional Staff and Average Salary (Of instructional staff in public full-time day schools By county, for first year of biennium, 1954-55).....	180
Attendance, Instructional Staff and Average Salary (Of instructional staff in public full-time day schools By county, for second year of biennium, 1955-56).....	182
Transportation, Valuation and Levies, Bonded Debt and Total Amounts Available for Current Expenses, Capital Outlay and Debt Services (In public full-time day schools, by county For the first year of the biennium, 1954-55).....	184
Transportation, Valuation and Levies, Bonded Debt and Total Amounts Available for Current Expenses, Capital Outlay and Debt Services (In public full-time day schools, by county For the second year of the biennium, 1955-56).....	186
Expenditures for General Control, Instruction, Auxiliary School Services, Transportation Operation, and Maintenance of Plant (In public full-time day schools, by county For the first year of the biennium, 1954-55).....	188
Expenditures for General Control, Instruction, Auxiliary School Services, Transportation Operation, and Maintenance of Plant (In public full-time day schools, by county For the second year of the biennium, 1955-56).....	190

Expenditures for Fixed Charges, Debt Service, Capital Outlay, and Cost per A.D.A. to Current Expenses (In public full-time day schools, by county For the first year of the biennium, 1954-55).....	192
Expenditures for Fixed Charges, Debt Service, Capital Outlay, and Cost per A.D.A. to Current Expenses (In public full-time day schools, by county For the second year of the biennium, 1955-56).....	194
Average Salaries Paid to Teachers and Administrators (By County, school year 1954-55).....	196
Average Salaries Paid to Teachers and Administrators (By county, school year 1955-56).....	198
State Public School Fund (Payments for equalization of classroom units For full biennium, 1954-55—1955-56).....	200

APPENDIX B—Informational Charts

PTA membership chart.....	203
School Lunch Participation, Income.....	204
Colorado School Districts (map).....	205

APPENDIX C—Rosters

State Department Staff.....	209
State Board for Vocational Education.....	210
Vocational Education Division Staff.....	210
Colorado County Superintendents of Schools.....	211
Territorial School Superintendents of Colorado.....	212
State Superintendents of Public Instruction.....	212
Board of Trustees (Teachers Colleges).....	212
Colorado High School Activities Association.....	213
Highway Safety Council.....	213
Colorado Humane Society.....	213
State Board of Examiners.....	214
Business Education Advisory Committee.....	214
Conservation Education Advisory Committee.....	214
Special Education Advisory Committee.....	214
School Health Advisory Committee.....	215
Colorado Historical Society.....	216
State Library Advisory Board.....	216
Surplus Property Committee.....	216
Governor's Committee for the Employment of the Physically Handicapped.....	216
Cooperative Program in Educational Administration.....	217

INDEX OF TABLES, CHARTS, MAPS

Accreditation (High schools)	41
Administrators (Teachers)	116
Adult Education (Enrollments)	75
Agricultural Education (Enrollment)	41
Certificates (Analysis of)	118
Certificates (Teachers)	113
Colorado Education Association (Membership)	15
Crippled Children's Classes	50
Deaf Children (Enrollment)	52
Districts (By class of school district)	130
Districts (Map of county areas).....	(App. B) 205
Enrollment (Survival ratio)	98
Enrollment (Trends)	97
Expenditures (Breakdown)	149
Expenditures (School Program)	149
Finance (Legal debt limitations)	158
Fiscal (Summary)	(App. A) 171
Finance (with related statistics).....	App. A
Handicapped Children (Private schools)	54
Home-Hospital Teaching (Disabilities)	51
Home-Hospital Teaching (Participation)	51
Impaired Vision (Enrollment)	51
Junior Colleges in Colorado	45
Languages (Second language in schools)	33
Library (Public, in Colorado)	83
Library (Statistical report)	82
Lunch Program (Chart).....	(App. B) 204
Membership Trend (Pupil average daily)	148
Mentally Handicapped	54
Non-certified Personnel	115
Nurseries in Colorado	27
Physically Handicapped	53
PTA Membership (Chart).....	(App. B) 203
Rehabilitation (Case origins)	88
Rehabilitation (Services)	88
Salary (by type of certificate)	120
Salary (by type of teaching position)	124
Salaries (Statistical analysis)	123
Special Education (Enrollments)	56-58
Special Education (Reimbursements)	50
Special Education (State funds)	55-57
Speech Correction	53
State Aid (Analysis of distribution)	154
State Aid (Distribution)	153
State Aid (Sources of money)	152
Surplus Property (Values)	164
Teachers (Administrators)	116
Vocational Education (Enrollment)	76
Vocational Education (Participation)	42

SECTION ONE

UPSURGE
OF CITIZEN
PARTICIPATION

... .. " . . . educators
welcome lay interest in
school developments."

SECTION ONE

DECLARATION
OF CITIZENSHIP
BY NATURALIZATION

I, the undersigned, do hereby declare that I am a native-born citizen of the United States of America, and that I am qualified to exercise the rights and enjoy the benefits of citizenship.

Witness my hand and seal this _____ day of _____, 19____.

Name of Applicant

Name of Officer

Name of District

PEOPLE ACCEPT ROLE IN EDUCATION

... .. " . . . millions,
everywhere, concerned in
improvement."

For almost a decade there has been an upsurge in citizen interest and participation in problems of the schools. This revival of lay interest gave rise to the White House Conference on Education in 1955 called by the President and Congress to provide an official channel for pooling citizen support for schools.

The Colorado State Board of Education, composed of lay individuals selected through public ballot, has exercised competent judgment and leadership alining the educational desires of the state as a whole, but at the present time, more than ever before, the citizens' views on education are reflected through various groups and organizations.

Groups and organizations have been formed and exist because there is a real interest in education, and a real desire to assist in expanding all opportunities for learning.

There has been a growing impact on school operation from a vast multitude of organized groups whose memberships run into the millions. Many of these groups are interested in becoming better acquainted with school programs. Many are interested in influencing and helping to make school policy.

Altogether this movement of citizen participation in making school policy is a phenomenon distinctly American. Perhaps it is closely akin to our democratic idea of government of the people.

Citizens, in general, have accepted the philosophy of judging their investment in education by the results being attained. They are recognizing the influence of the schools in shaping the destiny of the nation. There is agreement that educational facilities should be the best possible.

Everywhere there is a growing attitude that schools progress when public understanding and participation are increased—when

public spirited citizens and parents work together. There is a sincere purpose of being constructively helpful, combining talents and resources for the benefit of those who receive educational assistance.

Citizen groups are setting high standards of procedure for themselves in this pattern:

1. To work through boards of education, although each citizen group functions independently.
2. To make decisions and recommendations only after data and facts have been carefully collected and evaluated.
3. To be representative of the people or, if not, to recognize the limitation imposed thereby.

☆ ☆ ☆

2

WHITE HOUSE CONFERENCE ON EDUCATION

... .. " . . . high point in
citizen interest in the
problems of public
schools."

Colorado held a statewide conference on education, September 12, 1955, prior to the White House Conference on Education in Washington, D. C., November 30 through December 2, 1955.

The White House Conference marked a high point in citizen interest in the problems of public schools.

The Conference was provided for by Public Law 530 passed by the 83rd Congress at the request of the President of the United States. The President's request and the provisions of the law passed by Congress stipulated that the national Conference should be preceded by state and territorial conferences. All states and territories held these conferences.

The President and Congress classified the problems of education as critical, or emergency, warranting the calling of this conference—the first of its kind in history. Perhaps its urgency grew out of the fact that

(1) For a decade or more there has been an upsurge of critical evaluations of public schools, and people felt the need for official study of conditions.

(2) There has been an unprecedented increase in school enrollments in the nation, requiring more teachers and more classrooms. This has been so rapid and so sustained following on the heels of the depression and the war, that it has left us without enough adequate school buildings.

(3) The impact of our industrial world has created a demand for a steadily increasing number of technically and scientifically trained people. These people are not prepared overnight. Our present educational system had not been adequately geared to meet needs of such specialization.

(4) The unprecedented pressures for federal support of education and the great differentials between states in the providing of manpower for our nation's defense activities impressed the President with the need for such a conference.

The White House Conference project set in motion the first educational meeting of its kind in the history of our nation. The project provided an official channel for thousands of citizens to share in an understanding and solution of school problems. The real merit of the project was in its method of sharing the insights and wisdom of many people by making them partners in determining the future of the schools of our land.

The conference was preceded by state conferences in each of the 48 states. The Colorado State White House Conference was a most significant project. A committee of 60 distinguished citizens was appointed by the Governor and assigned by him to work in close harmony with the State Department of Education in planning and conducting the state conference.

These citizens were men and women who could be objective, fair and impartial in dealing with the problems of education, and who were able to plan, organize, and conduct an educational program. Early in the deliberations of the Colorado committee for the White House Conference on Education, it was determined that every effort should be made to encourage the people in local communities to share in the program. Accordingly, it was decided to hold five regional meetings, each of which should be preceded by community meetings, and then to hold a state conference providing a "summit meeting" to summarize the discussions of the earlier sessions.

Thousands of people attended these meetings and devoted many thousands of man-hours to planning and discussing the problems. The committee encouraged the discussion of the following nine problems:

What educational opportunities should be available to our children, youth, and adults?

What should be done to meet our school building needs; our transportation needs?

How can we organize our schools and school districts to provide adequate educational programs?

How can we get enough well trained teachers and keep them?

What special related services are essential to a good educational program?

What should be done to meet the educational needs of out-of-school youth and adults?

What must be done to assure adequate opportunities for college education to Colorado young people?

How can we best finance our educational program?

How can continuing support for public schools be obtained?

In each community and regional conference the nine problems were considered separately and subsequently reported to the final state conference for the adoption of findings and recommendations.

At each of five regional conferences, delegates to the state conference were elected. The number of delegates to the state conference was fixed at 160. These delegates were assigned to nine subcommittees to comport with each of the areas outlined by the major problems. Each of the nine subgroups followed an agenda basically as follows:

A review of the findings and discussions of the regional conferences.

Hearing individuals and organizations who wanted to file a statement on the problems.

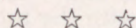
A review covering additional research and study made by committee members.

Conclusions and recommendations.

This report developed into a truly representative presentation of the views of the people of Colorado on pressing problems in the field of education. A statewide philosophy on education was achieved.

The recommendations endorsed by the state White House Conference on Education will provide a set of aims, purposes and goals for education in Colorado for the next decade.

The recommendations of the state White House Conference on Education have been summarized in printed form in a booklet entitled "Our Schools Are the Cornerstone of Democracy" (September, 1955). Copies of this booklet are available at the office of the State Department of Education, State Office Building, Denver, Colorado.



3

COLORADO CONGRESS OF PARENTS AND TEACHERS

.. . . . " . . . welfare
of children . . . criterion
of program."

The Colorado Congress of Parents and Teachers is the state organization of local units of Parent-Teacher Associations affiliated

with the National Congress of Parents and Teachers. One hundred forty-seven thousand, four hundred and eighty-two teachers, fathers, mothers, and other citizens interested in the welfare of children joined their local P.T.A. in Colorado for 1956.†

At the annual convention in Denver, April 9-11, 1957, the Golden Anniversary will be observed. The Colorado Branch of the National Congress of Mothers and Parent Teacher Associations was organized on May 3, 1907, with Mrs. H. J. Hersey as president.*

Colorado was the 15th state congress to join the national organization. In 1908 an advisory committee of men was formed. The 14th annual Child Welfare Conference of the National Congress met in Denver in 1911 with Colorado as host. Leaders of the state have consistently assumed major responsibilities in the National Congress throughout the 50-year affiliation.

Welfare of children has been the criterion which has promoted a vigorous program of legislation concerned with child labor, sanitation, libraries, playground and social centers, children's courts, maternal and child care, safety, and public health. The needs of the public schools have been the primary platform of legislation in the last two decades, with the P.T.A. helping to secure recognition of the responsibility of the state for equal educational opportunities for all of Colorado's children, the income tax for school revenue, reorganization of the State Department of Education with increased appropriations, and the present platform of an actual "foundation program" and modern school attendance laws. Consolidation, reorganization and organization of school districts have been endorsed and continue to be an integral part of the platform.

During World Wars I and II, the Korean conflict, economic booms and depressions, the P.T.A. adjusted its program to the demands of the emergency, but never wavered from the pursuit of the Objects:

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

P.T.A. is non-commercial, nonsectarian, and nonpartisan. It does not endorse candidates or commercial enterprises; it respects all religions, but promotes no creed; concerns itself with issues and principles, not people; and stands firmly for civic, moral, educational and spiritual improvements.

P.T.A. does not seek to direct administrative activities or to control school policies. It stands ready to assist when help is needed and to lead where leadership is necessary. P.T.A. does not set the pace for education and educational leaders, and yet it is making every effort to become informed as to philosophies of the school, activities within the school, and goals toward which educators are working. Through P.T.A., neighborhoods develop community con-

* In 1924, the name was changed to the Colorado Congress of Parents and Teachers.

†See PTA membership chart, Appendix B, page 203.

sciousness and work on common problems, create standards, and practice democracy.

Primary projects have included initiation of the school lunch program; the summer round-up; Worship-With-Your-Children Month; parent education conferences and discussion groups; safety education and driver training; passage of the Sabin health bills; cooperation with the National Foundation for Infantile Paralysis in interpreting its program and purposes; endorsement of UNESCO and related groups; advocacy of established standards of qualification for all personnel interested in the disposition, care and training of children; and passage of school bond issues totaling millions of dollars.

In 1916 the Boys' Educational Loan Fund was established; later this project was called the Bertha B. Porter Boys' Loan Fund. A girls' loan fund was started in 1947. Two years later the two projects were combined into what is now known as the Student Loan Fund. With assets in excess of \$35,000, the fund is available to upper division college students.

As a stimulant to the teacher recruitment effort, the Teacher Training Scholarship Fund was established nine years ago with a goal of two grants of \$150 the first year. Now called the Teacher Education Grant, a project of "Fifty Teacher Education Grants for the Fiftieth Year" was adopted by the 1956 convention.

The Colorado Congress maintains an office staffed by two full time employees. An annual convention is held, as are conferences, institutes, and workshops emphasizing current needs or interests. A bulletin, **The Colorado Parent Teacher**, is published in ten issues in each calendar year. Thousands of publications are distributed, thus placing at the disposal of the membership the accumulated wisdom and knowledge of experienced parent-teacher leaders.

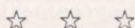
The annual convention is the governing body of the Colorado Congress. Voting power is vested in the Board of Managers and accredited delegates of the units. The board consists of 14 elected officers, council presidents, chairmen of standing committees, and the bulletin editor and assistant editor. The officers of the congress are president, ten vice-presidents, secretary, treasurer, and historian; all are elected for a term of three years. The first vice-president is chosen from the membership at large, the second vice-president is a professional educator, and the other eight vice-presidents are chosen from geographic districts to insure statewide representation. Only a member of a local Colorado Congress P.T.A. unit is eligible to hold office.

Dues are all-inclusive. When a person pays dues in a Congress P.T.A., he automatically becomes a member of the National Congress, the Colorado Congress, and his local unit. Twenty cents per member is sent to the state treasurer, of which five cents is apportioned for national dues and five cents is reallocated to organized councils. The Colorado Congress cooperates with organizations, conference groups, and agencies having programs and projects concerned with the welfare, protection, and education of children, such as the Colorado Education Association; Colorado Association of School Administrators; Classroom Teachers; and County Superintendents Association; Colorado Association of School Boards; Colorado Adult Education Council; State Boards of Education, Agriculture, and Vocational Education; State Departments of Health and Public Welfare, Children's Division; Colorado Committee for Children and Youth; White House Conference on Education; Colorado Safety Council, and the President's Highway Safety Conference.

The Objects of the National Congress of Parents and Teachers provide the basic foundation for all action. Implementing these Objects in the light of Colorado's specific needs is the responsibility of the Colorado Congress of Parents and Teachers. Each of the following goals represents a facet in the total growth and maturity pattern of the individual child and each is related to the others:

1. Secure and Satisfying Home Life.
2. Equalized Educational Opportunity.
3. Active Civic Responsibility.
4. Moral Values and Spiritual Faith.
5. Safe and Healthful Environment.
6. Full Acceptance into Community Life.
7. Concern with Legislation affecting Children and Youth.

(PTA Platform approved by the convention April 19, 1955, Boulder, Colorado).



4

CITIZENS COUNCIL FOR PUBLIC SCHOOLS

... .. " . . . all-out
effort to awaken public
interest in education."

Since 1949, when the National Citizens' Commission for Public Schools came into being, the number of local citizens' committees working for school improvements nationwide has increased from less than 20 to more than 10,000, and state groups have increased from nine to 35.

Colorado's contribution to this growth is indicated by the fact that from a mere handful of four or five citizens' school groups at the time of the opening of a regional office of the commission in Denver in 1951, the number of such committees in Colorado has reached more than 50, with probably many others unknown to this organization. Today Colorado is among the 35 states having a state-wide committee, The Colorado Citizens' Council for Public Schools.

Undoubtedly, the Colorado Governor's Conference on Education, prior to the White House Conference on Education in November, 1955, influenced the continuation on a permanent basis of many of the groups which gathered throughout the state to formulate local recommendations for the state conference, as well as the formation of study groups by conference representatives in their own localities. Totals in the future will continue to reflect this activity.

While voluntary committees, of one kind or another, have been part of American life since the early town meeting, the citizens' committee for better schools is a product of public awareness of present-day school problems and the desire to do something about them. The National Citizens' Commission for Public Schools was organized to arouse interest and activity on behalf of the public schools and to provide a clearing house of information and materials on how to organize for effective study and action and how to benefit from the experience of others. Through its correspondence and contacts with the thousands of citizen groups throughout the country, the Commission found that there is no one blueprint for an effective citizens' committee, but that certain basic principles are common to all successful citizens' committees for the schools. These three "common denominators" are essential to their responsibility:

They are broadly representative of the entire community. They reflect as fully as possible all parts of it, all viewpoints, and all interests—economically, geographically, occupationally, culturally, politically, etc.—rather than any one part.

They begin with the facts and base all their recommendations upon a continuing study of all available, relevant facts.

They are independent in thought and action, but take steps to establish and maintain a cooperative working relationship with the legally established authorities.

The many committees in Colorado have worked successfully in local communities, both urban and rural, and on the county and state level, and they are varied in size, organizational pattern, and interest. Throughout the state they have undertaken to study and to help solve problems ranging from report cards to finance and legislation on the state level. Case histories of committees and reports from sub-committees show that their studies and recommendations have been utilized with excellent results for the schools.

Some committees function only for an immediate objective. Others are initiated in a crisis period and then evolve into continuing groups with sound, long-range goals. But whatever the pattern of formation and operation, Colorado citizens' committees have made vital contributions in all of the following areas: Goals and curriculum, school buildings and equipment, non-partisan selection of qualified people for the school board, finance, teachers' salaries, and long-range studies of school needs, including population shifts and changes in the nature of the community.

Two outstanding examples of citizen participation in school problems are exemplified in the communities of Fort Collins and Boulder.

In Fort Collins there is a permanent committee working on the many problems concerning public education in that city. Through its activity they have added tremendously to the support of the community and to the improvement of its public schools.

In Boulder, for every problem, large or small, a citizens' committee is appointed, always with entirely new personnel. When the study or work is completed on that problem, the committee is disbanded. In this manner, many hundreds of citizens have been involved in the discussion and solution of school problems in Boulder in the past five or six years, and much community support has been gained for its public schools.

The Colorado Citizens' Council for the Public Schools is a group of interested adults from all walks of life and from all sections of

the state. It was formed May 25, 1954, with the following purposes:

To sustain, promote, and improve public education of our children throughout this state through closer and more active cooperation between the citizens and their schools, based upon information and understanding;

To this end, to study all problems relating to public education, objectively and without prejudice;

To make facts and findings so ascertained available by every possible means to all citizens in local communities and statewide;

To be at all times wholly independent of, but cooperative with school boards and school administrators;

To make recommendations for desirable changes and improvements, after full consideration of the facts and findings, to school boards and administrators, to local and state legislative bodies, and to the lay community;

To invite and transmit to school authorities the opinions, inquiries, and constructive criticisms of lay citizens;

To engage in no partisan political activities, to serve no special points of view, and to oppose bigotry, intolerance and all other influences hostile to the democratic principles of American freedom.

The Council has been active since its organization in the planning and holding of community, county, regional and statewide conferences on education, both before and after the White House Conference on Education. Its plans in the future include an all-out effort to vitalize public interest in education throughout the State of Colorado.

More detailed reports from citizens' committees in Colorado and other states across the nation may be secured free of charge in single copies from the western regional office of the National Citizens Council for Better Schools at 1100 14th Street, Denver, Colorado.

In January, 1956, when the National Citizens' Commission's charter expired, the National Citizens' Council for Better Schools was formed as a successor organization to continue the functions developed by the Commission. The Council began its work to alert citizens to the problems of their schools. The Council chairman is Mr. Ralph K. Gottshall, president, Atlas Powder Company, Wilmington, Delaware. Among members from the western region are: John Armer, former chairman, Arizona Council for Education, Phoenix; Palmer Hoyt, editor and publisher, The Denver Post; David P. Johnson, editor and publisher, the Nowata (Okla.) Daily Star and weekly Star Times; Mrs. Frances W. Lee, president, New Mexico Schools Study Council, San Mateo, N. M.; Stanley Marcus, president, Neiman-Marcus Co., Dallas, Texas; Lawrence Martin, associate editor, The Denver Post; Mr. Ralph B. Mayo, of Ralph B. Mayo & Company, Denver; and Mrs. Carter Taylor, temporary chairman, Texas State Committee on Public Education. Twenty-three of the 70 Council members served as members of the National Citizens' Commission until its charter expired.

Services of the Council include consultation with state leaders, loan of educational films, and distribution on a cost basis of infor-

mational materials relative to school problems, including a series of working guide booklets.

The new Council is working to familiarize Americans with the problems of their schools and help convert that interest into intelligent action on the local level where the problems must be solved. Through a broadly based membership of men and women with experience at the local and state level, the Council hopes to make this truly a "grass roots" movement.



5

COLORADO ASSOCIATION OF SCHOOL BOARDS

... .. " . . . service
and assistance to Colorado
school boards in every
possible way."

The Colorado Association of School Boards was organized by nine boards of education in January, 1940, after a period of several months of field work led by Professor Don C. Sowers and Mr. Willis O. Underwood of the University of Colorado. Dr. Sowers, director of the Bureau of Municipal and Business Research, served as the first secretary-treasurer until his death in 1942.

While the organization experienced slow growth during its first two years, solid foundations were laid for the future. An excellent constitution was formulated and adopted which has proved to be well adapted to changing conditions through the years, and the basic structure of the Association has been only slightly modified as the organization grew.

In 1942, when the present secretary-treasurer, Dr. Calvin Grieder, was appointed, the CASB included only 39 boards of education in its membership. During the next two years an intensive program of field work was carried on, resulting in an increase to 115 affiliated school boards. Third-class districts made up half of the membership, a ratio which has changed little since then.

Throughout the period of its existence since 1940, the Association has taken as its main task the improvement of school board service and assistance to Colorado school boards in every possible way. The purposes announced in its first constitution and which still govern

the association's work have been taken as a model by other state associations:

- To undertake the practical study of school problems.
- To gather and circulate helpful information obtained from the experience of school boards in action.
- To adopt those practices and procedures which result in the most economical and efficient operation of the schools.
- To secure the enactment of legislation which will be beneficial to the public schools, school children, and citizens of the state and to oppose legislation injurious thereto.
- To hold conferences for the mutual exchange of ideas.

In January, 1943, the **Colorado School Board Bulletin** was established to serve as a medium of communication for the far-flung membership of the Association and as a source of information on school affairs of particular interest to school boards. Beginning as a four-page leaflet with a circulation of 400, published six times a year, the Bulletin gradually expanded to eight, ten, or twelve pages published ten times a year. Its circulation is now approximately 2,500 copies, and it has been cited many times as one of the best state school board association periodicals. Special reports and news letters are also published from time to time to supplement the regular publication of the Bulletin.

Among its major achievements, the Association lists its cooperation in 1941 with the Colorado Municipal League in procuring a rate reduction of 25 per cent on fire insurance rates. In 1949 the CASB was very active in helping attain the enactment of House Bill 900 for school district reorganization, one of the best acts of its kind legislated in any state. The reorganization of school districts had been a major area of study by the CASB since 1944, when 2,200 copies of the booklet, "School District Reorganization for Colorado," were circulated throughout the state.

In the early 1950's, the Association was represented on the Governor's Committee on Colorado School Finance, whose efforts resulted in a thorough-going revision of the state support programs. Two years ago the Association's efforts to exempt school districts from the state sales tax on school building construction were successful, saving 'hundreds of dollars a year on such projects.

Especially during recent years, the CASB has taken an important part, and in some cases a leading part, in cooperative activities with other agencies looking toward improved educational services for Colorado. The Association has in this respect worked with the Colorado State Department of Education, Colorado Congress of Parents and Teachers, Colorado Association of School Administrators, the Colorado Legislative Council, Colorado Council for Educational Legislation, the recent White House Conferences on Education, and the Colorado Citizens Council for Better Schools.

The organization of the Association has changed but little since 1940. One of the major changes has been the creation of nine regional districts, from each of which a vice-president is elected. Each vice-president holds office for a term of three years. The president is elected for a term of one year by the regional vice-presidents. Association business during the year between conventions is conducted by these officers and the executive director, secretary-treasurer, and immediate past president, the entire group being known as the executive committee.

Since 1941, the Colorado Association has been affiliated as a charter member with the National School Boards' Association, and

its current president, Mr. Roy O. Frantz of Pueblo, is a member of the board of the directors of the NSBA.

A variety of activities is conducted by the Association throughout the year. Regional school board conferences in various parts of the state are held every year, and an annual state convention is held in November. The CASB is represented in the State Capitol during legislative sessions, and at hearings on important educational bills. Research on a wide variety of questions submitted by member boards is done, and a heavy correspondence is carried on constantly.

With a membership of approximately 250 school boards, the Association represents more than 90 per cent of the school children of Colorado. It is gratifying to those who have been connected with the CASB for many years to see that its status and influence are continually improving. Plans for the coming year indicate that there is not to be relaxation in any of its many activities and services. A budget of \$16,000 has been adopted, an increase of more than 150 per cent in the last three years.

With the appointment of a new executive director, Mr. John J. Coffelt, formerly with the State Department of Education and the Legislative Council, the Association confidently looks ahead to the next few years. The cooperation of the University of Colorado, through its Bureau of State and Community Service, affords excellent office space and secretarial service at a modest figure. With good facilities and the excellent leadership of its officers, the Association is planning for expanded field work, cooperation with other agencies, official and non-official, and the assumption of increased leadership in the improvement of public education in Colorado.

☆ ☆ ☆

6

COLORADO EDUCATION ASSOCIATION

... .. " . . . *improvement
of teaching standards . . .
and quality of educational
programs.*"

The heritage of the Colorado Education Association dates back to the year 1875 when, on December 28, ninety-nine pioneer educators met at Arapahoe School, Denver's first high school, and thus became charter members of Colorado's first organization of educators—the Colorado Teachers Association. These 58 men and 41 women, living

at a time when teaching standards were almost non-existent, when facilities were poor and the average salary for a teacher in the state was \$20 a month, gathered to discuss means of improving education for the school children of Colorado. Members of the Colorado Education Association are continuing to perform that function today.

Although charter membership in the Colorado Teachers Association was limited to just under 100 persons, the succeeding years have shown consistent growth, sometimes slow and at other times unusually fast. Today the Colorado Education Association has a membership of more than 12,000 teachers and administrators and a combined membership of teachers, administrators, FTA members, retired teachers, educational secretaries, and life members of more than 13,000. The following table shows CEA membership growth over five-year periods since 1875 and for the year 1956:

<u>Year</u>	<u>Membership</u>	<u>Year</u>	<u>Membership</u>
1875	99	1920	4327
1880	Not Available	1925	7173
1885	118	1930	8450
1890	183	1935	8000
1895	552	1940	8361
1900	342	1945	8766
1905	1025	1950	10000
1910	2531	1955	11882
1915	3330	1956	12156

Growth of the Colorado Education Association has not been limited to membership. Since its inception, the services of the Association have grown in proportion to the growth in members. Growth in services has, in part, been a product of constitutional changes over the years. Significant among these changes were those made by the 1926 constitution which placed legislative power and general governing functions of the Association in the hands of the Delegate Assembly and, at the same time, provided for the appointment of an Executive Secretary.

The years that followed have seen constant growth and expansion of services as well as increase in professional staff. Prior to 1936 the welfare program of the Association consisted primarily of extending grants or loans of money to help members who were out of a job, in ill health, or faced with some other financial emergency. Begun in 1936 with a coverage of 900, the CEA Hospitalization Plan has grown to 7,336 in 1956. Over \$2,350,000 in claim payments was made to members and their families in this 20-year period. In September, 1954, the Colorado Education Association joined with 16 other state education associations in promoting an expanded welfare program at which time automobile insurance was added which placed teachers in a preferred-risk class. Designed by teachers for teachers, the welfare program, administered by the Division of Insurance Services, is providing a very real and worthwhile service for members of the Association.

The Teacher Placement Service of the Colorado Education Association was established as an integral part of the Association program in 1944, and a recommendation that teacher placement become a permanent service of the CEA was accepted by the Delegate Assembly in 1947. During these years of teacher shortages the service is an important source of manpower for the schools of the state, and recruitment of teachers has become an important phase of the work

of this division. In 1955 travel services were added to the services of the division offering a new and expanding program with great potentialities for the future.

The 1946 Delegate Assembly officially recognized the inevitable need to expand field services for the ever-increasing membership of the association. Accordingly, in 1947 a Division of Field Service was established, to give personal attention to the some 200 local affiliated associations in an attempt to solve the problem of communications. In 1953 this division was expanded again to include public information. The membership felt the need for interpreting the public school program as well as the professional association through television, radio, newspapers, and other media. Continued growth of the association is once more focusing attention on further expansion of these services.

The association has long been active in supporting research work necessary to its program, and legislators as well as teachers and others rely on CEA research data. Because of the expanding work of the CEA and the increasing need for more facts on which to base decisions, the Association established a Division of Research in July, 1956. One function will be to promote cooperative educational research relationships throughout the state by working closely with the State Department of Education, colleges, and other research organizations. A substantial part of the work of the division will be in support of the CEA legislative program.

Services of the publications division include many things not originally a part of the work of the organization. Among these is the great increase in brochures, folders, catalogs, booklets, reports, and other miscellaneous publications. Servicing and distribution of films and promotion of the state FTA program have also become significant parts of the work of the division. The **Colorado School Journal**, originally published by an educator who devoted full time to teaching, continues to be the principal publication. Made the official organ of the Association in 1887, it was not owned by the CEA until 1908. Since that time, it has been vastly improved by increasing the number of pages, adding color, and changing makeup and design. The Journal serves as a meeting ground where teachers may express their ideas, exchange viewpoints, and pass along information. It is a publication where the cause of education can be championed. Today more than 14,000 copies of each issue are distributed.

Many services offered by the Association are the result of the combined efforts of all staff members and of teachers working through state committees and other channels. For example, the Ethics of the Profession Committee and the legal service of the Association guard teachers and the public against unethical and improper practices. The annual conventions, the yearly Delegate Assembly, and various other conferences and meetings give educators an opportunity to participate in the government of their organization, exchange views, discuss new ideas, and communicate with the public. Staff members of the Association are constantly representing teachers of Colorado at various meetings of great importance to educators.

The work of the Colorado Education Association was greatly enhanced by the purchase of a headquarters building in 1947. The building has provided adequate room for all activities of the Association, and has served to increase the prestige of teaching in our

state. Ideally located at 1605 Pennsylvania Street, Denver, the CEA building has become the "nerve center" of the teaching profession in Colorado.

Growth of the Association in membership and services has been accompanied by progress in the improvement of teaching standards and the quality of educational programs, for the benefit of education and educators alike. Chief among achievements which were significantly influenced by the CEA are better salaries, teacher tenure, increasing state aid, improved retirement, reorganization of the State Department of Education, school district reorganization, teacher welfare, and certification standards. For example, 1913 saw the passage of the first minimum salary law. Sponsored by CEA, this law guaranteed teachers throughout the state a minimum of \$50 a month for at least six months of the year. Although not a fabulous sum, it was a far cry from the \$20 a month average teachers were realizing when the Association was founded. Subsequent efforts of the CEA have helped raise the salary figure to an average of more than \$325 per month in 1955-56.

The Association helped secure the first tenure law some 30 years ago. Although it applied to only the three largest cities, it was the forerunner of the present tenure law. The Association was instrumental in preventing repeal of the 1949 law at the 1951 legislative session and in passing the present tenure law in 1953.

The CEA sponsored a test case in 1936, pertaining to the state's financial obligation to the public schools, which was carried to the Supreme Court. The decision of the Court established the principle that financial support of the public schools was a state responsibility. Since that time, and largely as a result of the efforts of the Association, state support of education in Colorado has risen from nothing to about 23 per cent. The CEA is continuing its efforts to further increase state aid to a more proper level.

The Association threw the full weight of its support behind the movement to reorganize the State Department of Education. Persistent in its efforts, the CEA endorsed this reorganization as a major objective for more than 20 years and, almost single handedly, carried to the people in 1928 and 1930 proposed amendments calling for reorganization of the department of education. These efforts were unsuccessful but a favorable climate had been created by 1948 at which time the goals of an elected state board of education and an appointed commissioner of education were finally reached.

Since 1921, the Colorado Education Association has worked toward a sound program of school district reorganization. House Bill 900, passed by the 1949 legislature, was the culmination of these many years of work and represented one of the best reorganization laws passed by any state until amended by the 1951 legislature. The Association is continuing to promote and support sound legislation in this area.

The Association was instrumental in securing a good statewide retirement plan for all teachers and has developed a nationally recognized program of insurance services for its members. The work of the Association has extended to areas of proper teacher certification, watchfulness against legislation harmful to education, and continuously careful scrutiny of the administration of public school lands and permanent school fund.

Organized for the purpose of increasing the efficiency of the teaching profession and promoting every wise educational movement,

and governed democratically by more than 12,000 members through their elected Board of Directors, the Colorado Education Association is recognized as the professional organization of educators in Colorado and speaks with authority on educational problems. It has gained the respect of laymen, legislators, and taxpayers by its sane, open-minded, yet aggressive approach to the problems facing education in this state, and its record of achievement over the years is one that can be looked to with pride.



7

HIGH SCHOOL ACTIVITIES ASSOCIATION

... .. " ... *service
agency for secondary
education program.*"

The development of the inter-school activities program in Colorado and of the organization responsible for its direction and supervision closely parallels those in the rest of the nation. Colorado schools developed extra-curricular activity programs as did other schools. Athletic excesses and abuses in the early part of the century were common. The need for direction and regulation resulted in the organization of the Colorado High School Athletic Conference in 1921.

The purpose of this organization was to regulate better and develop the inter-school athletic program. There were nine local associations or leagues by the time the first constitution was printed: Northern, North Central, Northeastern, Western Slope, Suburban, Southeastern, Arkansas Valley, South Central and San Juan Basin.

R. W. Truscott, Loveland, was elected temporary president and J. C. Casey, Eaton, temporary secretary. John C. Cory, principal of South High, Denver, was a member of the first Board of Control and the second president. James H. Wilson of Rocky Ford was elected president to succeed Corey. In 1924 the Colorado High School Athletic Conference joined the National Federation of State High School Associations and has been an active member ever since.

In 1934 the name of the organization was changed to the Colorado High Schools Activities Association so that all interscholastic activities might come under its administration and supervision.

In 1924-25 there were nine leagues in the conference with a total of 80 member schools. Today there are 28 local associations with over 240 member schools in the Colorado High Schools Activities Association.

One of the most significant changes in American high schools in the past 50 years has been the development of and increasing dependence upon the interschool activities program as a necessary part of the total educational program. Prior to the turn of the century, Boards of Education and high school administrators were generally concerned only with the academic aspects of secondary education. Most schools permitted, and some schools encouraged, the organization by students of so-called extra-curricular activities. Schools usually had athletic teams, music, literary and dramatic societies, and debating clubs. These activities were financed and directed by the students, who at one time even hired their own coaches.

As these extra-curricular activities grew in size and number it became obvious to school officials that there were values in them that could be used to improve the educational program.

Good extra-curricular activities seemed to improve the spirit and morale in a school with the result that achievement in academic studies tended to increase. Some activities offered opportunities to teach things that were difficult or impossible to teach in the classroom. The idea of "learning by doing" adopted by most American schools added impetus to the activity program.

Competitive activities obviously required the participation of two or more schools. There was no point in having a good football or debating team if the quality of that team could not be demonstrated in competition with a neighboring school's team.

Meetings between rival teams under proper conditions usually resulted in morale building and educational experiences for both team members and student and adult spectators. In many communities such meetings became an important part of community life and captured the interest and enthusiasm of the people.

Since the activities program was a part of the educational program, responsibility for it was considered to rest with the school officials to whom boards of education had delegated responsibility for organizing and conducting the educational program. It seemed best to control activities through organizations of schools rather than individuals. Ample provision for the democratic participation of all member schools in determining policies and establishing rules and regulations was considered essential.

Voluntary associations of an extra-legal nature seemed best suited to the purpose.



8

ORGANIZATIONS SERVING IN ROLE TO AID EDUCATION

... .. " ... *liaison*
with educational programs
of the public schools."

In addition to associations and organizations existing professionally for the improvement of education in Colorado, the school system has profited from the cooperative interest and assistance demonstrated by more than 100 groups in the state which have shown positive concern for educational advancement in all communities.

These organizations, primarily, are established for purposes other than education, but in the fulfillment of their own programs, they have considered it essential to be civic-minded and alert in problems of education.

Practically every organization of importance in Colorado has either a standing or special committee which provides liaison with the public school programs.

The pace of activities of these units has been accelerated in the past biennium. There have been more meetings, more communications, and more exchange of written and statistical materials than any time in the past.

The State Department of Education has recognized and endorsed the assistance provided by these organizations, committees and individual representatives. A department publication "Services to Schools of Colorado" (1955) has been issued as a guide presenting the agencies which provide services to Colorado public schools.

This apparent development of public interest in education is one of the wholesome achievements of recent years. Educators of national reputation and prominence are keenly aware of what has been taking place. William G. Carr, executive secretary of the National Education Association, for instance, has emphasized the improved situation in his address "The Rediscovery of the Citizen — An Opportunity for Educational Leadership."

Highlights of Mr. Carr's comments — in tribute to the willingness of citizens to participate in school affairs — are these:

- ☆ The crucial problem in educational leadership today is the proper role of civic organizations in the government of public schools.
- ☆ In the area of school government itself, three important trends are now visible: First, the achievement of strength and maturity by the parent-teacher movement; second, the enormous development of voluntary organizations in every aspect and phase of American life; and third, the formation of local, state and national committees on education.
- ☆ The full flowering of voluntary organizations is an event of comparatively recent date; their variety, power and prestige seem to be growing even yet.
- ☆ Some groups promote their aims merely by sharing in the election of school boards and legislatures; others press their respective viewpoints about education . . . in organized drives.
- ☆ It is the undoubted privilege of American citizens to make education fit the needs of their society.
- ☆ Citizens' committees have been immensely helpful in arousing public interest in educational needs—a needed service at a crucial time. American children have better schools today because of it.
- ☆ The importance of good schools . . . a state of national emergency in education.
- ☆ The public schools need friends who possess not only a desire to improve them but also a willingness to give the time and make the effort to get the facts.
- ☆ It is the duty of educational leadership not only to elicit public opinion but also to enlighten it.
- ☆ There is a difference between advice and decision. Even with the public in partnership, the responsibility for education remains with those elected in such capacities, and to no other group.
- ☆ Civic groups have the right and the duty to advise the board of education, but to go further into the area of decision means that the group has abused its function and the board has abdicated its authority.
- ☆ Education must learn to take adverse comments in stride. Criticism, justified or not, is the irreducible price of civic interest and support.
- ☆ Professional leadership in education will see in the renaissance of wide public interest and opportunity rather than an obstacle; public schools belong to the public, educational personnel are public servants.
- ☆ Nowhere in the world as in America do so many citizens from so many walks of life take so much active interest in education. Methods of release to guide the vast new forces and to relate them to the orderly government of public education have yet to be devised.

☆ ☆ ☆

PUBLICATIONS HELP TO CREATE PUBLIC ATTITUDES

... .. " ... *reading
public wants to know
about schools.*"

On every hand there is adequate and convincing realization that the people's interest in education is expanding. The large number of informative articles in magazines, newspapers and other publications is evidence that the reading public wants to know more about schools.

Magazine and newspaper editors would not continue to increase the amount of space available for school articles if they did not feel certain their readers would approve. Furthermore, the topics and problems presented by the various writers represent basic school issues. In the not too distant past, lay magazine articles on education were mostly concerned with superficial school activities which were not types of situations.

Colorado has, fortunately, shared in this expression of interest from the press. The Colorado situation is quite coincidental to the national trend, as summarized by Educational Research Service: "Education's share of attention in popular magazines during 1955 was considerable. In the quarterly digest issued by the Educational Research Service covering the 12-month period, 484 articles have been noted—as compared to 376 in 1954. Looking still farther back, it appears that the annual total of articles on education has more than tripled since 1951."

SECTION TWO

INSTRUCTION
OF CHILDREN,
YOUTH AND
ADULT GROUPS

... .. " ... Colorado
*aims to provide learning
to all seeking knowledge.*"

THE UNIVERSITY OF CHICAGO
PUBLISHED BY THE
UNIVERSITY OF CHICAGO PRESS
SECTION TWO

INSTRUCTION
OF CHILDREN
FOR HANDED
ADULT GROUPS

THE UNIVERSITY OF CHICAGO PRESS
54 EAST LAKE STREET
CHICAGO, ILLINOIS
U.S.A.

EDUCATION FOR EARLY AND LATER CHILDHOOD

... .. " ... for
*optimum growth and de-
velopment in terms of
abilities.*"

The elementary school program usually includes grades one through six. In many schools, however, kindergarten has been added and in other schools, grades seven and eight still are identified with the elementary school program. The latter practice is usually regarded as undesirable, but in many instances circumstances and conditions require it.

The main purpose of elementary education in American democracy is to meet the educational needs of all children of elementary school age.

A group of Colorado school administrators, teachers, and lay people has suggested the following on purpose and objectives of elementary education:

The elementary school makes a definite contribution as the foundation in the total school program. Unless children understand and appreciate their cultural heritage, they will be unqualified to sustain themselves in society. Education of the immature members of society becomes essential to the survival of the group. The fundamental responsibility of the school is to help every child experience optimum growth and development in terms of his abilities and growth pattern, to the end that his special abilities may serve the democratic way of life. These objectives may be expressed more specifically as:

1. Developing a sound body, normal mental attitudes and controlled emotional reactions.
2. Understanding of social relationships and participation in them in ways conducive to the progress of society in a democracy. This necessitates the cultivation of habits of critical thinking and the ability to meet and solve new problems and adjust to them.
3. Acquiring command of the common knowledges and skills essential to effective living. These include efficient oral and written expression, reading well, competence in numbers and in use of reference materials, skill in listening and observing, scientific knowledge,

and historical background that will insure an understanding of the growth and achievement of the United States and its place in the world.

4. Having experience in recreation, in music, art, literature, creativeness, and in all the realms which will enable the child to live fully.

Kindergarten

The kindergarten provides for the physical, mental, social, and emotional development of the five-year-old child. Growth in desirable habits, attitudes and skills needed for present and future development is stressed at this level.

In the rapid growth of the kindergarten program, there is evidence of increased interest in the significance of education for children of kindergarten age. In 1953-54 there were 170 kindergarten teachers and 16,280 children enrolled in public school kindergartens in Colorado. By 1954-55 there were 317 kindergarten teachers with 18,586 children.

At the present time approximately 50 per cent of the five-year-old children in Colorado have the opportunity of attending a kindergarten. This increase has resulted from the demands of parents for kindergarten programs. It has been greatly encouraged by the Finance Act of 1952 which permits pupils in kindergarten to be counted in the aggregate attendance and it has been made possible by the construction of many new elementary buildings which provide rooms for five-year-olds.

Research has shown that five-year-olds are ready for group and individual experiences that stimulate development in language, working with others, factual knowledge, adaptation to school routines, health habits, personality adjustment, appreciations, and continuity of thought and concepts. All of these bridge the gap to the first grade.

Nursery Schools

Nursery schools for children 3 and 4 years of age are not a regular part of the state's public school system. There is a strong tendency, however, to extend the program downward to include "preschool" experiences. The number of children enrolled in non-public nursery schools is already quite significant. The National Council of Chief State School Officers has adopted the following policy concerning the downward extension of the elementary school: "An appropriate tax-supported public education program should be free and available to each person who has reached the age of three years."*

The whole concept of preschool education, given dramatic impetus during the war, flourishes today with a vitality that would have been inconceivable two or three decades ago. Despite some untoward effects resulting from the rather haphazard development of the field, a large segment of the public has learned that for most children there are important values to be gained from participation in a preschool group experience.

Most nursery schools in Colorado are private ones. Several city systems do provide some nursery school facilities, however, in connection with education classes for parents of young children. There is also much information in the area of child growth and development

* National Council of Chief State School Officers, **Our System of Education**, The Council, 1201 Sixteenth Street, N.W., Washington, D. C., p. 9.

being made available through Parent Teacher Associations, mothers' groups, guidance clinics, and meetings of social workers.

The nursery school has been a forerunner in establishing good parent-teacher relations. The early age at which children enter nursery school makes intimate contact between parents and nursery school teacher essential. Solid groundwork is laid in nursery school from which the child can proceed to the next task ahead.

For the elementary school teacher the recorded data, such as medical histories, growth and weight charts and other pertinent facts about the child, available from nursery school records, are significant in helping understand the child's growth and development. Nursery schools also provide excellent opportunities for elementary school teachers to observe incoming children prior to their entry into the regular elementary school. A nursery school helps the child immeasurably in adjusting to the new situation in the elementary school.

In Colorado since 1943 the Board of Standards of Child Care establishes minimum standards for licensing day nurseries and nursery schools along with foster homes, children's camps, child care centers and child placement agencies. The standards established are those that provide adequate protection and proper physical care. There is no supervision of the curriculum by the State Department of Education. The Department, however, has representation on the Board through a staff member.

The following table shows the rapid increase in the number of nursery schools and child care centers licensed by the Board of Standard since 1945-46. The rapid growth in the number of nurseries and child care centers and in the number of children cared for is probably due to expanded defense production in Colorado and consequent gain in population, more working mothers, and better education in this area on the part of parents.

**DAY NURSERIES, NURSERY SCHOOLS AND CHILD CARE
CENTERS LICENSED BY BOARD OF STANDARDS
OF CHILD CARE**

<u>Year</u>	<u>Number</u>	<u>Number of Children</u>
1945-46	17	496
1947-48	24	669
1949-50	39	1024
1951-52	55	1470
1953-54	95	2088
1955-June 14, 1956	96	2176

Organization of the Elementary School

The organization of schools in Colorado falls under three major types: K-8-4 (kindergarten, eight grades elementary, four grades high school); K-6-3-3 (kindergarten, six grades elementary, three grades junior high, and three grades high school); and K-6-6 (kindergarten, six grades elementary, six grades high school).

A large number of elementary schools in Colorado are based on the self-contained or unit type of organization. Here the basic idea is to assign a group of children to one teacher for the major part of their instruction. In the self-contained classroom a flexible program of instruction can be developed.

Some schools use a form of departmental organization based on teachers specializing in the teaching of certain subjects. Here the

teacher who is a specialist in one subject matter area teaches that subject to the children of several rooms or grade levels.

While the older procedure has been called platoon organization, or the departmentalization plan, most schools using such a plan today have a modified platoon organization in operation. In this plan the school is divided into two groups of platoons; the curriculum is also divided into two major parts, academic and special. The academic subjects are taught in the homeroom by one teacher during half of the day, and the special subjects such as art, music, and physical education are taught by special teachers during the other half of the day.

There were 203 one-room schools in Colorado in the past biennium. In such rural schools, teachers face problems of organization of program which will provide sufficient time allotments for all major subjects. It is often necessary to organize the program into large blocks of time so that all grades can participate simultaneously. In addition to this, the teacher has to work with various groups individually in basic subjects. The major problem is finding sufficient time to carry out adequate instructional activities with all grades and groups.

At least two elementary schools in Colorado are experimenting with an ungraded plan of organization and operation. These schools are using 10 to 12 levels for the primary unit. Every child is placed in the group where he can succeed. If it seems that a child is ready for the higher level at any time he is moved to the room where that level is being taught. Children enter the ungraded school and progress at their own rate until they are through it.

Subject areas handled in the elementary grades may be described briefly:

Arithmetic:

In the early elementary school levels, stress is placed upon quantitative imagery through manipulation of objects and groups of objects to develop numerical relations and proficiency in the fundamentals of addition and subtraction. As the pupils progress in knowledge and mastery of the fundamentals through multiplication and division, elementary concepts of fractions are introduced to provide a basis for more advanced work.

Language Arts:

(1) Instruction in reading is specifically concerned with preparing pupils for formal reading, developing vocabulary, providing basic reading and study skills, and developing appreciation and interest in good literature.

(2) Written language in the elementary school includes purposeful writing activities centered around the needs and interests of children. Both formal skills and opportunities for creative expression are given appropriate emphasis.

(3) Spelling instruction is planned with reference to the maturity, and educational achievement of the learner.

(4) Instruction in handwriting places particular stress on developing legibility and speed in all written work. Constant attention is given in the learning process to the fundamentals of form.

Science:

Major emphasis in the curriculum is based upon the development of (1) desirable attitudes, interests and appreciations related to science, (2) understandings concerning important scientific principles,

and (3) knowledges and skills to apply scientific procedures in the investigation of science problems to daily life.

Social Studies:

Emphasis in the early elementary levels is focused upon problems of daily living in the child's home, school and community. In the advanced levels, the scope is broadened to include understandings and appreciations of people in other communities, the nation and in other lands.

Health and Physical Instruction:

The content of instruction includes (1) study of problems of health and safety which are common to the life experiences of children, and (2) participation in games and activities which develop health, stature, motor skills and rhythmic.

Arts and Crafts:

Instruction in arts and crafts is designed to contribute to the esthetic needs of children and to provide opportunity for them to participate in both creative and appreciative art experiences.

Music:

The elementary school program provides experiences, adapted to individual needs and interests, for each child to sing, play, listen, create and respond rhythmically to music.

PROGRAM FOR GRADES ONE THROUGH SIX

Elementary schools in the state seek to build a broad, comprehensive foundation of common learning and basic skills in all areas of the curriculum, basically accomplished in six grades. Fewer and fewer schools include grades seven and eight in the elementary program.

A Typical Schedule of School Program of the Fifth Grade

8:45- 9:15 A.M.	Citizenship club—homeroom activities
9:15-10:30	Social Studies, Science, Health
10:30-10:45	Recess
10:45-12:00	Language Arts (Reading, Writing, Spelling)
12:00- 1:00	Noon
1:00- 1:45 P.M.	Arithmetic
1:45- 2:15	Music
2:15- 2:30	Recess
2:30- 3:10	Art, physical education, library period (on alternate days). Evaluation and planning period, individual instruction.

Interpreting the suggested schedule, a morning with fifth grade children would be as follows:

The children arrive about 8:20 A.M. Those responsible for room care water the plants, straighten the science cupboard and feed the white mice. Some children read library books and two others engage in a map game. Mary organizes the material for a health poster. The teacher is making a selection of pictures from a picture file for the social studies lesson.

At 8:45 the room president calls the group to order and the children give the flag salute and sing several patriotic songs. The secretary's report is read. The building council representative asks that all bicycles be equipped with locks and that children be sure to put their bicycles in racks. Sam reports about a car parked every day for a week in a location that makes it difficult for the school patrol at that corner to see approaching cars without stepping out

into the street. The group agrees Sam's report indicates a need for referring this matter to the principal, and he is instructed to do so.

Discussion is held about letters the children will send along with a box of clothing to a school in France. Judy suggests that only the best letters be sent along with the box. They decide to spend some of the language arts period on the mechanics and contents of the letters. Jack volunteers to find out what the rates of postage will be, both by air and by regular mail, so it is agreed to wait until after his report to decide the number of letters to be sent.

In the fifth grade a unit is being studied on the great rivers of the United States and their importance. This is an ideal unit for Colorado where headwaters of several great rivers of the country rise. As a beautiful colored film on water and its importance in Colorado had been shown yesterday, there is wide discussion on the value of water to Colorado. More questions which are written down and organized by the group as a whole, with several committees reading for information on such problems as:

How has irrigation benefited the people of Colorado?

How has the water of Colorado helped our industrial development?

Why do Colorado and other states vie for the waters of the Colorado River in particular?

How are these rights settled?

What part do the rivers play in recreation?

What is the early story historically of irrigation?

After tracing a number of the great rivers, both on the United States map and the Colorado map, the group spends the remainder of the period reading for information on particular problems.

The period for science and health, integrated as a nutrition study, was on the importance of a good breakfast. Feeding the white mice poor and scanty diets was being done experimentally.

At recess time while there was supervision of the playgrounds, there was no organized play as such, but all children were outdoors with two leaders for ball games. (Weather permitting)

After recess following the social studies research and reading lesson, the teacher arranges practice in selecting the most important facts in the paragraph. In the language arts period emphasis is on note-taking and selecting important facts. While the more capable children are engaged independently with their work, the teacher works with another group in a similar project with easier reading material but with the same skill in mind. At the end of this time, the pupils are given practice in revealing some of this material orally for the class from their notes and are urged to use their own words and speak in complete sentences.

The last 30 minutes before noon are for writing and spelling. Each child has a list of words he missed on the pre-test given the day before, on which he needs to work. Together with the teacher the group decides to add the following words needed for their social studies. They are:

Rio Grande	hydroplants
current	recreation
filter	Arkansas
irrigation	precipitation

After these words are written on the board, the children copy them in their spelling notebooks. Pupils, who have serious spelling difficulty, work with the teacher before beginning independent study.

The rest of the children correct their own errors and study. The writing lesson consists largely today of writing the spelling words. Neatness and correct letter forms are emphasized.

At noon time the children prepare for their luncheons. They go first to the lavatories. The school luncheon provides well-planned meals furnishing one-third of the calories needed by children daily. This is a school where most of the children participate in the school lunch program. The plan of serving lunches is well organized and each teacher serves only one day a week as a hostess in the lunch-room.

A Typical Third Grade Schedule

9:00- 9:10 A.M.	Opening exercise
9:10-10:00	Basic Reading and Remedial Reading Groups (Monday, Tuesday, Wednesday, Thursday) Physical Education (Friday)
10:00-10:15	Spelling
10:15-10:30	Recess
10:30-10:55	Arithmetic (Monday, Wednesday, Friday) Music (Tuesday, Thursday)
10:55-11:30	Arithmetic (Tuesday, Thursday) Writing (Monday, Wednesday, Friday)
11:30-11:55	Group Reading and Speech Instruction
11:55- 1:10 P.M.	Noon
1:10- 1:40	Language
1:40- 2:15	Social Studies
2:15- 2:30	Recess
2:30- 2:55	Science and Health
2:55- 3:25	Art (Wednesday, Friday) Story hour or library (Monday, Tuesday, Thursday)

EDUCATION OF THE MIGRATORY CHILD

Colorado is one of the states on the migratory trail of seasonal workers, largely agricultural, although the expansion of the lumber industries also poses similar problems with transient school children.

Records for 1944 from the Division of Employment Security and Farm Placement Division during August, the peak season, show 23,752 agricultural workers with 8,000 of these being intrastate. A conservative estimate of children is at least 10,000. There is not much central housing and a Colorado farmer often has to house 15 or 16 people to secure five or six workers for his crops.

Census reports for Colorado do not list the Spanish-Americans as a separate group, so it is almost impossible to ascertain what percentage is Spanish-American, but in some schools it runs as high as 80 or 90 per cent. The Spanish-American population of Denver is between 40,000 and 50,000 and of Colorado around 150,000, or about 10 per cent of the total population.

Considerable time of the elementary school consultant during the past two years has been devoted to securing information about

the educational needs of migratory children in Colorado. These children come into Colorado about March first and most of them have gone to other locations by November first. While many of the migratory children are scattered over the state in smaller numbers and can be absorbed without too much handicap in the local school systems, yet there are areas, such as Fort Lupton, the San Luis Valley and Morgan, Mesa and Otero counties, where more problems in their education are encountered. In order to provide special education and help for such children of the road, the Colorado State Department of Education has for the past two years assisted with an experimental migratory school at Wiggins, looking forward to an expansion of this program in the future.

A new venture in education, the pilot migratory school at Wiggins, was the first of its kind in the state. Six weeks may not seem a long period for the operation of a school nor would one anticipate much might be accomplished, but for 25 migrant school children who attended the special school operated for them by Wiggins School District No. 50 from May 31 through July 9, 1955, achievement was outstanding.

The State Department of Education realized the education of migrant children must be received in allotments of a few weeks. Often, as the family roves about, economic conditions, health and lack of school facilities interfere with school attendance. The child feels little security because no school is actually a home base.

Plans were formulated by the State Department of Education, Mesa County Valley School District No. 51 and the Mesa County Migratory Council for an experimental migrant school in western Colorado for six weeks in the summer of 1956. From 200 to 250 children were expected. A smaller school involving 40 migrant children was planned in the lower valley near Fruita. Fifty per cent of these children are from the intrastate migration and the other 50 per cent are from out of the state. At this season for the peach, beet, and vegetable crops, 5,000 extra workers are used in Mesa County.

Important values of such schools for migrants are pointed out by the council:

1. Opportunities for education and citizenship for the children.
2. A safety measure for the children as the farm machinery and open irrigation ditches are dangerous when the children are unsupervised.
3. An aid to the economy of Mesa County as the growers will be able to secure and hold workers whose children have these opportunities.

Teaching of a Second Language

A study of the teaching of a second language in the elementary schools of Colorado revealed that only a few elementary schools do so. Because there are a large number of Spanish people in the state, more children are bilingual than reports show. This study answered many of the questions received in the instructional office concerning the teaching of a second language. (See summary table.)



LANGUAGE SURVEY FINDINGS

Colorado school systems offering a second language—
PUBLIC SCHOOLS

<i>Class</i>	<i>System</i>	<i>Grades</i>	<i>Languages</i>	<i>During Reg. Class Period</i>	<i>Voluntary</i>	<i>Are Pupils Selected?</i>
1	Cripple Creek-Victor	7 & 8	Spanish	yes	yes	yes in 7-8
1	Denver (in few schools)	intermediate	Spanish	yes	yes	varies
1	Greeley (in one elementary school)	4 & 6	Spanish	yes	required	no—all
CSCE	CSCE laboratory school (2 summers)	3-6	Spanish			
	Greeley	one 5th grade	French (incidental)			
1	Jefferson County	6	Spanish	no	yes	no—all
1	Walsenburg	1-6	Spanish	yes 1-4	req. 1-2	no—all
3	Gilman (experimental)		Spanish	5 and 6	vol. 5-6	no—all in 1-2
2	Eaton		Spanish			
3	Amherst	4-8	German	yes	yes	no—all

PRIVATE SCHOOLS

<i>System</i>	<i>Grades</i>	<i>Languages</i>	<i>During Reg. Class Period</i>	<i>Voluntary</i>	<i>Are Pupils Selected?</i>
St. Mary's Academy, Denver	pre-school through grade 8				
	1-6	French	yes	yes	no—all
Randall, Denver	7-8	French	yes	yes	no—all
Kent, Denver		French	yes	yes	no—most in 7-8

Reasons listed for not considering second language instruction were: Lack of need and interest; not having qualified teachers for the subject; and curriculum too crowded to permit another subject.

State Curriculum Survey

A questionnaire on curriculum work in progress and in areas of greatest need revealed 59 first and second class districts have curriculum work in progress, among the 129 which answered the questionnaire. In regard to areas of greatest need for curriculum study, the social studies was selected as the most crucial, with language arts following. This report revealed great interest over the state in curriculum studies with a definite trend of expanded curriculum work in many schools. Lay advisory committees reflect public concern.

Workshops

The elementary division furnished help in various types of workshops, particularly on reading, during the past two years as this was an area of great need. Teachers were instructed in the use of materials, in setting up special classes and in diagnosing difficulties.

Services have been rendered as a member of the board of the Childhood Education Association and in working with this group for the improvement of educational programs for young children. Help was also given in school reporting forms to be used with children and a report form album was assembled from various schools over the state and circulated continuously for 12 months at intervals of two weeks.

Art Workshops

A survey of art workshops conducted by the Colorado State Art Association and the State Department of Education showed the following results: From 191 questionnaires sent out, 93 responses were received.

The good points of the art workshops were these: New and practical ideas, use of general material, media and scrap material, experience through participation.

Limitations of the workshops were: Time too short to cover subject; some groups too large in number for effective participation; some included primary through junior high school teachers, as a group.

General summary of indicated interest in scheduling future workshops:

1. Such workshops should include various materials, techniques, processes and new media.
2. Activities specifically mentioned included activities for kindergarten. Ideas and projects for teachers limited by resources or experience such as handcrafts, puppetry, papier-mache and clay modeling.
3. Most schools proposed several other schools could be invited to participate if workshop is scheduled in their district.

General recommendations were:

1. That more workshops be scheduled to help meet the requested needs of the classroom teachers.
2. That a plan be formulated whereby more personnel can be encouraged and enlisted to conduct workshops where they are most needed.

The instructional division of the State Department of Education is working with the State Art Association to carry out these recommendations.

A wide variety of workshops conducted both at the local and county level provides opportunities for studying and evaluating the

forward movement in education and in the experimenting with usable classroom materials. During the past two years the elementary division has assisted with work conferences in art, reading, social studies, arithmetic and public relations. There has been an impetus over the state during the past two years in the study of improving reading programs in particular.

Elementary teachers are active in selection of learning resources, demonstration classes, conference with parents, improvement in reports to parents, health units, pupil-teacher planning, participating in planning new buildings, a study of the community, the school lunch program as an educational force, sharing of special facilities with other teachers, group study at both levels in the curriculum, newer trends in teaching, evaluation of the school program, individualized and diagnostic teachings and study of both the gifted and the slow child.

Recommendations

A major recommendation is to obtain a clearer picture of the status of elementary schools in Colorado. To do this, an annual report is needed from elementary schools covering individual staff member data, teacher's daily program, and basic textbooks and instructional materials currently in use by subject and grade levels. To be effective, this report should be made during the first part of the school year.

A second recommendation is for local schools to use an elementary school evaluative criteria to get a realistic picture of where the school stands in terms of acceptable standards.

A third recommendation is for schools to undertake an effective program of curriculum study and development as the basis for the improvement of instruction at the local or community school level.

A fourth recommendation includes continued study of the special methods and materials for teaching the migratory and bilingual child.

A fifth recommendation proposes increasing the size of the State Department's consultant staff in elementary education to include more specialists in basic subject areas, for more adequate consultant services in curriculum development.



EDUCATION FOR EARLY ADOLESCENCE

... .. " ... *junior
highs ... testing ground
for future scholastic
careers.*"

Junior high school age pupils in Colorado are generally taught in one of three organizational arrangements. In some schools they are part of the elementary grades where the pattern of grades one through eight prevails. In some instances there are separate junior high schools with grades seven, eight, and nine as a separate unit. In other instances they are part of a six-year high school unit with grades seven through twelve in one unit. Whatever the organizational pattern, an effort is always made to know the needs of junior high school pupils. The program for this age pupil usually continues the hard core of basic subjects with some beginning of specialization and choice on an exploratory basis. This provides pupils of 12 to 15 years of age the opportunity to gain a wider concept of their talents and abilities.

The junior high school has undergone rapid growth during the past 40 years, yet has not fully emerged in Colorado. The junior high school was organized to bridge the gap between the elementary school and the four-year high school. It was designed to enrich the educational experiences of adolescent youth, to encourage a wider variety of youth activities and to retain youth in school. Another basic purpose of the junior high school has been to provide try-out courses and guide youth in planning intelligently their educational future.

In Colorado the grade 7-8-9 plan of organization appears well established in the older, larger centers of population and in those areas in which building programs have resulted from rapid population growths in recent years. In other areas, junior high school age pupils are being taught either as a part of the elementary school

and the ninth grade of the four-year high school or as a part of a six-year high school.

Although several other types of junior high school organization now exist in the state, the trend favors the grade 7-8-9 plan. There are 39 junior high schools of this nature in the state. At the present time, there are 21 schools which use a so-called grade 7-8 junior high plan, while 44 others include junior high grades in a six-year high school organization.

While a departmentalized program with specialized teachers is widely used, the trend is toward reducing the number of periods and lengthening the time of periods. In general, the junior high school curriculum is (1) geared to individual needs and abilities of each child, (2) based upon the way early adolescents learn, and (3) planned so that each pupil acquires the fundamental skills of learning and the most effective ways of working by himself and with others.

The basic curriculum includes language arts, social studies, science, health, mathematics, art, music, physical education, shop work and homemaking. Social studies include Colorado history, American history, civics, world geography, and some agriculture. The trend is to integrate these several aspects of the social studies. Electives such as typing, speech and foreign language are frequently offered.

Due to the varied organizational types of the junior high school, different program offerings are found. Junior high schools which are housed separately and encompass grades seven to nine follow a departmentalized program with specialized teachers. A homeroom program is used for orientation and guidance purposes and provides these early adolescent pupils with the feeling of security they need.

Typical youth activities found in most junior high schools in Colorado include intramural sports, school band, glee club, mixed chorus, school newspaper, dramatics, square dancing, student council and "Pep" club.

The pupil drop-out program seems to have improved over the last biennium, although much still remains to be done to improve the retention rate. Pupil drop-out is found to be higher for those schools in which there is an attitude of finality as pupils leave the eighth grade. The term "graduation" seems to give pupils and parents a feeling that a goal has been reached beyond which there is no need to go. Greater emphasis must be placed upon the value of maximum school attendance, so more youngsters will feel the eighth grade is just one continuing step in their educational career.

There is considerable evidence that certain types of organization have greater holding power than others. In general, the three-year junior high school and the six-year high school have decreased the drop-outs between grades eight and nine, and to some extent the six-year high school has decreased the drop-outs at the end of grade nine.



HIGH SCHOOLS AND SECONDARY EDUCATION

... .. “... *period*
for formation of habits
of good citizenship.”

Although the American high school serves some special purposes, it is fundamentally an institution of general education concerned primarily with the development of good citizenship.

Increasingly education is being viewed as the growth and development that takes place in the individual as a result of the experiences he has in interaction with his environment. The high school, therefore, may be looked upon as a means of providing a pattern of educational experiences which will meet the growth and developmental needs of young people and the needs of their ever-widening communities to the end that life for the individual and for the group may be continuously improved.

It may be stated that all Colorado high school youth need:¹

1. To grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.
2. To understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
3. To develop respect for other persons, to grow in their understanding of and adherence to moral and spiritual values, and to be able to live and work cooperatively with others.
4. To understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. To understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
6. To know how to purchase and use goods and services intelligently, understand both the values received by the consumer and the economic consequences of their acts.
7. To develop and maintain good health and physical fitness.

¹ Adapted from **Plans for American Youth**, National Association of Secondary School Principals, 1944.

8. To develop their capacities to appreciate beauty in literature, art, music, and nature.
9. To develop those understandings and attitudes that make an intelligent and productive participant in economic life.
10. To be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

High School Program

At the beginning of the century, only 5 per cent of the children entering the first grade graduated from high school. At the present time, more than 60 per cent of Colorado's children who enter the first grade complete their high school education. As in the past, the greatest drop-out occurs at the tenth grade; however, this percentage diminishes slightly each year.

Another interesting trend shows that more children of Spanish descent are remaining in school for longer periods of time—long enough to graduate from high school. This is particularly true in the southern and southwestern parts of the state.

The present day high school is concerned with the preparation of youth to live in a democratic society. In meeting the basic needs of young people, local school officials and community leaders generally agree that the large areas of English, social studies, science, mathematics, fine and practical arts, and health and physical education provide the avenues with the highest potential. As a consequence, most high schools have established graduation requirements involving some experience in each of these areas. The common practice at this time seems to be to require a minimum of three units of English, three units of social studies, two units of science and from one to two units of mathematics. Physical education is generally required, but requirements in the fine arts, including music, and in the practical arts are less common. The social studies include history, government, geography, and American problems. The ninth grade offering is commonly civics or world geography. Most high schools offer world history in grade ten and United States history in grade eleven. An increasing number of high schools are offering "problems" courses in the senior year. The ninth and tenth grade offerings are most commonly general science and biology. Physics and chemistry are generally offered in grades eleven and twelve. In the smaller high schools these subjects are offered on alternate years. General mathematics is being offered in an increasing number of high schools in the ninth grade. Many schools offer algebra at this grade level.

A study of 31 small schools, recently done by Dr. Elbie Gann, while superintendent of schools at Aspen, Colorado, showed that courses with 76 different titles were offered in these schools. Many of these, of course, were multiples of a single field. For example: English I, II, III, IV; or Spanish I, II, III. From this data, however, it can be seen each school is attempting to meet not only the common needs of pupils of high school age, but also provide for special needs and interests.

The High School Principals' Association, in cooperation with the Division of Secondary Education, is considering what should constitute the basic program of studies for all high schools. They are raising the question, "Are there certain subjects which should be required of all students?" They are thinking also of ways to enrich their pro-

grams beyond the basic required subjects in line with the special needs of their high school students.

Increased attention is being given to mathematics and science. The Science Fair, sponsored by the U. S. Bureau of Standards, the Wyoming-Colorado Academy of Science, and the University of Colorado, has increased interest in these areas. There is definite need for well-trained teachers in these fields in order to meet increased demands for scientific personnel in the many new and important branches of modern science.

There is a strong trend toward the use of the one-hour period instead of the 40 to 45-minute period, and toward a six-hour day for high school students. The one-hour period insures a net time of 55 minutes for classroom work including supervised study. Several high schools in the state are now requiring all students to participate daily in five instead of four major studies and activities. This plan is gaining in favor, but the traditional practice of four "solids" is still followed by most schools. There is a tendency to raise the graduation requirement to more than 16 units. Schools, which are now requiring five major activities daily, are moving the graduation requirements to 18 or more units.

Vocational Education in the High School

The program of vocational education in Colorado is very broad in its concept of meeting vocational and occupational training needs. It encompasses the secondary schools, junior colleges, municipalities, industry, community and state groups and organizations, state institutions and many other facilities and agencies where vocational training can make an effective contribution. Except for rehabilitation service, vocational education is primarily concerned with organized group instruction, generally sponsored through local public educational agencies.

There are three broad classifications of persons for whom vocational education and rehabilitation are designed:

1. In-school youth of secondary and junior college grade level.
2. Out-of-school youth and adults.
3. Physically and mentally handicapped who can be made employable.

For in-school youth who want training for specific occupations, vocational education supplements and enhances the general academic education and helps orient students to various occupational pursuits and prepares them for initial employment.

The commonly recognized areas in which vocational education classes are serving the needs of Colorado high schools are:

1. Agriculture.
2. Homemaking.
3. Distributive Education.
4. Trades and industries.

Agricultural Education

An important role in the curricula of many of Colorado's secondary public schools is accomplished by vocational agricultural education. During the 1955-56 school year, 67 high schools offered courses of vocational agriculture to a total of 2,970 pupils, as compared with 72 high school and 2,833 students in 1953-54.

In-school programs. For the in-school youth, the program may be either a three or four-year course of instruction in practical agriculture for those who plan to make agriculture their vocation. The

course is designed to assist these youths to become established in farming. It is based upon a genuine farm practice program which is required of each boy enrolled in the course. In addition to farm practice, the course includes related instruction in agriculture science, training in farm mechanics, and participation in activities of the Future Farmers of America which are planned primarily for rural leadership and citizenship development.

The enrollment in vocational agriculture courses is shown in the accompanying table:

Enrollment in Agricultural Education Courses by Grade
For 1955-1956

Course	Students
Agriculture I	823
Agriculture II	694
Agriculture III	488
Agriculture IV	341
Total	2,346

Homemaking Education

A sound program of homemaking concerns all that affects personal and family living. The areas of homemaking include growth and care of children; maintenance of satisfactory personal and family relationships; feeding, clothing, and housing the family; maintenance of health and home safety; home care of the sick; and consumer responsibilities and relationships.

In vocational homemaking and taking the broad program just described, 6,325 boys and girls were enrolled in 1955-56 in grades 9-12. There were 2,569 members of the Future Homemakers of America in Colorado, representing 86 high school chapters. (Eighteen of these chapters are in schools with non-subsidized programs.) Any pupil, grades 7-12, who is enrolled in homemaking is an eligible FHA member.

Distributive Education

Distributive education, an area in vocational education, is an instructional service available through the public secondary schools. Its basic purpose is to improve the efficiency of distribution of goods and services for the benefit of the American public. It does this through two means. One is by increasing the skill, knowledge, and ability of the workers engaged in the distributive occupations. The second is by teaching the fundamentals of selling goods and services, to high school students who spend half-time in school and half-time working at jobs in the field of distribution.

During the school year 1955-56, a total of 5,606 individuals in Colorado received some training through this division of vocational education. Follow-up on the high school level shows that approximately 60 per cent of the students who enter the distributive education program are engaged in distributive occupations today.

All courses in the state are organized by local public schools and are under public school supervision and control. In the operation of the program, the high school coordinator makes full use of vocational and community surveys, advisory committees, the local cham-

ber of commerce, and trade and merchant associations. Course content is based on job analysis.

To a great extent, instructors are selected from the business world on the basis of their knowledge of business practices and their teaching ability. High school instructors are required to have completed their bachelor's degree in retailing, merchandising, or related subjects, as well as to have had three years of practical experience in retail establishments. Teachers in the program are well trained.

Trade and Industrial Education

Education in this area is provided to public school students. Some classes are conducted in the regular daytime high school program, and some are conducted at night. There are ten primary areas of instruction, one of which is:

Preparatory: Day trade preparatory classes are held in high schools and junior colleges. The classes are organized to give young adults an opportunity to acquire skills before entering employment.

(The other nine areas of instruction apply to adult education rather than the high school level.)

Data relating to the participation in vocational trade and industrial education by districts and by individuals may be summarized as follows:

Participation in Vocational Trade and Industrial Education	
Item	Number
Centers participating	127
High school students enrolled	3,564
Total enrollment	<hr/> 3,691

High School Equivalency Certificates

The issuance of high school equivalency certificates was first begun in 1945 and was designed to be of assistance to the servicemen who had left school before completing their high school work to join the armed forces in defense of their country. The first such certificates were issued in March, 1946, to those who passed the General Educational Development tests. Each state set up its rules and regulations regarding the issuance of these certificates. The number of certificates issued by this department in 1946 was 1,065.

In 1947 the department designated certain centers where the examinations could be taken within the state and set up rules and regulations concerning same. The department receives reports of those taking the examinations in other states as well as those taken under the direction of the United States Armed Forces Institute and issues the high school equivalency certificates if the scores so warrant and the rules and regulations have been complied with.

From January, 1947, to June 30, 1956, there have been issued 12,183 certificates.



JUNIOR COLLEGES IN COLORADO

... .. " ... units
provide advanced courses
at community level."

The biennium, 1954-56, demonstrated increased emphasis on junior colleges (community colleges) and junior college education. Numerous studies, prophesying an impending flood of potential students in higher education in the decade ahead, have caused even the lay citizens of our state to become concerned about the possible limitations of higher education for their sons, daughters and younger neighbors. Many citizens, noting the relatively limited enrollment in presently established junior colleges, consider this form of education and its expansion as the "salvation" institution for the years ahead.

Junior college education in Colorado has developed educational services primarily for local communities in the following functional areas:

1. A two-year college parallel program of education, with the lower division requirements of the liberal arts including humanities, social sciences, mathematics, the sciences, and social and physical development which will transfer to four-year institutions of higher education toward the completion of a baccalaureate or higher degree, including professional and graduate schools. The largest group of students in the Colorado junior colleges is pursuing this type of curriculum. Most of the students in Colorado qualify for an associate degree after two years of study in a junior college.

2. Short term to two-year programs of technical education (some of these educational programs are vocational in nature), the major emphasis being qualification at the end of the program for immediate employment in a technical or semi-professional field of endeavor. For the two-year programs of technical education, every junior college in Colorado requires a substantial portion of the educational program to be in the general or liberal education areas to assure a culturally educated, as well as a vocationally competent graduate.

3. A general education beyond high school as a terminal type of learning experience for those who desire cultural and literary competence in living successfully and effectively with their future neighbors in the local, state, national and world communities.

4. Community service education in varying lengths of time and objective. Examples of what Colorado junior colleges are accomplishing toward fulfilling this educational function include: (a) Programs of adult education, formal classes in the day and evening for employed adults and housewives with enrollments equaling or surpassing the full-time day enrollment of students who are participating in a program of collegiate education immediately or soon after high school graduation, (b) lecture and forum programs and series on cultural and professional topics, (c) recreational and hobby activities for adults which provide competencies in the more worthy use of increasing amounts of leisure time, (d) cultural and aesthetic educational programs of a creative nature in the fields of literature, music, art, and philosophical and psychological truths.

An accompanying table in this chapter gives the biennial statistics of the public district junior colleges serving Colorado. (See page 45)

During the biennium, each public district junior college was visited several times for the purpose of making a study of the problems as viewed by the administrative officials and faculties of the several junior colleges.

The following factors were considered:

1. Lack of money for operating expenses. The local tax sources are heavily committed to the financing of elementary and secondary education, to such a degree that the levy for junior college education was—in the minds of many constituents—a heavy burden. Additional sources would have to be found to help finance the junior college level of education. Suggestions included additional state aid, a greater tuition differential from students served from other counties and other states, and a charge-back principle for tuition payments to counties, or origin, of the student.

2. Lack of funds for capital outlay expenditures. All capital structures presently must be built entirely with local district funds although each junior college educates a rather substantial number of students whose home county and state were other than that of the junior college district. Since a great majority of the out-of-county students was engaged in college transfer programs of higher education, and all state institutions had moneys from both a mill levy and from appropriations for capital outlay expenditures, it was felt justified to request both the right to collect tax funds for junior college capital expenditures for buildings to be built in the future, and for state funds on a matching principle for moneys raised locally.

3. Securing of adequately trained faculty members. Since little attention has as yet been given in Colorado institutions of higher education to the specifics of preparation of faculty members for junior colleges, it was recommended that those institutions so equipped for this level of training be encouraged to develop training programs for future faculty members for junior colleges and in-service training for those who are already now engaged in teaching at this level. Also recommended was a program of recruitment and identification of potential faculty members.

4. Development of certification standards. It was suggested that junior college administrators and faculty members, including those engaged in the training of junior college personnel, work cooperatively with the Colorado State Department of Education to develop the most feasible practical standards for the certification of junior college faculty members. Special standards would of necessity have to be developed for those faculty members responsible for technical and adult programs which utilize community citizens as part-time

Item	Lamar		Mesa		Northeastern		Otero		Pueblo		Trinidad	
	'54-'55	'55-'56	'54-'55	'55-'56	'54-'55	'55-'56	'54-'55	'55-'56	'54-'55	'55-'56	'45-'55	'55-'56
Enrollment:												
Original Entries	132	147	1629	1437	411	424	307	317	1030	2369	1985	1444
Withdrawals	38	20	682	689	59	258	96	77	171	262	39	47
End of Year Membership	97	96	987	790	795	485	211	240	859	2107	1946	1397
Day Students	94	127	378	459	140	158	139	159	672	670	350	328
Evening Students	160	302	609	331	655	327	73	46	451§	1437	1596	1069
Academic Staff	20	28	71	105	44	50	*	*	152	172	106	104
Instructional Staff												
Day Teachers	9	9	30	32	13	13	14	15	45	44	27	27
Evening Teachers	2	8	*	*	*	*	7	9	30	42	50	46
Administrative Staff	1	1	1	1	1	1	1	1	7	8	3	3
Property and Equipment												
Buildings Used	4	4	2	2	3	5	6	6	8	10	7	7
Buildings Owned	3	3	3	4	3	8	5†	4	8	10	7	7
£Value of Buildings & Sites	120	120	648	640	295	343	*	249	1800	2100	1165	1165
£Value of Instructional Equipment	21	21	96	102	70	92	*	43	700	700	150	150
Fiscal												
£Total Available Funds	135	121	637	761	220	230	‡	127	1217	1257	257	249
Total Expenditures	140	73	418	529	114	205	‡	107	595	996	245	256
†Assessed Evaluation	27	27	56	61	56	64	‡	38	135	140	32	32

LEGEND: Information Verified from the County Superintendents' Annual Reports.

* Not differentiated and reported.

£ In thousands of dollars.

† In millions of dollars.

‡ Junior college operated as part of Public School District No. 11.

§ Budget not separated from District No. 11.

¶ Evening students and enrollments in special courses.

NOTE: All dollar amounts computed to the nearest thousand or in case of the assessed evaluation to nearest million.

faculty members, or which require a number of years of work-experience as well as educational qualifications.

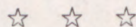
5. Development of a program of state accreditation for junior colleges. To date the existence of a public junior college is prima facie evidence that the institution is accredited. Only one of the institutions in the state was accredited during this biennium by the regional accrediting agency, and one other was undergoing self-study necessary to obtain regional accreditation. The cooperative development of such standards would afford the administrative personnel and the governing committees of the local public district junior colleges a pattern against which each institution could measure its successes and need for improvement.

6. Need for common reporting, fiscal procedures and policies. This problem was attacked during the biennium and the first steps toward the development of a suitable budget form and budgeting procedures were developed cooperatively to provide ease and efficiency of business administrative practices and comparable data between institutions within the state and probable comparable data between institutions in Colorado and those from other states.

7. Assistance in the development of an in-service program of the improvement of instructional practices and curriculum expansion and delineation. Most programs of education in Colorado junior colleges have been borrowed from colleges and universities. Development of curriculums and instructional methodology specific to the educational problems inherent in the "community" college organization will assure a more satisfied clientele.

Progress toward solution of the major problems which have been enumerated, and cooperative endeavors for the orderly development of potential junior college districts and programs of education within these institutions during the coming biennium will provide educational stability and efficiency to junior college education in Colorado.

During the last biennium the legislative council began the study of the future of higher education in Colorado which will need to continue and be completed. In regard to junior colleges, determination must be made relatively soon as to the educational services these institutions will provide for the young adults and adults of Colorado to assure orderly districting of the state into junior college administrative units which will provide the maximum opportunity for a junior college educational experience for each such affected citizen without stultifying the potential development for education service at the junior college level for the citizens of neighboring areas.



SCHOOLING FOR EXCEPTIONAL CHILDREN

... .. " ... to help
those who need assistance
in normal routines."

Special education is the adjustment of physical factors, modification of curricula, and adaptation of teaching methods to meet the particular needs of children who deviate mentally, physically, emotionally or socially from the so-called "normal" child. Deviation may be very mild so that the child is able to make his own adjustments. With more marked deviations it may be necessary for the teacher, parent, nurse, doctor or others to make changes in the environment of the child to enable him to function satisfactorily in a regular class. Children with more marked deviations or handicaps may need to be enrolled in special education classes in order to minimize a handicapping condition to such an extent that they are able to learn in an academic program. This report includes a description of the state plan to implement education for these children. It also includes a review of programs for different types of exceptional children during the last biennium.

Administrative factors in special education involve situations of legislation, certification, registry, coordination with other agencies, citizen participation, and finance.

Special education legislation was revised in 1953 when the 38th legislative session enacted House Bill No. 108 entitled "A Bill Relating to Schools and Pertaining to the Education of Physically Handicapped Children." The act charges local school districts with the responsibility of providing for the physically handicapped and educable mentally handicapped children in the district. This may be done through special education classes for crippled children, those with special health problems, children with hearing or visual defects or those who are educable though mentally retarded. It may be done through the special services of a correctionist for the speech defective child. The instructional program may be taken to the home or hospital of a child who is unable to attend school.

The law provides these services may be made available to physically handicapped children between 3 and 21 years of age and to mentally handicapped children between 6 and 21 years of age. Chil-

dren must have medical and psychological evaluations to determine their eligibility for enrollment in special classes. Teachers of special education classes, speech correctionists and psychologists are required to meet special certification requirements. The State Board of Education is authorized to establish standards and regulations for the program which govern eligibility for reimbursement. These include such regulations as those for class size, for administrative supervision, eligibility of children and suggested curricula. These standards and regulations are published in the manual entitled: Education of Exceptional Children: A State Plan for Special Education.

The school year 1955-56 was the third year the special education program was administered under House Bill No. 108, which helped make it possible for public schools to provide for the educational needs of more than 5,000 of the estimated 30,000 handicapped children in Colorado. During this period, however, certain weaknesses in legislation became apparent. The major shortcomings are:

a. The reimbursement formula based on average daily attendance is cumbersome to administer, at both the local and state levels. Records in the Division of Special Education show that the average daily attendance of children in special education classes is a smaller percentage of the enrollment than for regular school classes. Small districts, which have a minimum enrollment in the special class and high excess costs, are operating under greater financial pressure than districts which have a maximum enrollment and a waiting list, so that the average daily attendance is not lowered appreciably when a child is dropped.

When reimbursement is made annually on an average daily attendance basis, it is difficult for the Department of Education to give the districts an estimate of expectable reimbursement. This makes budgeting difficult at the local level and retards plans for expanding classes or establishing new ones. If reimbursements were made on a special education classroom unit basis, a more accurate estimate of reimbursements could be given to the districts and the special education fund could be distributed more equitably. Under a classroom unit reimbursement plan, all types of special education programs including the special classes, speech correction and home teaching could be reimbursed on one basis instead of three different bases.

b. It is not feasible for small districts to conduct special classes. Even some larger districts may not justifiably establish classes for certain types of physically handicapped children because of the low incidence of these handicaps in a given school population. Therefore multiple districts or area classes are being encouraged. Procedure for enrollment of non-resident children in special education classes and the reimbursement for tuition and transportation or maintenance for them are complicated to the degree that appears to discourage the districts from accepting non-resident children and it discourages the district of the child's residence from trying to transfer the child into another district. Large local administrative units and classroom unit reimbursements would minimize these problems.

All legislation relating to education is reflected in the special education program. Parents, teachers and others interested in legislation for the exceptional child have been encouraged to help foster legislation which will improve the education for all children. These people have had an active interest in such legislative problems

as the improvement of state aid to schools, compulsory attendance laws, school district reorganization and other factors.

Certification: The shortage of trained special education teachers, speech correctionists, and psychologists has been one of the major deterrents to the expansion of education programs for exceptional children. Classes and speech correction programs can be started or expanded only as fast as teachers and correctionists are available. These people have been encouraged to meet the standards for provisional certificates and then continue their training during the school year or in summer schools. The length of time for which the provisional certificate is valid has been extended. Every effort is made to facilitate certification of these people. The Colorado institutions of higher learning are making a special effort to establish curricula in the various areas of special education.

During the last school year there were 94 special education teachers, 36 speech correctionists and 12 certified psychologists under contract to school districts. More detail on certification of special education personnel, may be found in the section of this biennial report on the Certification Division.

Registry: A census or tabulation of incidence of handicapped children, necessary to the planning of special education programs, is not available in complete form in Colorado at the present time. Local district and state plans are based on estimates and are projected from known cases. A registration or index card is kept in the Division of Special Education on each child receiving any type of special education reimbursed from state funds. This registry now numbers many thousands. More detailed case records are kept on children who are severely handicapped and will be receiving education for several years.

Coordination with services of other state agencies is stimulated through the use of a registry. Frequent referrals are made to and received from such sources as the Crippled Children's Section of the State Department of Health, Division of Child Welfare of the State Department of Welfare, Colorado General Hospital, and other agencies.

Citizen Participation: Organized groups of parents of handicapped children have given much impetus to the development of classes for handicapped children. In conjunction with most special education classes, parent groups study the care and education of handicapped children. Parents are working to secure improved legislation relating to the education of all children and particularly for exceptional children. Assistance has been secured from such organizations as the League of Women Voters, American Association of University Women, auxiliary of the American Legion and many other service organizations. These parents have also given service in helping the schools meet the need for trained teachers. This has been done through scholarships. These parents have helped in school bond elections so that school plant facilities may be provided.

Interest of the general public in the problems of the handicapped child was forcefully shown at the Colorado White House Conference. The Conference report includes many recommendations regarding the development of the program.

Finance: The Special Education Act was implemented by an appropriation of \$204,656 in 1954-55 and an appropriation of \$400,000 in 1955-56. In 1954-55, a sum of \$190,891.11 was reimbursed to school

districts which provided special education to handicapped children. The remainder of the appropriation was used for administration and for maintaining the library of special books for visually handicapped children. The entire appropriation in 1955-56 was reimbursed to school districts except for less than \$100 which was used for the large-print library.

REIMBURSEMENTS FOR SPECIAL EDUCATION, 1954-55

Type of Handicap	Enrollment	Reimbursements	Per cent of Fund Used
Mentally Retarded	626	\$ 56,534.69	29.6
Physically Handicapped	470	66,965.31	35.1
Speech Defective	3095	27,246.04	14.3
Homebound/Hospitalized	427	40,145.07	21.0
	4618	\$190,891.11	100.0%

REIMBURSEMENTS FOR SPECIAL EDUCATION, 1955-56

Type of Handicap	Enrollment	Reimbursements	Per cent of Fund Used
Mentally Retarded	794	\$124,841.72	31.2
Physically Handicapped	516	140,951.69	35.3
Speech Defective	3365	93,755.28	23.4
Homebound/Hospitalized	417	40,355.02	10.1
	5092	\$399,903.71	100.0%

Note: \$96.29 was spent in 1955-56 to purchase special large-print books for visually handicapped children. (See the section on Children with Impaired vision.)

Instructional programs for exceptional children were provided for in House Bill 108 (1953) in several aspects:

Children with physical handicaps: Crippled children and those with special health problems are children handicapped by poliomyelitis, tuberculosis or other infections, brain injuries resulting in such conditions as cerebral palsy, cardiopathic conditions, congenital anomalies, traumatic conditions such as burns, fractures and other orthopedic disabilities.

It is estimated that about 3% of the school population, or 8,500 Colorado school children, are crippled or chronically ill to the extent that they should be enrolled in special classes.* These classes are usually handled in a regular school building. If they are in separate buildings, effort is made to coordinate the classes as closely as possible with the school program in the community. Part of the cost of these special classes, in excess of the regular instructional cost, is paid through funds of the State Department of Education under the provisions of the Special Education Act.

CLASSES FOR CRIPPLED CHILDREN

Districts Participating	1954-55	1955-56
Denver, Greeley, Jefferson County, Pueblo	253	Denver, Fort Collins, Greeley, Jefferson County, Pueblo 296

Some children with crippling conditions or special health problems are unable to attend school in either regular classes or special education classes. For children who may be homebound or hospitalized for more than six weeks, state aid may be allowed to local districts which employ a certified teacher to work with such children. The home/hospital teacher works closely with the classroom teacher in planning the instructional program for the child so that when he is enrolled in a regular class he will be up to grade level in achievement. Some interesting facts are noted in the analysis of the home/hospital teaching records for the biennium:

*Based on U. S. Office of Education estimate of incidence of handicapped children, and on 1954-55 Colorado school enrollment figures.

DISABILITIES OF CHILDREN ON HOME/HOSPITAL TEACHING

Disability	1954-55	1955-56
Orthopedic: Cerebral Palsy, Polio, etc.	131	102
Special Health Problems: T. B., Nephritis, etc.	47	64
Cardiopathic: Rheumatic Fever, etc.	143	150
Epilepsy and Convulsive Disorders	12	5
Mentally Retarded	12	16
Accidents: Burns, Fractures, etc.	44	55
Miscellaneous	38	25
Total	427	417

Even though more counties participated in the home teaching program during the last year, this program shows a decrease in enrollment of children. This may be due to the fact that some formerly homebound children are now enrolled in special classes as better medical control of rheumatic fever, epilepsy, and other disorders is enabling more of these children to attend school, and children are being enrolled in home teaching only if they will be unable for more than six weeks to attend a classroom program.

INSTRUCTION OF HOMEBOUND OR HOSPITALIZED CHILDREN

	1954-55	1955-56
Number of children enrolled	427	417
Number of counties participating	31	33
Reimbursement to local districts from State Special Education Fund	\$40,145.07	\$40,355.02
Percent of Special Education Fund used for this purpose	21.03%	10.11%

Children with impaired vision include educable **blind children** who have vision of 20/200 or less after proper correction or treatment, and those who have a total loss of vision. Also included are **partially sighted children** whose vision ranges between 20/200 and 20/70 in their better eye after correction or treatment and children who have progressive myopia or children suffering from diseases of the eye or diseases of the body which seriously affect vision. An estimated 0.23% of the school population or 653 Colorado school age children are blind or partially seeing to the extent they need special education.* Some of these children are enrolled in regular classes where they are assisted by reader service from other students, teachers and parents. The Division of Special Education maintains a lending library of large-type editions of standard textbooks for the use of partially seeing children. The books are loaned upon the request of the school administrator and the child's doctor. With these and other aids to vision, the child may function in a regular classroom.

Some children with severely impaired vision are enrolled in special classes. In one or two districts individual visually handicapped children may be enrolled in classes for the physically handicapped, especially if the child has other handicapping conditions in addition to the visual impairment. In the Denver Public Schools, sight saving classes are provided at the elementary and junior high school levels for partially sighted children. Classes are provided for blind children at the primary level.

ENROLLMENT IN CLASSES FOR CHILDREN WITH IMPAIRED VISION

	1954-55	1955-56
Partially seeing children enrolled in special education classes	39	34
Blind children enrolled in special education class (in public schools) ..	8	13

The State School for the Deaf and Blind at Colorado Springs provides an instructional program for many of the school age blind children in Colorado. The section of this biennial report on Special Institutions describes this program in more detail.

*Ibid

Counseling with parents of blind children, Braille instruction and other educational assistance are available to blind children through the Division of Services to the Blind of the State Department of Welfare.

State statute requires periodic vision testing of all school children to find children who do not see properly, to promote correction of defects by eye specialists, and to find those children who have such serious defects that the curriculum must be changed to allow for their visual handicaps. In 1956 the Colorado State Department of Education, with the cooperation of the Colorado State Department of Public Health, published a manual of suggestions and procedures of this type of testing, entitled: Vision and Hearing of Colorado School Children.

Children with impaired hearing are those who are **hard-of-hearing**, i.e., those whose hearing, although defective, is functional with or without a hearing aid, who have learned language in a casual way like the hearing child; those **deafened children** who having once heard normally, lose functional hearing, but have developed the ability to produce and comprehend language; those **deaf children** in whom the sense of hearing is non-functional dating from before the age at which the comprehension of speech is normally acquired, who have no usable hearing, and who have never learned language incidentally in the ordinary way. It is estimated that about 1.5% of the school age population or 4260 Colorado school children have a hearing handicap.* Many hard-of-hearing children are functioning with varying degrees of satisfaction in a regular class. If the child has learned to use properly his hearing aid and if he has lip reading, speech and language training, his adjustment and progress in a regular class may be quite normal.

Deaf children must be enrolled in classes specifically designed to develop language and speech. These classes may be in the public schools or in the Colorado State School for the Deaf and Blind at Colorado Springs. The section of this biennial report on Special Institutions gives more detail about the program at the state school. Classes in the public schools have increased during the last biennium.

ENROLLMENT IN CLASSES FOR DEAF CHILDREN

	1954-55	1955-56
Districts participating	Denver	Denver, Jefferson County, Pueblo
Enrollment	170	173

Note: There is little change in the enrollment because the Jefferson County children had previously been enrolled in Denver on a tuition basis. The figures include children enrolled on a tuition basis from other districts.

The vision and hearing manual, Vision and Hearing of Colorado Children, mentioned in the foregoing section, is used as a guide in the hearing testing of children. The purpose is to find children who do not hear well and to promote ear care and correction of defects by qualified ear specialists. It is believed that, by medical means, hearing defects in 80% of the children who are found to have a loss can be lessened, corrected or prevented from becoming worse. Periodic hearing tests also help determine children who need special training in addition to their regular classwork or those who need to be enrolled in a hearing conservation class.

*Ibid

SUMMARY OF CLASSES FOR PHYSICALLY HANDICAPPED CHILDREN

	1954-55	1955-56
Number of Children enrolled (includes crippled, visually or aurally handicapped children and those with special health problems)	470	516
Reimbursement to local districts from State Special Education Fund	\$66,965.31	\$140,951.69
Percent of Special Education Fund used for this purpose	35.1%	35.39%

Children with speech defects are those children who have functional (non-organic) defects in articulation, those who stutter or those with organic defects resulting from cleft lip or palate, cerebral palsy, impaired hearing or other causes. About 3% of school age children or 8,500 Colorado school children have speech problems.*

Most of these children are enrolled in regular classes. In some districts speech correctionists are employed as members of the teaching staff to help children correct defects in their speech. Under the provisions of House Bill 108, the State Department of Education may reimburse the local school districts for a maximum of 80% of the correctionists' salaries, if they hold speech correctionist certificates. The correctionists work 15-30 minutes with the child one to five times a week.

SPEECH CORRECTION CLASSES

	1954-55	1955-56
Districts Participating	Adams City, Aurora, Delta, Denver, Englewood, Fort Collins, Grand Junction, Greeley, Greenwood Springs, Lamar, New Castle, Pueblo, Westminster.	Adams City, Aurora, Clear Creek, Craig, Delta, Denver, Englewood, Fort Collins, Grand Junction, Greeley, Lamar, Pueblo, Westminster
Number of Children enrolled	3,095	3,365
Reimbursement to local district from State Special Education Fund.....	\$27,246.04	\$93,755.28
Percent of Special Education Fund used for this purpose	14.3%	23.4%

Children with mental deviations, who are educable but mentally handicapped, are the only children with mental deviations for whom provision is made in the Special Education Act. These children are incapable of being educated profitably and effectively through ordinary classroom instructions but they may be expected to benefit from special education facilities and programs designed to make them economically useful and socially adjusted. It is estimated that 2% of the school population or 5,680 Colorado school age children fall in this category.* Many mentally handicapped children who need this type of special instructional program are not getting it. Even so, the figures for the last biennium show a dramatic increase in enrollment. In 1953-54 there were 369 educable mentally handicapped children in special education classes; in 1955-56 there were 794 children enrolled in these classes, an increase of 115%.

Under the provisions of the Special Education Act, local districts may receive state aid for special education of educable mentally handicapped children from 6 to 21 years of age. During 1955-56 there were 42 classes for these children at the elementary level, seven at the junior high level and one high school class.

*Ibid

SUMMARY OF CLASSES FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN

	1954-55	1955-56
Districts Participating	Aurora, Boulder, Colorado Springs, Denver, Del Norte, Grand Junction, Jefferson County, La Junta, Littleton, Pueblo, Sterling	Adams City, Aurora, Boulder, Canon City, Colorado Springs, Denver, Grand Junction, Jefferson County, La Junta, Littleton, Pueblo, Sterling
Enrollment	626	794
Reimbursement to local districts from State Special Education Fund.....	\$56,534.69	\$124,841.72
Percent of Special Education Fund used for this purpose	29.6%	31.2%

The Advisory Committee on Special Education is a group of professional and lay people, interested in special education, appointed by the State Board of Education to serve in an advisory capacity to the Board and to the Division of Special Education. This Committee has concerned itself with improved legislation, extension of educational service to all types of children who deviate mentally or physically from the normal child, and other problems in this area.

Severely mentally retarded: A subcommittee of the committee has been appointed to study the care and training of severely mentally handicapped children who are incompetent socially, mentally deficient, and who will always require care and supervision by their families or the state. These children cannot benefit from enrollment in regular or special education classes in the public school. Some of these children are receiving care and training at the State Home and Training School in Grand Junction and the State Home and Training School at Ridge. The section of the Biennial Report on Special Institutions gives more detail about the program in these two institutions. Other children are enrolled in private school programs or therapy centers. A recent questionnaire of private schools for handicapped children known to the State Department of Education shows the following:

SUMMARY OF PRIVATE SCHOOLS FOR HANDICAPPED CHILDREN

Number of schools, therapy centers, etc.	9
Number of children enrolled	318
Number of teachers	33
Number of other professional employees, (administrators, therapists, etc.).....	27
Number of attendants or other non-professional employees	40
College students in special education training	42

Gifted Children: The advisory committee is interested in the development in regular classes of more appropriate methods of teaching those children who have special abilities, especially superior mental ability. Some districts are adjusting their curricula for these children through homogeneous grouping according to ability, acceleration of regular promotion, and enrichment of course-content to challenge the interests and abilities of these children. The gifted child is more clearly delineated in those districts which have adequate periodic testing programs. The counseling and vocational guidance of these children are important if the children are to develop to the maximum of their talents and make the contribution to society which their abilities warrant.

Children with emotional or social problems: One of the most crucial problems is that of children who are emotionally disturbed or those who manifest asocial or antisocial behavior of varying degrees. Children are not enrolled in special education classes because of emotional or social problems only; however, many mentally or physically handicapped children have emotional problems concomitant to their primary handicap. It is expected, of course, that the special class environment will minimize and in many cases, help

to solve emotional and social problems. For more information about facilities in Colorado for children with these problems see the section on Special Institutions. It is imperative that the whole problem of these children be given study by the Department of Education in conjunction with health and welfare agencies which are also concerned with children who have social or emotional problems.

STATE DISTRIBUTION OF SPECIAL EDUCATION FUND
1954-1955

County	Home		Non-resident Expenditures		Special Classes	Speech Correction	Total
	Hospital Instruction	Room and Board	Transportation	Tuition			
Adams-							
Arap.	\$ 2,511.98	\$	\$	\$ 146.27	\$ 1,515.89	\$ 1,078.14	\$ 5,252.28
Adams	1,104.17			255.03		2,485.56	3,844.76
Arapahoe ..	1,299.67		1,010.55	2,311.06	323.08	1,128.94	6,073.30
Baca	137.80						137.80
Boulder	1,038.01	459.20	156.61	665.08	570.50		2,889.40
Chaffee	93.08						93.08
Clear Creek ..	189.39						189.39
Conejos	201.60						201.60
Crowley	147.60						147.60
Delta	995.74					158.95	1,154.69
Denver	7,017.60				78,468.14	10,674.80	96,160.54
El Paso	2,631.43				1,149.04		3,780.47
Fremont	1,897.91						1,897.91
Garfield	73.45					1,143.05	1,216.50
Huerfano	547.96			3.94			551.90
Jefferson	1,704.98		58.36	1,671.40	5,572.86		9,007.60
Lake	198.19						198.19
La Plata	542.31						542.31
Larimer	2,742.62					705.13	3,447.75
Las Animas ..	418.38			9.75			428.13
Logan	570.82		354.97	210.01	412.56		1,548.36
Mesa	3,871.21				635.90	1,357.52	5,864.63
Moffat	130.50						130.50
Montezuma ..	150.00						150.00
Montrose	716.12						716.12
Morgan	768.33						768.33
Otero	246.81			7.39	1,058.62	314.98	1,627.80
Park		504.00		146.27			650.27
Phillips			73.14	29.50			102.64
Prowers						804.37	804.37
Pueblo	6,194.75			227.11	20,540.95	6,406.77	33,369.58
Rio Blanco ..	202.16			146.27			348.43
Rio Grande ..					600.90		600.90
Routt	258.00						258.00
Sedgwick	544.59						544.59
Weld	997.91	442.00	231.59	44.09	3,487.97	987.83	6,191.39
Total.....	\$40,145.07	\$1,405.20	\$1,885.22	\$5,873.17	\$114,336.41	\$27,246.04	\$190,891.11

ENROLLMENT IN SPECIAL EDUCATION PROGRAMS
1954-1955

County	Homebound or Hospitalized	Mentally Handicapped	Physically Handicapped	Speech	Total
Adams-Arap	21	15	1	161	198
Adams	9	1	1	314	325
Arapahoe	18	23	5	109	155
Baca	1				1
Boulder	9	13	3		25
Chaffee	1				1
Clear Creek	1				1
Conejos	1				1
Crowley	1				1
Delta	18			21	39
Denver	86	341	372	1,550	2,348
El Paso	28	21			49
Fremont	15				15
Garfield	2			66	68
Huerfano	3		1		4
Jefferson	21	32	27		80
Lake	1				1
La Plata	3				3
Larimer	26			77	103
Las Animas	5		1		6
Logan	4	13			17
Mesa	37	10		94	141
Moffat	1				1
Montezuma	1				1
Montrose	7				7
Morgan	5				5
Otero	2	10	1	14	27
Park			1		1
Phillips		1			1
Prowers				74	74
Pueblo	80	135	30	545	790
Rio Blanco	1		1		2
Rio Grande		11			11
Routt	2				2
Sedgwick	5				5
Weld	12	1	26	70	109
Total	427	626	470	3,095	4,618

STATE DISTRIBUTION OF SPECIAL EDUCATION FUND
1955-56

Non-Resident Expenditures

County	Home-Hosp. Room		Tuition	Transp.	Special Speech		Total
	Teaching	Board			Classes	Correction	
Adams	1,124.17		600.00	150.00	3,070.55	11,243.54	16,188.26
Alamosa	456.00						456.00
Arapahoe	2,906.16		5,471.78	2,550.32	5,573.57	5,034.86	21,536.69
Boulder	509.79		1,142.37	505.61	3,929.89		6,087.66
Chaffee	826.28						826.28
Clear Creek	73.92					606.05	679.97
Conejos	739.85						739.85
Costilla	182.32						182.32
Crowley	22.40						22.40
Delta	696.23					738.08	1,434.31
Denver	8,128.90				151,177.39	39,823.12	199,129.41
Eagle	136.80						136.80
El Paso	3,144.74				3,107.50		6,252.24
Fremont	2,217.76				2,237.12		4,454.88
Huerfano	400.20						400.20
Jackson	199.10						199.10
Jefferson	1,430.36		1,016.67		12,179.47		14,626.50
La Plata	825.19						825.19
Larimer	2,048.78				2,636.47	3,055.73	7,740.98
Las Animas	280.40						280.40
Logan	688.24		115.73	375.00	2,056.92		3,235.89
Mesa	1,846.06				3,268.53	7,084.29	12,198.88
Moffat						1,253.63	1,253.63
Montrose	1,248.76						1,248.76
Morgan	776.40						776.40
Otero	165.61				1,705.30		1,870.91
Park		500.85	300.00				800.85
Pitkin	157.29						157.29
Prowers						2,566.03	2,566.03
Pueblo	7,006.47		600.00	142.15	50,409.15	19,294.22	77,451.99
Rio Blanco	253.80		300.00				553.80
Routt	329.80						329.80
Saguache	148.20						148.20
Sedgwick	623.36						623.36
Weld	714.43	437.50	2,445.97	1,228.50	6,259.10	3,055.73	14,141.23
Yuma	47.25		300.00				347.25
Clear Type	96.29						96.29
Total	40,451.31	938.35	12,292.52	4,951.58	247,610.96	93,755.28	400,000.00

ENROLLMENT IN SPECIAL EDUCATION PROGRAMS
1955-56

County	Homebound Hospitalized	Mentally Handicapped	Physically Handicapped	Speech	Total
Adams	14	17	1	414	446
Alamosa	4				4
Arapahoe	31	54	7	276	368
Boulder	6	21	2		29
Chaffee	7				7
Clear Creek	1			28	29
Conejos	5				5
Costilla	1				1
Crowley	1				1
Delta	7			19	26
Denver	101	345	406	1,509	2,361
Eagle	1				1
El Paso	29	29			58
Fremont	8	17			25
Huerfano	2				2
Jackson	1				1
Jefferson	14	47	18		79
La Plata	6				6
Larimer	20		11	138	169
Las Animas	2				2
Logan	8	16			24
Mesa	30	18		182	230
Moffat				66	66
Montrose	12				12
Morgan	5				5
Otero	1	14			15
Park			1		1
Pitkin	2				2
Prowers				111	111
Pueblo	74	202	45	529	850
Rio Blanco	2		1		3
Routt	4				4
Saguache	1				1
Sedgwick	5				5
Weld	9	14	23	93	139
Yuma	3		1		4
Total	417	794	516	3,365	5,092

DIVISION OF CURRICULUM DEVELOPMENT

... .. " ... *what*
to teach ... and how
to teach it."

The Division of Curriculum Development was established in the Department during the second year of the biennium, 1955-1956. Prior to that time the major responsibilities in this area were carried on jointly by the Divisions of Elementary and Secondary Education.

During the school year 1954-1955, a variety of activities was engaged in by the consultants as they worked with local and county school districts and with regional and statewide organizations. Much of their time was devoted to working with advisory committees and specialized groups concerned with such aspects of the school program as art, health, reading, driver education, civil defense and science programs.

During the first year of the biennium, work was completed on the production of a teaching guide on *General Agriculture* in the high schools. This bulletin provides an outline for a course in general agriculture suitable particularly for a small high school. It also contains material which could be introduced into existing science courses. Major emphasis is given to conservation of soil and water.

With the cooperation of the Department, the State Advisory Committee on Health Education produced a series of articles on health that were published in the *Colorado School Journal*. This committee also prepared a *First Aid Chart* and a statement of policy for health examinations of school personnel with an accompanying record card. The materials were published and made available to the schools of the state by the State Department of Education.

The following materials were prepared and published under the supervision of the Division of Elementary Education: *Helping the Retarded Reader*, a revision of the bulletin entitled *Program in Word Analysis* and additional materials for the portfolio entitled *Art Ideas*.

Division of Curriculum Development

A Division of Curriculum Development, provided for in the spring of 1955, became operative in August of that year. The broad purpose of this division is to assist the schools in improvement of educational programs, particularly in classroom instruction.

It is the point of view of this division that the critical act of the entire school endeavor is the selection of the educational experiences for boys and girls. Of almost as crucial importance is the actual provision of the experiences selected. Curriculum development is concerned with what is taught and how it is taught—the *content* and the *method*—the basic aspects of teaching. To be of the greatest value, the content and method must be in harmony with democratic ideals. They must reflect what is of real significance in our society and they must be appropriate to the individual development of each pupil. Competent, world-minded, American citizens cannot be produced with "content" suitable for the young people of 1900, nor can they be developed with the use of authoritarian "methods" suitable in the Soviet Union or in a Hitler Germany. It is, therefore, the purpose of the Division of Curriculum Development to help the schools do a better job of selecting, organizing and providing educational experiences which will meet the growth and developmental needs of young people.

During the 1955-1956 school year, the Division of Curriculum Development has given special attention to:

1. Assisting the supervisory personnel of regional and local groups in working more effectively with their teachers;
2. Helping local districts in the development of curriculum materials, designed to meet their peculiar needs; and
3. Coordinating the work of specialized statewide groups in the study of curriculum problems and in the development of curriculum materials designed to meet statewide needs.

Major Activities in 1955-56

During the fall of 1955, the State Department of Education sponsored a series of eleven regional conferences for school administrators throughout the state. In each of these meetings the Director of Curriculum Development discussed with city and county superintendents the problem of improving classroom instruction. He emphasized the great need for activities in this area and the responsibilities which administrators have in planning and conducting programs of improvement.

It was generally agreed that superintendents or persons delegated by them need to work with teachers as individuals, in general faculty meetings, and in various types of smaller groups to help them do a better job of selecting what to teach and the methods and techniques of classroom instruction.

During the year the curriculum director spent much of his time in working with supervisory personnel on a regional basis by giving them assistance in the development of in-service programs.

Another major aspect of the curriculum director's activities was that of assisting selected local school districts in a program of curriculum development and in the preparation and reproduction of their own curriculum materials. Some of the districts given special attention in this phase of the program were: Pueblo District No. 70, Rocky Ford, and Lamar. The Pueblo project was selected as a pilot program to demonstrate what could be done in a school system of 100 teachers through a program of curriculum development. Elementary and secondary school consultants from the department assisted in this proj-

ect. The curriculum materials developed at that time by the committees of teachers are now in use in Grades 1 through 12 in the Pueblo Rural District. In a similar way but, to a lesser degree, assistance was given also to Rocky Ford, Lamar, and other local school districts during the year. These activities over the state greatly stimulated the development of in-service education programs for teachers.

At the request of the Pueblo city schools, the curriculum director worked with a large group of principals and teachers in that system in a summer workshop which lasted several weeks. This activity culminated in the production of some very useful teacher guides in the utilization of the community as a resource for instruction.

Local Curriculum Activities

During the biennium many local school districts were at work on the development of curriculum materials. A survey of this activity revealed that 59 of the 129 first and second class districts had specific curriculum development programs under way. Although the problems in many curriculum areas were being attacked, the social studies and language arts programs were being given special attention. The study revealed also that the local schools were making more and more use of lay leadership in these curriculum activities. Numerous lay advisory committees over the state were organized and they clearly reflect the public interest in such programs.

Statewide Meeting

Toward the end of the 1955-56 school year, the State Department with the assistance of the Colorado Committee for the Cooperative Program in Educational Administration sponsored a statewide workshop on the improvement of instruction. Approximately 150 educational leaders from the schools and colleges of the state participated in this workshop. Many of them took active parts of leadership in the program. The out-of-state guest leader and consultant for the workshop was Dr. G. Robert Koopman, associate superintendent of public instruction for the state of Michigan, and president-elect of the Association for Supervision and Curriculum Development.

The following problems were given particular attention in a series of general and sectional meetings: (1) Determining What Instructional Improvements Are Needed; (2) Making Plans for Instructional Improvement; (3) Carrying Out Instructional Improvement Plans. Perhaps the major outcome of this workshop conference was the realization that improvement of instruction is a cooperative endeavor in which the local schools with lay leaders work with the colleges and universities of the state, the State Department of Education, and the leaders of professional organizations. Another important outcome of the meetings was the suggestion that a series of regional conferences be sponsored throughout the state for elementary and secondary school principals and for all others who have specific responsibilities for improving instruction.



EDUCATION AT STATE'S SPECIAL INSTITUTIONS

... .. " ... humane
way... to educate,
heal and rehabilitate."

For many years both children and adults placed in institutions were considered as condemned and rejected. They were considered "bad" and society attempted to wall them off. Gradually, thinking and attitudes have changed. Slowly the public has become aware that those in state-supported institutions are the victims of conditions over which they have had little control, and that it is less expensive and more humane to educate, heal, and rehabilitate the deviate members of society than to punish blindly or to hide away.

Colorado moved toward the goal of education and therapy when the Department of Education Act of 1949 required:

"In addition, supervisory powers herein set forth shall extend to the educational programs of the Colorado industrial school for boys, industrial school for girls, school for the deaf and blind, home for dependent and neglected children, state home and training school at Ridge, and state home and training school at Grand Junction in the matter of curriculum, teacher certification, and educational, statistical and financial reporting."

Educational Services for Special Institutions

To implement the legislation of 1949, the Department of Education in July, 1955, created a Division of Educational Services for Special Institutions and appointed a consultant and instructor to direct this work, and to aid the institutional heads in developing educational and therapeutic programs. The state director of institutions was contacted and through him, friendly cooperative relationships were established with institutional directors and personnel. The efforts of the Department of Education were welcomed by the institutions and the Colorado State Hospital at Pueblo, state penitentiary at Canon City, and state reformatory at Buena Vista indicated a desire to receive the same assistance as the state institutions named specifically in the law. Initial efforts made by the Division of Educational Services for Special Institutions were to accumulate and organize data relative to the existing programs.

Five types of institutions exist: (1) Those for the mentally incompetent; (2) those for the delinquent and criminal; (3) those for the psychotic; (4) those for the severely sight and hearing handicapped; and (5) those for the normal but homeless.

Ridge and Grand Junction comprise the first group; Buena Vista, Canon City, Golden, and Morrison, the second; Pueblo, the third; the State School for Deaf and Blind at Colorado Springs, the fourth; and the State Home for Dependent Children at Denver, the fifth. All of these institutions are experiencing a gradual increase in population. This is a result of Colorado's increasing population and of the growing awareness on the part of parents of the value of institutionalizing some handicapped children.

Educational, Psychological, Paramedical Services

The great professional areas of education and medicine have been supplemented within the past quarter century by another professional area, the paramedical, designed to care for the chronically ill and maladjusted. The Office of Defense Mobilization in January, 1956, considered occupational therapy, physical therapy, speech and hearing therapy, medical and psychiatric social work, clinical and counseling psychology and rehabilitative counseling to be within this professional area, and special education, nursing, physical education, and recreational education to be closely related.

Because these professions involve teaching and re-training, and because the government recognizes its responsibility to its wards to promote their total growth and development, education, psychology, and other paramedical services will eventually be incorporated within the educational programs of the various institutions. It is, therefore, pertinent to consider them in this report.

The Mentally Deficient

The population of Ridge and Grand Junction is supposed to consist of persons who, by accident of heritage or trauma, are unable because of intellectual deficiencies to maintain themselves in an independent status. All have been committed to these institutions by order of a county judge, in conformance with old laws. The most severely handicapped are unable to feed, clothe, or in any way care for themselves. The least severely handicapped who may have been erroneously committed, are able to assume institutional responsibilities and some more than earn their own way. Efforts are being made to classify properly the inmates and to prepare programs which will be most beneficial. At the close of this biennium, classification was still in the planning stage. Education ranges from such fundamentals as self-care at the toilet to recreational reading and hobbies. The groups may be roughly classified as follows:

Crib Cases: The most helpless inmates cannot be aided by educational programs as they now exist. These individuals are confined to cribs and are unable to speak, feed themselves, or so control their bodies as to move about. They constitute a relatively small number of the institutional population.

The Trainable: The next higher group is termed trainable. It is made up of persons who, no matter what their actual age, will never be able to function socially or economically at a level higher than the average child of seven and one-half years. These perpetual children almost always end their lives in institutions such as Ridge and Grand Junction. They make up the largest segment of the population. A goal of education within the institutions is personal happiness for the people confined, adjustment to the institution

as to a home, and self-care to the highest degree possible. Simple repetitive tasks may be taught the trainable child, who thus gains much in his own self-esteem and happiness because he is able to do some simple task adequately.

The Educable: Those who, as adults, function at mental ages between 8 and 11 years, are called "educable." It is a goal of the State gradually to eliminate from institutions all persons who can so conduct themselves as to live useful, self-guided lives outside the protection of a state home. It is possible for many of the moderately mentally retarded to do this. The exact number of such individuals living within the two state institutions will not be known until adequate psychological testing can be completed. When such testing is completed, the educational goal will be to prepare for release those who are capable of maintaining themselves as free and unsupervised citizens. Because institutionalization is habit-forming, many who have lived for a long time within the institution will be unable to adjust to the free community outside, even though they are intellectually capable of such an adjustment. For these persons, too, the educational goal will be the happiest and most productive living possible within the confines of the state home.

Those With Multiple Handicaps: Among the institutional population is a minority which may be intellectually normal but handicapped by the failure of sight or hearing, by convulsions, by psychosis, or by cerebral palsy. A problem which faces the medical doctor, educator, and psychologist is that of assessing the individual's total capacity for learning, for social adjustment, and for self-support and of planning a program which will be most beneficial to that person. In some instances, the inmate is currently capable, under appropriate guidance, to learn to adjust outside.

The Misdiagnosed: A few persons may be inmates because of error. Machinery which will provide means for correcting these errors is being studied but does not yet exist.

Program at Ridge

Edith Rafferty Hall was completed within the current biennium. Construction of this large multiple-use unit enabled the institution to accept more inmates and to increase the population of the Home and Training School.

Education: A consistent gradual increase in educational, vocational, and crafts offerings occurred during the two years. As of May 2, 1956, Ridge had a population of 573 divided as follows:

Ages	Number
Less than 3 years	6
From 3 to 6 years	31
From 6 to 16 years	204
From 16 to 21 years	96
Over 21	236

Of this number, 279 were receiving some form of educational training—academic, crafts, recreational, or institutional employment. Because there had been a less adequate educational program in the past, several persons over 21 years of age were included in the educational program. Some of these were among those misclassified. In the spring of 1955, eight grade school diplomas and five high school diplomas were awarded.

As of the end of this biennium, the institution employed one Teacher II, the supervisor of the educational program; six Teacher I's; one recreational supervisor; and five vocational instructors.

Psychological and Paramedical Services: Two members of the teaching staff at Ridge are certified public school psychologists; one is a certified speech therapist; and one certifiable as a teacher of the hearing handicapped. Two teachers are certified or certifiable to teach the mentally retarded. During the biennium, no one was employed as a psychologist; however, the qualified teacher administered 440 individual mental tests and, in combination with the supervisor, began to identify those individuals needing special speech and hearing training. Limited psycho-educational therapy was provided.

Program at Grand Junction

The salary problem which has haunted all institutions searching for teachers is increased in communities distant from larger population centers. This has made it difficult to obtain and maintain an educational staff at Grand Junction.

As of June 30, 1956, the population at Grand Junction was distributed as follows:

Ages	Number
Under 3 years.....	0
3 to 6 years.....	3
6 to 16 years.....	133
16 to 21 years.....	60
Over 21.....	390
Total	586

Education: As of the close of the biennium, eight Teacher I's were employed at Grand Junction; however, a smaller staff was current because some employed were on leave to attend distant educational institutions to meet certification requirements. One vocational instructor, employed during the final months of the biennium, was working with inmates in teaching cosmetology. Ninety-six inmates were receiving formal education in academic classes, 141 in crafts and recreational training, and 103 inmates were involved in incidental vocational training. Their work ranged in difficulty from simple spool knitting to complex weaving with looms.

Psychological and Paramedical: No psychologists were employed, nor were there any teachers on the staff trained in the area of special education. The psychological emphasis of the institution was directed toward fostering an acceptance of the institution as "home." The serious lack of classification data, testing, and information necessary to the modern training school is recognized by the administration and steps are being taken to enlarge and improve these services.

Emotionally Maladjusted, Asocial, and Anti-Social Child

Except for the psychiatric team in the Denver Public Schools and the services of school psychologists, social workers, nurses, and educational and guidance counselors in a few other schools, there is no provision within the public school system of Colorado for the emotionally maladjusted, asocial, or anti-social child. When a child's behavior becomes sufficiently deviant to attract the attention of community officials, and to require court action, he is committed to a state correctional institution. Whether or not the child is better able to meet the demands of the community, upon release, depends upon the treatment he receives during his time within the institution, the attitude of the community toward him when he is

released, his self-concept, and the environment into which he returns.

Since it is the purpose of education to prepare children for good citizenship, and since this is also the purpose of penal and corrective institutions, each fails unless this is accomplished. Punishment and threat of punishment are inadequate deterrents to anti-social behavior. An institution which merely provides custody and discipline for an offender is inefficient and expensive, no matter how little the per capita cost. Similarly, an institution which provides a program that effectively improves the citizenship and economic capacity of its charges is efficient. Institutional leaders of Colorado subscribe to this philosophy. During the past biennium, each has worked to improve the psychological, educational and vocational offerings of his institution. Mainly because of regulations which prevented the paying of salaries large enough to secure qualified personnel, the advances in each institution have been minimal.

Colorado's delinquent and criminal population is predominantly male. There is only one institution which provides exclusively for female prisoners (Morrison). The state penitentiary contains a small unit for women prisoners.

Institutions for men are located at Golden, Buena Vista, and Canon City. The first, the State Industrial School for boys, houses youngsters ranging in age from 10 through 16 years; the second handles young men ranging in age from 16 through 25; and the third takes males of all ages who are convicted of felonies and sentenced to the state penitentiary.

Children who are committed to the state's industrial schools, either male or female, are charged with anti-social behavior ranging from the vague category of incorrigibility to specific felonies. These children have one thing in common: They have been rejected by their families and by the community. Unlike children with mental or physical handicaps, they are considered to be the masters of their behavior and to be responsible for the difficulties in which they find themselves. More than half of these children come from minority races. Their intelligence, as measured by the group tests administered them on admission, is significantly below that of the average population; however, about one-third of those committed are of average or higher intelligence, and an occasional child is found to be intellectually gifted.

As would be expected when sub-normally endowed and rejected children are measured, educational achievement falls considerably below the level expected on the basis of chronological age. It is impossible, except through individual mental tests, to estimate the bias inserted into the intelligence scores by this educational retardation; therefore, adequately trained personnel is necessary before a definite analysis of the quality of this population can be made.

Girls' Training School at Morrison

This school cares for about 100 girls between the ages of 13 and 20 who have been sent to Morrison for various types of misbehavior. Usually, the behavior consists of the girl's running away from an intolerable situation and selling herself for the counterfeits of love and security. Occasionally girls are involved in aggressive acts such as stealing or pairing with an aggressive, anti-social male. All types of girls are placed in this school; however, the majority come from "bad" homes—i. e., homes in which the girl

is neglected and unloved, where she is exploited and made to serve without an adequate return of love or property.

A greater percentage of girls comes from the minority groups than from Anglo-American groups. They are somewhat higher in educational achievement than delinquent boys, but lower than their free female peers. Like the delinquent males, more than one-half are below average intelligence as measured by the standards which were used.

The goal of the institutional board and superintendent is to release girls who are able to adjust as good citizens in the community; to improve the emotional, intellectual, and physical status of the girls during their stay within the school; and to operate a quiet and orderly institution.

Education: The cottage is the core of the institution and basic education in living is provided here. The rooms are clean and neatly kept and the girls are taught to be good housekeepers and to share the work. Since most of the girls will eventually become homemakers, this is a most worthwhile vocational training. Additional vocational training opportunities are provided in crafts, hair dressing and cosmetology, and in domestic science.

Academic educational opportunities are provided all of the inmates during the regular school year and to a lesser extent during the summer. The educational staff consists of four teachers and a principal. Two teachers are assigned to the grade school classes and two to high school classes. Commercial subjects, algebra, civics, and English were taught at the high school level. Although the population never exceeded 110 on any given day, 264 girls participated in the school program during the biennium, with 58 enrolled in the elementary school and 206 in the secondary.

Psychological and Paramedical: Aside from the counseling provided by the nurse, there is no professional help in this field. The institution, however, has made extensive use of the diagnostic center at Colorado General Hospital, and plans for the future include the addition of psychological and paramedical staff.

Industrial School for Boys at Golden

Boys from 10 through 16 years are committed to Golden for offenses varying from incorrigibility to felonies. About one in five is committed under such a vague charge as "traffic violation," "truancy," "running away," or "incorrigible." As with the girls, the behavior of the boy suggests an effort to escape from an intolerable situation. Often it appears that the youngsters are searching for an excuse for officials to sentence them.

Education: Educational goals are the same as for the girls. Efforts are made to improve the educational level of individuals. Every boy is assigned to school for at least one-half day and school is in session through the calendar year. Boys under 14 years of age are expected to attend school a full day.

Boys 14 years and older are assigned maintenance tasks which are, whenever possible, connected with some aspect of vocational training. Assignments are to the boiler house, carpenter shop, electric shop, farm and dairy, hospital, kitchen, dining room, bakery, laundry, paint shop, plumbing shop, print shop, shoe shop, tailor shop, and office. Except in industrial arts, the bakery, the print shop, and leather craft, no formalized sequence of instruction leading to proficiency is presented.

The educational staff consists of one principal-teacher and six classroom teachers. One of the teachers is a certified public school psychologist and administers educational and psychological tests to the youngsters.

Traditional subjects are taught and the emphasis is placed on proficiency in fundamentals.

The institution needs new educational buildings, an increased staff of professionally trained psychologists and educators, and teaching supplies.

Psychological and Paramedical: Two full-time nurses carry out the medical doctors' prescriptions and informal counseling. There are two case workers and a parole officer who interview boys and their parents and work to improve the child's opportunities for adjustment. The three part-time chaplains include one religious counselor who has extensive psychological training and who devotes two days each week to counseling. As previously indicated, the psychologist is employed as a teacher.

State Reformatory at Buena Vista

By law, three groups of offenders are sentenced to the reformatory: Those 16 through 21 years of age convicted for the first time of a felony other than murder, voluntary manslaughter, or crimes involving life imprisonment; those 22 to 25 years of age convicted for the first time of a felony may be sentenced to the reformatory at the discretion of the sentencing judge; and those 16 through 25 convicted of a misdemeanor involving a sentence of 90 days or longer.

Except that they are older, these inmates have the same characteristics as those at Golden. They are predominantly Spanish-American; the other minority races are represented by a disproportionately large number of inmates. They are educationally retarded, and one-half or more are dull-normal, according to the administered tests. Because of inadequate professional staff, no attempt has been made to categorize the inmates according to personality or social dynamics. The situational offender is treated the same as the anti-social psychopath. Although the population has been maintained above 300 mark during the entire biennium, less than one inmate in ten has had an opportunity to improve his chances for adjustment upon release.

Education: The educational staff consists of one teacher who attempts to do all testing, group intelligence and academic achievement, interview all in-coming men; manage the library; and teach those grade school classes which are offered. The carpenter, auto, and other shops within the institution are adequate and considerable incidental vocational education is acquired by inmates assigned to these shops; however, there is no integrated or planned program.

Psychological and Paramedical: None.

Problems: The most serious need of the reformatory is for adequate professional staff; however, classrooms, office space, educational supplies, books, testing equipment, and interesting books for the library are seriously needed.

State Penitentiary at Canon City

In 1955, 74, or about 5 per cent of the 1,462 inmates of the state penitentiary, were under 21 years of age. No statistical breakdown of the education of these particular inmates is included in the prison reports; however, it is not unreasonable to assume that

few of these had finished high school, since only 17 per cent of the entire population had done so. Twenty-eight per cent of the entire population had failed to complete grade school. Intelligence testing has not yet become a regular part of the institutional admissions program; therefore, no statement can be made relative to the average intellectual endowment of the prisoners.

Education: Within the biennium, a school program has been begun and a certificated, degree-holding teacher who was originally employed as a custodial officer has been placed in charge. This teacher, assisted by five inmate teachers, provides academic education at the grade school level for 142 inmates. Two of these teachers have college degrees. There is no vocational training other than that acquired on-the-job.

The penitentiary at Canon City seriously needs space for classrooms, educational offices and psychological testing rooms. While this need is less serious than the need for an improved professional staff, it is of such nature that no extensive educational rehabilitative program can be undertaken until the situation is improved.

Psychological and Paramedical: None.

The Psychotic

There is no provision in Colorado for the treatment of psychotic children who require in-patient attention. When hospitalization is unavoidable, such children are confined either in the Colorado Psychopathic Hospital in Denver or in the State Hospital in Pueblo.

State Hospital

While several psychiatrists are interested in children and give them attention, there is no staff in either the Pueblo or Denver institutions primarily concerned with them—adults are the primary concern of both institutions. Approximately one per cent of the population within these hospitals is under 21 years of age. The population at Pueblo is currently holding between 5,500 and 6,000; while that at Colorado Psychopathic Hospital is about 75. At the close of the biennium, 15 children under 16 and 78 young people, 16 to 21, were in the hospital.

Education: As in the case of a physical illness, treatment of the patient to help him recover is the primary aim of a mental hospital. Education is important only as it promotes the attainment of this goal. Sometimes the recovery of mental health requires an improved education. An occasional school-age child has attended public or parochial schools outside the hospital while residing within the institution.

Within the hospital, all schooling must be individual and informal. Generally, it should be prescribed after conferences by the psychiatric team. At the Psychopathic Hospital, Denver, and the State Hospital at Pueblo, most of the direction of education is under the supervision of the occupational therapist. There are no teachers employed as such within either institution. In Pueblo, inmate teachers are often used. Some of the inmates are very well educated and highly qualified teachers. When their services can be used, teacher and pupil benefit alike. There is a need for uniquely trained teachers within this institution.

Psychological and Paramedical: The greatest proportion of the trained staff at Pueblo would fall within this category. They are guided and directed in their work by the psychiatrists responsible for individuals and by the direction and decision of the psychiatric team.

Severely Sight and Hearing Handicapped

Considerable controversy continues on the merits of institutional placement of children with severe sight and hearing handicaps. Nonetheless, in a state as sparsely settled as Colorado, it has not been possible to provide in the public schools for all of the children who are blind and deaf, or nearly so. For those who cannot find satisfactory educational opportunities within their own communities, the state provides a school for the deaf and the blind.

Colorado School for Deaf and Blind

	Deaf	Blind	Total
Pupils enrolled, 1954-55.....	126	86	212
Pupils enrolled, 1955-56.....	112	69	181

Five high school diplomas were granted by the School for the Blind; 26 were graduated from the School for the Deaf.

Twenty-four full-time teachers and twelve vocational instructors were employed to teach these youngsters. In addition to academic training from the first grade through high school, vocational instruction was provided in shoe repairing, painting, printing, woodworking, foods, baking, general shop work, barbering, sewing and handwork, dressmaking, gardening and horticulture, and piano tuning.

Psychological and Paramedical: A psychologist and four nurses were employed. One aptitude test, 190 individual mental tests, 411 academic achievement tests, and 41 personality tests were administered. Steps were taken to consider the total development of the child and to aid him in planning a productive and successful future.

Homeless Dependent Child

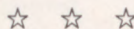
While the great majority of the orphaned and neglected children in Colorado are cared for in foster homes or in private institutions, between 200 and 250 are cared for in the Colorado State Children's Home.

Colorado State Children's Home

Of the 225 children in the home at the close of the biennium, about 15 per cent were under the age of three years; 13 per cent between three and six; 68 per cent between 6 and 16; and 4 per cent over 16.

Education: All of the pre-school children old enough to walk about and to participate in family play situations were included in the pre-school program. One supervising teacher is employed to guide the cottage parents in their work with these children. The remainder of the children attend regular public schools with other Denver children. Because public school education is provided, there is no need for a staff. Vocational training, when desired, may be obtained through arrangements with Opportunity School.

Psychological and Paramedical: A part-time psychologist has been employed to give tests to the children and advice to cottage parents and others responsible for the care and training of the youngsters. Private medical, psychological, and special educational therapy is obtained when needed.



ADULT EDUCATION IN COLORADO

... .. " ... classes
for grown-ups fit into
modern living."

The biennium, 1954-56, was the first time the Colorado State Department of Education had a professional staff person assigned to give consultative help to public school districts, junior colleges, and statewide organization in the field of adult education. An additional responsibility of the recently created division has been liaison work with colleges and universities in Colorado, in the development of a program of training for persons having the responsibility of administering and teaching in local programs of adult education.

The State Board of Education has been concerned with adult education and its role in public school program in the State of Colorado for a number of years. The board had received resolutions and requests over the past seven-year period asking that major consultative service be provided.

Shortly before the beginning of the 1954-56 biennium the State Board contacted institutions of higher education in the Colorado area to obtain research assistance in isolating the problem and for making recommendations for the development of such a service. At the University of Denver, two professional assistants, W. T. Van Orman, civilian chief of education, Fitzsimons Army Hospital, and Thomas Gilligan, teacher, East High School, Denver, were obtained. Their assignment was to determine the status of adult education and to survey lay and professional leadership throughout the state, seeking opinions as to the place of adult education in the public school program of education.

Concurrently, the Colorado State Board of Education selected leading citizens from throughout the state affiliated with statewide organizations interested in education, and specifically in adult education, to serve as an advisory committee to consider the facts developed by the research staff and from the documentary evidence in the field of adult education. This group was authorized to develop a recommended policy to be submitted to the Colorado State Board of Education.

Over an eight-month period, this statewide advisory committee met with the research staff members to carefully consider the status, the problems involved, and to draft recommendations to the State Board of Education.

Following is a summary of recommendations submitted to and acted upon favorably by the board:

1. That adult education should serve the educational needs of the communities (local, state, national, and international) and of the individual adult citizens of each of these several communities.

2. That public school facilities should be made available for such educational purposes.

3. That the State Department of Education has the responsibility of providing professional staff to assist local communities and state-wide agencies in the stimulation and coordination of programs of adult education.

4. That, at the state and local levels, adult education should have status equivalent to that given to elementary and secondary education.

5. That full use be made of citizens' advisory resources by duly constituted school officials at the state and local levels. Such advisory committees should include both lay and professional leadership.

6. That the financial responsibility for adult education be shared by the individual participant, the local school district and by a plan of state participation.

During the period of study in this state by the Colorado Advisory Committee on Adult Education, the National Association of Public School Adult Educators was soliciting State Departments of Education for potential grantees to test leadership facilities and consultant service in the field of adult education. Because of the favorable factors existing, Colorado was chosen as the first state to receive such a grant. This assistance enabled the Department immediately to establish a division of adult education.

In the first year under the grant of the National Association of Public School Adult Educators, the Division of Adult Education inaugurated a series of "pilot projects" to test significant developments and by this manner to encourage other communities to investigate practical application at first hand.

Information obtained by the University of Denver research personnel indicated only nine school districts in Colorado provided formal classes for adults. Enrolled in different classes were 20,141 persons of whom 19,126 were in Denver's Emily Griffith Opportunity School. Adult Education service was being provided to 30,145 adults by the school year 1952-1953 according to the reports by the same researchers, with 28,590 from Denver. Twenty-one school districts then were directly sponsoring formal classes for adults. By the school year 1953-1954, forty-three systems reported one or more formal class offerings for the adults of their communities.

Inauguration of a New Program—Cherry Creek No. 5

The limited number of school systems providing educational opportunities for adult constituents indicated the great need for testing ways of initiating programs.

The following procedures were tested in the Cherry Creek District No. 5 during the school year 1955-1956:

1. Providing education for adults (compulsory participation not being a principle) necessitates determining expressed needs in advance of scheduling of opportunities.

2. Expressed educational needs can best be determined initially by personally contacting potential participants.

3. The best individuals to contact adult citizens are their peers who reside in the same community.

4. Training of lay citizens to assure useful results in scientific home visitation is essential.

5. Participation of representative lay citizens in an advisory capacity for screening the needs is valuable to the school administration and to the citizens who eventually will participate in the adult education program.

Cherry Creek District No. 5 was operating a high school for the first time and desired to provide educational services to bring the adults of the district personally in direct contact with the physical facilities and an educational program. An advisory committee composed of a chairman of a subcommittee on adult education of the Citizens Committee for the Schools and six representatives, one from each elementary school district, selected the interviewers and helped develop the forms to be used. Seventy-five women and one man were given two three-hour training sessions on the philosophy of home visitation for determining adult education needs, understanding of the instruments and skill practice in their use.

Nearly every home in the district was visited and the expressed educational desires obtained for each adult member of the family. From the collected information, the advisory committee worked under the guidance of the district's assistant superintendent to compile a program of educational opportunities for the adults of the district.

Coordinated Community Development—Cortez

The basic philosophy of the pilot project in Cortez was:

1. Proper procedures for accomplishing action results within a community can be increased by:

a. Development of a community-wide ad hoc steering committee composed of prestige persons, "prime-movers," who concern themselves with obtaining all facts and opinions on issues and problems of a local community.

b. Facts collected by sub-committee particularly interested in the specific problem under consideration.

c. Action channeled through already established agencies, organizations, and institutions with the action agency receiving the credit for any accomplishment.

d. Results of facts and opinions being given widest publicity throughout the community via mass media and community meetings and forums called for the announced purpose of discussion of issues on a specific problem.

2. Development of attitudes and positive interpersonal relationships between individual citizens, agencies, organizations and institutions was essential to effective problem solving.

After one year of operation the ad hoc steering committee of the Cortez Community Development project, entitled locally "Operation Bootstraps," had isolated well over 100 community problems and had been able through the accepted procedures to completely

solve certain of the problems, and either partially complete or agree upon methods for the solution of the others.

Cooperative Programing for Adult Education—Arkansas Valley

Many school administrators have been concerned about satisfying certain adult educational needs for small numbers of constituents. A meeting was convened by the superintendent of schools in Rocky Ford, for the superintendents of schools or designated representatives and the La Junta Junior College, to develop a cooperative program of satisfying educational needs of the adults from the communities in Crowley and Otero counties.

Agreement was reached on the following points:

1. Each administrative official would consult with each other administrator, while developing his educational program for the adults of his community, to prevent unnecessary duplication of efforts and to fill in gaps through cooperative exchange of information.
2. The developed programs of education for the adults would be publicized cooperatively in every community of the counties concerned and adults would be encouraged to seek satisfaction of educational needs in other communities if no such offering were available in the home community.
3. No out-of-district differential would be assessed for participation in adult education programs in any of the communities.

Several other minor pilot projects were encouraged including the development of driver training programs for adults, a parallel program to public schools of parent education at the different levels for those parents who desired and/or felt the need to be more closely related to the problems and experiences being encountered by their sons and daughters, and discussion programs using local lay leadership and expertly produced materials from several national foundations.

The development of adult education during the biennium is illustrated by comparing the totals on the chart on Page 75 with those reported previously in this chapter. The problems illustrated include the following:

1. The limited opportunities for adults except in the school district of Denver. The basic reports from the superintendents of schools clearly showed the limited opportunities in out-state areas are not evenly distributed, but also a total lack of educational opportunities prevails in smaller communities and rural areas.

ENROLLMENTS IN PUBLIC SCHOOL
ADULT EDUCATION 1955-1956

CURRICULAR AREAS	Types of Sponsoring Agency			Totals
	Seventy-Eight Public School Districts§	Denver Emily Griffith Opportunity School†	Six Public District Junior Colleges*	
	No. of Adult Partici- pants	No. of Adult Partici- pants	Evening Adult Partici- pants	
Academic and Civic Education.....	222	4,831	.....	5,053
Agricultural Education	506	.....	.....	506
Apprenticeship	295	1,626	.....	1,921
Art and Crafts.....	381	1,382	.....	1,763
Business Related	974	5,714	.....	6,688
Distributive Education	328	5,378	.....	5,706
Dramatics and Music	77	24	.....	101
Driver and Safety Education.....	19	.....	.....	19
Firemanship Training	774	49	.....	823
Foreign Languages	111	329	.....	440
Homemaking	1,932	4,884	.....	6,816
Parent Education	828	2,791	.....	3,619
Practical Nursing	60	475	.....	535
Practical Arts	310	528	.....	838
Peace Official Training.....	178	.....	.....	178
Recreation and Physical Education	158	.....	.....	158
Trade and Industry.....	187	3,196	.....	3,383
Miscellaneous	466	1,658	.....	2,124
TOTALS	7,806	32,865	3,512	.....

Legend:

§Reports from district superintendents of schools

†Monthly report to principal, April 20, 1956

*Similar breakdown not available from junior colleges

2. The fastest growing curricular area in adult education nationally (namely, civic education) is very limited in Colorado.

3. Little driver-training and safety education is available even though much publicity has been given to the high accident rate in Colorado.

4. In numbers served, particularly significant is the area of adult homemaking education with nearly 2,000 out-state participants. Similar outstanding service is being provided in courses related to business. Parent education has a high level of enrollment and Colorado has one of the outstanding programs in the nation in parent-preschool education, although little public school sponsored parent education is provided for parents of other than preschool age children. Few parent education opportunities are available in the smaller communities and rural areas.

5. The majority of adults being provided educational service by local public school districts are offered only programs for which the vocational education division has reimbursable funds for instructional costs available to the local school districts. Generally these training programs provide upgrading in skills and knowledge related to adult occupations. This illustrates three major points:

- a. Critical shortage of funds available for programs of education for adults.
- b. Question in the minds of boards of education relative to their responsibility for education beyond high school.
- c. Lack of understanding concerning the potentials of adult education and the principles of administration of such a program. Few institutions in Colorado even provide regularly an elective course for training school administrators in the administration and supervision of programs of adult education.

Reports from the vocational education division show the following total enrollments:

Agriculture:	
Young Farmer and Adult Farmer Programs	624
Homemaking Education:	
Clothing, Sewing and Family Relations	8,477
Parent Education (Parent-Preschool)	3,873
Trade and Industrial Education:	
Supplemental, Extension, Supervisory, Peace Office, Firemanship, Apprenticeship Training, Electrical Linemen, Practical Nursing	
Total Accumulative Enrollments	19,890*
Distributive Education	5,606†

Legend:

- *Certain of the programs enumerate each individual each time he participates in a series of related educational activities.
- †This total includes both secondary school and adult participants in distributive education programs.

Meetings with superintendents of schools and directors of adult education have indicated the four greatest problems to be:

1. Determination of responsibility for adult education programming.
2. Definite enabling legislation providing authority and responsibility.
3. Trained and experienced individuals to administer the program.
4. Ways of financing programs of education for adults.

The division of adult education also provided the liaison with the Colorado Council for the Public Schools, the Adult Education Committee of the Colorado Education Association, the Adult Education Council of Denver, the Colorado Council of Adult Education and served as coordinator of visitors from abroad to the State Department of Education and the public schools of the state.



LIBRARY FACILITIES IN COLORADO

.. . . . " . . . a wanted,
desirable and expanding
service to entire state."

The two-year period 1954-1956 set a new record for service to individual and institutional patrons of the Colorado State Library, with noteworthy increases in all library functions. New programs and techniques were developed, but emphasis still continued in basic philosophy, organization and work patterns, to achieve the primary objectives of the Library as set forth in the library statute of 1947: Service to school, public libraries and individual patrons through the loaning of books and other printed materials, references and research assistance, and technical advice in the field of library economy.

Traditional Services

Direct Loan Service. During the biennium, 136,566 books, periodicals and federal and state documents were loaned, 49,156 going to schools, 62,794 to public libraries, 22,134 to individual borrowers, and 2,482 to organizations and institutions. A careful sampling of statistics indicates total circulation of materials was in excess of 966,000, but over-all figures are not available as many schools and libraries do not keep accurate records. Every county in the state, including Denver, used the service. Loan outlets included 379 schools, 99 public libraries, 47 organizations and 1,478 individuals. Selections shipped numbered 1,826.

General Reference. Assistance to patrons from all walks of life expanded over the previous biennium. During 1954-55, completed requests totaled 6,821, and 9,106 in 1955-56. Most questions were answered with minimum research; others required hours, and even days. Questions were received from officials and employees of the state, including legislators, supreme court judges and educators.

Counseling and Advisory. This service of the State Library to school and public libraries showed an increase for the biennium of 63 per cent over 1952-54. Professional staff members made 165 trips to assist and train personnel in various libraries, speak at group meetings, discuss problems of library organization or re-organization, conduct workshops, show films, participate in conferences, and handle educational work.

Workshops

During the biennium seven one-day school and public library workshops were planned and conducted by the library staff, on methods for improved school and library facilities. Average attendance at each meeting was 56, and included state legislators, school superintendents, city managers, teachers, businessmen, ranchers, ministers, authors and citizens.

Credit should be given to the trustees and staffs of the Garfield County Public Library, the Craig-Moffat County Library, the Carnegie Library of Monte Vista, the Brush Carnegie Library, the Delta Public Library, the Cortez Public Library, and the Carnegie Library of Lamar for serving as co-sponsors of the workshops.

Morning sessions provided brief talks on library philosophy and objectives by state library personnel and guest speakers. Afternoon sessions dealt with specific problems in library economy. The small-group discussion plan was used to analyze library organization and structure, technical processes, publicity and public relations. Exhibits of printed materials, library 'tools,' adult non-fiction titles, and government documents were successfully presented.

Bookmobile Demonstration

During the first year of the biennium the State Library demonstration bookmobile was operated by Adams County to supplement library resources in the public schools and provide recreational and educational reading materials for adults of the county. A small budget to cover personnel, operational and materials costs was appropriated out of the county general fund by the Adams County commissioners; the county superintendent made office space available and provided some clerical assistance and reading materials and the State Library supplied the mobile unit and a collection of over 3,000 books. This library service experiment started in June 1953 without aid of tax money by the South Adams County Recreational Association. Support spread rapidly, and soon a number of school districts and many public-spirited citizens were contributing financially and effort-wise to make the library a permanent institution within the governmental structure of the county.

In the spring of 1955 the State Library bookmobile, built in 1937 and purchased for \$300 ten years later as surplus property of the Federal government, was so worn out that it was retired from service. However, the "show me" technique of selling an idea had borne fruit in Adams County, and funds were made available by the county government to acquire a new mobile unit.

With the purchase of the new bookmobile, public sentiment in favor of free library facilities expanded further. Commissioners were convinced that constituents earnestly desired improved library service. Schools were pleased with the rich dividends that better supplementary reading materials were paying in their instructional program. The 1956 budget of the Adams County library was increased 80 per cent, in a program of cooperation that involved a number of school districts, a county government, and one of the administrative branches of the State of Colorado.

New Bookmobile

In May 1956, a long-time dream of the State Library staff was realized when a new bookmobile was delivered. Loaded with 1600 titles, the new deluxe bookmobile started on a six-month demonstration in Logan County on May 8, 1956, the day after it was delivered by the dealer to the State Library.

State Reading Circle

The staff of the State Library has devoted many hours to the evaluation and selection of titles for the 1955 and 1956 Reading Circle lists. The reading circle program in Colorado is jointly sponsored by the Colorado Education Association and the Colorado State College of Education. The selection committee for the two years consisted of five librarians and educators representing several types of school activity and wide-spread geographical areas of the state. They were: Mrs. Hazel Martin, superintendent of schools, Bent County, chairman; Mrs. Doris Dixon, principal, Lincoln Elementary school, Delta; Dr. Marion J. Jennings, director, reading clinic, Colorado State College of Education; Miss Mildred Wesley, librarian, Loveland High School; and Dr. H. Grant Vest, state commissioner of education. Gordon L. Bennett, state deputy librarian, served as advisor.

The Reading Circle program is primarily a leisure-time recreational activity for the school population of the state, including teachers and administrators, but recently there has been a trend to inclusion of additional books of fact and information at both juvenile and adult levels. In 1955 there were three brief sections devoted to teacher materials in the areas of group activity, play presentation and hobbies; leisure reading titles for teachers; and book selection aids for school and public libraries. The 1956 catalog carried longer sections of factual books. Groupings were devoted to nonfiction titles for children and young people; professional and recreational reading materials for teachers; and book selection aids. The 1955 catalog listed 179 titles; the 1956 catalog 214.

Reading Circle Certificates were awarded to school children who met specific requirements established by the committee. They are distributed to participating schools by the several county superintendents. The Colorado News Company of Denver is the official distributor for the program.

Penitentiary Library

In May and June of 1955, reorganization of the library for inmates of the Colorado State penitentiary was concluded. The reorganization schedule included weeding out obsolete books, teaching prisoners the basic techniques of cataloging, classification and circulation work, and selecting new titles for the library collection. Approximately \$10,000 was spent from penitentiary funds for books and magazines. Follow-up visits and further assistance were planned for the 1956-57 fiscal year.

Activities in Professional Organizations

Every professional member of the staff attended at least one annual library association conclave within the state during the biennium, as speakers or panelists. Library organizations assisting in this matter were the Mountain-Plains Library Association, Colorado Library Association, and the four district associations of the latter. The library's audio-visual consultant attended meetings and helped direct programs of the Colorado Council of Adult Education and the Mountain-Plains Adult Education Association, and served on the board of directors of the two agencies. She participated in the 1956 meeting of the Colorado Audio-Visual Association.

In 1955 the librarian was elected as a director of the Extension Section and Public Libraries division of the American Library Association for a three-year term. In 1955 he attended the annual meeting of the Pacific-Northwest Library Association as official representative of the Mountain-Plains Library Association.

Audio-Visual Program

In September 1955, an audio-visual program was added to the services of the state library with the appointment of a part-time audio-visual consultant. It stemmed from previous experience with the use of films and other audio-visual materials in the American Heritage Project.

A survey of public libraries in the state, early in 1956, revealed only a few had audio-visual programs, but that they were interested if assistance in financing and organizing technical processes would be available.

During winter months of 1955-56 a comprehensive survey of school audio-visual programs was conducted, on such items as equipment, facilities (including provisions for light control), materials, aids for selection and use of materials, personnel, time allotments for A-V activities, and basic problems of school audio-visual programs. Samplings of this survey indicated three categories of needs: 1. Building facilities and equipment, 2. availability of materials, 3. training programs to achieve wise selection and use of materials.

Another step for developing a productive audio-visual program for schools was in an exploratory conference in 1956, sponsored by the State Department of Education and the University of Colorado. The conference resulted in formation of a committee to explore further and to plan for development of a statewide program.

Other conference activities included plans for the development of a clearing house of information needed by schools and public libraries, development of an intensive public relations program with people and groups in the state interested in the audio-visual field, inclusion of work in audio-visual materials and methods in educational workshops and conferences, and the purchase of materials and equipment for use by the State Department of Education or loan to schools and public libraries of the state.

American Heritage Project

The 1954-56 biennium witnessed discontinuance of financial support to the Colorado American Heritage Project from the Fund for Adult Education of the American Library Association. The state library assumed responsibility for continuing the program. In the final year of fund support, 12 discussion groups were conducted, six being new groups.

With little time or money for developing the program further as a state-sponsored activity, but with a desire to retain gains made during three years of fund support, steps were taken early in 1955 to promote a state plan whereby the state library would supply materials and limited help, but local communities would be responsible for all other aspects of the program. Of 12 communities participating in 1954-55, five chose to continue under the new plan.

The state library feels that the strong continuing interest of the groups indicates that the adult education program has merit and should be included in the adult education activity of the state, as a part of library service to Colorado communities.

Cooperation With PTA

During the biennium, the State Library worked cooperatively with the Colorado Congress of Parents and Teachers for improvement of school and public library facilities in the state. The state deputy librarian served on the board of managers of the association as reading and library service chairman. At the 1956 state meeting in

Englewood, the deputy librarian and the audio-visual consultant conducted a one-day program planning clinic on "Better Tools for Better Programs."

The library cooperated with a number of local PTA units in establishing summer library projects which were housed in public schools and staffed by PTA members and teachers.

Library Services Bill

Since 1950 librarians and school people have been promoting a federal aid bill to improve rural library service. In March 1950, a bill similar to the present library services act was defeated by three votes, but in June 1956 the 84th Congress passed the library services bill, and President Eisenhower signed it into law. The new law provides modest amounts of financial assistance to states and territories to extend library service to rural areas which have total populations of 9,999 or less. The measure requires matching funds from state and local governments; it is a terminal act, with funds assured for five years only.

Colorado's annual allocation will approximate \$85,000 and will be administered by the State Department of education through the Colorado State Library, in a pattern approved by the U. S. Commissioner of Education. Senator Gordon Allott of Colorado joined 14 of his colleagues as a co-sponsor of the library services bill.

School Workshops

Members of the library staff participated in a number of school workshops at which reading and library programs were discussed. The library led several library sections at county teachers meetings and other gatherings.

Publications

Although not all intended publications of the state library unit reached print, several important documents were released. Among publications completed were the biographical booklet "Meet Your Legislators," one brief bibliography listing library aids and tools, three short reading lists in special subject fields, a one-page flyer "You and Your Library," listings of the 1954 and 1955 Newberry Award and Caldecott Medal winners, and a folder describing the chief functions of the library.

Numerous articles were written for bulletins and journals of the library and allied professions, and the staff contributed to the publications of several educational associations and organizations.

Library Lighting Improved

Expenditure of \$10,000 was made in the past biennium for the installation of new ceiling lights in the state library section of the Capitol Building. The project was completed in the fall of 1956.

STATE LIBRARY STATISTICAL REPORT

COLLECTION	1955-56	1954-55
General		
Beginning of year	54,645	52,339
Added during year	2,735	2,849
Withdrawn during year	408	543
	<u>57,788</u>	<u>54,645</u>
Mounted Pictures	10,143	10,143
Pamphlets	3,644	1,802
Documents		
(Official Publication, U. S., Colorado, other states)		
Beginning of year	229,590	226,998
Added during year	3,047	2,592
	<u>232,637</u>	<u>229,590</u>
Total collection	304,212	296,180
SERVICES		
Volumes loaned to rural areas	51,402	43,258
Circulation in rural areas	340,662	264,306
Volumes loaned to State employees	7,768	8,376
Bookmobile loans:		
Adams County	9,000	9,717
Circulation	124,590	82,939
Jefferson County	750	3,524
Circulation	3,411	14,100
Logan County	1,600	
(no circulation figures yet ¹)		
Visual Aid Loans (5-month period)	214 films	
American Heritage Project loans	160	1,011
Total Circulation	<u>539,557</u>	<u>427,231</u>
Selections shipped (including renewals)	868	958
Libraries served	93	88
Schools served	334	361
Individuals served	1,471	1,468
Towns served	167	181
Counties served	63	63
Field trips	86	79
Reference and research questions	9,106	6,821
GIFTS		
Publishers' and miscellaneous gifts	540	266
Reading Circle	302	139
Pamphlets and ephemeral material	914	806
Total gifts	<u>1,756</u>	<u>1,211</u>

¹Project just begun, no statistics available.

PUBLIC LIBRARIES IN COLORADO

TOWN	NAME OF LIBRARY	1954			1955		
		BOOK STOCK	CIRCULATION	FUNDS	BOOK STOCK	CIRCULATION	FUNDS
Akron	Akron Public Library	6,000	8,620	\$ 6,595.06	5,996	3,400	\$ 6,670.81
Alamosa	Alamosa Carnegie Library	10,725	29,680	5,713.25	11,087	27,986	7,343.91
Arvada	Arvada Public Library	6,850	17,540	3,059.82	6,049	15,179	2,200.00
Aspen	Pitkin County Library	8,500	12,883	3,900.00	10,444	13,041	3,120.00
Ault	Ault Library	6,143	3,927	1,650.00*	6,050	2,617	1,650.00
Aurora	Aurora Public Library	9,520	72,940	14,236.00	8,108	44,638	15,136.13
Bayfield	Bayfield Public Library	3,000	3,120	647.50	3,000	2,600	659.49
Berthoud	Berthoud Public Library	4,163*	10,407	320.49	4,163	5,764	315.50
Boulder	Public Library	35,043	139,112	22,000.00	31,008	132,455	23,000.00
Brighton	Adams County Library	5,509	108,978	8,233.00			
Brighton	Brighton Public Library	14,538	18,192	5,104.72	14,147	16,566	3,001.46
Brush	Carnegie Library	9,600	9,052	4,683.72	9,326	8,967	2,351.88
Buena Vista	Buena Vista Public Library	5,000		577.37	6,500	182	375.00
Burlington	Burlington Public Library	6,681	6,803	3,720.54	6,550	6,232	3,672.78
Byers	Byers Home Library	723	1,213		659	1,657	
Canon City	Canon City Public Library	15,980	30,254	3,992.75	15,462	27,065	4,482.90
Castle Rock	Woman's Club Library				1,000	187	55.00
Cedaredge	Cedaredge Public Library	2,065	1,500*	52.00	300	1,500	95.50
Center	Branch-Saguache County Library	4,679	20,911	2,149.56	4,205	18,758	2,000.00
Cheyenne Wells	American Legion Auxiliary Library	3,562		65.00	3,457		56.00*
Collbran	Collbran Public Library	10,000*	2,650*	120.00	10,000	2,650	120.00
Colorado Springs	Colorado Springs Public Library	86,993	297,394	79,500.67	82,439	248,855	83,698.00
Colorado Springs	El Paso County Library	2,771	2,518	1,260.41	2,924	2,990	1,323.69
Cortez	Cortez Public Library	3,961	9,185\$	2,601.19	3,755	16,584	2,335.39
Craig	Craig-Moffat County Public Library	9,475	24,200	6,695.38	11,585	24,327	5,422.51
Cripple Creek	Cripple Creek Library	1,500	2,600	559.00	2,000	1,500	312.33
Crook	Crook Community Library	1,380	5,808*	150.00	2,985	5,808	146.52
Del Norte	King's Daughters Library	4,500	8,727	637.00	3,500	6,690	875.76
Delta	Delta Public Library	11,401	41,334	6,000.00	10,675	37,950	5,500.00
Denver	Denver Public Library	577,461	1,694,871	782,500.00	575,728	1,614,271	718,411.00
Dove Creek	Northdale Community Library	185	110		200	150	
Durango	Durango Public Library	27,252	50,075	15,000.00	27,000	43,946*	13,000.00
Eads	Kiowa County Public Library	9,313	13,378	2,100.00	9,772	12,143	2,100.00
Eagle	Eagle Public Library	5,064	1,400		4,748	1,560	150.00
Eaton	Eaton Public Library	10,300*	11,031*	1,366.87*	10,300	11,031	1,366.87
Edgewater	Edgewater Public Library	3,500	9,754	1,541.61	3,000	9,970	1,300.00
Englewood	Englewood Public Library	24,610	72,773	9,760.00	22,900	73,328	10,000.00
Estes Park	Estes Park Public Library	7,060	10,858	3,000.00	6,999	10,527	2,800.00
Evergreen	Evergreen Public Library	12,000	5,600	813.91	11,962	3,113	300.00
Flagler	Flagler Community Library	3,000	750	250.00	2,200*	800	360.00
Fleming	Fleming Community Library	3,102	3,227	225.00	3,030	2,634	225.00

PUBLIC LIBRARIES IN COLORADO—(Continued)

TOWN	NAME OF LIBRARY	BOOK			BOOK		
		STOCK	CIRCULATION	FUNDS	STOCK	CIRCULATION	FUNDS
Florence—Florence Public Library	7,689	7,474	2,196.00	7,590	8,663	2,656.34
Ft. Collins—Ft. Collins Public Library	37,263	128,137	19,061.94	37,391	133,741	19,198.66
Ft. Collins—Larimer County Library	26,374	148,620	20,590.51	26,968	157,529	20,423.00
Ft. Lupton—Public Library	6,000	14,506	2,748.80	5,000	12,591	2,703.36
Ft. Morgan—Carnegie Public Library	17,218	37,328	11,626.77	16,522	35,328	10,244.67
Fowler—Fowler Public Library	2,620	.....	700.00	3,000	50	745.00
Georgetown—John Tomay Memorial Library	704.38	1,000†	1,330†	711.84
Glenwood Springs—Glenwood Springs Public Library	9,050	14,828	773.33	9,000	13,258	583.85
Golden—Golden Public Library	7,924*	10,513	2,903.00	7,924	13,062	1,655.00
Golden—Jefferson County Public Library	9,000	166,500	20,000.00	4,091	61,308	17,887.20
Granada—Granada Public Library	1,765	565	375.00	1,597	200	440.00
Grand Junction—Grand Junction Public Library	30,000	109,194	22,527.41	28,000	186,311	24,057.78
Grand Junction—Mesa County Public Library	38,150	237,786	16,946.00	31,450	189,278	12,600.00
Grand Lake—Public Library of Grand Lake	2,700	1,459†	377.48	2,322	1,459*	353.38
Greeley—Greeley Public Library	54,626	185,777	29,625.00	65,000	547,404	45,000.00
Greeley—Weld County Library	43,305	565,830	45,000.00	54,388	179,706	28,799.00
Grover—Grover Public School Library	2,900	2,400	250.00	2,880	2,450	250.00
Gunnison—Webster Hall Library	3,048	2,957†	50.00*	5,275	2,957*	50.00
Gypsum—Gypsum Public Library	875*	.....	.....	875	.....	.....
Haxtun—Haxtun Public Library	4,500	10,687	883.83	4,000	6,570*	1,050.00
Hayden—Hayden Public Library	2,625	5,674	1,160.35	2,850	3,960	2,450.69
Holly—Holly Public Library	6,500*	6,705*	1,346.66*	6,500	6,705	1,346.66
Holyoke—Holyoke Library	17,400	10,499	2,143.98	17,300	10,101	2,500.00
Hot Sulphur Springs—Grand County Library	5,087	4,635	1,538.07	4,799	4,016	1,538.24
Hotchkiss—Hotchkiss Public Library	1,560	2,782	282.90	2,406	2,451	187.50
Hugo—Hugo Public Library	3,796	5,446	750.00	3,857	4,910	852.24
Idaho Springs—Public Library	9,150	4,680	1,650.00	9,100	5,000	1,650.00
Julesburg—Julesburg Public Library	3,500	4,000	1,857.00	3,700	3,000	1,701.00
Kiowa—Elbert County Library	4,500	7,386	1,151.42	4,400	4,690	1,571.11
Lafayette—Lafayette Public Library	3,000	1,200	.....	3,000	1,200	.....
La Junta—Otero County Traveling Library	2,000	19,955	500.00†	2,500	18,000*	500.00*
La Junta—Woodruff Memorial Library	35,660	72,144	15,025.21	34,964	70,281	15,436.53
Lamar—Carnegie Library	14,500	17,223	7,604.07	14,000	17,762	7,918.31
Las Animas—Las Animas Public Library	12,624	25,571	4,275.00	12,313	26,861	3,500.70
Leadville—Leadville Public Library	11,460	19,704	9,096.39	11,221	17,221	8,921.79
Limon—Limon Memorial Library	5,328	8,685	1,810.00	3,454	8,326	1,810.00
Littleton—Littleton Public Library	5,710	16,071	2,985.00	7,600	14,698	2,630.00
Longmont—Longmont Public Library	20,330	67,826	18,694.00	19,544	68,626	19,136.96
Loveland—Loveland Public Library	26,000	53,464	14,218.43	25,090	49,219	12,115.00
McCoy—McCoy Community Library	4,389*	3,669	100.00*	4,389	3,583	100.00
Mancos—Mancos Public Library	3,278	1,034	180.00†	2,226	976	180.00*
Manitou Springs—Manitou Springs Public Library	10,487	12,466	2,900.00	10,178	9,554	2,624.96
Maybell—Maybell Public Library	923	1,267	65.00
Meeker—Meeker Public Library	7,000*	6,800*	1,157.00*	7,000	6,800	1,157.00
Meeker—Rio Blanco County Bookmobile	4,800*	9,200†	5,000.00*	4,800	9,200*	5,000.00

PUBLIC LIBRARIES IN COLORADO—(Continued)

TOWN	NAME OF LIBRARY	BOOK			BOOK			FUNDS
		STOCK	CIRCULATION	FUNDS	STOCK	CIRCULATION	FUNDS	
Minturn—Minturn Public Library				881	355		29.00
Monte Vista—Carnegie Public Library	9,838	11,516	4,243.08	9,426†	11,064		4,075.96
Montrose—Montrose Public Library	12,000	33,016	5,786.00	11,892	34,664		4,657.75
Morrison—Morrison Public Library	3,000	4,000	140.00	3,000	4,233		273.67
New Castle—Garfield County Public Library	12,000	64,219	6,000.00	10,742	60,043		6,000.00
Norwood—Norwood Public Library	1,300*		60.00*	1,300			60.00
Nucla—Nucla Public Library	3,000		144.00	3,000			156.00
Nunn—Nunn Public Library				2,225*	4,000*		150.00*
Oak Creek—Woman's Club Library	1,000*			1,000			
Ordway—Ordway Public Library	2,087	2,205	1,250.00	1,865	2,182		600.00
Ouray—Ouray Public Library	6,000	3,135	819.54	5,000	3,023		1,457.26
Ovid—Ovid Public Library	4,500	4,057	400.00	4,900	5,000		400.00
Pagosa Springs—Pagosa Springs Library	6,000	8,000	360.00	6,000	10,000		500.00
Palisade—Palisade Public Library	7,005	7,263	561.68	6,535	4,864		480.00
Palmer Lake—Palmer Lake Community Library	1,500	500		1,300	750		
Paonia—Paonia Public Library	12,035	7,200	1,266.80	7,000	5,579		650.00
Pueblo—McClelland Public Library	76,686	232,655	42,695.00	72,990	228,996		52,644.50
Rico—Rico P.-T. A. Library				110	270		
Rifle—Rifle Public Library	6,000	10,500	1,080.00	5,000*	12,000		1,100.00
Rocky Ford—Rocky Ford Public Library	20,901	20,865	5,196.49	20,431	20,379		5,173.47
Saguache—Branch-Saguache County Public Library	3,520	12,227	2,111.30	3,000	10,000		2,000.00
Salida—Salida Public Library	16,684	14,294	6,740.30	16,949	10,552		6,808.30
Sedgwick—Sedgwick Public Library	5,762	1,650	300.00	5,634	2,400		205.00
Silverton—Silverton Public Library	12,000	3,000	1,500.00	10,000	6,000		1,500.00
Springfield—Baca County Library	15,000	17,663	5,046.98	15,000	21,479		5,000.00
Steamboat Springs—Steamboat Springs Public Library	8,725	9,185	1,727.08	8,873	8,000		1,681.99
Sterling—Sterling Public Library	22,531	93,627	17,500.00	25,000	97,022		19,009.00
Sugar City—Sugar City Public Library	1,000*	200†	50.00*	1,000	200*		50.00
Swink—Swink Public Library	3,624	1,711	180.00	3,500	2,230		180.00
Trinidad—Carnegie Public Library	20,170	34,780	9,665.16	21,644	41,248		9,305.79
Uravan—Uravan Library	1,975	9,150	50.00	1,350	16,150		121.19
Victor—Victor Public Library	4,536	2,607	565.00*	5,000	4,666		565.00
Walden—Jackson County Library	1,664	2,183	657.21	897	567		536.03
Walsenburg—Huerfano County Library	6,722	11,757	3,352.95	6,521	10,853		3,341.47
Westcliffe—Custer County Public Library	3,700	2,000	190.00	3,600	1,658		190.00
Westminster—Westminster Library	4,000*	13,238	1,638.02	4,000	7,066 (9 mo.)		908.25 (9 mo.)
Windsor—Windsor Public Library	7,546	11,929	869.82	7,297	12,382		903.60
Wray—Wray Public Library	7,500	7,910	1,728.54	7,000	9,000		1,200.00 (est.)
Yampa—Yampa Public Library	6,094	400	237.85	500	200		50.00
Yuma—Yuma Public Library	7,511	6,321	1,367.40	7,500	6,056		804.00
Total	1,843,916	5,459,718	\$1,419,026.95	1,815,962	5,061,324		\$1,343,003.43

* 1954 figure

† 1953 figure

§ library open 5½ months

COLORADO HISTORICAL SOCIETY

... .. " ... state
is maturing .. records
vitaly important."

The 1956 report of the State Historical Society of Colorado, which operates as a unit of the State Department of Education, cited the last 12 months as an "active and busy year," a designation which applied equally well to the first year of the biennium.

The Society is expanding its activities. Colorado is maturing. Its concern for history is widening. The public interest in preserving, recording, exhibiting and interpreting the past makes more demands.

During 1956 the Society opened a new museum. The Society's most extensive collection, research and publication project was finished—the Western Range Cattle Industry study. During the year the Society's large collection of historical articles and similar exhibit materials has been substantially systemized, re-recorded, re-arranged and put in order.

The Division of Archives made notable progress in the task of inspecting, reviewing and preserving or disposing of many governmental papers which have accumulated since Territorial days.

The Society carries on its work under an executive director, Mr. Maurice Frink, with the activities divided into four divisions. Mrs. Agnes Wright Spring is state historian, in the history division. Mrs. Willena Cartwright is curator of museums. Miss Frances Shea is in charge of the library, recently set up again as a separate division. The newest division is the Archives, headed by Mrs. Dolores Renze.

The Division of History edits *The Colorado Magazine*, and is constantly alert to acquire documents, letters, diaries, pictures and other paper records of Colorado events.

The Division of Museums is spread all over the state. There is the state museum in Denver, but other displays are in the Healy House-Dexter Cabin museum at Leadville, the Fort Garland museum in the San Luis Valley and the Ute Indian museum at Montrose.

The library unit is planning for overhauling of equipment, methods and policies to keep abreast of daily demands and progress.

The division of Archives deals with the care and disposal of governmental papers. The work is in a sense part of the housekeeping of the state, its counties, towns and cities. The archivist has authority to destroy old governmental documents with the approval of other state officers, or to preserve records in original form or as microfilm photographs. Papers of legal importance, of administrative value and of historical importance must be preserved and kept accessible.



20

PROGRAM IN STATE ASSISTS DISABLED GROUP

... .. " ... aim
is to fit persons in
employable role."

The Rehabilitation Division of the State Department of Education is charged with the responsibility of providing services to eligible disabled civilians who are in need of assistance to become employable.

Eligibility requirements are that the client must have (1) a physical, mental or emotional disability which constitutes a vocational handicap, and (2) a reasonably good chance of becoming employable.

The following services are available to eligible civilians, 16 years of age or older, and are rendered on an individual basis according to need:

- Medical and vocational evaluation
- Guidance and counseling
- Physical restoration
- Education, or job training, and auxiliary services
- Placement in remunerative occupation
- Follow-up

Rehabilitation is a state-federal program, the cost of which is borne jointly by state and federal governments. The program has been active in Colorado since 1925, when the Colorado General Assembly accepted terms of the first National Vocational Rehabilitation Act.

This act was amended and expanded by Public Law 113, accepted by Colorado in 1945, and by Public Law 565, passed by the 83rd Congress and accepted by the state in 1954.

Rehabilitation Division cooperates with numerous public and private agencies in offering services to individuals. On the basis of a federal formula, it is indicated that there are approximately 12,000 people in Colorado who are in need of these services.

During the fiscal year ending June 30, 1956, there were 570 disabled citizens rehabilitated at an average cost of \$481.48. "Rehabilitation" means that they received some type of service, including placement in a suitable job directly by the division or in cooperation with other agencies. Of these 570 persons, only 44 were working at the time of acceptance for rehabilitation. They were employed on jobs that were seasonal, or detrimental to their health or to the safety of others.

The average earnings of the group amounted to \$2.98 a week. After receiving rehabilitation assistance the average wage of the group, which included a few housewives, rose to \$44.68 a week. At this rate yearly wages would amount to more than \$1,324,315.20, or over four times the total cost of the program for the year. From these wages the state and federal governments receive a considerable amount of income tax, and a saving in relief expenditures is also effected.

There were 2,370 persons processed by the agency during the 1955-56 fiscal year with 1,784 of them actually receiving some rehabilitation service.

Rehabilitation services rendered were as follows:

- 766 medical examinations were secured
(403 purchased—363 at no cost)
- 49 medical-surgical treatments
- 82 prosthetic appliances
- 29 convalescent home care and hospitalization
- 586 received training (211 at no cost)
- 234 received maintenance and transportation
- 38 were furnished occupational tools, equipment and licenses

Rehabilitants originated in 43 of the 63 Colorado counties, as shown:

8 Adams	7 Fremont	13 Mesa
7 Alamosa	1 Garfield	1 Mineral
10 Arapahoe	1 Grand	2 Montezuma
4 Bent	2 Gunnison	7 Montrose
17 Boulder	11 Huerfano	1 Morgan
5 Chaffee	25 Jefferson	5 Otero
9 Conejos	1 Kiowa	7 Prowers
6 Costilla	1 Kit Carson	63 Pueblo
1 Crowley	1 Lake	1 Rio Blanco
8 Delta	4 La Plata	5 Rio Grande
217 Denver	11 Larimer	2 Routt
4 Eagle	13 Las Animas	7 Saguache
2 Elbert	1 Lincoln	1 Sedgwick
53 El Paso	2 Logan	2 Summit
		21 Weld

SCHOOLS ACCREDITATION SHAPES IDEALS

.. . . . " . . . *no less
than approved standards
should be recognized.*"

Eleven regional conferences for school administrators held in the fall of 1955 indicated clearly that the State Accreditation Program for High Schools is serving in a significant way its purpose of improving the education programs of many Colorado high schools. Practically all of the conference participants favored expanding the present accreditation program by including elementary as well as secondary school grades. It was considered desirable, if feasible, to modify the program so that school systems, rather than individual schools, would be accredited. It was felt also that a state accreditation program should be developed for the public colleges.

In general, school administrators favored the concept of state accreditation of schools as a program involving special recognition for accomplishments in excess of meeting minimum state requirements. They agreed present minimum standards of the state should be clarified and made more comprehensive, and that all public school systems should be required to meet them. In meeting the basic standards, schools would become "approved," but they would not become "accredited" until they achieved the higher standards established for accredited schools. The approval and accreditation program should place emphasis on the desirability for all schools to attain or exceed the criteria for accredited schools.

Only minor changes are to be made in the present high school program for the 1956-57 school year. Annual reports will be revised and expanded, and standards for teacher preparation will be made somewhat more flexible. More schools will be visited in 1956-57.

During the next school year, the State Department plans to develop a more comprehensive program for approving and accrediting schools. It is hoped that many lay, as well as professional, groups will be involved in the development of the plan. Every effort will be made to cooperate closely with representatives of the schools and colleges. Elementary schools as well as high schools will be included. Participation in the accreditation program will be strictly voluntary as it has been in the past. Responsibility for meeting the criteria for accredited schools will rest primarily upon the local school officials. State Department personnel will, of course, provide assistance and encouragement through consultative services. Emphasis throughout the program will be upon self-evaluation and self-initiated improvement. The State Department of Education will do everything possible to conduct the program on the basis of professional leadership rather than that of dictation.

Since 1952 when the State Department took over from the University of Colorado the responsibility for accrediting high schools, eleven new schools have been added to the accredited list. As of June 30, 1956, the State Department has on its accredited list 262 public and non-public high schools, 106 of which are accredited also by the North Central Association of Colleges and Secondary Schools. Thirty-nine public high schools are classified as approved but not accredited. Of these, six schools have but one teacher and six others only two teachers for conducting a full four-year high school program. Some small schools are located near enough to larger accredited schools to make reorganization into larger school districts desirable. This is true also of many high schools having from three to five teachers. In larger school districts better educational opportunities could be provided at a lower per pupil cost.

A tabulation of high schools approved and accredited at the close of the biennium is as follows:

ACCREDITED HIGH SCHOOLS—As of June 30, 1956
(PUBLIC)

Three-Year High Schools

- *Adams City
 *Alamosa
 *Boulder
 *Brighton
 *Colorado Springs
 *Del Norte (Consolidated)
 DENVER
 *East
 *Manual
 *North
 *South
 *Durango
 *Englewood
 *Greeley
 *Holy Union
 JEFFERSON COUNTY
 *Arvada
 *Evergreen
 *Jefferson
 *Lakewood
 *Leadville
 PUEBLO
 *Centennial
 *Central

Four-Year High Schools

- Antonito
 *Aurora
 Basalt
 Bayfield
 Breckenridge (Summit County)
 Brush
 Ebers
 *Canon City
 *Castle Rock (Douglas County)
 *Center (Consolidated)
 Cheraw (Consolidated)
 Cheyenne Wells (Cheyenne County)
 Arapahoe (Br. Cheyenne Cty.)
 Kit Carson (Br. Cheyenne Cty.)
 Colbran (Pleasant Valley)
 *Cortez (Montezuma County)
 Cotopaxi
 *Craig (Moffat County)
 Creede
 Crested Butte
 *Cripple Creek-Victor
 Crowley (Consolidated)
 Deertrail
 DELTA COUNTY
 Crawford
 *Delta
 *Hotchkiss
 *Paonia
 DENVER
 *Emily Griffith Opportunity School
 *West
 Dolores
 Dove Creek (Dolores County)
 Eads Centralized
 Eagle
 *Eaton
 *Edison (Hayden Union)
 Elbert
 Elizabeth
 Sheridan Union (Box 145, Englewood)
 *Estes Park
 *Florence
 *Fort Collins
 *Fort Lupton (Consolidated)
 *Fort Morgan
 *Fountain
 *Fowler
 Genoa
 Georgetown
 Gilpin County (Central City)
 *Glenwood Springs (Garfield County)
 Grand Valley
 Grover
 Gunnison County
 *Gypsum (Eagle County)
 Haxton
 Hillrose
 *Holyoke (Phillips County)
 Hooper (Consolidated)
 Hudson Centralized
 *Hugo
 *Idaho Springs
 JEFFERSON COUNTY
 *Golden
 *Wheatridge
 *Johnstown
 *Julesburg (Sedgwick County)
 Kersey
 Kremmling Union
 La Jara
 *La Junta
 *Lamar Union
 *Las Animas (Bent County)
 LAS ANIMAS COUNTY
 Aguilar (Br. Las Animas Cty.)
 Branson (Br. Las Animas Cty.)
 Hoehne (Br. Las Animas Cty.)
 Kim (Br. Las Animas Cty.)
 Lincoln (Sopris) (Br. Las Animas Cty.)
 La Veta
 *Limon
 *Littleton
 LOGAN COUNTY
 Crook (Br. Logan Cty.)
 Fleming (Br. Logan Cty.)
 Iliff (Br. Logan Cty.)
 Padroni (Br. Logan Cty.)
 Peetz (Br. Logan Cty.)
 *Longmont
 McClave (Br. Bent Cty.)
 McCoy (Consolidated)
 Manassa
 Mancos
 *Manitou Springs

Four-Year High Schools (Continued)

- Mead
 *Meeker (Rio Blanco Cty.)
 MESA COUNTY VALLEY
 Central (Fruitvale)
 *Fruita
 *Grand Junction
 *Palisade
 Middle Park Union (Granby)
 Lewis-Palmer (Monument)
 *Monte Vista
 *Ridgway
 MONTROSE COUNTY
 *Montrose County
 *Nucla (Br. Montrose Cty.)
 *Olathe (Br. Montrose Cty.)
 New Castle Union
 New Raymer
 Norwood
 Oak Creek Union
 Olney Springs
 *Ordway
 Ouray
 Ovid
 Pagosa Springs
 *Pagosa Springs
 *Flagler
 Gill
 Agate
 Arriba
 Aspen
 *Ault (Consolidated)
 Bennett
 Berthoud
 Burlington
 Cache la Poudre (La Porte)
 *Cherry Creek
 *Cheyenne Mountain
 Climax (Max Schott)
 DeBeque (Consolidated)
 DELTA COUNTY
 Cedaredge
 *Erie
 Fairplay
 Frederick
 Waiden (Jackson County)
 *Walsenburg (Huerfano Cty.)
 Waish
 WASHINGTON COUNTY
 Akron (Br. Washington Cty.)
 Cope (Br. Washington Cty.)
 Lindon (Br. Washington Cty.)
 Otis (Br. Washington Cty.)
 Waverly (RFD, Ft. Collins)
 Westcliffe
 *Westminster
 Wiggins
 *Windsor (Consolidated)
 *Wray (Yuma County)
 Yampa Union
 YUMA COUNTY
 Eckley (Br. Yuma Cty.)
 Idalia (Br. Yuma Cty.)
 Laird (Br. Yuma Cty.)
 Liberty (Br. Yuma Cty.)
 (at Joes)
 Vernon (Br. Yuma Cty.)
 *Yuma Union

Five-Year High Schools

- JEFFERSON COUNTY
 *Bear Creek
 Weldon Valley
 Wellington
 Wiley (Consolidated)

Six-Year High Schools

- Galeton
 Gilcrest
 Granada
 Harrison
 Hartman (Consolidated)
 Ignacio
 U. Vocational (at Ignacio)
 JEFFERSON COUNTY
 *Alameda
 Keensburg
 Kiowa (Consolidated)
 *Lafayette (Consolidated)
 LOGAN COUNTY
 Merino
 Lone Star (Otis)
 *Louisville
 *Loveland
 Lyons
 *Manzanola
 Milliken
 Nederland
 Nunn
 Parker
 Pierce
 Platteville
 Prospect Valley
 Sanford
 *Sargent (Consolidated)
 *Silverton
 Stratton
 *Sugar City
 *Swink (Consolidated)
 Telluride
 Timnath (Consolidated)
 Woodland Park

(NON-PUBLIC)

Four-Year High Schools

- Abbey (Canon City)
- *Annunciation (3705 Humboldt, Denver)
- Belleview Preparatory (1845 Champa, Denver)
- Campion Academy (Loveland)
- *Cathedral (328 E. 19th Ave., Denver)
- *Catholic High (Pueblo)
- *Holy Family (4364 Ufca, Denver)
- Holy Trinity (Trinidad)

- Kent School for Girls (3401 South University, Englewood)
- Mercy (San Luis)
- Mt. St. Gertrude Academy (Boulder)
- Randall School (1277 Williams, Denver)
- *Regis (50th and Lowell, Denver)
- St. Anthony's (Sterling)
- *St. Francis de Sales (235 S. Sherman, Denver)

- *St. Joseph's (622 West Sixth Ave., Denver)
- St. Joseph's Convent (Colorado Springs)
- *St. Mary's (Colorado Springs)
- *St. Mary's (Walsenburg)
- *St. Mary's Academy (4545 S. University, Englewood)
- *St. Scholastica Academy (Canon City)

Six-Year High Schools

- *College High (Greeley)

- Fountain Valley (Colorado Springs)

APPROVED COLORADO HIGH SCHOOLS

(PUBLIC)

Four-Year High Schools

- Arlington
- Bethune
- Briggsdale
- Campo
- Capulin
- Carbondale
- Edison (in El Paso County)
- Ellicott
- Falcon
- Florissant
- Gateway (Mesa County Valley)

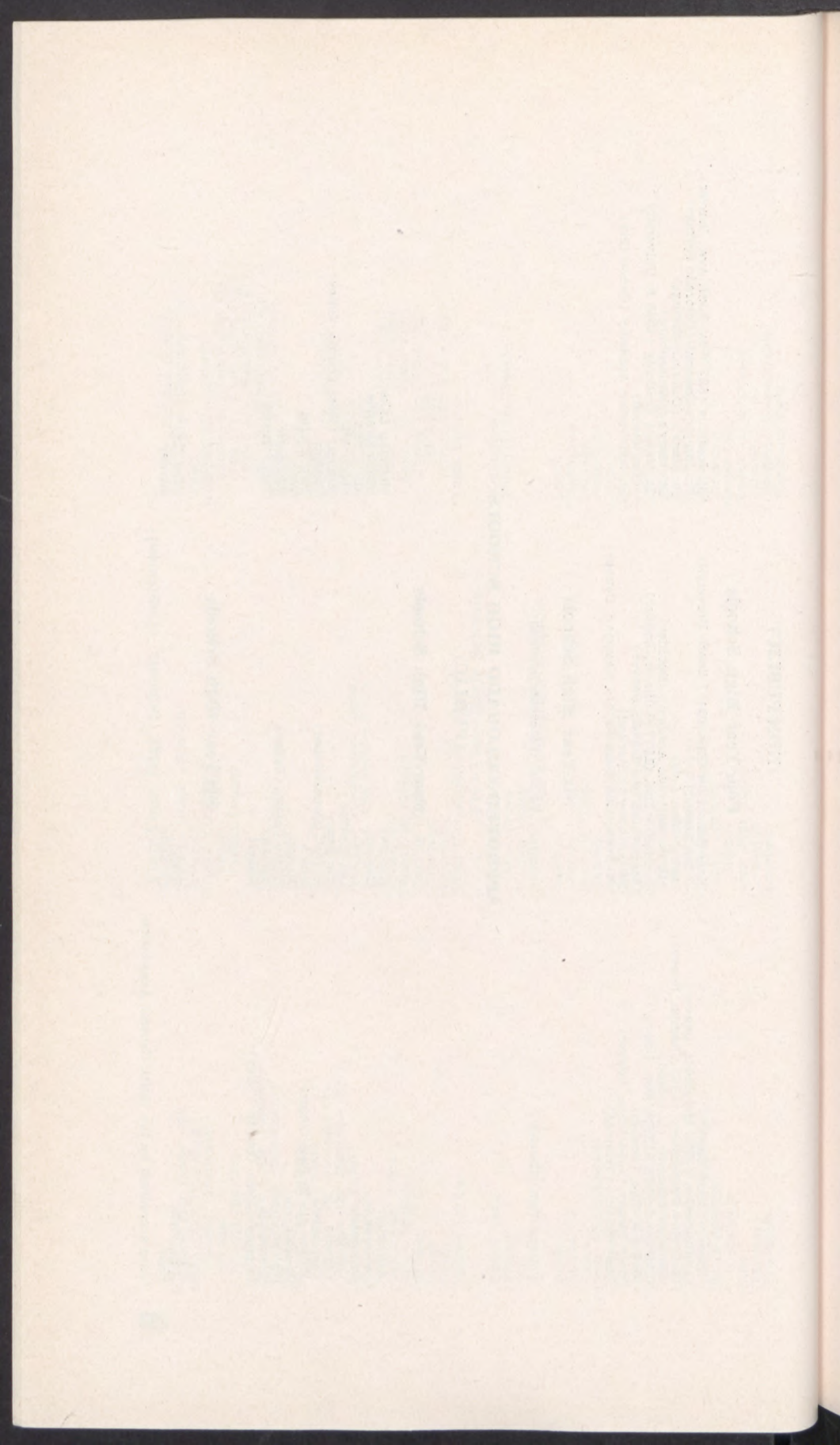
- Sheridan Lake
- Sierra Grande
- Silt Union
- Stoneham
- Summit (Mesa County Valley)
- Towner
- Two Buttes
- Vona
- Woodrow
- Yoder-Miami

Six-Year High Schools

- Evans
- La Salle

- Lake City
- Snyder

*Also accredited by the North Central Association



SECTION THREE

EDUCATION
AUXILIARY
SERVICES

... .. " ... *system*
needs extra facilities
beyond classrooms."

SECTION THREE

EDUCATION
AUXILIARY
SERVICES

1917
1918
1919
1920
1921
1922
1923
1924
1925
1926
1927
1928
1929
1930
1931
1932
1933
1934
1935
1936
1937
1938
1939
1940
1941
1942
1943
1944
1945
1946
1947
1948
1949
1950
1951
1952
1953
1954
1955
1956
1957
1958
1959
1960
1961
1962
1963
1964
1965
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976
1977
1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025

ATTENDANCE, PUPIL RECORDS AND THE CENSUS

... .. " ... school
trend for future years
is more growth."

Attendance serves as the basis for a unit of measure in determining costs of buildings, materials and supplies, total personnel and, consequently, salaries. Average daily attendance and average daily membership are constantly quoted as quantitative units.

Forecasting of attendance, then, becomes an important function in school administration. However, influencing factors are extremely variable, making predictions difficult. Birth rates, migration, social and economic conditions, legislation, living conditions, land utilization, non-public school enrollment, educational programs and policies are among influencing factors.

Colorado school attendance is on the increase and birth rates are up. Population is increasing and there is reason to believe that this trend will continue.

PUBLIC SCHOOL ENROLLMENT TRENDS
(Present Trends) IN COLORADO

1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61
248,215	262,617	276,346	290,976	307,086	324,138	341,348	357,260

SOURCE: COLORADO PUBLIC SCHOOL ENROLLMENT TRENDS, State Department of Education, Denver, Colorado, 1954.

Schools of Colorado are expanding their programs. There is an excess of in-migration over out-migration. Consolidation is on the increase. Large suburban developments are developing. These factors, together with the constant birth rate and increased population, point to continued demands for public education in Colorado. Districts will be wise in making projections for the years to come.

Although the Colorado school population may be expected to increase considerably over the future years, a word of caution is necessary in this generalization, as there may be some exceptions in some areas of the state.

Some counties show decreases; others continue with rapid growth. Very slow or stable growth is evidenced in some counties. There is no fixed pattern applicable to all counties and districts.

These patterns are, of course, relative to base years. Counties with large numbers in enrollment, even though not showing large proportional increases, present a picture in total numbers that may be rather astounding.

All present indications point to a pattern of school population growth for the state as a whole, which is likely to continue. But, as has been indicated, this pattern is not shared by some counties within the state.

Holding Power

The survival rate in Colorado compares favorably with the national survival rate. There is a great deal to be accomplished, however, before holding power in Colorado merits a top rating. As in the case of enrollment trends, there is variation among counties and areas in the state.

The following table, reproduced from *Colorado Public School Enrollment Trends*, is significant in characterizing the problem:

AVERAGE SURVIVAL RATIO FOR COLORADO BY GRADES
BASED UPON COLORADO PUBLIC SCHOOL ENROLLMENTS
1944-45 to 1953-54 School Years

Grade	1	2	3	4	5	6	7	8	9	10	11	12
	100	92.4	91.7	91.1	90.8	89.5	88.5	85.9	78.3	70.3	62.4	57.5

From these averages, it is significant that of 100 pupils starting first grade, 89.5 complete the sixth grade; 85.9 eighth grade; and only 57.5, slightly more than half, complete high school. The drop-out problem, particularly in high schools, is far from satisfactory. It also suggests caution in basing projected school enrollments on population trends alone.

Although the census is no longer the basis for distribution of school funds, it is of significant value. It is the **official record** and serves to locate school-age children. It is often used as proof of age and birth; it determines the status for classification of the district—first, second, or third class. As long as census taking remains, it should, by its very nature, be maintained as an accurate and complete record.

Since the taking of the census must remain a function of the school district, emphasis should be placed on improved methods of maintaining this record. Too often homes are not contacted directly. Instructions for taking the census should be more specific. A better "plan of attack" is necessary. Forms for writing the information, with less copying, should be devised to avoid errors. The present books are bound, creating difficulty in making carbon copies.

It is anticipated that census taking and recording will be given careful study. Simplification procedures will be devised. A more accurate census, taken in less time and with improved record keeping, will be the objective.

Student Accounting

Records of student accounting should at all times give a "profile" of the child and his educational development. In many schools, however, this goal has not been satisfactorily attained. The so-called cumulative record is frequently vague in its interpretation, and too

little use is made of it. Records become little more than attendance charts. The trend in Colorado is to improve record keeping of student personnel.

The background of information contained in the student accounting records is of constant value. As the child proceeds through the school, he must be evaluated and given guidance. As he enters another school, his basic pattern, as evidenced by previous records, must be studied. His prospective employer or his college counselor needs this valuable background of information. If the records are properly maintained, the student has a continuous growth profile.

23

GUIDANCE SERVICES IN EDUCATION

... .. " ... *counsel
facilities help students
plan constructively.*"

High schools in larger communities in Colorado continue the trend, noted two years ago, toward better organized programs of guidance services and better qualified guidance personnel. There are, however, only about 35 per cent of the high schools in the state which, to date, report formally organized programs of guidance services.* Many other high schools provide some guidance services on an informal basis. Such services are provided by classroom teachers and by principals.

In the high schools which enroll 300 or more pupils, the most substantial progress is being made in improving guidance services. This means that a large proportion of the state's high school age pupils have access to services which are now moderately adequate. An encouraging tendency to re-evaluate guidance offerings during the past two years has been evidenced, for example, through the work of the K-12 guidance committee of the Denver school system.

Some guidance services are given more attention than others. Use of cumulative records, as an illustration, has become fairly typical in the high school practice of the state. Cumulative records vary in both quantity and quality of data provided. Nearly all high schools use testing programs although these, too, vary widely from school to school. A most important aspect of the use of records—

*Programs with persons designated as counselors and who have assigned time for guidance duties.

the analysis and interpretation of the data—must still frequently be done by persons not adequately trained for it.

A major emphasis in high school guidance programs continues to be on vocational choice. In spite of the emphasis on vocational aspects, specialized training in this phase of guidance work has been achieved by only about one of every three persons serving in counselor capacity. Educational planning is well established as a major guidance function in Colorado high schools. Guidance toward personal and social adjustment of the individual pupil is receiving increasingly thoughtful attention.

In the secondary schools of the state (outside Denver) which reported counselors with specific assignments and assigned time for counseling duties, it is estimated only slightly more than half are adequately trained.

While guidance services begin most commonly in the seventh or ninth grades, there is a trend toward extending the services in elementary schools. Several guidance workshops for elementary teachers have been held during the past two years and others are scheduled. Nevertheless, there are as yet very few elementary school counselors used in the state. No directors of elementary guidance programs have been reported.

As of October 1, 1955, a division of guidance services was set up as a part of the instructional services of the State Department of Education. State level consultation and supervision had previously been provided by the staff of the State Board for Vocational Education. These services had, however, never been completely limited to vocational guidance. Recognition had been continuously given to the point of view that vocational choice was only one—albeit an important one—of the areas of choice for which guidance was needed.

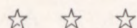
The new division gives additional emphasis to the development of guidance services in elementary grades. It approaches the provision of such services with the point of view that education of children and young people is an integrated endeavor, and that guidance is involved in all areas of education. It is an important factor, for example, in vocational education, in college planning, in adult education, in special education and in elementary and secondary education.

The most critical obstacle to the development of guidance programs in the schools of the state is that of an inadequate supply of trained persons. The number of teachers specializing as counselors is still not sufficient to meet the need in Colorado. This situation is a part of the total problem of teacher shortage. There is a need, also, to recognize, by salary increment and prestige, the additional service provided by specialists in this area, as in a number of others.

Although the formal provision of guidance services in Colorado trained persons. The number of teachers specializing as counselors being used and the adequacy of their training, the importance of informal services must be continually recognized. It is not accurately known how many teachers in the state have any formal training in this important area of preparation. Observation of teaching practice indicates that teachers in general are giving increasing attention to their guidance responsibilities. As an illustration of training among elementary teachers, a recent survey among 100 of them in the Denver metropolitan area discovered that only one in ten had taken guidance courses. However, more than half had had such courses as child growth and development and mental hygiene. It is known that

a somewhat higher proportion of secondary teachers have had some informal guidance training.

Colorado is one of the few states that makes no formal provision for certification in guidance. There should be certification standards for counselors. There is also a need to set up minimal standards for the guidance training of teachers.



24

MENTAL HEALTH PROBLEMS SHARE STATE ATTENTION

... .. " ... *new*
approach recommends
diagnostic testings."

When it is recognized that populations of state penal and mental institutions are comprised of persons who have, in earlier years, been enrolled in the schools, the role of the schools in preventing or forestalling the mental and emotional difficulties involved is easily understood. This realization has brought about a mounting interest in mental health.

The experiences of medical and paramedical personnel in recent wars resulted in much knowledge relating to the causes of mental and emotional difficulties, and brought about the development of the psychiatric team. Wherever this has occurred, the schools have soon been drawn into the program.

Colorado is no exception to this. The first public school use in Colorado of the psychiatric triad (the psychiatrist, psychologist, and social worker) was by the Denver Public Schools. Today such teams work regularly within Denver and are employed by the Denver Public Schools. Teachers, principals, and other school personnel participate with the counseling team, as needed.

With Denver expanding its mental health services each year, other Colorado districts are inaugurating programs and taking necessary first steps toward improved mental health programs. The passage of HB108 in 1953 resulted in the establishment of standards for certification of school psychologists in Colorado. When schools beginning special education programs referred children suspected of being mentally retarded to these psychologists and discovered that many were emotionally disturbed and not mentally retarded, the need for regular mental health guidance was emphasized.

As a result, an increasing number of metropolitan schools are employing school psychologists. Some of these are school principals or teachers and devote part-time to diagnostic testing.

Program of the Advisory Committee on School Health

The State Department of Education has promoted good school health in many ways through its Advisory Committee on School Health. These activities are stated briefly herewith.

Articles on school health policies and general information were prepared by members of the committee. An article appeared in each issue of the **Colorado School Journal**, on topics requested by school people, as determined in a questionnaire circulated by the committee. Some topics discussed were: Care of nuisance diseases, health instruction, practical guides to establish a school health program, first aid and its legal implications, what colleges are doing about health, educational resources for the handicapped child, promotion policies and suggested health policies for employment of school personnel, guides to communicable disease control, status of polio vaccine in Colorado, and the relation of a healthful environment to learning.

A sub-committee was appointed early in 1954 to prepare a handy room chart for teachers on the care of accidents and sudden illness. This committee completed its task by June and presented the chart to the State Board of Education for approval and publication. The chart was printed and distributed to all schools in January, 1956.

The Health Committee had received several requests for suggestions on health requirements for employment of school personnel. A questionnaire was sent to school administrators to determine their views and need in this regard. A sufficient number of persons stated they wished help with the problem, to justify the development of suggested policies and a health record card. A sub-committee was appointed. The policies and health record cards were completed and presented to the State Board of Education for approval. The policies and health record cards were distributed in the late fall of 1955.

Many schools have adopted the recommended policies, thus assuring the pupils a safe and healthful environment in which to learn.

More emphasis was given to school safety through articles in the **School Journal Health News** and **P.T.A. Magazine**. It was recommended to the Board of Education that the Sanitation Committee be revived and instructed to work on a check list for safety and sanitation for use by schools.

This publication, which has been very helpful to teachers, administrators and school nurses, is out of print. Work committees were appointed to revise and bring this publication up to date. Each committee was given a single section to re-edit. The section on "Eye and Ear Health" has been published in booklet form and distributed to the schools. Others will follow, including the booklet on "School Sanitation."



LUNCH AND MILK PROGRAMS AID IN NUTRITION

... .. " ... meal
planning and serving
gains recognition."

The close of the school term in 1956 marked the end of the first decade of the National School Lunch Program. Not all has been accomplished that we hoped for ten years ago, but more progress has been made in some areas than could be foreseen at that time.

Increase in school enrollment has been heavy the last few years, but the increase in school lunch participation has been greater. In the beginning, food services were only available in the city and big town high schools and junior highs, rural consolidated schools, and country schools. Facilities were largely makeshift and equipment was limited to the barest necessities. Lunch programs were largely sponsored by PTA's, Home Demonstration Clubs, and School Lunch Committees. Schools are indebted to these groups for their help and leadership. Food services were not an accepted part of the school program or a responsibility of school administrators. There were, of course, some exceptions.

Now almost every major school system has a lunch program in at least part of its schools and many systems have food service at all schools. School district consolidation in rural areas has been one major factor in the establishment of many lunchrooms. Another recent addition in food service in the city elementary schools. The very high per cent of working mothers has established the need for children to get their noon meal at school. The crowded school schedule necessitating a shorter noon period, especially in high schools, also made it impractical for students to go home for lunch. Improvement in the quality of the lunch and the bargain price have been big factors in the increased participation in school lunch.

The huge school building program that is under way in larger cities has, in most cases, included modern, up-to-date food service facilities. School lunch has been firmly established as one of the functions of a modern school and has been accepted by administrators as a necessary part of the physical plant, but there still are many inadequate, poorly-equipped lunchrooms and kitchens. Favor-

able progress in this area has been quite rapid and in a few more years the dark and antiquated basement lunchrooms will have disappeared. Some programs that are not up to standard, in the kind of meals that they service, but their number is decreasing. Standards of living are constantly rising and what was considered adequate a few years ago is not good enough now. The school lunch program must be ever alert to find better ways to produce a more satisfying meal; always at a price that the children can afford to pay.

The biggest job remaining, and the most discouraging, is to make the lunch program truly educational. Too few administrators and teachers recognize and put into practice the many learning opportunities of the lunch period. Too few parents are paying attention to the need of nutrition training for their children. Progress has been made in preparing and offering nutritious, well-balanced meals; however, too many children are not eating the meal that is offered. This is especially true in the senior and junior high school groups. Recent studies and surveys show that the most undernourished child today is the teenage girl. The underprivileged child formerly was considered the undernourished child. Has it become the overprivileged child that is undernourished?

There is a discernible trend toward the free choice lunch in the secondary schools. In theory this should be right, but in practice it does not work to the advantage of the child because his choice of food and drink is too often the sweet and high-flavored items with little nutritive value. Until real nutrition training is given in the elementary grades, so that these older children know the importance of eating the proper foods, it is better to advocate the place lunch for secondary schools.

Statistical charts graphically show the growth of the lunch program during the past 10 years in Colorado.* The first chart shows that the increased income to the lunch program in Colorado has been largely through payment for lunches by the children. The second chart shows a doubling of student participation in less than ten years. With very little increase in federal funds, cash reimbursement per meal per meal has been reduced to about four cents.

Federal aid, through government price support activity, has contributed greatly to keeping meal costs to the general level of 20 and 25 cents for elementary and secondary schools. During the 1955 school year the value of donated agricultural commodities exceeded the cash reimbursement.

Special School Milk Program

Shortly after the 1954-55 school year began, Congress made \$50,000,000 available to the U. S. Department of Agriculture for a special School Milk Program. This program was designed to assist dairy farmers by increasing the consumption of fluid whole milk.

School lunch divisions of the State Departments of Education were asked to administer the program on very short notice. Much of the time of the Colorado school lunch division was taken up in developing necessary forms and publicizing the program. A base had to be calculated for all schools having the lunch program or a milk service, as schools could be reimbursed only for extra milk provided for children in the schools, above the amount served the previous year. Schools were reimbursed four cents for each extra half pint served, or for all milk served above the established base. Schools not having a lunch program could participate and receive three cents for all milk served above the base. Colorado's share of

*See charts on school lunch participation and income, Appendix B, page 204.

the \$50,000,000 was \$380,000, but only \$168,807 was used. Separate applications, claims, and vouchers had to be made out for all participating schools, almost doubling the paper work in the office.

The program was simplified somewhat for the 1955-56 school year. Schools were not required to use a base figure and a single form was developed for claiming reimbursement for both school lunch and special milk. One voucher served both programs, but separate accounts had to be maintained in the state office. Because of the simplification and better understanding of the program, greater use was made of the funds and \$379,347 was paid out to the schools. One month 2¾ million half pints of milk were served children in Colorado for which reimbursement was made either through the regular lunch program or special milk. Congress has assured the continuation of this program for at least two more years and increased the amount of funds to \$75,000,000 per year.

Assistance and Supervision

The principal method of assisting school lunch workers is through school lunch workshops. A four-day workshop is held during August at Colorado A & M College. Actual experience under expert guidance is given in quantity cooking, menu planning, and figuring food costs. Instruction is given in nutritional needs of children, sanitation, food preparation, and record keeping.

A handbook primarily for use at the workshop is distributed to all participating schools. It has proved of value as a reference book to cooks and managers who were not able to attend the workshop. A monthly newsletter is sent to all schools in both lunch and milk programs. It carries general information on the lunch program, suggested menus, recipes, a buying guide, information on donated commodities, and contributions from participating schools.

Federal regulations require a personal visit to between 30 and 40 per cent of the participating schools, but the rapidly expanding program and staff limitations made this impossible of accomplishment.

School Lunch Workers

The school lunch cook is rapidly becoming a professional person. In the beginning they were homemakers who liked to cook but with no training in quantity cooking. The job was undertaken as a service to their school with no thought of making it a career. Now many of them have been in school food service for years. Getting in-service training, attending workshops, and holding membership in the Colorado and American School Food Service Associations have given them a professional attitude toward their job.

Most city districts have now employed trained people to manage all the lunchrooms in the school system. This is also true of the few county-wide school districts. This assures a uniform lunch program in the entire system, permits quantity buying by a trained person, and puts the program on a business basis.

The larger systems are providing lunch at their smaller schools, or schools that have no facilities, through carry-in programs. Usually this is more economical where less than 125 are served. The use of thermos containers or portable electric hot tables makes it possible to serve hot food hot and cold food cold a considerable distance from the main kitchen.



Faint, illegible text at the top of the page, possibly a header or title.

Second block of faint, illegible text.

Third block of faint, illegible text.

Fourth block of faint, illegible text.

Fifth block of faint, illegible text.

Sixth block of faint, illegible text.

Seventh block of faint, illegible text.

Eighth block of faint, illegible text.

Ninth block of faint, illegible text.

Tenth block of faint, illegible text.

Eleventh block of faint, illegible text.

Twelfth block of faint, illegible text.

Final block of faint, illegible text at the bottom of the page.

SECTION FOUR

SCHOOL
PERSONNEL,
CERTIFICATION

... .. " ... good
schools entitled to
best instructors."

SECTION FOUR

SCHOOL
PERSONNEL
CERTIFICATION

STATE BOARD OF
EDUCATION

11

26

TEACHERS, SUPERVISORS, ADMINISTRATORS

... .. " ... classes
continue growing ...
more teachers needed."

The Colorado public schools continue to be plagued by the need for qualified teachers to staff the classrooms of the state. The enrollments in the schools continue to increase, which necessitates the employment of additional teachers each year.

During the school year 1955-56 a total of 13,432 teachers (including superintendents, principals and other administrative personnel) were employed by the public schools in Colorado. This shows an increase of 756, representing a 6.0% increase over the 12,676 total for the previous year. This compares with 733 (6.1%) increase for 1954-55, with 707 (6.3%) increase for 1953-54, with 531 (5%) increase for 1952-53, with 228 (2%) increase for 1951-52, and with 416 (4%) increase for 1950-51.

The data for teachers have been compiled from reports submitted by each county superintendent.

Salaries for full-time teachers ranged from \$1,700 to \$8,000, and from \$2,400 to \$22,500 for administrators. More teachers were employed at the \$3,400 to \$3,499 rate than at any other rate, which is equal to the mode for the previous year.

Salaries of the two full-time teachers which fall below the interval of \$1,700-\$1,799 represent extreme deviations from an otherwise normal distribution and have been omitted in establishing the low point in the range of the distribution of salaries as given in accompanying tables.

The distribution of classroom teachers in respect to various salary groups is also compared.

It is predicted that these increases will continue in the elementary schools until at least 1960, as indicated by actual birthrate figures. Within two or three years the secondary schools of the state will be feeling the impact of increased enrollments which the elementary schools are experiencing at the present time, as these grade school children will be moving into high school.

The 1960-61 year, using the conservative anticipated enrollment figures of 389,557 pupils (the figure for 1955-56 was 300,000), will call for a total of 17,623 teachers to staff the classrooms of the public schools of the state. In the five-year period alone this will mean an increase of 4,070 *new* teachers needed.

In addition to this annual increase, the schools are confronted each year with replacement problems caused by teachers moving to teaching positions out of the state or those leaving the profession. This number increased from 1,300 in 1954-55 to 1,476 for 1955-56. It is believed that many leave the state because salaries in Colorado are not comparable with the states to the west.

Where did Colorado obtain the teachers to replace those who left the state or the profession? Where did the state obtain teachers to staff the additional classrooms? Colorado institutions of higher education graduated approximately 1,200 students in 1955 trained as elementary and secondary teachers; however, in a survey of assigned teachers for the 1955-56 school year, only 605 of these graduates remained in Colorado to teach. This means that half of those graduated, trained in Colorado colleges maintained from public funds, never teach in Colorado. The majority of replacements and additional teachers were recruited from the middlewestern states and Texas.

During 1954-55 the administrators employed 1,374 *new* qualified graduates for the Colorado schools and during 1955-56 there were 1,566 *new* graduates employed; however, these same administrators found it necessary to employ approximately 700 additional teachers who were unable to qualify for regular teaching certificates.

Emergency Certification for Teachers

In 1954-55 there were 773 emergency permits issued upon the request of the local school districts, of which there were over 200 authorizations issued to those teachers who could not meet the minimum requirements for the special permit. In the 1955-56 school year there were 651 permits issued, of which there were 420 special permits (42 for substitute teachers) and 231 authorizations. Of this total number of teachers on emergency certificates, 184 have previously earned their bachelor's degree or higher but were unable to present credit showing them trained as teachers.

Considering the increased number of personnel employed by the public schools, the situation is encouraging, since there was no increase in requests for emergency certificates. In individual school districts there continue to be problems affecting the board's ability to secure qualified personnel, due to poor housing, low salaries, isolation and severe weather conditions, making it extremely difficult for school officials to obtain fully qualified personnel. For example, in some counties of the state, the percentage of employed teachers on emergency certificates was high; note the variance in the following list:

- 9 counties—20 per cent or more of the employed teachers
- 16 counties—10-20 per cent
- 21 counties—3-10 per cent
- 12 counties—Less than 3 per cent
- 5 counties—None

Training of Elementary Teachers

Preparation of an analysis of the 7,605 elementary teachers assigned to the public school classrooms in the fall of 1955 shows that

8.8 per cent held master's degrees, with 65.1 per cent holding bachelor's degrees. There were 9.9 per cent of these teachers having between three and four years of college credit (90-119 semester hours). The percentage of teachers with two to three years of college work was 14.1 per cent. Only 2 per cent of the total had less than two years of college credit.

Administrators Certificates

For a number of years the school administrators of the state have recommended to the Commissioner of Education that certification regulations be established for superintendents and elementary and secondary principals. Each organized group, on the basis of previous study, wrote recommendations and suggestions which were presented.

The recommendations sent to the department were carefully studied, modified and rewritten and again presented to these administrators at a series of eight regional meetings held throughout the state in the spring of 1955. Many administrators brought their board members to these meetings to orient them to various school problems studied. The agreements and conclusions were incorporated in re-written regulations.

In addition to the participation by administrators in the regional meetings in the spring, a representative of the department participated in a workshop with Northwest regional groups of elementary principals at Rifle, with the Eastern Division of Elementary Principals in Denver, and with the Tri-County group (Jefferson, Arapahoe, and Adams) in the late fall.

In the summer of 1955 an advisory council to study the recommended regulations on administrative certificates was formed. Members of this council were representatives from each administrative group, from the five institutions of higher education offering a graduate program in school administration, two school board members, and a representative from the Congress of Parents and Teachers, the last two being lay public groups.

The Advisory Committee held a series of all-day meetings beginning in August, 1955. After many revisions in the regulations the group approached the problem of State Department approval of the graduate program in administration, the basis of acceptance of the applicant for the certificate. Subsequent study has been made of the recommended college program and desirable areas of training to be presented. The group also explored plans for visitation and approval of institutions whose graduate programs of school administration would be accepted by the State Board of Education.

The State Board of Education has adopted a formal resolution in favor of administrative certificates and has set up the machinery for adoption of the rules and regulations to govern the issuance.

State Board of Examiners

For the past few years the division has encouraged and recommended an active program in the improvement of teacher certification and is working toward action through the State Board of Examiners.

The State Board of Examiners, as a statutory board established in an advisory capacity to the State Board of Education, has become actively interested as evidenced by the recommendations made to the Board of Education on emergency certification. It recommended that the new teacher in Colorado for the 1956-57 school year be required to

qualify for a standard certificate. It further recommended that the non-renewable elementary temporary certificate, set up by the Board of Examiners, be limited to the issuance of only one such certificate valid for a five-year period; upon expiration of this five-year certificate the teacher would be required to present his bachelor's degree to qualify for another regular certificate in Colorado.

In subsequent meetings of this board, plans were made for future action to implement improvements in teacher certification. The Board is meeting with representatives of the three state teachers colleges to reach common agreements and to take advantage of the representatives' thinking in the area of teacher education.

School Nurses

School nurses in the state have been working with the Division of Certification on training and experience which could be expected of registered nurses in the public school systems. The group has presented final recommendations which it would desire to have used as minimum certification requirements for school nurses.

Teacher Recruitment

An area which has been neglected and in which activity has been urgently needed is teacher recruitment. The continued shortage of teachers makes it imperative that the profession extend all efforts to encourage promising young people to enter the profession.

The influence of lay persons has proven unusually successful in teacher recruitment work. The department has worked with lay organizations in an effort to persuade them to accept their share of responsibility. Activity which has been productive has resulted in former teachers offering their services for substitute work. A number of liberal arts graduates have gone back to college to prepare as teachers; P.-T.A. groups over the state have increased the number of scholarships available, and service clubs are becoming aware of the need for help.

Much time has been spent in an effort to create active interest in this problem. During the spring of 1955 the department worked actively with the Teacher Education Committee of the Colorado Education Association, planning and participating in a conference of lay persons, school administrators, and college personnel to emphasize the need for recruitment programs.

In addition, this same committee planned and published a bulletin on teacher recruitment, geared toward reaching teachers from other states whose interest in teaching in Colorado would be stimulated by the attractions in this state.

One extremely effective recruitment measure is the encouragement and activities of high school students belonging to F.T.A. clubs. In an effort to stimulate the formulation of more F.T.A. clubs in Colorado high schools, the Certification Division has requested the sponsor of each club in the state to share information of unusual and interesting activities which could be utilized to foster such interest in other high schools.

Statistical Information

During the period of July 1, 1954 through June 30, 1956, the divi-

sion issued the following certificates:

Graduate Temporary	4323
Graduate Life	747
Non-Renewable Elementary Temporary	701
Elementary Temporary	67
Elementary Life	13
Special Temporary	13
Special Life	1
Pre-Graduate Permit	86
Junior College	99
Standard Mentally Handicapped	20
Standard Physically Handicapped	7
Standard Hard-of-Hearing	9
Standard Speech Correctionist	31
Standard School Psychologist	34
Provisional Mentally Handicapped	44
Provisional Physically Handicapped	7
Provisional Visually Handicapped	3
Provisional Speech Correctionist	12
Provisional Hard-of-Hearing	5
Renewals	530
Duplicates	145
Special Permits and Authorizations	1474
Total	8373

The growth of the schools is reflected in the increased number of certificates issued this biennium, an increase of 935 certificates over the previous period.



27

PROFESSIONAL NON-TEACHING PERSONNEL

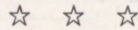
... .. " ... social
problems get attention
in school systems."

Medical and Paramedical Staff: In an attempt to meet the needs of children, the medical doctor, dentist, school nurse, psychiatrist, clinical school, and counseling psychologist, rehabilitation counselor, speech therapist, audiologist, psychiatric and medical social workers, and physical and occupational therapists have all found a place in the modern urban school. In January, 1956, the U. S. Office of Defense Mobilization designated these professional people as medical and paramedical workers and considered special education teachers, recreation therapists, and certain teachers of physical education to be closely allied to them.

While no school in Colorado employs all of these professions, the majority of the larger schools have some medical and paramedical

staff members employed full time and have arranged consultative and part-time services with others.

In 1900, the average life expectancy was 48 years; in 1955-56 it approaches the legendary three score and ten. Medical and paramedical skill is responsible for this. Yet, partly as a result, there are more physically handicapped and physically delicate children in schools today requiring special attention. Similarly, the skills and technology which have produced longer life have created a need for training and counseling far beyond the academic limitations of 1900. Expanding populations, frantic traffic, and fantastically rapid methods of communication have shrunk the world and have complicated existence to the point that all children need help in solving relationship problems.



28

QUALIFIED EXPERTS LEND SCHOOL SKILLS

... .. " ... *more*
than classroom assets
benefit pupils."

School children in Colorado public schools are recipients of many services of an academic nature extended to them by superintendents, principals, teachers, supervisors and others who are responsible for their scholastic progress.

Many other workers, who are not identified with classroom routines, are likewise responsible for the welfare and development of the boys and girls. This segment of non-certified personnel is constantly increasing in Colorado.

Nearly 3,500 persons are now employed by various school districts of the state, for the furtherance of education, in such capacities as operation of school buses, management of cafeterias, keeping records and data which are a part of the progress of each individual student, and maintenance of buildings and facilities.

Non-certified personnel in Colorado public schools, at the close

of the 1954-56 biennium, was reported to be:

Bus drivers	804
Cafeteria workers	749
Clerical workers	714
Custodial workers	1197
TOTAL	<u>3,464</u>

Collectively, these non-certified workers are concerned with the well-being of the students, assuring safety of the boys and girls, making sure that school conditions are neat and sanitary, taking care of such essentials as heat, light and ventilation, and maintaining up-to-date tabulations of the credits and other information required for promotions, transfers and enrollment in institutions of higher learning.

NUMBER OF TEACHERS AND ADMINISTRATORS, SCHOOL YEAR 1955-56

County	Part Time	1-Room School	Kinder-garten	Elem. School	Jr. High	Sr. High	Jr. Col.	Adminis-trators	Other	Total
Adams .....	.7	4	----	325	109	87	----	37	----	562
Alamosa	1.8	1	----	52	13	25	----	12	----	103
Arapahoe	3.4	3	17	465	116	178	----	63	----	844
Archuleta	----	2	1	17	4	9	----	3	----	36
Baca	----	11	1	51	-----	26	----	6	----	95
Bent	2.9	4	2	55	-----	19	----	5	----	85
Boulder	5.3	3	13	242	51	95	----	35	----	439
Chaffee .....	.6	2	2	28	7	18	----	5	----	62
Cheyenne	2.8	2	----	24	----	18	----	5	----	49
Clear Creek	----	2	----	17	----	9	----	4	----	32
Conejos	1.8	2	2	91	----	28	----	7	----	130
Costilla	2.1	----	----	50	----	9	----	10	----	69
Crowley	----	1	----	42	----	15	----	5	----	63
Custer	----	1	----	12	----	3	----	2	----	18
Delta	2.2	1	----	91	14	37	----	18	----	161
Denver	----	----	----	1,585	618	490	----	240	13	2,944
Dolores	2.0	2	----	20	----	5	----	1	----	28
Douglas	2.0	4	----	35	----	10	----	2	----	51
Eagle	1.1	5	----	43	1	15	----	2	----	66
Elbert	1.0	----	----	30	----	17	----	5	----	52
El Paso	4.8	3	30	444	138	142	----	60	2	819
Fremont	2.0	2	3	86	8	50	----	11	3	163
Garfield	3.2	5	1	67	12	35	----	11	----	131
Gilpin .....	.5	1	----	6	----	4	----	1	----	12
Grand	3.5	2	----	37	----	12	----	1	----	52
Gunnison	2.8	6	1	19	7	15	----	3	----	51
Hinsdale	----	----	----	2	----	----	----	-----	----	2
Huerfano	6.3	8	2	43	9	18	----	5	----	85
Jackson	1.3	3	----	17	----	7	----	1	----	28
Jefferson	1.2	----	25	394	97	175	----	42	----	733
Kiowa	----	1	----	22	2	9	----	5	----	39
Kit Carson	----	6	1	48	----	28	----	8	----	91
Lake .....	.5	1	2	35	8	25	----	6	----	77
La Plata	3.3	5	----	73	15	37	----	15	----	145
Larimer	2.5	11	10	189	26	130	----	30	3	399

NUMBER OF TEACHERS AND ADMINISTRATORS, SCHOOL YEAR 1955-56 (Cont.)

County	Part Time	1-Room School	Kinder-garten	Elem. School	Jr. High	Sr. High	Jr. Col.	Adminis-trators	Other	Total
Las Animas	7.0	12	9	131	35	63	28	24	1	303
Lincoln .....	.8	7	....	42	1	23	....	6	....	79
Logan	1.8	8	7	109	23	64	13	15	3	242
Mesa	3.5	1	1	214	74	112	28	51	2	483
Mineral .....	....	....	....	4	....	3	....	....	....	7
Moffat	2.5	11	2	37	....	20	....	5	....	75
Montezuma	5.2	4	....	66	....	40	....	10	....	120
Montrose .....	.5	1	4	104	11	49	....	14	1	184
Morgan .....	....	2	1	126	4	82	....	17	....	232
Otero	2.7	1	5	143	34	75	14	27	3	302
Ouray .....	.8	....	....	15	1	8	....	2	....	26
Park .....	....	3	....	12	....	3	....	1	....	19
Phillips	4.0	4	2	37	....	16	....	3	....	64
Pitkin .....	.5	....	....	16	....	6	....	2	....	24
Prowers	4.9	8	3	88	15	42	7	14	....	177
Pueblo	10.3	....	29	484	149	124	47	55	11	899
Rio Blanco	1.5	1	1	42	7	22	....	....	....	73
Rio Grande	1.0	....	1	66	15	27	....	10	....	119
Routt	5.6	9	....	45	2	26	....	6	....	88
Saguache .....	....	1	2	32	1	23	....	7	....	66
San Juan .....	....	....	....	9	....	5	....	1	....	15
San Miguel .....	....	2	1	27	....	6	....	2	1	39
Sedgwick	3.0	4	1	35	....	21	....	4	....	65
Summit .....	....	....	....	12	....	5	....	....	....	71
Teller .....	....	1	....	17	2	14	....	3	....	35
Washington	4.0	13	....	58	....	23	....	9	....	103
Weld	10.0	8	6	411	63	165	....	92	....	739
Yuma	9.9	13	1	67	3	33	....	4	....	121
Total	141.1	218	191	7,196	1,693	2,904	137	1,050	43	13,432
Part time teachers not included in total.										

ANALYSIS OF TEACHING CERTIFICATES OF TEACHERS AND ADMINISTRATORS
SCHOOL YEAR 1955-56

Certificates Issued by State Department of Education — Denver

County	Certificates Issued by State Department of Education — Denver						Teachers' College Certificates		Local Certificates		Total
	Junior College	Graduate Temporary	Graduate Life	Elementary Temporary	Elementary Life	Special Permits & Letters of Authorization	Life Degree	Elementary Life	First Class District	County	
Adams	253	82	62	2	34	109	17	1	2	562	
Alamosa	25	18	5	...	2	47	5	1	...	103	
Arapahoe	462	156	47	3	5	158	10	2	1	844	
Archuleta	10	4	7	...	4	10	1	...	...	36
Baca	38	15	14	3	7	10	5	...	3	95	
Bent	31	11	14	3	7	17	1	...	1	85	
Boulder	174	121	18	3	6	99	16	1	1	439	
Chaffee	20	18	5	1	1	14	3	...	...	62
Cheyenne	16	9	5	2	12	1	3	...	1	49	
Clear Creek	9	5	1	1	5	9	2	...	...	32
Conejos	45	10	35	1	5	28	5	...	1	130	
Costilla	3	...	19	...	8	36	2	...	1	69	
Crowley	19	10	...	1	8	11	4	...	1	63	
Custer	9	4	...	...	3	1	1	...	...	18
Delta	38	28	8	...	2	80	5	...	...	161
Denver	1,319	1,110	4	1	1	479	...	30	...	2,944	
Dolores	7	2	5	...	8	5	...	...	1	28
Douglas	17	5	13	...	7	5	3	...	1	51	
Eagle	15	5	13	3	8	14	6	...	2	66	
Elbert	20	3	11	...	5	9	4	...	...	52
El Paso	368	184	44	13	13	172	22	3	...	819	
Fremont	36	44	16	5	7	38	14	3	...	163	
Garfield	27	27	25	5	11	29	7	...	...	131
Gilpin	4	4	1	...	...	2	1	...	...	12
Grand	16	8	7	...	5	12	4	...	...	52
Gunnison	19	8	2	1	...	17	3	...	1	51	
Hinsdale .....	...	...	1	...	1	...	...	...	...	2
Huerfano	11	11	8	4	1	34	13	1	2	85	
Jackson	8	4	8	...	4	2	2	...	...	28
Jefferson	329	167	55	11	25	124	22	...	...	733
Kiowa	8	4	12	...	8	6	1	...	...	39
Kit Carson	26	18	12	2	11	15	3	...	4	91	
Lake	34	9	6	1	4	21	2	...	...	77
La Plata	44	31	19	6	8	25	10	2	...	145	
Larimer	127	94	26	8	13	114	15	1	1	399	

ANALYSIS OF TEACHING CERTIFICATES OF TEACHERS AND ADMINISTRATORS (Cont.)
SCHOOL YEAR 1955-56

Certificates Issued by State Department of Education — Denver											
County	Junior College	Temporary Graduate	Graduate Life	Elementary Temporary	Elementary Life	Special Permits & Letters of Authorization	Teachers' College Certificates		Local Certificates		Total
							Life Degree	Elementary Life	First Class District	County	
Las Animas	30	40	32	57	6	25	93	20	.....	.....	303
Lincoln .....	.....	25	10	8	3	13	16	4	.....	.....	79
Logan	15	67	22	33	5	22	70	7	.....	1	242
Mesa	31	104	70	44	1	7	197	22	7	.....	483
Mineral .....	.....	2	1	2	.....	.....	2	.....	.....	.....	7
Moffat .....	.....	21	11	12	1	10	19	.....	1	.....	75
Montezuma .....	.....	32	19	20	1	14	23	8	.....	3	120
Montrose .....	.....	52	22	22	3	22	47	15	1	.....	184
Morgan .....	.....	69	42	26	2	12	67	12	.....	2	232
Otero .....	.....	98	57	36	2	13	74	21	.....	1	302
Ouray .....	.....	9	1	3	.....	1	11	1	.....	.....	26
Park .....	.....	5	.....	1	.....	5	5	2	.....	1	19
Phillips .....	.....	16	5	20	1	9	12	1	.....	.....	64
Pitkin .....	.....	9	.....	1	.....	1	12	1	.....	.....	24
Prowers	9	62	16	31	4	15	34	9	2	.....	177
Pueblo	52	290	165	58	15	16	259	38	5	1	899
Rio Blanco .....	.....	27	10	13	1	5	16	1	.....	.....	73
Rio Grande .....	.....	37	21	12	.....	2	35	11	1	.....	119
Routt .....	.....	21	18	16	1	10	16	3	.....	3	88
Saguache .....	.....	14	5	7	1	6	26	7	.....	.....	66
San Juan .....	.....	7	3	2	.....	1	2	.....	.....	.....	15
San Miguel .....	.....	8	6	5	1	14	3	2	.....	.....	39
Sedgwick .....	.....	19	8	16	3	7	9	3	.....	.....	65
Summit .....	.....	7	2	1	.....	5	.....	2	.....	.....	17
Teller .....	.....	12	4	5	.....	1	10	3	.....	.....	35
Washington .....	.....	20	12	26	4	23	14	2	.....	2	103
Weld .....	.....	147	70	66	1	39	370	43	1	2	739
Yuma .....	.....	23	14	26	2	27	20	8	.....	1	121
Total	137	4,830	2,875	1,106	138	569	3,215	458	63	41	13,432

Part time teachers not included in totals.

SALARY RATES OF TEACHERS BY TYPE OF TEACHING CERTIFICATE, INCLUDING DENVER
SCHOOL YEAR 1955-56
Certificates issued by State Department of Education—Denver

Salary Class	Junior College	Graduate Temporary	Graduate Life	Elementary Temporary	Elementary Life	Special Permits & Letters of Authorization	Teachers' College Certificates		Local Certificates		Total
							Life Degree	Elementary Life	First Class District	County	
\$ 200— 299	1	.....	.....	.....	1
300— 399
400— 499
500— 599
600— 699
700— 799
800— 899
900— 999	1	.....	.....	.....	.....	.....	.....	.....	.....	1
1000— 1099
1100— 1199
1200— 1299
1300— 1399
1400— 1499
1500— 1599
1600— 1699
1700— 1799	1	.....	.....	.....	1
1800— 1899
1900— 1999
2000— 2099	2	.....	.....	.....	2	.....	.....	4
2100— 2199	1	6	.....	1	.....	1	.....	.....	9
2200— 2299	11	2	6	.....	3	.....	3	.....	.....	25
2300— 2399	1	1	6	.....	.....	.....	2	.....	.....	9
2400— 2499	4	3	25	3	27	6	10	.....	.....	78
2500— 2599	1	8	10	68	1	42	6	21	.....	6	163
2600— 2699	17	9	91	11	52	28	34	.....	5	247
2700— 2799	1	33	12	110	8	85	53	38	1	7	348
2800— 2899	46	19	141	13	73	49	40	.....	6	387
2900— 2999	57	14	127	11	68	38	50	2	1	368
3000— 3099	186	39	139	16	67	117	37	3	6	610
3100— 3199	243	34	96	8	43	120	35	1	1	581
3200— 3299	1	340	53	83	9	36	154	38	.....	2	716
3300— 3399	332	54	56	8	24	163	24	3	.....	664
3400— 3499	2	627	57	61	12	16	156	46	2	1	980
3500— 3599	3	321	84	25	7	10	198	10	.....	2	660
3600— 3699	5	543	69	16	1	9	165	12	3	.....	823

SALARY RATES OF TEACHERS BY TYPE OF TEACHING CERTIFICATE, INCLUDING DENVER (Cont.)
 SCHOOL YEAR 1955-56
 Certificates Issued by State Department of Education — Denver

Salary Class	Teachers' College						Local Certificates		Total		
	Junior College	Graduate Temporary	Graduate Life	Elementary Temporary	Elementary Life	Special Permits & Letters of Authorization	Life Degree	Elementary Life		First Class District	County
3700— 3799	5	301	78	13	5	3	158	9	2	2	576
3800— 3899	3	189	85	8	3	5	164	11	.....	.....	468
3900— 3999	8	424	111	4	.....	1	181	5	7	.....	741
4000— 4099	4	155	96	8	6	2	114	17	3	.....	405
4100— 4199	5	300	92	8	3	1	156	5	2	.....	572
4200— 4299	9	74	71	3	.....	1	88	2	1	2	251
4300— 4399	5	197	84	1	1	.....	124	1	1	.....	414
4400— 4499	8	43	71	.....	.....	.....	106	1	2	.....	231
4500— 4599	16	104	74	.....	1	.....	100	1	3	.....	299
4600— 4699	9	44	152	.....	3	.....	80	1	3	.....	292
4700— 4799	6	44	64	.....	1	.....	57	.....	3	.....	175
4800— 4899	6	53	107	.....	1	.....	53	1	5	.....	226
4900— 4999	3	18	57	1	1	.....	46	.....	6	.....	132
5000— 5099	6	30	98	1	2	.....	44	1	.....	.....	182
5100— 5199	5	18	82	.....	.....	.....	44	.....	1	.....	150
5200— 5299	3	11	79	.....	1	.....	25	.....	1	.....	120
5300— 5399	1	4	19	.....	1	.....	13	.....	1	.....	39
5400— 5499	1	14	108	.....	.....	.....	31	.....	.....	.....	154
5500— 5599	5	1	64	1	.....	.....	39	.....	1	.....	111
5600— 5699	.....	6	230	.....	.....	.....	82	.....	3	.....	321
5700— 5799	4	6	27	.....	.....	.....	17	.....	.....	.....	54
5800— 5899	.....	1	41	.....	.....	.....	13	.....	.....	.....	55
5900— 5999	.....	3	7	.....	.....	.....	2	.....	1	.....	13
6000— 6099	1	6	246	.....	.....	.....	100	.....	1	.....	354
6100— 6199	1	1	6	.....	.....	.....	7	.....	.....	.....	15
6200— 6299	.....	.....	11	.....	.....	.....	5	.....	.....	.....	16
6300— 6399	.....	1	30	.....	.....	.....	14	.....	.....	.....	45
6400— 6499	1	.....	9	.....	.....	.....	7	.....	.....	.....	17
6500— 6599	1	1	11	.....	.....	.....	4	.....	.....	.....	17
6600— 6699	.....	1	9	.....	.....	.....	7	.....	.....	.....	17
6700— 6700	.....	2	3	.....	1	.....	5	.....	.....	.....	11
6800— 6899	.....	.....	13	.....	.....	.....	6	.....	1	.....	20
6900— 6999	.....	1	12	.....	.....	.....	5	.....	.....	.....	18

SALARY RATES OF TEACHERS BY TYPE OF TEACHING CERTIFICATE, INCLUDING DENVER (Cont.)

SCHOOL YEAR 1955-56

Certificates Issued by State Department of Education — Denver

Salary Class	Teachers' College Certificates		Graduate Life	Elementary Temporary	Elementary Life	Special Permits & Letters of Authorization	Teachers' College Certificates		Local Certificates		Total
	Junior College	Graduate Temporary					Life Degree	Elementary Life	First Class District	County	
14000—14999	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	1
15000—15999	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	1
22000—22999	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	1
Totals	137	4,830	2,875	1,106	138	569	3,215	458	63	41	13,432
Mean	\$4,782	\$3,700	\$4,897	\$2,988	\$3,326	\$2,909	\$4,125	\$3,116	\$4,341	\$2,947	
Median	4,550	3,630	4,850	2,940	3,100	2,900	3,900	3,050	4,560	2,800	
Modal	4,550	3,450	6,050	2,900	3,000	2,700	3,900	3,400	4,500	2,872	

STATISTICAL ANALYSIS OF TEACHER SALARIES

	1955-56		1954-55	1953-54	1952-53
	1955-56	1955-56			
Salary below \$2,500.....	128	teachers or 1%	3.9%	6.3%	12.1%
Salary \$2,500 to \$3,499.....	5,064	teachers or 37.7%	48.4%	57.0%	58.4%
Salary \$3,500 to \$4,499.....	5,141	teachers or 38.2%	32.8%	26.1%	20.6%
Salary \$4,500 and above.....	3,099	teachers or 23.1%	14.9%	10.6%	8.9%

TYPES OF TEACHING POSITIONS

	Part Time	One Room	Kindergarten	Elementary	Jr. High	Sr. High	Jr. Col.	Administrative	Other	Total
Number of Teachers.....	141.1	218	191 ¹	7,196 ²	1,693	2,904	137	1,050	43 ³	13,432 ⁴
Salary Averages:										
Mean Salary	\$3,751	\$2,852	\$3,501	\$3,654	\$4,125	\$4,057	\$4,428	\$5,657	\$4,641	\$3,954
Median Salary	3,800	2,850	3,400	3,550	3,900	3,850	4,438	5,265	4,325	5,515
Modal Salary	3,250	3,000	3,100	3,400	3,450	3,675	4,500	8,200	3,400	3,453

¹Exclusive of Denver

²Denver Kindergarten teachers included in elementary

³Includes School Nurses, Doctors, and other personnel not specifically assigned to given grade levels

⁴Part time teachers not included in total

SUMMARY AVERAGE TYPES

	Elementary including one-room and Kindergarten	High School Junior and Senior	Elementary and High School
Number of Teachers	7,605	4,597	12,202
Mean Salary	\$3,627	\$4,082	\$ 3,798
Median Salary	3,450	3,800	3,550
Modal Salary	3,457	3,650	3,500

SALARY RATES OF TEACHERS AND ADMINISTRATORS
 BY TYPE OF TEACHING POSITION
 INCLUDING DENVER, SCHOOL YEAR 1955-56

Salary Class	Part Time*	1-Room School	Kinder-garten**	Elem. School	Jr. High	Sr. High	Jr. Col.	Adminis-trators	Other	Total
\$ 200— 299	.....	....	....	.....	.....	1	....	.....	....	1
300— 399	.....	....	....	.....	.....	.....	....	.....	....	.....
400— 499	.....	....	....	.....	.....	.....	....	.....	....	.....
500— 599	.....	....	....	.....	.....	.....	....	.....	....	.....
600— 699	.....	....	....	.....	.....	.....	....	.....	....	.....
700— 799	.....	....	....	.....	.....	.....	....	.....	....	.....
800— 899	1.6	....	....	.....	.....	.....	....	.....	....	.....
900— 999	4.3	1	....	.....	.....	.....	....	.....	....	1
1000— 1099	.4	....	....	.....	.....	.....	....	.....	....	.....
1100— 1199	.5	....	....	.....	.....	.....	....	.....	....	.....
1200— 1299	.....	....	....	.....	.....	.....	....	.....	....	.....
1300— 1399	.4	....	....	.....	.....	.....	....	.....	....	.....
1400— 1499	.....	....	....	.....	.....	.....	....	.....	....	.....
1500— 1599	.4	....	....	.....	.....	.....	....	.....	....	.....
1600— 1699	.7	....	....	.....	.....	.....	....	.....	....	.....
1700— 1799	.....	....	....	1	.....	.....	....	.....	....	1
1800— 1899	1.6	....	....	.....	.....	.....	....	.....	....	.....
1900— 1999	.7	....	....	.....	.....	.....	....	.....	....	.....
2000— 2099	.....	3	....	1	.....	.....	....	.....	....	4
2100— 2199	.8	....	....	9	.....	.....	....	.....	....	9
2200— 2299	1.6	3	1	20	.....	1	....	.....	....	25
2300— 2399	1.5	2	....	7	.....	.....	....	.....	....	9
2400— 2499	2.1	19	1	52	1	4	....	1	....	78
2500— 2599	2.1	16	3	136	3	3	1	1	....	163
2600— 2699	2.6	18	4	211	3	7	....	4	....	247
2700— 2799	3.2	43	11	267	6	11	....	9	1	348
2800— 2899	4.6	28	7	306	12	24	....	9	1	387
2900— 2999	1.6	12	10	304	10	25	....	7	....	368
3000— 3099	8.7	47	14	395	43	103	....	6	2	610
3100— 3199	6.1	4	19	381	55	114	....	8	....	581
3200— 3299	10.3	11	12	462	71	157	....	2	1	716
3300— 3399	3.6	7	12	409	86	141	....	9	....	664
3400— 3499	6.5	1	16	589	164	190	5	12	3	980
3500— 3599	6.3	....	9	354	91	192	2	12	....	660
3600— 3699	6.6	3	7	463	116	206	8	17	3	823

SALARY RATES OF TEACHERS AND ADMINISTRATORS (Cont.)
 BY TYPE OF TEACHING POSITION
 INCLUDING DENVER, SCHOOL YEAR 1955-56

Salary Class	Part Time*	1-Room School	Kinder-garten**	Elem. School	Jr. High	Sr. High	Jr. Col.	Adminis-trators	Other	Total
3700— 3799	4.7	....	13	290	83	164	4	21	1	576
3800— 3899	8.5	....	6	218	63	159	3	18	1	468
3900— 3999	1.0	....	5	436	117	151	11	19	2	741
4000— 4099	5.5	....	8	172	45	129	4	44	3	405
4100— 4199	2.4	....	6	312	101	131	6	14	2	572
4200— 4299	2.0	....	2	84	36	88	12	29	....	251
4300— 4399	4.4	....	5	196	75	107	6	23	2	414
4400— 4499	3.0	....	6	93	37	63	8	24	....	231
4500— 4599	3.3	....	1	122	43	83	15	34	1	299
4600— 4699	3.4	....	1	116	52	86	8	28	1	292
4700— 4799	.9	....	2	61	22	53	8	28	1	175
4800— 4899	1.3	....	1	95	34	49	7	39	1	226
4900— 4999	2.2	....	3	51	20	33	4	21	....	132
5000— 5099	2.0	....	4	67	31	35	7	37	1	182
5100— 5199	.8	....	2	61	28	25	5	28	1	150
5200— 5299	1.5	....	....	54	17	26	3	20	....	120
5300— 5399	....	....	....	12	4	9	1	13	....	39
5400— 5499	....	....	....	58	37	35	1	22	1	154
5500— 5599	1.6	....	....	33	20	23	3	29	3	111
5600— 5699	....	....	....	157	61	78	....	24	1	321
5700— 5799	.4	....	....	11	7	16	4	16	....	54
5800— 5899	.5	....	....	13	12	17	....	13	....	55
5900— 5999	.4	....	....	1	....	3	....	9	....	13
6000— 6099	4.4	....	....	107	75	139	1	28	4	354
6100— 6199	....	....	....	....	1	1	....	12	1	15
6200— 6299	....	....	....	1	....	....	....	15	....	16
6300— 6399	....	....	....	7	11	16	....	8	3	45
6400— 6499	.5	....	....	....	....	2	....	15	....	17
6500— 6599	....	....	....	....	....	3	....	12	2	17
6600— 6699	....	....	....	....	....	1	....	16	....	17
6700— 6799	.5	....	....	....	....	....	....	11	....	11
6800— 6899	.8	....	....	....	....	....	....	20	....	20
6900— 6999	....	....	....	....	....	....	....	18	....	18
7000— 7099	1.0	....	....	....	....	....	....	13	....	13
7100— 7199	1.0	....	....	....	....	....	....	35	....	35

Salary Class	Part Time*	1-Room School	Kindergarten**	Elem. School	Jr. High	Sr. High	Jr. Col.	Administrators	Other	Total
7200—7299	.5	....	....	.....	.....	.....	....	17	....	17
7300—7399	.5	....	....	.....	.....	.....	....	9	....	9
7400—7499	.....	....	....	.....	.....	.....	....	2	....	2
7500—7599	.....	....	....	.....	.....	.....	....	12	....	12
7600—7699	.....	....	....	.....	.....	.....	....	6	....	6
7700—7799	.....	....	....	.....	.....	.....	....	7	....	7
7800—7899	.7	....	....	.....	.....	.....	....	6	....	6
7900—7999	.....	....	....	.....	.....	.....	....	6	....	6
8000—8099	2.0	....	....	1	.....	.....	....	25	....	26
8100—8199	.....	....	....	.....	.....	.....	....	5	....	5
8200—8299	.....	....	....	.....	.....	.....	....	39	....	39
8300—8399	.....	....	....	.....	.....	.....	....	1	....	1
8400—8499	.....	....	....	.....	.....	.....	....	4	....	4
8500—8599	.....	....	....	.....	.....	.....	....	14	....	14
8600—8699	.....	....	....	.....	.....	.....	....	1	....	1
8700—8799	.....	....	....	.....	.....	.....	....	13	....	13
8800—8899	.....	....	....	.....	.....	.....	....	1	....	1
8900—8999	.....	....	....	.....	.....	.....	....	.....	....	.....
9000—9099	.....	....	....	.....	.....	.....	....	8	....	8
9100—9199	.....	....	....	.....	.....	.....	....	-	....	1
9200—9299	.....	....	....	.....	.....	.....	....	1	....	1
9300—9399	.....	....	....	.....	.....	.....	....	.....	....	.....
9400—9499	.....	....	....	.....	.....	.....	....	.....	....	.....
9500—9599	.....	....	....	.....	.....	.....	....	.....	....	.....
9600—9699	.....	....	....	.....	.....	.....	....	1	....	1
9700—9799	.....	....	....	.....	.....	.....	....	1	....	1
9800—9899	.....	....	....	.....	.....	.....	....	1	....	1
9900—9999	.....	....	....	.....	.....	.....	....	.....	....	.....
10000—10999	.2	....	....	.....	.....	.....	....	6	....	6
11000—11999	.2	....	....	.....	.....	.....	....	1	....	1
12000—12999	.2	....	....	.....	.....	.....	....	3	....	3
13000—13999	.....	....	....	.....	.....	.....	....	3	....	3
14000—14999	.....	....	....	.....	.....	.....	....	1	....	1
15000—15999	.....	....	....	.....	.....	.....	....	1	....	1
22000—22999	.....	....	....	.....	.....	.....	....	1	....	1
Totals	141.1	218	191	7,196	1,693	2,904	137	1,050	43	13,432

* —Part time teachers not included in totals.

**—Denver kindergarten teachers included in elementary.

SECTION FIVE

WORK PLAN
OF STATE'S
SCHOOLS

... .. " ... *handling
of details in education
demands high efficiency.*"

ARTICLE IV

WORK PLAN OF STATES SCHOOLS

FOR THE YEAR 1917-18
OF THE
UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

11

SCHOOL DISTRICTS' ORGANIZATION

... .. " ... *patterns*
of community school
administrative units."

"... equality of educational opportunity and the provision of an adequate public school program are dependent upon the proper organization of local school administrative units ..."

—Report of the Colorado White House
Conference on Education, September, 1955

During the past two years, hundreds of Colorado citizens have taken a more determined look at their state's school district structure. Through the technique of community, regional, and state conferences on education, they have studied the facts about school district organization and have reached some rather definite conclusions regarding the state's policy of organizing and administering its local public schools.

The Report of the Colorado White House Conference on Education lists a number of recommendations which can serve as a guide to future state action on school district reorganization.

Among the more significant of these recommendations were the following:

1. The legislature should enact enabling legislation for the reorganization of school districts, recognizing that mandatory provisions may be necessary in some cases.
2. The State Board of Education should work with the General Assembly to provide a framework for effective reorganization.
3. Some incentive provided by the state is needed to stimulate reorganization of school districts.
4. The State Department of Education should be empowered to exert leadership and to render assistance to local citizens in the reorganization of local school administrative units.

Trends in School District Organization

What caused Colorado citizens to feel that their present school district structure was inadequate and that legislative action was needed to effect further school district reorganization? In reviewing

the history of school district organization in Colorado, citizens learned school districts have been established on a piece-meal basis over the years and that, until 1949, there were no laws which facilitated a comprehensive study of local school district organization and provided the legal procedure to bring about sound school district reorganization.

By 1920, a multiplicity of small elementary school districts with superimposed high school districts had come into being as a result of enabling legislation put into the statutes between 1877 and 1909. These school districts served the needs of their time well, but with the advent of automotive transportation, they had largely outlived their usefulness and became as educationally outmoded as horse and buggy transportation.

As recently as 1949-50, there were nearly 1,600 school districts in Colorado. Prior to this time, the number of school districts in the state had been gradually decreasing, but actually few major reorganizations had taken place. There were a total of 973 school districts in Colorado at the close of this biennium. This represents a 39.5 per cent decrease in the number of school districts during the past six years.

The true measure of effective school district reorganization cannot be seen in per cent of reduction in local school districts alone. Prior to the passage of the School District Reorganization Act of 1949, consolidation of the smaller third class school districts resulted in few, if any, significant changes in the educational programs which could be offered to the pupils in these districts. During the period 1949-51 while the reorganization act was operating effectively, a number of large reorganizations took place, strengthening the educational program of the school districts while enabling them to receive a greater return for each school tax dollar expended. One of the better known examples of school district reorganization which was effected under the reorganization act occurred in Jefferson County where some 39 districts joined together to form one county-wide school system offering equal educational opportunity to each of the 19,292 school pupils in the county. Since July 1, 1954, when the reorganization act became inoperative, there have been no further important reorganizations of school districts in Colorado.

NUMBER OF SCHOOL DISTRICTS BY CLASS OF DISTRICT
(For Selected Years)

Year	First Class	Second Class	Third Class	Total	County H. S.	Union H. S.	Junior College
1949-50.....	51	84	1,464	1,599	25	24	5
1950-51.....	52	91	1,376	1,519	22	24	5
1951-52.....	50	78	1,110	1,238	22	22	5
1952-53.....	52	86	970	1,108	19	18	6
1953-54.....	53	88	898	1,039	19	21	5
1954-55.....	51	86	839	976	21	20	6
1955-56.....	52	81	794	927	21	19	6

Source: Colorado State Department of Education

Present District Structure

Colorado's citizens became more convinced of the inadequacy of current school district organization as they reviewed the present district structure.* There were still 973 school districts in Colorado at the close of the 1955-56 school year. Of these, 239 districts did not maintain their own school, while another 506 districts maintained an educational program for grades 1-8 only. Twenty-one county high school districts and 19 union high school districts provided education programs for children in grades 9-12. In all, 785 districts were not

*See districts-by-counties school organization map, Appendix B, page 205.

maintaining a unified educational program for pupils enrolled in grades 1-12.

A great variation can be seen in the enrollments of these school districts. Excluding the Denver school district which had an enrollment of 79,952 pupils during 1955-56, the district enrollment ranged from a high of 19,292 pupils to a low of one pupil. The average enrollment for all districts, not including Denver, was 154.1 pupils during the 1955-56 school year.

Among the 734 districts which actually maintained school during 1955-56, there were 504 elementary school districts and 230 secondary school districts. The average enrollment in the elementary school districts was 470.32 pupils and the average enrollment in the secondary school districts was 291.88 pupils. Statistics showed 179 or 77.8 per cent of the high school districts had an enrollment of less than 200 pupils. Of the elementary schools operating during the school year 1955-56, 203 were one-teacher schools, 121 were two-teacher schools, and 69 were three-teacher schools.

The Legislative Council Study

One of the most comprehensive studies of school district organization ever made in Colorado was by the Legislative Council Committee on Education during 1955. Working through a Subcommittee on School District Organization and with the assistance of the research staff of the Legislative Council, members of the legislature were able to obtain a wealth of detailed information about the state's school district structure.

Members of the Subcommittee on School District Organization were not content to draw conclusions from statistics alone. For that reason, they made an extended field trip across the state visiting school districts of all sizes and classes in eleven counties of the state and holding open public hearings in seven different communities. The findings of their study and the proceedings of the public hearings were reported in detail to the second regular session of the Fortieth General Assembly. However, a few of the more significant findings of the Subcommittee on School District Organization warrant repetition in order to emphasize certain weaknesses in present school district structure and to reflect the attitudes and opinions of some Colorado legislators regarding the results of reorganization of school districts.

For example, the Subcommittee on School District Organization found that:

1. The non-unified school districts, which constituted 81.6 per cent of the total number of school districts in the state in March, 1955, enrolled only 16.5 per cent of all the school children.
2. More than 45 per cent of all school districts in Colorado did not directly support a twelve-grade program of education in 1955.
3. The 450 school districts which did not directly support a twelve-grade program of education in 1955 had a combined assessed valuation of \$223,421,940.
4. Only 37 per cent of the high schools in the state in 1955 had more than ten teachers, a recommended **minimum** for offering a well-rounded high school program.

A few other important conclusions reached by the Subcommittee on School District Organization, based on its observations made during the field trip, included:

1. The greatest weakness in the educational program in the school districts visited appeared to be in the small high school, and especially in those districts having 75 or less pupils in the upper four grades.

2. In the smaller high schools, the curriculum appeared to be designed to fit the qualifications of the teachers rather than the needs of the enrolled pupils.

3. The training and qualification of teachers, quantity and quality of instructional supplies, and uniformity in textbooks and teaching methods appeared to be improved in those districts which had been reorganized.

4. For the most part, in those areas where reorganization has been accomplished, it appeared to be accepted and it is doubtful that the patrons in reorganized districts would care to return to the type of school district organization which existed prior to reorganization.

Looking Ahead at School District Organization

If the thoughtful consideration given to the problems of school district organization by Colorado's citizens and legislators is any indication, there can be little doubt that Colorado's present district structure is inadequate. What, then, can and should be done to permit the citizens of the state to achieve the type of school district organization which they desire? There would appear to be at least three major steps to be taken in the years immediately ahead if Colorado is to develop a sound school district structure which will provide a uniform system of free public schools for all the children of the state.

First, the legislature must enact some permissive type of reorganization legislation which will allow the citizens of the state to achieve the type of school district structure which they desire. For all practical purposes, the existing law regarding school district reorganization is inoperative. Other laws pertaining to school district organization are inadequate, confusing and often contradictory, and are in need of revision.

Second, the State Department of Education must assume the responsibility of working together with the local citizens in an effort to create administratively sound school districts capable of providing the best possible educational opportunities for Colorado's youth. The Department of Education, within a framework of policy established by the State Board of Education, must be prepared to render service and exert leadership in all matters pertaining to school district reorganization.

Finally, all agencies and groups interested in the establishment of an adequate school district structure must make a concerted effort to overcome such misconceptions and public apathy as may still exist with regard to school district organization.

NUMBER OF SCHOOL DISTRICTS BY CLASS OF DISTRICTS

County	1955-56				1954-55									
	First Class	Second Class	Third Class	Total	County H. S.	Union H. S.	Junior College	First Class	Second Class	Third Class	Total	County H. S.	Union H. S.	Junior College
Adams	4	1	14	19	....	....	....	4	2	14	20	....	....	....
Alamosa	1	....	11	12	....	....	....	2	....	13	15	....	....	....
Arapahoe	4	3	8	15	....	1	....	4	3	11	18	....	1	....
Archuleta	....	1	....	1	....	....	....	1	1	1	3	....	....	....
Baca	....	1	28	29	....	....	....	....	1	29	30	....	....	....
Bent	1	....	15	16	1	....	....	1	1	15	17	1	....	....
Boulder	2	3	26	31	....	....	....	2	3	28	33	....	....	....
Chaffee	1	....	13	14	....	....	....	1	....	13	14	....	....	....
Cheyenne	....	1	6	7	1	....	....	....	1	5	6	1	....	....
Clear Creek	....	1	5	6	....	....	....	....	1	6	7	....	....	....
Conejos	1	3	13	17	....	....	....	1	3	14	18	....	....	....
Costilla	....	1	10	11	....	1	....	....	1	10	11	....	1	....
Crowley	....	3	6	9	....	....	....	....	4	6	10	....	....	....
Custer	....	1	1	2	....	....	....	....	1	1	2	....	....	....
Delta	1	....	....	1	....	....	....	1	....	....	1	....	....	....
Denver	1	....	....	1	....	....	....	1	....	....	1	....	....	....
Dolores	....	....	8	8	1	....	....	....	....	8	8	1	....	....
Douglas	....	....	17	17	1	....	....	....	....	17	17	1	....	....
Eagle	....	1	12	13	1	1	....	....	1	14	15	1	1	....
Elbert	....	1	7	8	....	....	....	....	2	13	15	....	....	....
El Paso	3	3	16	22	....	....	....	3	3	15	21	....	....	....
Fremont	2	....	24	26	....	....	....	2	....	24	26	....	....	....
Garfield	....	2	20	22	1	4	....	....	2	23	25	1	4	....
Gilpin	....	....	6	6	1	....	....	....	....	7	7	1	....	....
Grand	....	....	12	12	....	2	....	....	....	12	12	....	2	....
Gunnison	....	1	20	21	1	....	....	....	1	20	21	1	....	....
Hinsdale	....	....	2	2	....	....	....	....	....	2	2	....	....	....
Huerfano	1	1	24	26	1	....	....	1	1	24	26	1	....	....
Jackson	....	....	6	6	1	....	....	....	....	6	6	1	....	....
Jefferson	1	....	....	1	....	....	....	1	....	....	1	....	....	....
Kiowa	....	1	9	10	....	....	....	....	1	9	10	....	....	....
Kit Carson	....	2	13	15	....	....	....	....	3	12	15	....	....	....

NUMBER OF SCHOOL DISTRICTS BY CLASS OF DISTRICTS (Cont.)

County	1955-56				1954-55									
	First Class	Second Class	Third Class	Total	County H. S.	Union H. S.	Junior College	First Class	Second Class	Third Class	Total	County H. S.	Union H. S.	Junior College
Lake	1	1	4	6				1	1	4	6			
La Plata	2	1	12	15				1		14	15			
Larimer	2	3	27	32				2	3	29	34			
Las Animas	3	2	40	45	1	1	1	3	4	38	45	1	1	1
Lincoln		2	18	20		1			2	19	21		1	
Logan	1	2	24	27	1		1	1	2	27	30	1		1
Mesa	1	1	1	3			1	1	1	1	3			1
Mineral			1	1						1	1			
Moffat	1		26	27	1			1		26	27	1		
Montezuma	1	2	12	15	1			1	2	12	15	1		
Montrose	1	3	15	19	1			1	3	15	19	1		
Morgan	2	1	12	15				2	1	13	16			
Otero	2	4	9	15			1	2	4	9	15			1
Ouray		1	1	2					1	1	2			
Park			14	14						14	14			
Phillips		2	10	12	1	1			2	10	12	1	1	
Pitkin			2	2						2	2			
Prowers	1	3	28	32		3	1	1	2	28	31		3	1
Pueblo	2			2			1	2			2			1
Rio Blanco		2	7	9	1				2	8	10	1		
Rio Grande	2	1		3				2	1		3			
Routt		3	25	28		3			3	26	29		3	
Saguache	1	1	3	5				1	1	3	5			
San Juan		1		1					1		1			
San Miguel			9	9						11	11			
Sedgwick		2	10	12	1				2	10	12	1		
Summit			7	7	1					8	8	1		
Teller	1		7	8				1		7	8			
Washington		1	29	30	1				1	30	31	1	1	
Weld	3	10	67	80				3	9	70	82			
Yuma		2	23	25	1	1			2	31	33	1	1	
Total	50	82	795	927	21	19	6	51	86	839	976	21	20	6

STATE DEPARTMENT OF EDUCATION

... .. " ... *new*
area of service opened
by funds, personnel."

Important changes are being accomplished in state school administration, and progress has been demonstrated in the past two years as the State Department of Education has fulfilled, to a greater extent than ever before, its purposes in the field of education.

The Colorado State Department of Education was established under territorial government. Time has produced many changes for the department, in personnel and in assignment, with each expansion designed to improve the public schools setup in the state.

The department's earliest functions were primarily to gather and report financial and statistical data. During the past 15 years, and especially true in the last biennium, there has been more emphasis on service and leadership.

The most far-reaching and significant change in departmental administration transpired in 1948 when the people of Colorado amended the constitution to establish a completely new state policy. This new administrative policy provided that a state board of education, elected by the people from congressional districts, should be given the responsibility for general supervision of the public school system. This provided the basis for an expanded program of professional leadership for statewide improvements in education.

The legislature in 1955 provided the funds necessary to carry out the program of expansion of the department. During the past biennium several key positions in the department have been filled by qualified persons, including another assistant commissioner, a director of school plant services and transportation, a director of special institutions, a consultant in conservation education, a consultant in special education, two consultants in finance, a director of adult education and junior colleges, a supervisor of departmental publications, a consultant in audio-visual services, a director of guidance services, a director of school district organization, and a director of school accreditation.

Leadership in education is one of the many functions of the State Department of Education. Leadership is hard to define, but in the public school system the service of the State Department of Education is easily recognized through (1) the devoted and competent performance of the men and women of the state department staff and (2) in the manner in which school leaders throughout the state have confidently availed themselves of this assistance. The state department is able to collect and classify hundreds of details for assistance to all schools, eliminating such chore for the various school units by themselves.

Many of the functions of state school administration are intangible in nature, hard to define, and sometimes difficult to recognize in proper perspective. But the sheer impact of a substantial state agency working for quality and economy creates a momentum forward, achieving a steady line of improvement.

The judgment of the people in amending the constitution in the 1948 referendum has been vindicated on this point alone. The past decade has been a period of crucial transition in the state's educational advancement. Now, as never before, there is need for a state-level educational agency capable of coping with statewide ramifications of education.

Time and effort spent in developing a statewide understanding of the partnership role between the local districts and the State Department of Education have been fruitful. The state board and the department staff have consistently championed the philosophy that effective school administration requires broadest cooperation between the state, as a unit, and each local school district.

The state board has repeatedly maintained that the local school district should operate the community school program, and that the state's role should be to provide general leadership, service and coordination.

The State Department of Education is building a test case with the Civil Service Commission of Colorado to determine the department's status, legally, as an educational institution. Legal research, made by attorneys for the department, apparently substantiate the contention that the department is an educational institution.

The state board and department staff urgently request that the governor's office and the state legislature continue to assist in clarifying this situation. Recognition of the Department of Education as an "educational institution" will facilitate recruitment of a competent professional staff to fulfill the assigned role of educational leadership.

In its scope of activity, the State Department of Education is concerned with elementary schools, secondary schools and junior colleges with enrollment of over 300,000 pupils.

The state schools' system spends annually approximately \$125,000,000 of the taxpayers' money.

The state system employs over 12,000 professional employees and another 5,000 non-certified persons.

State education involves about 5,000 school board members in about 1,000 districts.

Approximately 1,800 buildings serve education in Colorado. Structures are valued at over \$150,000,000.

Pupil transportation involves about 50,000 pupils daily in 1,500 buses.

Progress is being made in a cooperatively-developed restatement of responsibilities of the State Department of Education and a plan of organization that will assure leadership and service.

The Board of Education has taken more than three years for a thorough and comprehensive study of patterns of state school organization. Leaders in education in Colorado were consulted. Leaders in business were asked to give their advice. Policies and practices of other states were examined.

To consolidate and perpetuate the information from these sources, and to plan for the future, the Board of Education proceeded with its reorganization schedule, aimed at improved leadership. Greater emphasis will be directed to improvement of instruction and expansion of general administrative functions.

Funds available to the department have been approximately doubled. Much time was spent with members of the legislature and legislative sub-committees to bring about a basic and essential understanding of the department's new plan of organization. The legislature expressed its confidence in the program of the department by doubling its appropriation. This has represented a tremendous step forward, but still is short of the maximum that will be needed to provide adequate staff for central leadership most advantageous to the state.

Promulgation of rules and regulations of the department has been an important undertaking. The department was obligated to develop and promulgate rules and regulations as required by law. There was a necessity to re-define the department's role and philosophy in education and to set up an operating policy for the board itself. These matters have taken time, effort, and planning. The board has, however, been successful in drafting a set of operating regulations to govern its activities.

Office space to house the department under one roof has been acquired.

One of the most fortunate factors demonstrated during the past five years of administration is the willingness on the part of the legislature and the Governor's office to provide adequate office space for the Department of Education in the State Office Building. For the first time the department will be under one roof. In a new arrangement, which includes Vocational Education, the department will be housed on the fifth floor and basement of the State Office Building. This has been an important achievement in helping to solidify and give status to the department.

The department has worked toward a realistic foundation finance program.

The department has supported the idea of a basic foundation program as a means of financing education in Colorado. It is our point of view that one of the shortcomings of present finance procedure is in its failure to define a realistic basic foundation program. Study on this program has extended to lay citizen groups, school groups, and legislative groups. The department has been a partner with other agencies in trying to bring about better school finance.

There has been extensive collaboration with such important projects as: State Citizens Council for the Public Schools, White House Conference Project, Cooperative Program in School Administration, and Committee on Educational Legislation.

Another important service rendered by the department has been to provide liaison with a number of governmental agencies, professional agencies and lay citizen committees. This is one of the important functions of the Department of Education since it is in a strategic position to initiate a great amount of coordination between groups which may have different basic interests.

The department has launched out in some significant projects of its own: Regional Conferences of Administrators, repatterned and expanded publications policy, instructional improvement conferences, work with special institutions, certificate for school administrators, and school district organization.

A number of significant projects to which the department has given focus and attention have been mentioned. There are, of course, about as many specialized projects as there are specialized divisions in the department. But over and above the routines carried out in the performance of duty, there tends to be some major points of focus such as those listed earlier in this statement. These are all important to the ultimate level of schools in Colorado.

The department has been active in conducting usual supervisory functions.

In the usual line of duty the department finds, of course, the greatest demand for its services. These involve visiting of schools at the request of districts, numerous surveys in which the state must help, keeping up on correspondence and maintaining general lines of communication open. All of these things, while perfunctory and routine, are nevertheless basic to effective school organization. In this respect we feel the department has been able to give great service. As a matter of fact, there is the constant threat that the pressure for these kinds of routine functions will spread us out too thinly. There is the constant need to direct our attention to fewer points of emphasis.

Plans for the future will find the department giving much of its attention and emphasis to a long-range plan of improving the quality of instructional programs; aiding in bringing about wider public understanding of school programs and problems; and effort to bring about more effective organizational patterns.

Regional workshops on improvement of instruction will stress objectives, scope and methods. Such workshops will utilize the leadership resources of our colleges and universities and of our leading school districts.

Instructional improvements will be emphasized through programs of self-appraisal and evaluation, through available leadership resources of the state. It is the hope of the department that schools will make comprehensive appraisals of their program a regular part of school work.

The emphasis upon wider public understanding will place departmental influence on numerous projects aimed at informing Colorado people about their schools and encouraging citizens to share in the solution of school problems. The full extent and nature of the department's program in this field have not been developed.

The concern of the department for organizational improvement will recognize that organization is a means of getting the job done effectively. This goes beyond mere district organization to a concern about the utilization of personnel, patterns of instruction, use of facilities, provision of auxiliary services, and other factors.

The help of business and industry, students of public management and professional educators will be sought.

This emphasis will shape the department's program and will surpass the merely routine general supervisory functions carried out by each division.

Key problems we face include the unification of the department with Vocational Education, the clarification of our status as an educational institution, and adequate staffing with professionally trained leaders.

As pointed out earlier, reasonably good progress has been made in meeting the foregoing problems. We think there is a better understanding between the State Department and the leaders in Vocational Education. But the structure of administration is not sound.

It will be noted from the 1952-54 biennial report of the State Department of Education that the staff corps then numbered 14 persons, including the Commissioner of Education. The 1956 directory listing state department personnel shows 27 persons in key positions. This numerical increase has been the result of the expanded program of the department, and the attempt to provide specialized professional attention to each of the separate activities.

While the number of specialist positions has increased within the department, mostly in the last biennium, this does not mean that any one service of the department failed to function or was ignored in the past. Prior to the expansion program, individuals in the department gave attention to many and varied responsibilities, dovetailing this extra assignment into their regular routine. With the employment of more staff members, some assigned to full-time responsibility in areas that had been multiple jobs before, the service of the department has become more explicit and more complete than ever before.

Public relations and news releases are the responsibility of the Commissioner, but he is being assisted at his discretion by the supervisor of publications and others, so that educational information is more timely and complete in reaching the several news media in the state.

Departmental publications have mounted in stature and significance, and the supervisor of publications has developed into a full-time job, for the preparation and assembling of copy, editing, proof-reading and layouts necessary to put materials into printed form.

The duties of the Division of Office Management have increased, as the size of the staff has increased in professional and classified service employees. Problems of personnel, office routine and other details have become more complicated as the staff and activities have broadened. The office of management also supervises the emeritus retirement program.

Conservation education has been added to the department's program, and a consultant is active in that field, in cooperation with the Denver school system and the Colorado Game and Fish Commission.



SCHOOL BUILDINGS, FACILITIES

... .. " ... more
classrooms needed for
now and the future."

The 1952 study of public schools conducted by the Colorado State Board of Education foresaw the need of 4,735 new classrooms by September, 1959, with the estimated cost at \$170,533,228. The evidence of increasing costs of construction and rising school enrollments emphasizes the conservatism of the 1952 estimate. At the close of the 1955-56 school year, 2,917 of the needed classrooms had been built at a cost of \$87,495,680. It is now estimated that at least 3,000 new classrooms will be required before the opening of school in 1959—to relieve crowded units, to replace unsafe buildings, and to house the new children soon to be enrolled in Colorado's public schools. The additional 3,000 classrooms will cost approximately \$90,000,000.

The Financial Problem

The building problem to be met by the school districts of Colorado is not unique since most of the states of the union have found it necessary and wise to provide for school building costs either through direct appropriation from the state general fund or by lending the credit of the state to local financing programs.

In the period 1945-1955, Colorado's population increased approximately 40 per cent. The impact of this increase has placed a major financial burden upon the agencies of local government in the affected areas. As in the instance of school building financing, municipal, county, and special district capital improvement programs are financed through bond money, with the full weight of the burden being borne by local property. In 1945, the bonded indebtedness totaled \$78,216,121. As of January 1, 1956, the total was \$315,525,812—an increase of approximately 300 per cent. New bonds in the amount of \$71,285,000 were issued in 1955 by the several governmental subdivisions. At the same time old bonds in the amount of \$18,899,432 were paid off, leaving a net increase in indebtedness of \$52,385,568—almost double the net increase of \$27,459,432 in 1954.

Approximately one-half of the total bonded indebtedness in Colo-

rado (\$158,564,900) is in school district bonds, approximately 12 times as great as the school district bonded indebtedness in 1945. It must be recognized that a major portion of this total indebtedness is borne by the relatively few school districts in the state which have experienced the impact of population increases. In numbers alone, the greater portion of the state's 927 school districts has only a very small bonded indebtedness or none at all. Inasmuch as the benefits of the educational opportunities provided for in the burdened districts, as well as the economic advantages of population increases, are statewide in their effect, all real property (if the property tax is to continue as the lone source of capital improvement funds) should bear equitably the tax burden. It is doubtful, however, that such a restricted source can continue to support the tax burden.

The Educational Problem

Funds spent on school buildings to house less than adequate educational programs are apt to be poorly spent. Good programs of education are most likely to be found in school districts organized in keeping with the following criteria:

1. Sufficient pupils to justify, at reasonable cost, a program of education that is adequate for all grades from kindergarten through at least the twelfth grade.

2. Enough pupils to provide one high school attendance area and one or more elementary school attendance areas—except in cases where natural barriers, sparseness of population or other justifiable reasons make these provisions unwise. These attendance areas should have the following characteristics:

- a. A teacher for each grade taught in elementary school with a pupil teacher ratio of 25-1.

- b. At least 12 teachers in each high school and a minimum potential enrollment of 250 pupils in grades 9 through 12.

Colorado schools have never been in greater need of providing high quality educational opportunities for children; of making the best possible use of every dollar; of making the best possible use of every teacher's abilities; and of making the fullest possible use of every classroom. The first step toward achieving effective and economical answers to the educational problem is that of school district reorganization. This should be encouraged until:

1. Those districts which operate small, expensive, and ineffective elementary and secondary schools are combined into defensible units.

2. All of the property within the state bears directly its fair share of the cost of a complete public school program for grades K-12.

School Plant Services

Previous biennial reports of the Colorado Commissioner of Education have noted the need for state level advisory service in the areas of school plant problems. In planning for the implementation

of the plans of the State Board of Education, the duties of the Division of School Plant Services have been established as follows:

1. Assist local school districts with their building plan studies.
2. Establish and keep current building codes and standards.
3. Review school building plans for **educational adequacy**.
4. Maintain a continuing inventory of existing facilities.
5. Assist local district personnel in the in-service training of school maintenance personnel.
6. Conduct research into cost trends.
7. Advise local districts on matters related to the financing of school plants.



32

PUPIL TRANSPORTATION IN COLORADO

... .. " ... *permits
larger enrollments in
strategic centers.*"

Pupil transportation is one of the more recent services undertaken by school districts in an effort to provide more adequate opportunities of education for all of the children attending public schools. School district reorganization becomes practicable by improved transportation facilities. Just as mechanization has made larger units in farming and industry more feasible economically, the larger enrollments in centrally located attendance centers make possible real savings in the cost of the more effective total school operation.

Pupil transportation in Colorado was first authorized by law in 1909 for consolidated schools only. In 1929 the General Assembly enacted legislation making it possible for districts of the first and second class to provide, at their own discretion, some type of pupil transportation. Third class districts were permitted to establish transportation service upon the approving vote of the electors of the school district. The financial burden of the service was considered as a local problem and no state aid was provided, although by 1954 only eight states had failed to authorize state support for the service. In 1956 the Colorado General Assembly fixed the legal basis

for payment of money from state funds to be applied toward the cost of the local transportation service. The legislation provided an appropriation of \$750,000 to be distributed as reimbursement to eligible districts for costs incurred.

In the first year of the program of state assistance, school buses traveled a total of 12,518,730 miles at a total cost to the local districts of \$2,466,556. A total of \$686,445 of state funds was reimbursed to the eligible districts—approximately 23 per cent of the total.

The principal difficulty in administering the state assistance program in pupil transportation was the lack of objective data upon which to base the original allocation formulas. Continued experience in the program will provide the necessary data. The program will improve as participating school districts provide more accurate reports.



33

LEGAL SERVICE UNIT REVIEWS SCHOOL LAWS

... .. “... rulings
recognized in force until
re-defined by courts.”

The legal division of the State Department of Education is the clearing house for legal questions concerning the administration of public schools. The service is available to all persons seeking advice and information on school law problems.

The interpretation of the school laws and making rulings comprise a most important function of the department, since the statutes require in 123-1-10 CRS '53 that the “Commissioner of Education shall decide all points touching the construction of the school laws which may be submitted to him in writing by any school officer, teacher or other person in the state and his decisions shall be held to be final until set aside by a court of competent jurisdiction. . .”

The supreme court decision in the case of District No. 1, Arapahoe County, vs. Hastings 122C1 is an outstanding example of the value of this statute since it established definitely what could not be done in the case of changing district boundary lines to create new districts.

There are many problems involved that need interpreting of the

statutes; therefore, the advice of the attorney general is sought at all times before department rulings are made.

A file of these opinions is kept and supplied to those seeking information.

A file of Supreme Court decisions which affect the schools of the state is maintained in the department.

It is also necessary to work with the director of codification of general statutes, on laws that pertain to the schools of the state, so that a compilation of the laws relating to the public schools may be made ready for distribution.

The work with the state school board association is one of importance so that a legal calendar for the aid of school boards may be made available; also, that a synopsis of all school legislation passed by the general assembly is made available through the state school board association bulletin.

During the sessions of the general assembly, a complete file of all printed bills, calendars, and journals is kept and readily available to anyone inquiring concerning them. Upon adjournment, all school legislation is prepared for the printer immediately after the signature of the governor. These are made available for distribution to the school administrators, school boards, and the lay public.



SECTION SIX

FINANCIAL
ECONOMICS
SCHOOL SYSTEM

SECTION SIX

FINANCING
COLORADO'S
SCHOOL SYSTEM

... .. " ...funds
for schools comprise
continuing problem."

THE HISTORY OF THE
CITY OF BOSTON
FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY NATHANIEL BENTLEY

The first settlement of the city of Boston was made in 1630 by a company of Puritan emigrants from England, who were led by John Winthrop. They arrived in the harbor of Boston on September 21, 1630, and found a small settlement of Indians on the site of the city. The Puritans built a fort on the site of the city, and the settlement grew rapidly. In 1634, the settlement was incorporated as a town, and in 1646 it was incorporated as a city. The city of Boston has since become one of the most important cities in the United States, and its history is a story of growth and progress.

34

HOW WE PAY FOR OUR PUBLIC SCHOOLS

... .. " ... *local*
property taxes provide
bulk of funds."

The money required to operate the public schools in Colorado pays for the daily school needs of a rapidly increasing number of pupils. Statistics indicate there will be almost twice as many pupils in the public schools of Colorado in 1960 as there were in 1950:

TREND IN AVERAGE DAILY MEMBERSHIP

<i>School Year</i>	<i>Average Daily Membership</i>
1950-51	215,316.8
1951-52	227,266.5
1952-53	242,756.2
1953-54	259,460.8
1954-55	277,141.1
1955-56	294,405.4
1956-57	312,000.0*
1957-58	332,000.0*
1958-59	355,000.0*
1959-60	375,000.0*
1960-61	400,000.0*

* Estimated

Source: Colorado State Department of Education

Expenditure of money toward these daily needs may be considered in three forms.

First, for Current Operations which cover the very large and important item of teacher salaries and instruction supplies. Administration of the school program, operation of the plant, and maintenance of the plant and transportation of the pupils are other expenses of current operations.

Second, as payments of interest for the use of borrowed money together with payments to retire debt.

Third, for capital outlay expenditures which include erection of new buildings, addition to present buildings as well as for equipment. State department tabulations in these categories are as follows:

TOTAL EXPENDITURES FOR PUBLIC SCHOOL PROGRAM THROUGH JUNIOR COLLEGES
1944-45 Through 1955-56
With Estimates Through
1959-60

School Year	Current Operation	Debt Service	Capital Outlay	Total
1944-45	\$ 21,946,195	\$ 3,288,445	\$ 620,696	\$ 25,855,300
1945-46	23,866,503	3,298,618	1,528,488	28,693,604
1946-47	28,599,484	3,154,116	2,216,757	33,970,357
1947-48	34,618,985	3,490,315	6,077,896	44,186,196
1948-49	40,619,689	4,465,259	10,058,418	55,143,866
1949-50	43,961,680	5,439,977	13,797,339	63,198,996
1950-51	46,875,108	5,548,642	14,225,743	66,649,498
1951-52	50,334,183	5,653,395	16,332,491	72,320,069
1952-53	60,288,898	7,217,531	20,816,811	88,323,240
1953-54	66,573,964	9,851,717	24,745,900	101,171,581
1954-55	73,675,866	11,120,177	28,593,341	113,389,384
1955-56	82,975,275	12,712,661	37,328,958	133,016,894
1956-57*	89,761,500	14,600,000	35,000,000	139,361,500
1957-58*	97,619,000	16,000,000	35,000,000	148,619,000
1958-59*	106,123,500	18,000,000	35,000,000	159,123,500
1959-60*	115,360,000	19,600,000	35,000,000	169,960,000

*Estimated
Source: Colorado State Department of Education

The amounts spent for current operations are raised each year from current resources. This money comes mainly from local taxation upon the property of the district and the county. Small amounts come from local fees, money-raising enterprises and donations. Annual amounts are distributed by the state representing about 20 per cent of the current costs as a state average; however, the state proportion will vary greatly between districts.

Amounts spent for capital outlay are usually financed upon a long-term basis of from ten to twenty-five years by the issuance of bonds. Some capital outlay in the nature of equipment, remodeling, or small additions is paid from current resources.

Debt service includes interest on current loans such as registered warrants, but mainly it represents payment of interest on long term loans covered by bond issues as well as the payments to amortize these loans.

Details of the use of this public school money, as well as the percentage relationship, are shown in the accompanying table:

COLORADO PUBLIC SCHOOL EXPENDITURES
School Year 1954-55

Expenditures	Percent of Curr. Exp.	Inc. Trans.	
		Exc.	Trans.
General Control			
Expense of Board	\$ 71,808	.095	.099
Salaries:			
Secretary	307,208	.409	.425
Administrative Officer (Superintendent)	1,218,369	1.621	1.687
Clerical Assistants	697,501	.929	.966
Office Supplies & Expenses	170,701	.237	.245
Travel	88,362	.117	.123
Miscellaneous	177,531	.237	.245
Total General Control	2,731,480	3.635	3.781
Instruction			
Salaries			
Principals & Supervisors	\$ 3,354,759	4.464	4.645
Teachers	43,009,956	57.239	59.550
Other Instructional			
Personnel	633,358	.843	.877
Clerks	1,069,343	1.423	1.481
Textbooks	816,024	1.086	1.130
Instructional Supplies	1,420,378	1.891	1.966
Library	430,441	.573	.596
Miscellaneous	361,634	.481	.501
Total Instructional Cost	51,095,893	68.000	70.746

COLORADO PUBLIC SCHOOL EXPENDITURES (Cont.)
School Year 1954-55

	Expenditures	Percent of Curr. Exp.	
		Inc. Trans.	Exc. Trans.
General Control			
School Services			
Health Services	\$ 543,303	.723	.752
Playgrounds	246,911	.328	.342
School Lunches	307,830	.410	.426
Miscellaneous	377,124	.502	.522
Total School Services		1,475	1.963
Total School Services			2.042
Community Services			
Library—Community Use	\$ 36,148	.048	.050
Community Centers, Recreation	194,144	.259	.269
Community Use of Buildings	120,389	.160	.167
Miscellaneous	57,011	.076	.079
Total Community Services ..		407,692	.543
Total Community Services ..			.565
Operation of Plant			
Salaries:			
Custodial	\$ 3,889,959	5.177	5.386
Other	172,065	.228	.238
Custodial Supplies	427,192	.569	.591
Heat and Fuel	1,078,815	1.436	1.494
Light, Power, Water	899,949	1.197	1.246
Telephone and Telegraph	194,155	.259	.296
Miscellaneous	117,087	.156	.162
Total Operational Expense ..		6,779,222	9.022
Total Operational Expense ..			9.386
Maintenance			
Upkeep of Grounds	\$ 253,845	.337	.352
Building Repairs & Replacements	1,567,561	2.087	2.170
Equipment Repairs & Replacements ..	804,638	1.070	1.114
Transportation Equipment Repairs & Replacements	69,055	.092	.096
Miscellaneous	153,058	.204	.212
Total Maintenance Expense		2,848,157	3.790
Total Maintenance Expense			3.944
Fixed Charges			
Insurance	\$ 673,290	.896	.932
Rent	232,000	.309	.321
Public Employees Retirement Association	4,092,438	5.446	5.666
Tuition to Other Districts	1,000,208	1.331	1.385
Trans. to Other Districts	57,050	.076	.079
Membership Fees	33,576	.045	.047
Treasurer's Commission	409,411	.545	.566
Miscellaneous	389,377	.518	.540
Total Fixed Charges		6,887,350	9.166
Total Current Expenses (Exclusive of Trans.)		72,224,962	100.000
Transportation			
Driver's Salary	\$ 1,012,619	1.348	
Mechanic's Salary	130,917	.174	
Gas and Oil	415,793	.553	
Repairs and Maintenance	321,807	.428	
Contract Transportation	747,993	.996	
Parents' Allowance	139,736	.186	
Allowance for Room and Board in lieu of Transportation	25,487	.034	
Garage	16,207	.021	
Insurance, Licenses, Bonds	78,800	.105	
Miscellaneous	26,496	.036	
Total Transportation Exp. ..		2,915,855	3.881
Total Current Expenses (Including Transportation)		75,140,817	100.000
Debt Service			
Overdrafts and Previous Warrants Paid	\$ 2,310,430		
Interest on Warrants	47,765		
Redemption of Bonds	6,247,761		
Interest on Bonds	2,514,222		
Total Debt Service		11,120,178	
Capital Outlay			
Sites	\$ 511,501		
Improvement to Old Sites	272,622		
New Buildings	21,264,957		
Additions and Alterations to Old Buildings	2,943,309		
New Equipment	2,007,876		
Transportation Equipment (Buses)	394,880		
Other Capital Outlay	1,198,197		
Total Capital Outlay		28,593,342	
Total Expenditures & Disbursements		\$114,854,337	

HOW, WHERE STATE SCHOOL MONEY COMES

... . . . " . . . *cash*
problem involves
many facets."

To understand Colorado state support for schools, it is necessary to understand the sources of state money, the methods in which it is obtained, and the channels through which it is spent. The state school finance structure is patterned as follows:

Permanent School Fund. The principal of the Public School Fund as of July 1, 1955, amounted to \$20,891,063 in cash, investments in bonds, farm loans and foreclosed lands. The state still owns 2,800,000 acres of school lands, most of which are leased. In addition, there are about 100,000 acres under certificate of purchase. Proceeds from the sale of school lands, estates that escheat to the state, gifts, and grants to the state for educational purposes are added to the principal of the funds. No estimate of value is made for school-owned lands.

The income is first subject to payment of premiums upon investments, the purchase of necessary school district reporting supplies, pamphlets, and school laws. The net balance of the income is transferred quarterly to the state public school fund for distribution to school districts. The net income from this fund, including interest on investments and royalties on lands transferred to the state public school fund, amounted to \$2,833,871 during 1954-55 and \$3,146,274 during 1955-56.

Statutorily Earmarked Taxes. Colorado does not have any tax levies from which incomes are earmarked by law to be used for public school purposes. However, certain portions of the incomes received from federal mineral leases are required to be deposited into the state public school fund, and certain portions are required to go to the counties. Under the Federal Oil Leasing Act of February 1920, an amount equal to 37½ per cent of the receipts from bonuses, royalties, and rentals from mineral lands in the public domain is

returned to the state within whose boundaries the leased lands or deposits are located. This law specifies that these funds may be used for the construction and maintenance of public roads or for the support of public education—as the state legislature may decide.

In Colorado, the statutes (C.R.S. 1953, 100-8-1 through 100-8-3) require that one-third shall go into the state public school fund, with the remainder going to the counties in which such lands are located. The counties may use the money for public roads or for the support of public education; however, not more than 75 per cent may be devoted to either purpose. Thus, the schools are assured of at least 25 per cent of any monies the counties so receive. However, no single county may receive in excess of \$500,000 in 1955, \$300,000 in 1956, and \$200,000 in subsequent years. Amounts in excess of these allowances also are placed in the state public school fund. Monies derived from new oil fields developed subsequent to the passage of the Act are returned to the county in an amount not to exceed \$500,000 annually during the first, second, and third calendar years.

Legislative Appropriations. All state school funds, except the income from the permanent school fund and lands, and from Federal Mineral Leases are now provided through legislative appropriations from the general fund. Appropriations to the State Public School Fund amounted to \$11,500,000 in the 1954-55 school year and \$14,000,000 in the 1955-56 school year. The accompanying table on "Sources of Money Available to Colorado for Distribution in the State Aid Program" indicates the extent to which money was available for distribution in the state aid to schools program. There has been a continuous and systematic growth during the past decade.

SOURCES OF MONEY AVAILABLE TO COLORADO FOR
DISTRIBUTION IN THE STATE AID PROGRAM 1943 TO 1956

Year	Public School Income Fund	Reserve For General County School Funds	State School Equalization Fund	Appropriations State Public School Fund	U. S. Mineral Lease Receipts	Total
43-44	\$ 797,517	\$1,955,776	\$ 162,579			\$ 2,915,872
44-45	803,122	2,110,767	137,634			3,051,523
45-46	815,346	2,037,272	986,635			3,839,253
46-47	887,076	2,244,320	2,354,266			5,485,662
47-48	884,291	2,150,000*	6,000,000*			9,034,291
48-49	885,964	2,150,000*	6,000,000*			9,035,964
49-50	950,729	2,150,000*	6,975,000*			10,075,729
50-51	1,082,272	2,150,000*	6,975,000*			10,207,272
51-52	1,234,667	2,150,000*	7,850,000*			11,234,667
52-53	1,584,215			\$12,500,000		14,084,215
53-54	2,833,871			11,500,000	\$1,046,447	15,380,318**
54-55	3,146,274			14,000,000	2,321,301	19,467,575

*By appropriation.

**Does not include \$2,612 held in abeyance from preceding year.

SOURCE: Colorado State Department of Education.

The state has adopted a policy of distributing about half of the state aid funds upon a basis of need, and the balance upon a basis of direct support to each school district, regardless of the financial circumstances of the district. The relative merits of this policy continue to be debated across the state.

Distribution of state aid funds, as made during the biennium, is

shown in these statistics:

DISTRIBUTION OF STATE AID FUNDS
1954-55 and 1955-56

Month	Distribution	1954-55	1955-56
August	Aggregate Days of Attendance Basis.....	\$ 6,325,000	\$ 3,850,000
September	Junior College Payments.....	231,912	286,200
November	Aggregate Days of Attendance Basis.....	.....	3,850,000
January	Equalization	6,966,543	4,819,318
May	Equalization .....	.....	4,819,318
May	Emergencies	172,500	210,000
June	Aggregate Days of Attendance Basis.....	1,684,363	1,632,739
	Total Basic Distribution	\$15,380,318	\$19,467,575
	Special-purpose	287,925	533,462
	Grand Total Distribution	\$15,668,243	\$20,001,037

SOURCE: Colorado State Department of Education

A further analysis of the distribution shows the state funds as distributed under three major categories. These are shown in detail in the tabulation on "Analysis of Distribution of Colorado School Funds" and are explained in the paragraphs which follow.

General-Purpose Direct-Grant. Classifications of this category are

- (1) State Public School Fund—Aggregate Days Attendance (Ag.D.A.)
- and (2) State Public School Fund—Junior College Distribution.

State Public School Fund — Ag.D.A. Distribution. (Ch. 123-6, C.R.S. '53, Ch. 256, Sess. Laws 1955.)

(1) Requirement for participation. To participate in the distribution of the state public school fund, school boards must elect to accept the terms of the Acts, maintain school for at least 170 days, pay teachers not less than three-fourths of the classroom unit values according to a formula for determining minimum salaries varying from \$1,875 to approximately \$2,900 in 1954-55. (The lower limit is definite; the top limit is indefinite.) For 1955-56 the minimum was \$2,025 and the maximum approximately \$3,000. Minimum levies for property taxes of 1.5 mills were required in county or union high school districts, 5.5 mills for basic districts within county or union high school districts, and 7 mills in all other districts.

ANALYSIS OF DISTRIBUTION OF COLORADO SCHOOL FUNDS

Classification Name of Fund, and Use	State Aid 1954-55		State Aid 1955-56		Basis of Distribution
	Amount	Per Cent	Amount	Per Cent	
Total	\$15,668,244*	100.0	\$20,001,037†	100.0	
General-purpose Direct-grant	8,241,275	52.6	9,618,939	48.1	
1. State Public School Fund Ag.D.A. Distribution (Curr. Exp., K-12)	(8,009,363)	(51.1)	(9,332,739)	(46.7)	Aggregate Days of Attendance
2. State Public School Fund Junior College Distribution	(231,912)	(1.5)	(286,200)	(1.4)	Junior College Enrollment
General-purpose Equalization	7,139,044	45.6	9,848,636	49.2	
3. State Public School Fund Equalization Distribution (Curr. Exp., K-12)	(6,966,544)‡	(44.5)	(9,638,636)‡	(48.2)	Classroom Unit Allowance, minus Local Contribution
4. State Public School Fund Emergency Distribution (Curr. Exp., K-12)	(172,500)	(1.1)	(210,000)	(1.0)	Emergencies
Special-purpose Direct-grant	287,925	1.8	533,462	2.7	
5. Education of Physically and Mentally Handicapped Children Appropriation	(190,891)	(1.2)	(399,904)	(2.0)	Excess Cost Approved
6. Vocational Education Appropriation	(97,034)	(.6)	(133,558)	(.7)	Application

*Includes \$1,046,447 from Federal Mineral Leasing Act. (1954-55)

‡Sixteen counties received no equalization distribution. (1954-55)

†Includes \$2,321,303 from Federal Mineral Leasing Act. (1955-56)

‡Seven counties received no equalization distribution. (1955-56)

SOURCE: Colorado State Department of Education.

To provide the county funds required for participation in the state public school fund, the county commissioners are required to make a levy for school purposes on all property within the county. For the tax year 1954, the required levy was 4.25 mills, or such proportionate part of 4.25 mills as would produce the total aggregate of the classroom unit values minus amounts from school district minimum levies, for all school districts of the county. For the tax year 1955, the required levy was 4.50 mills with no reductions.

(2) Distribution plan. The State Board of Education allocates 55% of the appropriation for the state public school fund to the local school districts on the basis of aggregate days of attendance for the preceding school year. This distribution was made August 15 for the 1954-55 school year. It amounted to \$6,325,000. For 1955-56 distribution of \$3,850,000 was made in August and \$3,850,000 by November first of 1955. In addition to this 55% of the appropriation, any balance remaining in the state public school fund on May 31 of each year also is distributed to the local school districts on the basis of aggregate days of attendance for the preceding school year. For 1954-55 this additional distribution amounted to \$1,684,363 and for 1955-56, the remainder was \$1,632,739.

State Public School Fund—Junior College Distribution. (Ch. 123-6, C.R.S. '53. Ch. 256, Sess. Laws 1955.)

(1) Requirement for participation. To participate in this distribution, the district having a junior college organized under the Junior College Act must report to the State Board of Education the number of students and the hours of credit earned by these students for the preceding regular academic year.

(2) Distribution plan. The State Board of Education allocates \$900 for each seven students carrying an average of 45 quarter hours or 30 semester hours of credit for the preceding school year. For 1954-55 the payment was \$231,912, and for 1955-56 payment of \$286,200 was made.

General-Purpose Equalization. The two classifications of this category are (1) State Public School Fund—Equalization Distribution, and (2) State Public School Fund—Emergency Distribution.

State Public School Fund—Equalization Distribution. (Ch. 123-6, C.R.S. '53. Ch. 256, Sess. Laws 1955.)

(1) Requirements for participation. Same requirements as for the aggregate days of attendance.

(2) Distribution plan. The State Board of Education allocated to local school districts the deficiency in funds, if any, between (a) the sum of its share of the amount produced by the district levy plus the amount produced by the required county levy, and (b) the amount required to provide \$2,500 per classroom unit, or \$2,725 per classroom unit for units served by teachers holding graduate certificates during 1954-55. In 1955-56, the value of the graduate unit was raised to \$3,000 and the non-graduate to \$2,700.

Classroom units are calculated to the major fraction of one-tenth. The first 2160 weighted Ag.D.A. allows one classroom unit, the next 2880 weighted Ag.D.A. allows the second classroom unit, and from there on each additional 3600 weighted Ag.D.A. permits an additional classroom unit. Since this basically represents about 22 enrolled pupils to the classroom, it is intended to provide for all certified personnel, including kindergarten, regular part-time, special teachers, principals, and superintendents. The actual Ag.D.A. is subjected to weighting for pupil sparsity in these classroom unit calculations. The weights vary from one to two, with county or union high schools being limited to a 1.2 weighting factor.

State Public School Fund—Emergency Distribution. (Ch. 123-6, C.R.S. '53. Ch. 256, Sess. Laws 1955.)

(1) Requirements for participation. Same requirements as for the aggregate days of attendance distribution.

(2) Distribution plan. The State Board of Education is required to withhold from normal distribution 1.5 per cent of the appropriation made by the General Assembly for a "contingency reserve." The State Board of Education has the authority to make payments from the Contingency Fund for (a) financial emergencies caused by acts of God, (b) sudden increases in enrollments, (c) temporary enrollments, (d) efforts of the district to provide sufficient funds for its own use, and (e) standards of education maintained by the district.

Any balance remaining in the State Public School Fund on May 31 of each year is distributed to the school districts on the basis of aggregate days of attendance of the preceding year.

Special-Purpose Direct-Grant. The two classifications of this category are (1) Education of Physically and Mentally Handicapped Children Appropriation and (2) Vocational Education Appropriation.

Education of Physically and Mentally Handicapped Children Appropriation. Ch. 123-22, C.R.S. '53.) (First established 1945.)

(1) Requirements for participation. Physically handicapped means those pupils who suffer from any physical disability by reason of which it becomes impractical or impossible for them to participate in or benefit from the classroom programs regularly provided in the public schools of the district wherein they reside. "Educable mentally handicapped children" means those between the ages of 6 and 21 years, whose intellectual development renders them incapable of being practically and efficiently educated by ordinary classroom instruction in the public schools of the district wherein they reside, but who, none the less, possess the ability to learn.

(2) Distribution plan. Parents make application to the local superintendent or the county superintendent of schools. The child must undergo an examination by state-accredited personnel and, if determined eligible, may be approved by the State Board of Education and recommended for enrollment. Reimbursements may be made

to school districts for home visiting teachers, for approved supplementary teaching services in part—such as speech correction—and toward excess costs for special education classroom programs.

Vocational Education Appropriation (Ch. 145-13, C.R.S. '53.)
(First established in 1917.)

(1) Requirements for participation. The district program must meet the standards prescribed by the State Board for Vocational Education.

(2) Distribution plan. Used to match partially local funds upon a reimbursement basis.



36

COUNTY AND LOCAL SUPPORT FOR EDUCATION

... .. “... *local*
taxes are basic in
school setup.”

Basically, financial support for the school program begins with the local effort. This has been determined as a basis and wise policy by all of the states and is regarded generally today as a sound principle of school finance. From it stems economical and intelligent administrative methods of school operation and financing.

Local Revenue Comes from Property Taxes

Assessment policy. All local school revenues in Colorado come from taxes placed on property. Public valuations are established by the State Board of Equalization. All other valuations are established by the county assessor who is elected by popular vote. However, the State Board of Equalization has authority to adjust these valuations. Statewide reappraisal took place for the 1952 tax year, which reflects valuations as of actual value for 1941. The total property assessment in 1954 was \$2,698,816,248; for 1955, it was \$2,870,738,672—representing an increase of 6.37 per cent over 1954. The assessment of property is supervised by state tax officials.

Tax leeways of boards. In all districts, the local levy for current operations may be increased by the local board not to exceed five

per cent of the tax revenue of the preceding year. The tax commission may approve an additional levy without limit. Upon denial by the tax commission, additional levies may be authorized—provided a majority of the taxpaying electors, who are paying taxes on real estate within the district, vote favorably for the increase.

High school districts are limited to eight mills through December 1958.

Three mills may be levied by all districts for a local retirement system, and one mill for a temporary building reserve. Due to the reappraisal program, the 5 per cent limitation has effectively reduced the amount of revenue obtained. There are no school districts in Colorado which are fiscally dependent*. For the tax year 1954, school district tax levies amounted to \$61,427,904; and for the tax year 1955 the district tax levies were \$66,216,554—showing an increase of 7.79 per cent.

How County School Revenues Are Used

The funds of the local school districts are augmented from the revenue of a county-wide levy, specific ownership taxes, fines, and income from federal forests. These revenues are tied to the equalization program, with greater amounts being distributed to the more needy districts than to other districts.

These revenues are collected into the county public school fund. At the end of each month, the revenues are apportioned to the eligible school districts and are paid over to the special fund of such districts. For the tax year 1954, county tax levies for schools amounted to \$7,015,824; for the tax year 1955, county school levies were \$8,534,554—representing an increase of 21.64 per cent, partly resulting from an increase of the 4.25 mill levy in 1954 to a 4.50 mill levy requirement in 1955.

Financing Buildings

In order to finance construction of school buildings, school districts are authorized to issue bonds to be retired over a long period of time.

General requirements. Bonds are required to be approved at a special election. A majority of the taxpayers on the registration list for the election must approve of the bond issue. Only serial bonds may be issued by a school district. The maximum time limit authorized is 25 years. The issuance of school bonds for capital outlay purposes is further subjected to statutory limitations which are shown in the accompanying table on "Legal Debt Limitations."

LEGAL DEBT LIMITATIONS

	Maximum Per Cent Of Assessed Valuation	
	Basic Limit	Emergency Limit†
County High School Districts.....	5	10
Union High School Districts.....	5	10
Third-class Districts.....	7	10
First- and Second-class Districts.....	10	10

†The Colorado Tax Commission has authority to approve a higher limit, but only in an emergency, up to the emergency limit.

SOURCE: Colorado State Department of Education.

*Budgets prepared by local district boards are not subject to the approval of, or revision by, locally elected officials or bodies. The budgets are subject to the limitations established by the state constitution, laws enacted by the legislature, and laws enacted by a majority vote of the taxpaying electors.

Approval and sale of bonds. No further approval for bond issues is required. Bonds are sold on a yield basis. The state does not assist with the sale of school bonds and it is not necessary that bonds be offered to the state; however, school bonds may be purchased by the State of Colorado as authorized by Article IX, Section 5 of the State Constitution. School bonds which are general obligations of legal school districts, which have been authorized by vote of the district electors, and which produce a minimum yield of 2 per cent may be purchased as an investment of the public school fund.

Theoretically, the entire fund available for investment could be used for school bond purchases. Actually, there is only a small amount available for re-investment. School bonds are held for about 225 of the school districts. Money received from the sale of school bonds may be used for the purposes specified in the bond authorization. The average rate of interest is slightly less than 3 per cent and the total of the loans outstanding is about \$18,000,000.

Tax levies for debt service. Tax limits for current operations do not apply to levies for retiring bonds. For meeting bonded debt obligations, the county commissioners are responsible for setting a necessary levy in the event that provisions have not been made by the school district. Maintaining the bond records is the responsibility of the county clerk and recorder. Payment of the bond is made by the school board, or the board may designate the county treasurer as place of payment with authority to pay.

Short-term indebtedness. Additional warrants may be issued to the extent of 0.2 of 1 per cent of the taxable valuation. If registered, warrants draw 6 per cent interest and must be retired in the order of their registration. Under publicized declaration of emergency, warrants may be issued to the equivalent of two mills upon the valuation.

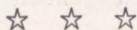
Building Authorities for Financing School Construction

During the past biennium, there has been a growing interest in the financing school buildings by local building authorities. While it appears from rulings of the attorney general that there may be ways and means to interpret existing laws to permit establishment of such plans for financing buildings, there is no clear statement of policy authorizing such practices. Furthermore, there are numerous legal aspects that ought to make districts somewhat reluctant to build under these conditions.

Those who oppose the plan seem to think that it takes the planning and building of schools away from educational authorities to a point where buildings are constructed by people who have no knowledge of the school program resulting ultimately in dire consequences.

Those who favor the authorities seem to think they get school buildings constructed despite bond limitation laws and assessed valuation. Such a plan puts buildings, in part at least, on current expenses by paying for them on a rental basis.

In any event, this is a policy which should be studied very closely before moving headlong into it. There are questions concerning its legality both constitutionally and statutorily which should slow up such policies considerably. Questions concerning the soundness of such a policy are unanswered. Questions of need for a better overall state aid plan for financing school construction ought to be considered in connection therewith.



TRENDS IN LOCAL SCHOOL MANAGEMENT

... .. " ... *duties*
becoming professional
in own right."

High professional standards, expanded facilities, and the resultant rising costs have given impetus to business-like procedures in school management. The public seeks the best value for each dollar spent for education. It is willing to invest, but seeks quality.

With the larger and more complex structural organization of the school staff, the school superintendent often delegates the business management to a trained specialist—the business manager. Various designations as business manager, assistant superintendent, director of business services, secretary of the board, the job function remains the same. The business manager is a specialist in budget and accounting, purchasing, operation and maintenance, transportation, and food services.

The budget is the "blueprint" of school management. Procedures begin with a carefully conceived educational plan. Teachers, principals, custodians, and community groups cooperate, along with the budget specialist and the superintendent. Departments send in their budget requests and these are summarized to determine costs. After determining sources of revenue, the local mill levy is established and the plan can develop.

This past year brought a new budget form for a "trial run." Intensive study and critical analysis by educators and accountants, and other interested parties at both the state and national levels, have produced a more workable document. Some 27 school districts participated in the "pilot" study—a practical laboratory.

Changes in budget procedure mean modification of accounting systems. Most schools are having their accounting systems custom-made. The variations in school size make this necessary. Some of the larger systems are installing machine records. Peg boards and carbons are making inroads, particularly in payroll accounting.

Report forms are being revised, and improvements added. Monthly summaries for management analysis are essential and

standard forms are being devised. Machine summaries may replace the county superintendents annual report, in arriving at county and state statistics.

Requests for a standard audit procedure have come from public accountants auditing school district accounts. Such a procedure will simplify the interpretation of audits and would be more acceptable to the state auditor's office.

Purchasing, too, has bettered in the Colorado schools. The tendency is for one person to handle the purchasing, on the merits of the product, with testing facilities. Many districts have adequate inventory and stockroom controls to determine the level and distribution. Central warehousing is increasing, with many of the larger districts conducting such central stores.

Cooperative purchasing was started by several districts, particularly the Denver metropolitan area. Contracts are written as to price, with districts purchasing directly as needed. In many cases the product is distributed through a local dealer.

The custodian is finding a place on the career ladder of many school districts. Training programs are becoming more common, and a few districts have established salary schedules. There is a great deal to be accomplished, however, and many districts are handicapped by local pressures on employment of custodians.

Unfortunately, many districts throughout the state fail to properly maintain their buildings. A clean, well-kept building is a morale builder among pupils, as well as among school personnel.

Transportation is a recognized function of business management. Record keeping and proper internal control will eliminate "leaks" and waste in a costly area. Many school units with scattered pupil population operate large fleets and are providing management devices invaluable to themselves as well as to districts operating on a smaller scale. The new state aid program may provide a springboard for better management procedures.

The most common auxiliary services found in Colorado schools are cafeterias and bookstores. Cafeterias are generally well established in accordance with standard record and management techniques. Bookstores are frequently informal, oftentimes being merely the school office selling workbooks, pencils, and other supplies to students. Generally, pupils are charged only cost plus an operating overhead charge. The bookstore type, usually found in colleges, is not prevalent in the public schools. A census office and limited health services are found in most schools. These are normally handled through the instruction function, rather than business management.

School business management is gradually becoming a profession in its own right. The Association of School Business Officials of the United States and Canada claims 33 members from Colorado, while the Colorado Association of School Business Officials, with two conferences per year, reports a membership of over 50.

SURPLUS PROPERTY DISTRIBUTION

... . . . " . . . schools
eligible to low-cost
federal supplies."

Immediately after the conclusion of World War II, the Federal government, especially the Armed Forces, had huge quantities of materials on hand which became surplus to a peacetime organization. Consequently, a plan was devised for the disposition of this surplus property. A brisk business was developed then in selling trucks and trailers to qualified veterans and, in some instances, large fleets of ocean-going cargo vessels were disposed of at low prices. As a result many people gained the impression this was a temporary program and that materials distributed consisted mostly of broken-down transportation, excess army clothing, and other types of supplies that could be described loosely as "junk."

Since about 1953, however, it has been apparent that disposal of surplus governmental property has become a permanent program of the executive branch of the Federal government. Since most of the World War II surpluses have become exhausted, a different sort of materials and supplies has been found to be surplus to the needs of the many federal agencies now in operation. At the present time, these surplus items include new and used building construction materials, books, scientific instruments and equipment, tools and machinery, real estate and buildings, and many smaller items which can be used by public schools, colleges and universities, and public health departments.

As early as 1944, the Federal government enacted legislation to provide for the disposition of surplus property. Under the provisions of the Surplus Property Act of 1944, and subsequent amendments, it became incumbent upon each of the 48 states to set up an official agency with authority to represent the state to obtain surplus property for the use of "tax supported medical institutions, hospitals, clinics, health centers, school systems, schools, colleges, and universities," and similar organizations which are exempt from taxation.

The Colorado state legislature did not deem it advisable or necessary to establish a state agency for surplus property. Public school

and college administrators, however, established an agency of their own so they might benefit their institutions in obtaining expensive supplies and materials at the mere cost of transportation. The Association of Colorado School Districts and Colleges started a Surplus Property Program for educational institutions in 1945.

In 1950 it became a joint responsibility of the State Department of Education and the State Department of Public Health to receive, allocate, and distribute federal surplus property. Since neither of these state departments had funds or personnel to operate the surplus property program, it was most logical and expedient to enter into a formal, written agreement with the Association of Colorado School Districts and Colleges for the express purpose of discharging such responsibilities. One of the provisions of the written agreement precluded any financial responsibility on the part of either of the state departments.

A new agreement was negotiated in April 1953, between the Department of Education and the Department of Public Health, as a result of the enactment of HB 323 of the First Regular Session of the 39th General Assembly. The Association of Colorado School Districts and Colleges was eliminated from active participation as an organization. The agency thus established was known as the Colorado Education and Health Agency for Surplus Property, governed by a board of directors consisting of six members, three being appointed by each department.

The agency employs a director, warehouse and clerical personnel, and rents office space, as well as a warehouse in Denver. A branch warehouse has been opened in Grand Junction to serve the needs of the institutions on the Western Slope. There also is a "screener" who visits federal installations where surplus property is available to inspect materials and arrange for acquisition of any items which are considered of value to Colorado schools and other eligible recipients.

The warehouse is open on week days, and on weekends by special arrangement, so that school personnel and others may inspect the property and arrange to have desired items sent to their organizations. The agency also maintains a "want list" for the benefit of all institutions, and reserves items for allocation from that list when they become available. A catalog is issued every 60 days as information to distant institutions, offering items of property which normally are in great demand and in condition suitable for transportation to greater distances.

Operational Policies and Procedures

Inasmuch as neither state department is authorized to become financially involved in the agency's activities, expenses of operation must be paid by the institutions which benefit from the donation of the surplus property. In the main, the agency's income is derived from a service charge of 2 to 15 per cent of the original cost of the article to the Federal government. For example: If a school bus cost the Federal government \$3,000 new in 1956, the school district receiving it would pay the agency approximately \$60 in service charges. Naturally the service charge varies with the original cost of the equipment. The service charge on a \$100 item may be 10 per cent or \$10, whereas the charge on a \$5,000 item may be only \$75 or \$80.

Surplus Properties Distributed

The fact that the surplus property program is a growing activity and one of extreme importance is revealed by the following sta-

tistics which show a comparison of the original values of items acquired by schools during the calendar years of 1954 and 1955. (The agency operates on a calendar year basis.) These statistics reveal the huge savings to school districts effected by this program during this period:

Calendar Year	Value of Surplus Property	
	Allocated to Colorado Educational Institutions	Cost of Acquisition To Institutions
1954	\$ 647,648.03	\$ 40,454.89
1955	\$1,751,822.47	\$113,868.46

The surplus property program has become a permanent part of governmental activity. This requires careful re-evaluation of the present structure in Colorado for receiving and distributing the supplies.

☆ ☆ ☆

39

COLORADO'S HIGHER LEARNING SCHOOL FACILITIES

... .. " ... trustees
guide administration for
university and colleges."

In addition to six junior colleges whose programs have been reported elsewhere in this volume, there are three teacher colleges supported by the state: Adams State College, Colorado State College and Western State College. These colleges are managed by a State Board of Trustees composed of six members appointed by the governor for a period of six years. There are no qualifications specified for trustees, but board vacancies are filled by appointment of the governor. Their powers and duties are to receive, demand and hold money, lands or other property in such manner as best serves the interest of the schools.

The state university located at Boulder is under the direction of a Board of Regents, composed of six members, elected by the people of the state at the general election, two every two years from "at large." Their term of office is for a period of six years, vacancies are filled by appointment of the governor until the next general election. Qualifications for this office are the same as for any other state elective office, and powers and duties consist of general super-

vision of University of Colorado, control and direction of funds and appropriation to the University, appointment and removal of president and other officers and employees, and setting tuition rates and salaries of employees.

The Colorado School of Mines located at Golden is governed by a Board of Trustees consisting of five members appointed by the governor for a period of six years and vacancies also are filled by governor appointment. At least one member of the board must have a degree from the Colorado School of Mines conferred not less than 10 years prior to appointment. Any three of said board shall have such powers and perform such duties as specified in the laws creating the institution and providing for its maintenance not inconsistent with the laws of the state.

The Colorado Agricultural and Mechanical College located at Fort Collins is governed by the State Board of Agriculture consisting of eight members appointed by the governor for a period of two years. Vacancies are filled by appointment by a majority of the members. One-half of the appointed members are practical farmers.

Although Colorado laws say the State Commissioner should make a report for these several institutions, no provision has been made to carry out instructions as contained in the statutes, to-wit:

124-1-1. Colorado educational institutions—annual reports.—The president of the board of regents of the University of Colorado, the president of the board of trustees of the School of Mines, the president of the state board of agriculture for the Colorado Agricultural and Mechanical College, and the Fort Lewis School of Agriculture, the president of the board of trustees of the Colorado State College at Greeley, Western State College, and Adams State College of Colorado, the president of the board of trustees of the Colorado school for deaf and blind, on the first day of July of each year, shall make a report to the governor of the state, and to the state commissioner of education covering the work of their respective institutions for the twelve months previous.

124-1-2. Contents of report.—Such reports shall contain:

(1) A financial statement in the form prescribed by the public examiner, showing the receipts from all sources whatever and all expenditures;

(2) A statement of the work and general condition of the institution;

(3) Such statistical and other information as they may deem necessary and useful, or may be required by the state commissioner of education or by the governor.

124-1-3. Publication of reports.—It shall be the duty of the state commissioner of education to publish the reports with his biennial report to the governor, provided, that he shall not publish more than ten printed pages for each institution.

124-1-4. Time of filing, distribution of reports.—All officers required by any law of the state to make report to the legislature, or the governor, shall deposit the same with the governor on or before the fifteenth day of November next preceding the session of the general assembly and it shall be the duty of the secretary of state to place said reports, without delay, in the hands of the person authorized to do the public printing for publication, and to superintend the printing of the same, and to see that it is done in a proper

manner. Of each of the reports of all elective state officers there may be printed and published one thousand copies or less, and of all other reports two hundred fifty copies or less; provided, that there shall be two thousand copies of each of the reports of the state commissioner of education, the state engineer and industrial commission. No report shall exceed three hundred pages; provided, that if such reports as are required to be printed are not published and a copy of each delivered to every member of the general assembly on or before the tenth day of the legislative session following the biennial period reported upon, each delinquent official shall forfeit the sum of one hundred dollars, and the printer shall forfeit twenty per cent of the contract price for the publication of such reports not ready for delivery in accordance with the provisions of this section; and such forfeiture shall inure to the benefit of the general school fund.

General: This section does not authorize the state legislature to order by joint resolution the printing and distribution to the public of copies of a state officer's report at state expense; the only purpose of this section is to provide the executive and legislative branches of government with information to carry on the public business. *Henderson v. Collier & Cleveland Lithol Co.* (1892) 2, C.A. 251, 30 P. 40.

124-1-5. Reports must be approved by governor.—No annual or biennial report of any officer, board, commission, commissioner, board of regents or board of trustees, shall hereafter be printed at the expense of the state until the governor has designated in writing on such report how much thereof shall be printed and how many copies thereof shall be printed.

124-1-6. Borrowing funds for dormitories.—For the purpose of obtaining funds for constructing and equipping of housing facilities, dining facilities, and recreational facilities for the use of students and employees at any state educational institution or any branch thereof, and for the acquisition of land for such purposes, the governing board of any state educational institution is hereby authorized to enter into contracts with any one or more persons or corporations or state or federal government agencies for the advancement of money for such purposes and providing for the repayment of such advancements with interest at a rate not to exceed six per cent per annum.

124-1-7. Pledge of income.—The governing board of any state educational institution which shall enter into such a contract for the advancement of funds is hereby authorized in connection with or as a part of such contract to pledge the net income to be derived from the housing facility, dining facility, or recreational facility so constructed and equipped as security for the repayment of the funds advanced therefor, together with interest thereon. For this purpose, the governing board is also hereby authorized to pledge the net income derived from other housing facilities, dining facilities, or recreational facilities belonging to the institution which were not built from funds appropriated to the institution by the state of Colorado, provided that the net income from such other housing facilities, dining facilities, or recreational facilities is unpledged or, if pledged, is currently in excess of the amount required to amortize the advancements and interest thereon for which such net income shall be obligated.

Any advancement of moneys or funds may be evidenced by

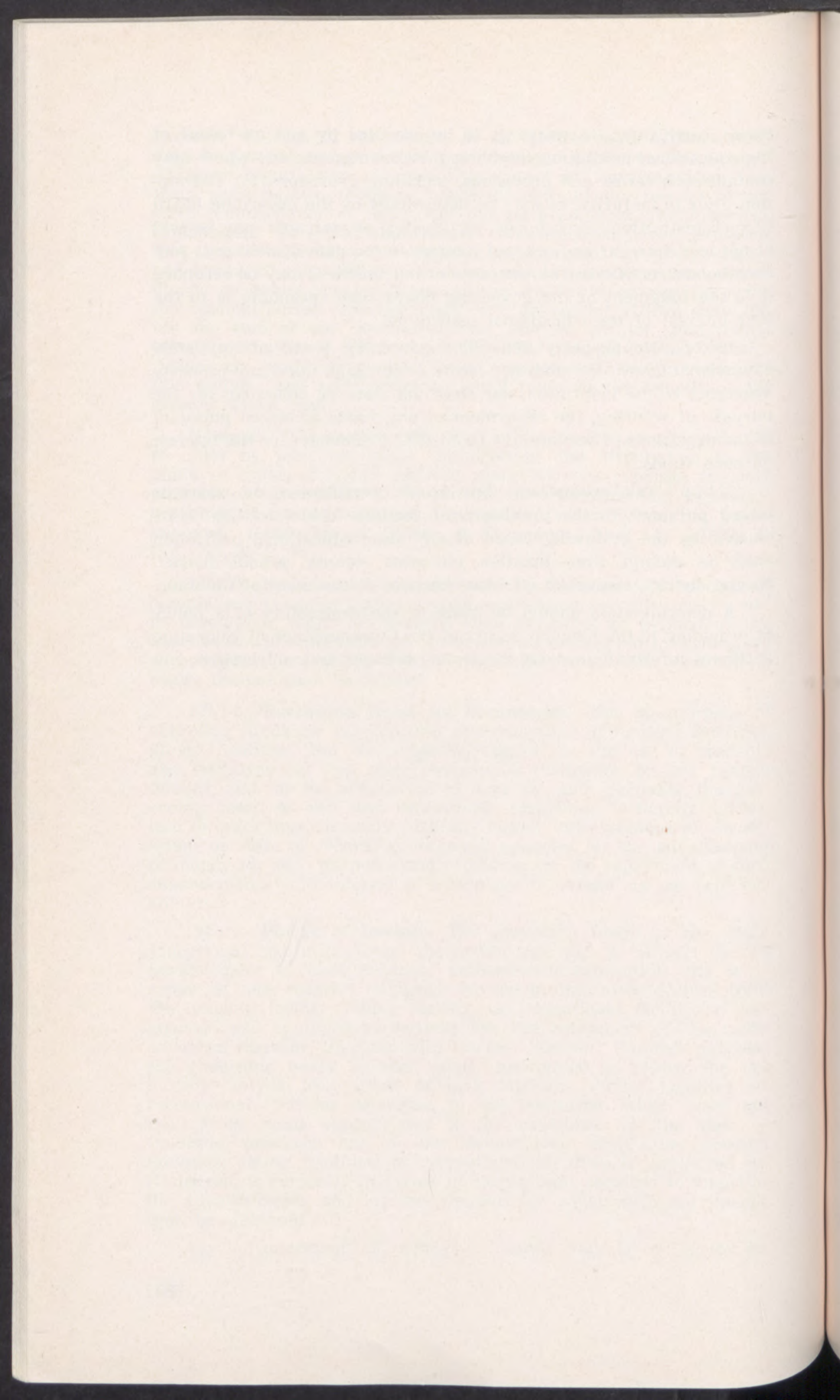
bonds, certificates, or warrants to be executed by and on behalf of the educational institution receiving the advancement and which may contain such terms and provisions, including provisions for redemption prior to maturity, as may be determined by the governing board of such institution. Such bonds, certificates, or warrants may be sold at not less than par and accrued interest to the date of delivery. Any such bonds, certificates, or warrants of indebtedness may be refunded if in the judgment of the governing board such refunding is to the best interest of the educational institution.

124-1-8. **No property lien.**—The governing board of any state educational institution shall not create a mortgage upon any property belonging to the institution, nor shall the state be obligated, for the purpose of securing, the repayment of any funds advanced pursuant to the provisions of sections 124-1-6 to 124-1-9, inclusive, or the interest on such funds.

124-1-9. **Tax exemption.**—Any bonds, certificates, or warrants issued pursuant to the provisions of sections 124-1-6 to 124-1-9, inclusive, by the governing board of any state educational institution shall be exempt from taxation for state, county, school district, special district, municipal or other purpose in the state of Colorado.

A determination should be made of the desirability of a policy of providing in the biennial report of the Commissioner of Education pertinent information about the state's colleges and universities.





APPENDIX A

SCHOOL
STATISTICS

1954-55

1955-56

APPENDIX

STATISTICS
OF THE

POPULATION

GENERAL SUMMARY OF STATISTICS

	School Year Ending June 30, 1955	School Year Ending June 30, 1956
FISCAL		
Receipts for all purposes.....	\$ 111,839,272.	\$ 151,130,812.
Expenditures for all purposes.....	114,854,337.	134,755,029.
Expenditures for current expenses.....	75,140,817.	84,638,962.
Expenditures for debt service.....	11,120,177.	12,721,051.
Expenditures for capital outlay.....	28,593,342.	37,395,016.
Transportation expense	2,915,855.	3,119,925.
Average mill levy for schools.....	25.36	26.039
Assessed valuation of state.....	2,698,816,248.	2,870,738,672.
Value of school property.....	266,403,701.	292,655,134.
Bonded debt	148,053,802.	184,271,913.
Total warrants outstanding.....	2,718,798.	3,149,231.
Annual cost—current expenses per child enrolled.....	254.33	270.21
Annual cost—current expenses per child in average daily attendance.....	284.42	302.29
Average salary paid— all teachers and administrators.....	3,812.	3,954.
PUPIL DATA		
Total original entries.....	306,313	327,162
Enrollment—end of school year.....	289,690	307,753
Kindergarten	18,605	20,184
Elementary grades (1-8 and special).....	204,430	217,414
Secondary grades (9-12 and post grad.)....	61,524	64,786
Junior College (13-14).....	5,131	5,369
Rural Schools	83,620	75,675
Urban Schools	206,070	232,078
Average daily membership.....	277,200.4	294,449.6
Average daily attendance (full time day schools).....	259,043.1	275,090.9
Per cent of school census in average daily attendance.....	75.5	76.7
Per cent of enrollment in average daily attendance.....	89.4	89.4
School Census population (ages 6 through 20)	343,148	358,859
Pupils completing grade 8.....	14,579	16,264
Pupils completing grade 12.....	11,517	12,314
Pupils completing grade 14.....	415	501
Children transported to school at district expense	64,019	68,741
PERSONNEL DATA		
Classroom teachers (full time day school).....	12,666	13,665
Superintendents, principals and supervisors.....	831	914
Rural teachers and administrators.....	4,660	4,541
Urban teachers and administrators.....	8,006	9,124
Teachers with A. B. degree or higher.....	10,247	11,354
Teachers with more than 10 years experience..	7,384	7,993
SCHOOLS		
One teacher schools.....	301	259
Number of schools.....	1,595	1,480
School buildings used for instruction.....	1,633	1,654
Number of school districts.....	1,002	997

NUMBER OF SCHOOL DISTRICTS BY CLASS OF DISTRICT. ALSO COUNTY HIGH SCHOOL—UNION HIGH SCHOOL
JUNIOR COLLEGE DISTRICT

County	1954-1955								1955-1956							
	Number Joint Districts	First Class	Second Class	Third Class	Total	County H.S.	Union H.S.	Junior College	Number Joint Districts	First Class	Second Class	Third Class	Total	County H.S.	Union H.S.	Junior College
Adams.....	4	4	2	16	22	....	....	....	4	5	1	14	20	....	....	....
Alamosa.....	5	1	....	14	15	....	....	....	5	1	....	13	14	....	....	....
Arapahoe.....	4	4	3	11	18	....	1	....	4	4	3	11	18	....	1	....
Archuleta.....	3	....	1	2	3	....	....	....	3	....	1	2	3	....	....	....
Baca.....	....	....	1	29	30	....	....	....	....	....	1	28	29	....	....	....
Bent.....	1	1	....	16	17	1	....	....	1	1	....	16	17	1	....	....
Boulder.....	3	2	3	27	32	....	....	....	3	2	3	27	32	....	....	....
Chaffee.....	....	1	....	13	14	....	....	....	....	1	....	13	14	....	....	....
Cheyenne.....	....	....	1	5	6	1	....	....	....	....	1	5	6	1	....	....
Clear Creek.....	....	....	1	6	7	....	....	....	....	....	1	6	7	....	....	....
Conejos.....	3	1	3	14	18	....	....	....	3	1	2	15	18	....	....	....
Costilla.....	....	....	2	9	11	....	1	....	....	....	2	9	11	....	1	....
Crowley.....	1	....	1	9	10	....	....	....	1	....	1	9	10	....	....	....
Custer.....	....	....	....	2	2	....	....	....	....	....	1	1	2	....	....	....
Delta.....	1	1	....	....	1	....	....	....	1	1	....	....	1	....	....	....
Denver.....	1	1	....	....	1	....	....	....	1	1	....	....	1	....	....	....
Dolores.....	1	....	1	7	8	1	....	....	1	....	1	7	8	1	....	....
Douglas.....	2	....	....	17	17	1	....	....	2	....	....	17	17	1	....	....
Eagle.....	4	....	....	15	15	1	1	....	4	....	1	14	15	1	1	....
Elbert.....	8	....	....	16	16	....	....	....	7	....	....	15	15	....	....	....
El Paso.....	6	2	4	17	23	....	....	....	6	3	3	16	22	....	....	....
Fremont.....	1	2	....	24	26	....	....	....	1	2	....	24	26	....	....	....
Garfield.....	5	....	2	23	25	1	4(1 Jt.)	....	5	....	2	23	25	1	4(1 Jt.)	....
Gilpin.....	1	....	....	7	7	1	....	....	1	....	....	7	7	1	....	....
Grand.....	1	....	....	12	12	....	2	....	1	....	....	12	12	....	2	....
Gunnison.....	1	....	1	21	22	1	....	....	1	....	1	21	22	1	....	....
Hinsdale.....	1	....	....	3	3	....	....	....	1	....	....	3	3	....	....	....
Huerfano.....	....	1	1	23	25	1	....	....	....	1	....	24	25	1	....	....
Jackson.....	....	....	....	6	6	1	....	....	....	....	....	6	6	1	....	....
Jefferson.....	1	1	....	....	1	....	....	....	1	1	....	....	1	....	....	....

Kiowa.....	---	---	1	9	10	---	---	---	---	---	1	9	10	---	---	---
Kit Carson.....	4	---	3	15	18	---	---	---	4	---	2	16	18	---	---	---
Lake.....	---	1	1	4	6	---	---	---	---	1	1	4	6	---	---	---
La Plata.....	2	1	1	13	15	---	---	---	2	1	2	12	15	---	---	---
Larimer.....	3	2	3	29	34	---	---	---	3	2	3	26	31	---	---	---
Las Animas.....	---	3	3	39	45	1	1	1	---	3	3	39	45	1	1	1
Lincoln.....	3	---	2	20	22	---	1	---	3	---	1	20	21	---	1	---
Logan.....	1	1	1	29	31	1	1(Jt.)	1	1	1	2	27	30	1	1(Jt.)	1
Mesa.....	2	1	1	2	4	---	---	1	2	1	1	2	4	---	---	1
Mineral.....	---	---	---	1	1	---	---	---	---	---	---	1	1	---	---	---
Moffat.....	---	1	---	27	28	---	---	---	---	1	---	26	27	---	---	---
Montezuma.....	1	1	2	12	15	1	---	---	---	1	2	11	14	1	---	---
Montrose.....	3	1	3	17	21	1(Jt.)	---	---	3	1	3	17	21	1(Jt.)	---	---
Morgan.....	2	2	1	14	17	---	---	---	2	2	1	13	16	---	---	---
Otero.....	2	2	2	13	17	---	---	---	2	2	2	11	15	---	---	1
Ouray.....	1	---	1	2	3	1(Jt.)	---	---	1	---	1	2	3	1(Jt.)	---	---
Park.....	---	---	---	14	14	---	---	---	---	---	---	14	14	---	---	---
Phillips.....	6	---	2	12	14	1	1(Jt.)	---	6	---	2	12	14	1	1(Jt.)	---
Pitkin.....	2	---	---	3	3	---	1(Jt.)	---	2	---	---	3	3	---	1(Jt.)	---
Prowers.....	1	1	1	30	32	---	3	1	1	1	1	32	34	---	3	1
Pueblo.....	2	2	---	2	4	---	---	1	2	2	---	2	4	---	---	1
Rio Blanco.....	2	---	2	10	12	1	---	---	2	---	2	9	11	1	---	---
Rio Grande.....	1	2	1	1	4	---	---	---	1	2	1	1	4	---	---	---
Routt.....	2	---	2	28	30	---	3	---	2	---	1	28	29	---	3	---
Saguache.....	2	---	2	3	5	---	---	---	2	---	2	4	6	---	---	---
San Juan.....	---	---	1	---	1	---	---	---	---	---	1	---	1	---	---	---
San Miguel.....	2	---	---	11	11	---	---	---	2	---	---	10	10	---	---	---
Sedgwick.....	5	---	2	12	14	1	1(Jt.)	---	4	---	1	13	14	1	1(Jt.)	---
Summit.....	1	---	---	8	8	1	---	---	1	---	---	8	8	1	---	---
Teller.....	---	---	1	7	8	---	---	---	---	---	1	7	8	---	---	---
Washington.....	2	---	1	31	32	1	1	---	2	---	1	32	33	1	1	---
Weld.....	5	2	10	75	87	---	---	---	5	2	10	73	85	---	---	---
Yuma.....	6	---	2	34	36	1	1	---	6	---	2	33	35	1	1	---
STATE TOTALS.....	121	45	79	891	1,015	21	23	5	118	47	75	875	997	21	23	6

STATE PUBLIC SCHOOL FUND PAYMENTS FOR AGGREGATE NUMBER OF DAYS OF ATTENDANCE

County	Payments made during 1954-55 for attendance during 1953-54		Payments made during 1955-56 for attendance during 1954-55	
	First * Apportionment August 10, 1954	Final ** Apportionment June 1, 1955	First v Apportionment August 1, 1955	Final # Apportionment June 1, 1956
Adams.....	\$ 202,694.96	\$ 54,203.54	\$ 288,255.07	\$ 61,221.26
Alamosa.....	53,786.24	14,322.39	59,438.68	12,623.94
Arapahoe.....	401,786.79	107,054.73	512,742.23	108,899.13
Archuleta.....	14,420.27	3,839.88	17,152.09	3,642.86
Baca.....	36,765.38	9,863.50	42,092.50	8,922.01
Bent.....	42,558.01	11,276.01	47,744.73	10,140.30
Boulder.....	210,523.88	56,139.47	252,753.29	53,681.19
Chaffee.....	33,383.07	9,055.91	39,485.56	8,386.17
Cheyenne.....	15,751.84	4,194.46	18,203.53	3,796.54
Clear Creek.....	12,726.48	3,388.85	14,978.39	3,181.20
Conejos.....	63,018.86	16,780.89	74,657.00	15,856.09
Costilla.....	33,437.47	8,903.85	38,143.65	8,101.17
Crowley.....	27,259.70	7,258.80	30,729.48	6,526.51
Custer.....	6,472.88	1,723.62	8,069.73	1,713.89
Delta.....	85,920.46	22,879.21	101,844.38	21,630.29
Denver.....	1,468,703.66	391,091.58	1,815,521.58	385,590.87
Dolores.....	10,501.20	2,796.30	13,109.01	2,784.17
Douglas.....	17,677.56	6,495.11	24,363.35	5,174.43
Eagle.....	21,537.23	5,735.01	27,071.35	5,749.57
Elbert.....	19,464.22	5,183.00	21,968.33	4,665.76
El Paso.....	379,108.33	100,950.31	483,195.16	102,623.75
Fremont.....	79,854.32	21,263.89	91,466.81	19,426.25
Garfield.....	60,581.33	16,131.82	70,585.12	14,991.27
Gilpin.....	3,769.32	1,003.71	3,994.67	848.41
Grand.....	21,342.49	5,683.15	24,573.43	5,219.05
Gunnison.....	22,643.55	5,881.84	24,780.36	5,280.34
Hinsdale.....	661.94	176.26	758.08	161.00
Huerfano.....	33,227.79	10,445.71	45,159.97	9,591.33
Jackson.....	9,328.95	2,737.87	12,764.09	2,710.91
Jefferson.....	369,211.00	98,314.81	462,254.73	98,176.31
Kiowa.....	14,456.29	3,849.47	16,074.64	3,442.83
Kit Carson.....	40,217.56	10,671.03	44,654.22	9,628.54
Lake.....	34,970.05	9,311.95	45,204.86	9,600.87
La Plata.....	82,423.87	21,948.12	98,069.13	20,828.48
Larimer.....	198,069.83	52,761.96	233,028.06	49,491.83

Las Animas.....	128,406.43	34,437.07	148,491.74	31,537.53
Lincoln.....	34,416.85	9,096.66	37,150.61	7,890.26
Logan.....	94,740.44	25,168.92	119,552.98	25,391.35
Mesa.....	209,372.55	53,580.93	261,661.99	55,573.27
Mineral.....	2,647.29	704.93	3,162.81	671.73
Moffat.....	31,506.86	8,085.50	37,279.21	7,964.59
Montezuma.....	60,131.63	16,012.06	71,836.13	15,256.97
Montrose.....	91,160.56	24,274.55	106,664.69	22,654.06
Morgan.....	110,337.97	29,381.19	140,069.58	29,491.32
Otero.....	151,146.99	40,247.96	172,898.57	36,721.19
Ouray.....	11,007.55	2,931.13	13,155.70	2,794.08
Park.....	5,796.45	1,543.50	7,904.70	1,678.85
Phillips.....	28,468.63	7,691.17	33,027.94	7,014.66
Pitkin.....	8,493.27	2,261.61	10,953.28	2,326.32
Prowers.....	79,334.07	21,210.68	90,185.53	19,154.12
Pueblo.....	467,760.37	124,556.88	562,798.60	119,530.39
Rio Blanco.....	13,805.79	3,676.25	16,245.57	1,072.05
Rio Grande.....	62,860.07	16,513.60	72,404.47	15,377.68
Routt.....	41,555.70	11,199.79	47,372.45	9,999.31
Saguache.....	36,172.04	9,632.01	37,029.88	7,864.62
San Juan.....	5,725.23	1,524.53	6,157.17	1,307.69
San Miguel.....	18,191.23	4,880.16	19,583.23	4,153.20
Sedgwick.....	27,559.35	7,287.06	31,815.47	6,757.15
Summit.....	5,188.32	1,186.50	5,743.84	1,359.20
Teller.....	14,245.49	3,797.32	17,168.24	3,646.29
Washington.....	40,497.56	10,558.06	46,642.39	9,900.61
Weld.....	355,365.23	94,999.56	414,828.22	87,918.00
Yuma.....	54,849.30	14,605.46	63,327.75	13,418.45
Total each payment.....	\$6,325,000.00	\$1,684,363.05	\$7,700,000.00	\$1,632,739.46
Total both payments.....	\$8,009,363.05		\$9,332,739.46	

1954-1955

- * Total aggregate number of days of attendance eligible...42,320,552.6
 Total payment—14.94545702 cents per pupil day.
- ** Total aggregate number of days of attendance eligible.....42,353,957.1
 Total payment—3.97972892 cents per pupil day.

1955-1956

- ✓ Total aggregate number of days of attendance eligible.....45,026,956.8
 Total payment—17.10086700 cents per pupil day. (Paid Aug. 1 and Nov. 1, 1955)
- # Total aggregate number of days of attendance eligible.....44,954,526.7
 Total payment—3.63198009 cents per pupil day.

SCHOOL AGE POPULATION AND PUPIL ENROLLMENT IN PUBLIC FULL-TIME DAY SCHOOL, BY COUNTY
1954-55

County	Census Ages 6-21 Years	Kindergarten		Total	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Special or Ungraded Elemen- tary	Total Elementary Grade 1 thru Special (Exclude Kindergarten)			
		Boys	Girls		1 Total	2 Total	3 Total	4 Total	5 Total	6 Total	7 Total		8 Total	Boys	Girls	Total
Adams	12,792	.....	.....	.....	1,521	1,380	1,116	955	961	991	845	725	.....	4,331	4,163	8,494
Alamosa	2,806	.....	.....	.....	253	250	176	179	187	179	179	153	.....	782	774	1,556
Arapahoe	16,389	523	456	979	2,436	2,293	1,885	1,572	1,526	1,535	1,373	1,105	33	7,023	6,735	13,758
Archuleta	907	17	7	24	82	75	58	60	51	53	60	50	.....	253	236	489
Baca	1,771	17	21	38	145	179	154	132	116	129	108	128	.....	590	501	1,091
Bent	2,364	43	47	90	194	177	165	138	157	138	135	114	.....	646	572	1,218
Boulder	10,128	297	328	625	908	904	786	714	741	714	719	639	10	3,148	2,987	6,135
Chaffee	2,009	37	47	84	137	147	104	120	104	116	121	107	.....	506	450	956
Cheyenne	812	.....	.....	.....	65	59	50	58	47	49	54	47	.....	210	219	429
Clear Creek	657	11	14	25	50	51	43	43	52	58	42	42	.....	216	165	381
Conejos	3,828	39	20	59	320	241	244	233	203	223	241	164	.....	943	926	1,869
Costilla	1,806	.....	.....	.....	233	150	163	136	133	128	123	130	.....	604	592	1,196
Crowley	1,436	.....	.....	.....	119	92	108	95	95	89	85	87	.....	410	360	770
Custer	395	.....	.....	.....	27	21	29	31	21	28	15	25	.....	100	97	197
Delta	4,644	.....	.....	.....	324	343	299	259	312	282	324	314	.....	1,263	1,194	2,457
Denver	91,594	4,373	4,154	8,527	8,589	8,449	7,055	5,652	5,662	5,826	5,246	4,853	335	26,248	25,419	51,667
Dolores	611	.....	1	1	73	53	52	41	45	52	46	45	.....	214	193	407
Douglas	889	.....	.....	.....	102	108	80	73	70	68	76	70	.....	321	326	647
Eagle	1,200	6	9	15	116	110	85	93	90	81	75	73	.....	375	348	723
Elbert	1,154	.....	.....	.....	75	82	68	61	57	64	70	83	.....	276	284	560
El Paso	18,858	924	831	1,755	1,980	1,987	1,727	1,331	1,509	1,502	1,307	1,167	15	6,399	6,126	12,525
Fremont	4,105	26	21	47	297	330	271	243	289	310	317	271	.....	1,202	1,126	2,328
Garfield	2,943	34	41	75	275	252	229	210	213	208	208	192	.....	968	819	1,787
Gilpin	165	.....	.....	.....	14	10	14	10	13	10	12	17	.....	50	50	100
Grand	882	20	25	45	83	96	88	69	83	85	71	62	.....	340	297	637
Gunnison	1,073	29	27	56	100	101	76	66	85	69	79	66	.....	323	319	642
Hinsdale	38	.....	.....	.....	4	2	3	3	.....	4	.....	5	.....	12	9	21
Huerfano	2,780	40	39	79	174	155	162	143	139	147	160	108	.....	619	569	1,188
Jackson	531	.....	.....	.....	47	44	37	51	46	35	37	34	.....	190	141	331
Jefferson	20,394	675	590	1,265	1,857	1,885	1,570	1,391	1,432	1,404	1,307	1,155	49	6,144	5,906	12,050

Kiowa	686				66	74	52	49	51	53	52	43		239	201	440
Kit Carson	2,169	27	20	47	155	150	151	139	127	141	137	128		570	558	1,128
Lake	1,898	84	78	162	188	169	127	113	122	119	125	97		523	537	1,060
La Plata	4,266				399	394	315	268	289	281	276	271		1,304	1,189	2,493
Larimer	10,299	249	253	502	882	822	729	591	687	674	649	633	9	2,936	2,740	5,676
Las Animas	7,244	96	90	186	561	521	480	415	415	437	462	439		1,914	1,816	3,730
Lincoln	1,600				111	123	124	107	98	125	128	106		477	445	922
Logan	4,699	128	142	270	470	449	349	339	379	337	316	316	6	1,496	1,465	2,961
Mesa	9,596	31	27	58	918	1,027	850	780	800	822	811	711	10	3,515	3,214	6,729
Mineral	127				15	12	7	10	11	8	8	7		40	38	78
Moffat	1,435	37	51	88	139	151	104	102	113	124	106	102		484	457	941
Montezuma	2,936				248	301	240	210	222	212	195	182		921	889	1,810
Montrose	4,408	83	63	146	370	407	342	315	355	295	314	332		1,406	1,324	2,730
Morgan	5,431	39	48	87	571	545	439	416	427	413	401	369		1,840	1,741	3,581
Otero	7,079	117	109	226	755	661	600	491	512	512	471	457		2,222	2,237	4,459
Ouray	535	14	11	25	55	32	40	41	45	42	40	30		187	138	325
Park	303				42	35	24	27	28	29	23	38	1	129	118	247
Phillips	1,272	51	38	89	126	107	112	80	96	97	96	82		395	401	796
Pitkin	358	7	11	18	46	36	37	34	31	32	23	38		141	136	277
Prowers	3,857	68	73	141	361	345	279	262	292	269	242	230		1,203	1,077	2,280
Pueblo	26,996	983	948	1,931	2,397	2,312	1,997	1,627	1,606	1,628	1,568	1,406	184	7,552	7,173	14,725
Rio Blanco	1,227	32	31	63	132	138	99	84	98	102	83	79	10	428	397	825
Rio Grande	3,669	23	23	46	324	285	282	240	232	212	206	165		994	952	1,946
Routt	2,162				139	171	138	138	135	144	141	147		611	542	1,153
Saguache	1,600	10	13	23	224	137	142	152	109	120	115	82		570	511	1,081
San Juan	277	8	11	19	23	22	15	15	20	22	19	14		78	72	150
San Miguel	733	6	4	10	67	57	59	53	65	44	67	53		236	229	465
Sedgwick	1,356	62	39	101	123	104	103	104	111	82	98	62		397	390	787
Summit	271				31	26	17	14	23	31	26	16		92	92	184
Teller	758				51	59	64	42	47	66	54	49		233	199	432
Washington	2,023	22	29	51	156	171	157	122	166	159	124	142		603	594	1,197
Weld	19,312	250	231	481	1,621	1,582	1,387	1,354	1,262	1,204	1,211	1,018	23	5,446	5,216	10,662
Yuma	2,605	26	20	46	204	215	227	179	197	190	183	156		790	761	1,551
Totals	343,148	9,564	9,041	18,605	32,570	31,666	26,985	23,075	23,610	23,603	22,205	20,031	685	104,678	99,752	204,430

SCHOOL AGE POPULATION AND PUPIL ENROLLMENT IN PUBLIC FULL-TIME DAY SCHOOL, BY COUNTY
1955-56

County	Census Ages 6-21 Years	Kindergarten		Total	Grade 1 Total	Grade 2 Total	Grade 3 Total	Grade 4 Total	Grade 5 Total	Grade 6 Total	Grade 7 Total	Grade 8 Total	Special or Ungraded Elementary	Total Elementary Grade 1 thru Special (Exclude Kindergarten)		
		Boys	Girls											Boys	Girls	Total
Adams	15,168	.....	.....	.....	1,747	1,672	1,571	1,266	1,089	1,046	1,079	883	.....	5,277	5,080	10,357
Alamosa	2,686	.....	.....	.....	287	209	229	159	175	171	180	158	.....	793	775	1,568
Arapahoe	17,625	770	690	1,460	2,421	2,398	2,302	1,890	1,545	1,541	1,601	1,385	45	7,769	7,359	15,128
Archuleta	866	.....	.....	.....	78	67	60	52	47	49	54	51	.....	241	217	458
Baca	1,755	15	20	35	130	132	171	139	133	122	124	103	.....	554	500	1,054
Bent	2,008	47	42	89	187	176	171	157	126	146	129	128	.....	629	591	1,220
Boulder	10,397	321	313	634	1,036	932	963	848	745	787	763	736	18	3,514	3,314	6,828
Chaffee	1,900	53	41	94	149	132	156	105	123	111	138	112	.....	535	491	1,026
Cheyenne	840	.....	.....	.....	61	59	59	40	58	42	47	48	.....	185	229	414
Clear Creek	654	24	13	37	53	56	56	46	42	45	57	36	.....	207	184	391
Conejos	3,668	48	45	93	277	264	243	231	215	184	221	220	.....	955	900	1,855
Costilla	1,747	12	9	21	205	142	152	115	114	117	101	95	.....	543	498	1,041
Crowley	1,301	.....	.....	.....	95	97	96	91	83	84	85	79	.....	367	343	710
Custer	406	.....	.....	.....	34	29	26	32	34	22	29	14	.....	114	106	220
Delta	4,718	.....	.....	.....	305	317	345	299	269	291	293	335	.....	1,249	1,205	2,454
Denver	96,669	4,612	4,271	8,883	8,572	8,279	8,317	7,021	5,719	5,665	5,752	5,149	502	27,927	27,049	54,976
Dolores	631	.....	.....	.....	76	58	53	48	46	46	51	48	.....	231	195	426
Douglas	1,023	.....	.....	.....	110	110	116	77	76	67	69	76	.....	345	356	701
Eagle	1,291	14	14	28	110	91	100	70	98	75	75	76	.....	361	334	695
Elbert	1,171	.....	.....	.....	68	63	73	64	53	56	64	61	.....	260	242	502
El Paso	20,410	1,029	973	2,002	2,262	2,144	2,209	1,914	1,400	1,614	1,630	1,362	25	7,469	7,091	14,560
Fremont	4,399	90	88	178	316	304	339	261	251	280	325	310	16	1,256	1,146	2,402
Garfield	3,184	48	49	97	229	257	248	225	201	208	208	200	.....	927	849	1,776
Gilpin	169	.....	.....	.....	10	18	15	14	11	14	13	14	.....	57	52	109
Grand	920	24	17	41	75	83	95	79	65	77	78	71	.....	323	300	623
Gunnison	1,076	26	28	54	97	89	97	84	65	80	72	76	.....	327	333	660
Hinsdale	30	.....	.....	.....	1	3	4	3	1	.....	2	1	.....	9	6	15
Huerfano	2,682	34	43	77	170	169	161	174	149	126	126	149	.....	626	598	1,224
Jackson	561	.....	.....	.....	46	44	36	32	45	36	30	35	.....	179	125	304
Jefferson	22,368	857	847	1,704	1,973	1,905	2,058	1,709	1,482	1,544	1,537	1,415	55	7,039	6,639	13,678

Kiowa	719				59	66	67	46	40	46	46	47		232	185	417
Kit Carson	2,013	20	17	37	145	131	147	135	132	110	129	127		540	516	1,056
Lake	1,946	91	54	145	207	171	154	133	113	115	110	115		562	556	1,118
La Plata	4,354				462	377	428	315	292	317	296	277		1,444	1,320	2,764
Larimer	10,244	293	265	558	827	832	837	748	629	686	686	649	7	3,051	2,850	5,901
Las Animas	7,272	97	109	206	472	484	500	467	415	410	454	430		1,865	1,767	3,632
Lincoln	1,517				112	108	111	108	102	87	116	110		431	423	854
Logan	5,239	132	138	270	459	446	414	357	327	375	330	301	16	1,550	1,475	3,025
Mesa	11,092	44	40	84	1,056	964	1,066	908	810	855	844	841	18	3,843	3,519	7,362
Mineral	133				8	14	11	10	9	9	6	7		37	37	74
Moffat	1,592	41	37	78	172	129	149	103	96	115	112	106		482	500	982
Montezuma	2,983	12	12	24	266	253	297	238	212	195	201	195		953	904	1,857
Montrose	4,697	58	77	135	380	352	396	355	304	363	291	304		1,414	1,331	2,745
Morgan	5,854	49	42	91	572	526	534	419	390	428	406	405		1,865	1,815	3,680
Otero	6,862	136	116	252	736	650	631	558	485	490	496	456		2,263	2,239	4,502
Ouray	553	14	16	30	44	50	34	36	44	43	42	42		194	141	335
Park	351				38	43	32	22	23	30	29	22		120	119	239
Phillips	1,278	32	33	65	140	119	100	107	79	94	97	91		425	402	827
Pitkin	407	16	17	33	37	41	37	40	39	31	36	21		146	136	282
Prowers	3,788	72	77	149	306	342	353	247	259	290	264	230		1,215	1,076	2,291
Pueblo	27,760	888	815	1,703	2,414	2,336	2,278	1,975	1,627	1,606	1,589	1,530	213	8,007	7,561	15,568
Rio Blanco	1,272	34	41	75	139	128	139	98	93	100	110	87		467	427	894
Rio Grande	3,642	33	44	77	291	270	273	248	212	215	194	169		961	911	1,872
Routt	2,169				146	129	161	128	131	136	147	123		574	527	1,101
Saguache	1,570	10	13	23	182	144	138	145	116	97	115	86		522	501	1,023
San Juan	247	3	10	13	25	21	28	18	14	24	21	18		83	86	169
San Miguel	746	6	10	16	76	83	75	74	65	76	56	80		315	270	585
Sedgwick	1,364	38	35	73	138	107	108	107	87	102	74	100		429	394	823
Summit	299				33	38	28	25	12	19	30	26		109	102	211
Teller	788				62	52	53	60	38	46	53	57		226	195	421
Washington	2,004	19	12	31	171	142	159	135	115	150	140	112		563	561	1,124
Weld	19,228	230	207	437	1,598	1,455	1,541	1,329	1,272	1,210	1,184	1,157	35	5,461	5,320	10,781
Yuma	2,553	23	29	52	205	193	194	211	161	192	190	178		806	718	1,524
Totals	358,859	10,415	9,769	20,184	33,158	31,499	31,994	27,150	23,203	23,708	23,827	21,925	950	111,423	105,991	217,414

ATTENDANCE, INSTRUCTIONAL STAFF, AND AVERAGE SALARY OF INSTRUCTIONAL STAFF IN PUBLIC
FULL-TIME DAY SCHOOLS, BY COUNTY, 1954-1955

County	ATTENDANCE				INSTRUCTIONAL STAFF							
	Average Daily Attendance	Average Number of Days Actually Taught	Per Cent Attendance (A.D.A.) is of Census	Per Cent Attendance (A.D.A.) is of Enrollment	Total Instructional Staff	Superintendents	Supervisors	Principals	Teachers			Average Instructional Salary
									Men	Women	Total	
Adams	9,410.3	175.3	73.6	90.7	463	8	1	17	119	318	437	\$3,236.37
Alamosa	1,960.0	174.2	69.9	94.2	107	3	1	4	30	69	99	3,354.90
Arapahoe	16,664.7	179.0	101.7	93.4	724	10	10	32	173	499	672	3,582.09
Archuleta	583.2	172.0	79.7	93.5	38	1	....	2	12	23	35	3,176.32
Baca	1,408.8	168.0	79.5	95.6	97	3	....	2	22	70	92	2,931.41
Bent	1,571.7	177.0	69.2	94.8	88	1	....	5	23	59	82	3,274.00
Boulder	8,497.5	175.0	83.9	94.3	411	7	8	17	91	288	379	3,806.76
Chaffee	1,325.4	174.0	66.0	96.1	61	1	....	2	18	40	58	3,892.62
Cheyenne	607.2	175.4	74.7	97.2	46	1	....	3	13	29	42	3,078.32
Clear Creek	503.6	172.9	76.7	93.4	30	1	....	....	9	20	29	3,209.00
Conejos	2,399.5	177.0	62.7	96.6	127	3	....	....	29	95	124	2,782.83
Costilla	1,291.2	171.8	66.0	89.4	67	1	....	3	31	32	63	2,897.58
Crowley	1,006.0	178.0	70.1	99.0	63	4	....	....	18	41	59	2,980.16
Custer	267.0	179.0	67.6	97.8	18	1	....	....	4	13	17	2,752.22
Delta	3,308.6	180.0	69.2	94.6	166	4	....	7	54	101	155	3,681.00
Denver	63,307.0	176.0	69.1	83.6	2,655	8	38	162	899	1,548	2,447	4,878.91
Dolores	442.3	174.2	72.4	90.3	28	1	....	....	9	18	27	2,913.75
Douglas	830.0	171.6	92.5	96.2	52	2	....	....	14	36	50	3,103.85
Eagle	930.9	171.0	77.6	95.0	67	1	....	....	23	43	66	3,102.98
Elbert	744.8	171.4	64.5	95.4	49	3	....	....	18	28	46	2,944.80
El Paso	16,552.9	175.6	88.0	94.6	704	7	9	27	182	479	661	3,890.54
Fremont	2,991.6	174.3	72.9	93.8	158	4	6	2	53	93	146	3,290.87
Garfield	2,325.6	176.0	79.0	92.2	135	6	....	4	33	92	125	3,410.60
Gilpin	135.9	172.0	82.4	97.0	12	....	....	1	5	6	11	3,192.36
Grand	828.2	173.0	94.0	94.1	59	2	....	1	17	39	56	3,350.68

Gunnison	836.6	174.0	78.0	91.4	60	2	....	3	16	39	55	3,316.77
Hinsdale	25.1	176.0	76.0	87.0	2	....	....	1	1	2	2	3,200.00
Huerfano	1,520.9	173.0	54.7	96.0	92	2	....	2	20	68	88	3,082.72
Jackson	445.7	170.0	83.9	98.7	25	1	....	....	11	13	24	3,364.00
Jefferson	15,271.8	177.0	74.9	90.5	644	2	10	28	159	445	604	3,804.76
Kiowa	543.6	175.0	79.2	93.0	38	3	....	....	10	25	35	3,043.82
Kit Carson	1,525.9	172.3	70.3	94.1	94	4	....	3	28	59	87	3,056.02
Lake	1,487.9	174.0	78.4	93.4	76	2	....	3	21	50	71	3,819.03
La Plata	3,128.0	174.0	73.3	93.9	149	3	3	6	35	102	137	3,143.59
Larimer	7,703.7	172.3	74.8	92.7	386	6	7	9	83	281	364	3,462.64
Las Animas	4,823.7	180.0	66.6	94.1	313	11	3	8	96	195	291	3,184.20
Lincoln	1,263.9	172.0	79.0	97.0	76	2	....	....	27	47	74	3,346.13
Logan	3,965.1	171.6	84.4	79.3	237	1	3	13	64	155	219	3,542.00
Mesa	8,514.7	176.0	88.7	84.7	437	6	12	18	110	291	401	3,699.44
Mineral	106.3	174.0	83.7	100.0	7	1	....	....	3	3	6	3,150.00
Moffat	1,233.3	162.2	86.1	93.2	75	1	....	2	17	55	72	3,166.46
Montezuma	2,347.0	178.5	79.9	94.7	120	3	....	3	32	82	114	3,092.71
Montrose	3,467.8	180.0	79.0	91.4	179	3	....	7	46	123	169	3,359.00
Morgan	4,575.2	176.5	84.2	94.0	218	4	....	8	62	144	206	3,442.36
Otero	5,779.5	177.0	81.6	93.5	295	6	1	17	81	190	271	3,308.37
Ouray	431.2	178.0	83.3	90.4	25	2	....	1	6	16	22	3,471.80
Park	270.7	171.4	89.3	90.2	19	1	....	....	4	14	18	3,165.00
Phillips	1,109.8	174.5	87.2	93.1	68	2	....	....	20	46	66	3,409.00
Pitkin	370.9	172.0	103.6	93.4	23	1	....	....	10	12	22	3,271.74
Prowers	2,962.2	176.0	75.0	92.0	178	3	1	6	47	121	168	3,413.21
Pueblo	19,150.0	176.0	71.0	90.0	870	4	10	41	247	568	815	3,841.78
Rio Blanco	1,083.0	174.0	88.3	91.0	70	2	....	3	22	43	65	4,031.12
Rio Grande	2,387.8	177.0	65.1	94.5	122	3	....	2	36	81	117	3,421.83
Routt	1,572.5	169.0	72.7	97.3	98	2	....	2	30	64	94	3,444.69
Saguache	1,296.3	174.0	81.0	97.6	67	2	....	4	19	42	61	3,248.82
San Juan	202.3	178.0	73.0	90.3	14	1	....	....	3	10	13	3,367.86
San Miguel	576.5	174.0	78.6	94.9	38	2	....	....	14	22	36	3,066.67
Sedgwick	1,046.9	176.0	77.2	92.2	70	2	....	3	17	48	65	3,354.67
Summit	217.8	171.0	80.4	96.0	19	1	....	....	8	10	18	3,100.00
Teller	558.2	178.7	73.6	93.0	38	2	....	....	11	25	36	3,372.50
Washington	1,579.1	171.0	78.1	95.6	113	2	....	2	31	78	109	3,194.76
Weld	13,621.5	177.5	70.5	94.3	750	18	2	18	197	515	712	3,309.00
Yuma	2,146.8	173.0	82.4	97.0	136	2	....	4	39	91	130	3,195.23
TOTALS	258,987.0	.....	.....	.....	12,666	189	125	508	3,582	8,253	11,835	.....
AVERAGE .....	.....	174.4	75.5	89.4	.....	.....	.....	.....	.....	.....	.....	\$3,812.00

ATTENDANCE, INSTRUCTIONAL STAFF, AND AVERAGE SALARY OF INSTRUCTIONAL STAFF IN PUBLIC
FULL-TIME DAY SCHOOLS, BY COUNTY, 1955-56

County	ATTENDANCE				INSTRUCTIONAL STAFF							
	Average Daily Attendance	Average Number of Days Actually Taught	Per Cent Attendance (A.D.A.) is of Census	Per Cent Attendance (A.D.A.) is of Enrollment	Total Instructional Staff	Super-intendents	Super-visors	Principals	Teachers			Average Instructional Salary
									Men	Women	Total	
Adams	11,598.3	178.3	76.5	92.2	575	10	....	23	137	405	542	3,367.32
Alamosa	1,967.9	175.1	73.1	95.2	108	1	1	4	30	72	102	3,518.15
Arapahoe	18,853.4	178.0	106.9	93.0	850	11	13	36	188	593	781	3,814.18
Archuleta	580.6	177.0	77.9	100.8	36	1	....	2	12	21	33	3,513.88
Baca	1,388.8	175.5	79.1	96.0	95	3	....	2	24	66	90	3,133.37
Bent	1,572.1	178.0	78.2	95.2	89	1	....	5	25	58	83	3,434.44
Boulder	9,275.8	175.0	89.2	94.2	448	8	6	20	98	316	414	3,953.71
Chaffee	1,374.6	174.0	72.3	92.3	63	2	....	3	18	40	58	3,509.21
Cheyenne	615.9	176.5	73.3	98.7	51	1	....	4	15	31	46	3,274.76
Clear Creek	516.1	172.5	78.9	92.7	34	1	....	....	11	22	33	3,241.76
Conejos	2,352.5	179.0	62.0	95.2	133	3	....	....	29	101	130	2,875.25
Costilla	1,267.4	172.0	72.5	96.0	71	2	....	1	33	35	68	2,942.00
Custer	742.3	178.0	72.4	97.7	64	4	....	....	16	44	60	3,117.34
Delta	292.0	178.5	76.3	96.0	18	1	....	....	4	13	17	3,059.21
.....	3,325.5	180.0	68.7	95.2	165	3	....	7	47	108	155	3,796.37
Denver	66,509.0	176.0	68.8	83.2	2,913	9	43	168	1,004	1,677	2,681	4,960.04
Dolores	492.7	176.0	77.2	94.4	30	1	....	....	11	18	29	3,075.83
Douglas	885.4	172.0	86.0	94.4	55	2	....	....	15	38	53	3,272.45
Eagle	887.1	175.6	68.7	93.6	67	2	....	....	26	39	65	3,311.72
Elbert	708.1	175.2	60.5	96.2	54	3	....	....	20	31	51	3,181.15
El Paso	18,944.2	176.0	92.8	93.6	839	8	23	35	209	564	773	4,126.12
Fremont	3,115.7	174.9	70.8	91.5	169	4	7	2	52	104	156	3,456.70
Garfield	2,340.1	177.0	73.5	92.7	134	6	....	4	29	95	124	3,551.65
Gilpin	132.6	175.0	78.5	89.0	12	....	....	1	3	8	11	3,420.83
Grand	806.3	174.0	87.6	94.2	57	3	....	....	18	36	54	3,541.68
Gunnison	88.9	174.5	82.6	93.2	58	2	....	2	16	38	54	3,646.45
Hinsdale	18.5	171.0	66.1	84.1	2	....	....	....	....	2	2	3,200.00
Huerfano	1,521.7	174.0	56.7	94.2	94	2	....	2	17	73	90	3,174.04
Jackson	434.6	172.0	78.7	104.6	31	1	....	....	10	20	30	3,115.38
Jefferson	17,255.2	180.0	77.1	89.4	749	2	11	31	177	528	705	3,998.24

Kiowa	550.9	174.8	76.6	97.0	40	1	....	1	15	23	38	3,272.34
Kit Carson	1,465.6	172.0	72.8	95.3	90	2	....	2	28	58	86	3,375.28
Lake	1,492.1	174.0	76.7	92.1	79	2	....	4	20	53	73	3,914.69
La Plata	3,487.1	173.0	78.0	93.8	153	3	5	5	35	105	140	3,231.19
Larimer	7,999.6	173.0	78.1	92.1	404	6	7	13	80	298	378	3,662.47
Las Animas	4,766.2	180.0	65.5	73.4	316	11	3	8	103	191	294	3,268.78
Lincoln	1,214.2	175.0	80.0	98.6	79	2	....	....	25	52	77	3,481.71
Logan	4,179.6	173.0	79.8	86.8	249	6	2	8	65	167	232	3,701.16
Mesa	9,472.4	176.0	85.3	88.3	506	5	13	20	135	332	467	3,831.00
Mineral	98.0	174.0	73.7	100.0	7	....	....	....	4	3	7	3,214.29
Moffat	1,292.2	171.0	81.1	93.4	77	1	....	3	14	59	73	3,496.23
Montezuzma	2,414.7	178.9	80.9	95.4	126	2	....	4	35	85	120	3,184.89
Montrose	3,610.3	179.6	77.0	94.0	187	3	....	8	51	125	176	3,638.83
Morgan	4,811.6	175.0	167.7	96.3	233	5	....	10	63	155	218	3,883.61
Otero	5,874.4	178.0	85.6	93.1	307	7	1	17	80	202	282	3,471.45
Ouray	434.0	178.0	78.5	91.2	27	2	....	....	9	16	25	3,519.36
Park	275.7	171.4	78.5	90.4	20	1	....	....	5	14	19	3,163.00
Phillips	1,118.8	176.0	87.5	99.9	68	2	....	2	17	47	64	3,557.35
Pitkin	393.1	177.5	80.6	92.3	25	1	....	....	12	12	24	3,560.00
Prowers	2,986.6	176.0	79.0	92.0	180	5	1	5	53	116	169	3,696.78
Pueblo	20,002.2	178.6	72.1	85.1	904	4	15	41	262	582	844	4,107.99
Rio Blanco	1,229.3	173.5	96.6	95.1	77	2	....	3	23	49	72	4,263.89
Rio Grande	2,321.1	179.0	63.7	93.3	121	3	....	4	31	83	114	3,570.18
Routt	1,501.8	174.0	69.2	97.0	93	2	....	3	30	58	88	3,490.14
Saguache	1,227.9	174.7	78.2	95.4	67	2	....	2	23	40	63	3,391.06
San Juan	210.6	177.0	85.3	89.2	15	1	....	....	4	10	14	3,776.67
San Miguel	747.6	172.9	90.0	99.4	38	2	....	....	11	25	36	3,200.00
Sedgwick	1,066.1	175.9	78.1	93.9	69	3	....	3	16	47	63	3,476.96
Summit	228.8	172.0	76.5	89.0	17	....	....	....	10	7	17	3,188.24
Teller	564.6	177.7	71.6	96.3	35	2	....	....	9	24	33	3,644.00
Washington	1,468.0	174.5	73.3	95.9	109	2	....	3	25	79	104	3,307.71
Weld	13,649.7	174.3	71.0	94.1	759	15	2	18	206	518	724	3,418.96
Yuma	2,072.8	173.7	81.2	95.3	133	2	....	4	39	88	127	3,256.05
TOTALS	275,090.9	.....	.....	.....	13,665	204	153	543	3,832	8,919	12,751	.....
AVERAGES .....	.....	174.4	76.7	89.4	.....	.....	.....	.....	.....	.....	.....	3,954.00

TRANSPORTATION, VALUATION AND LEVIES, BONDED DEBT, AND TOTAL AMOUNTS AVAILABLE FOR
CURRENT EXPENSES, CAPITAL OUTLAY AND DEBT SERVICES IN PUBLIC FULL-TIME DAY SCHOOLS,
BY COUNTY. 1954-1955

TRANSPORTATION										
County	Number of Transportation Vehicles	Number of Pupils Transported at District Expense	Total Transportation Miles Morning and Evening	Assessed Valuation	Average Mill Levies of Districts	County Total School Levies	Bonded Debt of District to Nearest Dollar	Total Amount Available for Current Expenses, Unpaid Warrants and Interest	Available for Retiring Bonded Debt	Available for Capital Outlay
Adams	56	4,352	2,092.9	\$ 83,637,420	17.39	4.25	\$ 6,789,500	\$ 3,161,358	\$ 595,262	\$ 3,485,678
Alamosa	14	366	566.0	15,046,693	19.36	4.25	378,000	795,326	76,575	1,136
Arapahoe	49	2,958	1,711.4	112,756,210	21.74	4.25	12,626,835	5,992,529	1,353,812	6,147,348
Archuleta	12	220	235.0	5,468,015	22.32	4.25	215,500	201,694	33,657	151,478
Baca	53	527	466.7	19,278,257	12.66	4.25	-----	673,031	73,038	3,636
Bent	15	342	432.4	15,700,616	12.90	4.25	316,628	677,889	46,290	-----
Boulder	36	875	752.0	90,582,690	14.92	4.25	4,129,000	2,934,229	357,213	1,425,107
Chaffee	19	172	310.0	13,271,710	9.50	4.25	55,000	521,292	5,520	-----
Cheyenne	34	279	1,657.0	15,234,350	15.02	.61	233,000	356,310	27,993	225,421
Clear Creek	3	48	76.4	5,557,700	18.80	4.25	261,500	196,450	31,650	191,458
Conejos	28	957	485.0	9,679,030	15.80	4.25	442,500	605,728	112,559	152,244
Costilla	16	649	286.0	5,498,445	17.37	4.25	38,600	338,930	18,709	-----
Crowley	21	454	433.0	7,860,515	20.71	4.25	317,000	412,542	84,488	-----
Custer	8	194	230.0	3,337,901	16.78	4.25	18,650,000	84,676	27,501	-----
Delta	55	2,085	789.5	19,705,415	25.44	4.25	321,000	1,232,795	84,367	-----
Denver	42	5,622	3,049.0	927,305,580	24.00	-----	44,302,000	31,410,693	5,230,521	25,130,807
Dolores	8	204	138.0	4,017,200	18.76	4.25	297,000	163,204	42,627	9,272
Douglas	21	469	751.0	12,289,750	16.31	2.85	203,000	334,787	36,669	-----
Eagle	17	319	373.0	11,965,392	18.73	4.25	247,000	450,553	59,930	102,676
Elbert	31	524	994.0	14,044,659	18.40	4.25	327,000	402,777	40,954	125,482
El Paso	97	2,612	2,872.0	126,077,300	22.64	4.25	9,100,000	5,905,239	788,151	6,087,556
Fremont	51	934	1,628.0	24,349,480	17.18	4.25	848,000	1,050,686	104,437	-----
Garfield	25	883	782.0	24,798,185	10.59	4.25	1,017,000	904,641	250,452	-----
Gilpin	7	58	150.0	2,662,370	16.92	4.25	43,000	75,580	7,003	2,066
Grand	13	130	249.0	10,449,195	15.02	4.25	369,000	363,431	77,878	628

Gunnison	7	80	164.0	12,996,235	15.50	4.25	230,000	415,580	96,293	149,582
Hinsdale				1,126,535	9.84			23,116		
Huerfano	34	338	472.4	11,075,330	14.52	4.25	90,900	540,873	26,991	
Jackson				7,240,248	9.41	3.50		173,313	36,515	19
Jefferson	67	5,030	2,385.0	92,187,150	28.80	4.25	9,044,300	5,253,746	881,346	5,688,186
Kiowa	22	281	948.0	14,119,386	12.75	1.37	27,500	286,389	11,922	
Kit Carson	49	748	1,767.0	20,395,755	16.21	4.25	405,200	648,656	110,222	2,869
Lake	7	161	165.0	26,774,435	11.51	2.88	646,000	515,144	63,881	94,559
La Plata	24	1,472	974.0	26,792,295	13.71	4.25	1,304,500	842,929	196,572	
Larimer	39	1,992	813.3	83,350,000	12.95	4.25	2,212,000	2,521,093	294,141	304,884
Las Animas	76	1,407	2,797.0	31,631,550	16.98	4.25	390,000	2,154,705	88,714	236,852
Lincoln	46	636	1,938.4	18,347,245	16.21	4.25	566,000	622,856	166,048	250,832
Logan	73	1,331	2,391.0	55,845,175	10.09	4.25	331,000	1,844,953	149,911	
Mesa	56	3,897	1,460.0	55,772,670	26.59	4.25	3,534,900	3,517,898	530,083	2,335,255
Mineral	5	13	294.0	1,771,365	13.40	4.25	25,000	75,255	20,451	
Moffat	30	88	1,235.0	15,495,205	14.05	4.25	659,000	589,818	84,068	312,290
Montezuma	38	827	595.0	10,079,000	19.77	4.25	1,170,000	757,919	99,580	627,482
Montrose	51	1,406	1,392.5	22,373,985	26.28	4.25	1,251,000	1,221,907	186,525	892,548
Morgan	66	1,996	1,319.0	42,661,100	19.65	4.25	2,017,500	1,836,739	273,323	748,946
Otero	34	1,889	848.0	37,584,145	21.98	4.25	1,811,000	1,987,070	212,274	290,462
Ouray	8	109	110.0	4,040,297	20.25	4.25	28,000	166,839	13,023	
Park	5	27	363.0	6,534,195	12.82	2.90	19,439	166,967	23,150	
Phillips	49	472	1,400.0	15,717,010	16.55	3.50	538,000	500,450	107,670	220,848
Pitkin	10	158	287.0	5,959,410	13.22	2.10	110,000	148,120	27,726	2,312
Prowers	33	623	872.0	27,045,140	16.29	4.25	733,500	1,085,677	157,401	74,972
Pueblo	69	3,264	1,593.0	134,796,710	17.45	4.25	11,073,000	7,300,842	732,473	1,691,900
Rio Blanco	21	579	354.0	68,073,795	7.92	.08	455,000	667,938	727,464	1,451,752
Rio Grande	38	1,042	1,154.8	18,505,310	22.98	4.25	392,000	809,886	74,373	300,000
Routt	27	366	531.0	20,961,340		4.25	557,000	692,923	101,711	252,128
Saguache	24	497	822.0	11,189,780	17.39	4.25	215,500	418,645	36,215	
San Juan	1			2,485,907	24.00	4.25		90,496		
San Miguel	5	152	74.0	6,183,680	13.93	4.25	57,000	258,166	18,462	24,190
Sedgwick	11	277	449.5	14,133,470	13.50	4.25	516,000	506,262	277,317	
Summit	4	44	28.0	4,611,385	13.16	3.20	61,000	129,005	43,449	
Teller	8	111	274.0	5,510,670	15.38	4.25	128,000	225,075	15,945	24,995
Washington	62	627	2,800.0	31,260,012	10.89	3.26	415,000	839,452	93,731	
Weld	151	4,882	2,975.0	131,631,210	16.60	4.25	4,680,500	5,080,615	646,873	1,218,924
Yuma	57	964	2,244.0	21,984,040	17.53	4.25	832,000	909,376	109,412	287,501
TOTALS	1,992	64,019	59,799.2	\$2,698,816,248			\$148,053,802	\$105,072,703	\$16,302,693	\$60,726,281

TRANSPORTATION, VALUATION AND LEVIES, BONDED DEBT, AND TOTAL AMOUNTS AVAILABLE FOR
CURRENT EXPENSES, CAPITAL OUTLAY AND DEBT SERVICES IN PUBLIC FULL-TIME DAY SCHOOLS,
BY COUNTY, 1955-56

TRANSPORTATION										
County	Number of Transportation Vehicles	Number of Pupils Transported at District Expense	Total Transportation Miles Morning and Evening	Assessed Valuation	Average Mill Levies of Districts	County Total School Levies	Bonded Debt of District to Nearest Dollar	Total Amount Available for Current Expenses, Unpaid Warrants and Interest	Available for Retiring Bonded Debt	Available for Capital Outlay
Adams	63	5,313	2,859.2	\$ 98,403,350	18.92	4.50	\$ 7,087,500	\$ 4,082,182	\$ 797,484	\$ 3,442,697
Alamosa	38	357	537.0	15,294,607	15.91	4.50	344,500	853,031	77,231	1,136
Arapahoe	52	3,434	2,071.2	120,914,420	23.87	4.50	14,206,500	7,682,447	1,729,724	7,710,713
Archuleta	10	276	223.4	5,623,210	20.55	4.50	199,500	195,664	45,507	.....
Baca	61	678	3,335.0	19,689,785	12.03	4.50	264,500	712,412	78,741	1,685
Bent	18	314	434.4	15,796,227	11.47	4.50	295,832	686,085	47,584	10,000
Boulder	40	910	522.1	95,246,610	19.99	4.50	4,547,400	3,320,524	456,454	1,603,311
Chaffee	15	156	388.0	13,499,290	9.70	4.50	50,000	574,708	13,121	.....
Cheyenne	33	401	889.5	15,058,740	11.73	4.50	215,000	401,668	40,951	6,242
Clear Creek	3	61	80.4	5,664,850	24.75	4.50	248,000	219,857	41,043	25,362
Conejos	26	977	759.3	10,191,690	16.50	4.50	461,000	643,390	108,940	86,058
Costilla	13	465	611.4	5,768,915	18.66	4.50	338,445	424,242	16,914	277,660
Crowley	24	472	361.9	7,762,535	23.64	4.50	290,500	514,670	85,109	.....
Custer	7	231	226.0	3,315,482	17.78	4.50	17,750,000	101,349	27,522	.....
Delta	58	2,125	769.9	19,752,760	24.10	4.50	288,000	1,375,833	81,331	.....
Denver	42	5,587	3,160.0	974,171,090	24.15	.....	70,582,000	33,546,769	5,405,958	47,079,084
Dolores	8	202	157.5	4,004,473	14.69	4.50	284,000	207,998	47,756	2,716
Douglas	21	534	1,083.8	12,409,955	13.46	4.50	194,000	386,582	38,340	.....
Eagle	17	292	416.8	12,762,802	18.83	4.50	275,000	457,620	60,166	142,810
Elbert	33	475	822.1	13,880,280	20.72	4.50	302,000	380,989	47,079	29,095
El Paso	104	3,395	3,037.8	139,010,010	24.61	4.50	9,062,500	7,439,232	1,040,847	6,791,537
Fremont	53	1,084	1,297.6	25,500,100	17.58	4.50	802,000	1,211,839	109,896	.....
Garfield	36	981	923.3	24,876,770	11.82	4.50	933,000	992,195	257,787	.....
Gilpin	9	49	196.0	2,736,445	18.41	4.50	41,000	98,004	7,686	.....
Grand	7	131	485.4	10,422,110	16.97	4.50	24,000	390,025	81,976	407

Gunnison	18	100	448.0	14,143,015	15.74	4.50	203,500	443,849	92,523	6,031
Hinsdale .....	.....	.....	.....	1,153,685	9.77	4.50	.....	23,693	.....	.....
Huerfano	26	449	662.8	11,312,110	11.77	4.50	81,856	586,187	23,572	.....
Jackson .....	.....	1	1.0	7,441,155	8.30	4.50	155,500	216,729	36,953	.....
Jefferson	66	5,411	1,475.5	117,318,790	28.90	4.50	9,679,000	7,076,800	1,318,113	2,881,599
Kiowa	28	315	1,063.7	14,217,057	12.67	4.50	15,500	309,019	11,462	.....
Kit Carson	51	724	2,298.0	19,572,675	17.63	4.50	369,700	668,807	116,229	34,647
Lake	13	158	165.0	29,069,250	13.19	4.50	618,000	573,275	69,813	401
La Plata	32	1,468	807.2	29,197,440	18.49	4.50	1,268,500	969,789	286,804	899,358
Larimer	71	2,112	1,248.1	84,560,930	16.36	4.50	3,452,000	2,782,142	337,857	1,066,124
Las Animas	54	2,112	1,627.0	31,684,510	17.33	4.50	685,700	2,242,749	123,664	57,513
Lincoln	51	605	1,510.3	18,655,860	16.16	4.50	520,500	629,898	228,238	.....
Logan	94	1,454	3,207.5	63,974,685	11.05	4.50	2,058,000	2,178,098	371,847	1,940,149
Mesa	71	4,439	857.1	60,749,230	28.30	4.50	3,089,250	4,341,927	463,151	1,049,750
Mineral	5	18	120.0	1,759,271	13.15	4.50	18,000	62,445	19,507	.....
Moffat	49	394	1,195.4	15,905,735	14.89	4.50	628,000	668,892	91,318	17,890
Montezuma	43	974	788.3	10,423,280	20.89	4.50	1,265,070	799,883	120,122	243,884
Montrose	46	1,219	1,919.0	23,795,420	26.72	4.50	1,650,560	1,395,964	278,726	1,035,380
Morgan	53	2,187	1,206.8	57,145,440	18.65	4.50	2,281,500	2,113,905	389,012	1,442,918
Otero	42	1,802	1,233.0	37,648,310	22.16	4.50	1,705,000	2,136,995	236,335	36,759
Ouray	8	119	108.3	4,110,173	19.77	4.50	24,500	179,267	13,321	.....
Park	12	146	368.5	7,143,050	13.70	4.50	15,500	196,411	9,479	.....
Phillips	47	469	1,498.0	16,489,910	12.99	4.50	498,000	536,621	125,414	123,675
Pitkin	11	184	199.5	6,558,050	15.32	4.50	100,000	164,829	27,163	.....
Prowers	43	648	1,102.0	27,158,830	17.00	4.50	702,000	1,141,179	140,360	.....
Pueblo	78	3,266	1,372.9	140,467,190	18.24	4.50	10,506,000	8,183,001	960,825	1,322,866
Rio Blanco	27	543	755.0	69,693,115	47.58	4.50	673,000	762,008	413,251	817,217
Rio Grande	40	1,058	1,122.8	18,777,324	25.39	4.50	726,000	891,544	103,323	656,663
Routt	28	397	1,041.0	21,454,500	17.52	4.50	844,500	742,623	115,958	229,473
Saguache	26	491	822.5	11,032,710	18.39	4.50	200,000	448,005	33,766	.....
San Juan	2	.....	.....	2,526,866	23.00	4.50	.....	135,073	.....	.....
San Miguel	9	322	98.3	6,757,510	14.79	4.50	48,000	263,783	16,129	23,675
Sedgwick	28	363	583.0	14,122,920	10.97	4.50	4,820,000	502,766	327,663	.....
Summit	7	67	202.0	4,653,960	16.05	4.50	50,100	159,091	38,956	.....
Teller	8	200	226.4	5,803,580	24.10	4.50	120,000	252,445	16,415	.....
Washington	51	697	1,331.7	33,399,500	19.10	4.50	827,500	937,011	125,847	.....
Weld	162	4,852	3,025.0	136,683,930	17.00	4.50	4,494,500	5,561,088	693,633	482,083
Yuma	57	897	2,328.4	22,421,200	16.65	4.50	791,000	988,903	126,192	7,984
TOTALS	2,248	68,741	63,668.0	\$2,870,738,672	26.039	4.50	\$184,271,913	\$119,166,009	\$18,648,088	\$81,586,552

EXPENDITURES FOR GENERAL CONTROL, INSTRUCTION, AUXILIARY SCHOOL SERVICES,
TRANSPORTATION OPERATION AND MAINTENANCE OF PLANT IN PUBLIC FULL-TIME DAY SCHOOLS
BY COUNTY—1954-55

County	General Control	INSTRUCTION				Total Auxiliary School Service	Total Transportation Expense	Total Operation of Plant	Total Repairs and Replacements (Maintenance of Plant)
		Total Instructional Cost	Instructional Staff Salaries	Text Books	Instructional Supplies and Expense				
Adams	\$ 88,208.09	\$ 1,544,881.87	\$ 1,433,096.15	\$ 42,699.11	\$ 69,086.61	\$ 23,760.24	\$ 114,721.02	\$ 248,872.81	\$ 51,723.83
Alamosa	19,846.31	344,277.16	325,630.64	2,187.45	16,459.07	4,901.79	17,310.97	54,855.06	14,262.58
Arapahoe	158,484.28	2,684,554.57	2,479,788.24	75,017.38	129,748.95	21,787.03	62,372.69	346,209.41	99,999.13
Archuleta	8,547.02	117,565.78	110,941.03	2,963.49	3,661.26	18,806.49	13,240.47	12,110.39	3,423.88
Baca	19,548.23	281,810.84	267,502.40	2,159.42	12,149.02	3,101.44	60,607.05	39,500.74	21,206.88
Bent	16,473.88	314,515.95	288,842.14	8,486.29	17,187.52	4,168.29	32,158.28	40,801.02	14,569.99
Boulder	82,971.41	1,652,648.89	1,533,501.35	29,481.26	89,666.28	28,393.97	48,242.46	224,860.25	69,156.80
Chaffee	14,692.79	213,399.28	191,985.12	1,505.93	19,908.23	6,457.84	18,436.02	28,549.30	8,925.97
Cheyenne	10,277.23	150,296.91	140,591.44	1,966.66	7,738.81	1,673.03	63,252.95	26,395.20	12,135.66
Clear Creek	9,449.15	97,276.63	93,327.38	735.29	3,213.96	2,659.41	2,756.61	17,312.92	8,191.11
Conejos	16,799.61	350,612.31	337,714.27	2,991.51	9,906.53	5,171.71	30,289.55	41,625.75	18,584.56
Costilla	3,881.88	197,374.04	184,816.68	6,699.83	5,857.53	17,630.91	20,142.72	24,102.49	17,252.24
Crowley	20,376.00	177,489.46	165,982.19	3,285.31	8,221.96	1,831.48	22,035.05	29,041.83	17,717.25
Custer	1,082.26	50,771.77	49,249.27	57.15	1,465.35	182.99	7,883.05	2,362.96	2,362.96
Delta	40,568.86	634,448.43	594,437.48	8,715.55	31,295.40	7,316.18	65,454.98	71,971.27	46,150.11
Denver	542,045.21	14,767,669.29	13,285,743.37	111,506.01	1,370,419.91	598,823.56	161,026.30	1,694,163.97	906,009.24
Dolores	7,470.33	83,555.27	79,618.65	2,205.57	1,731.05	785.98	11,859.97	13,100.08	7,964.93
Douglas	4,672.33	169,232.00	158,975.63	3,720.19	6,536.18	2,326.69	30,467.91	24,398.46	8,947.00
Eagle	9,364.53	207,368.90	196,187.24	3,368.78	7,812.88	7,214.71	25,430.16	34,388.13	20,437.87
Elbert	19,294.70	155,853.19	145,619.44	1,631.51	8,602.24	868.40	46,379.58	25,967.10	11,323.86
El Paso	160,992.88	2,931,022.84	2,679,403.07	62,674.86	188,944.91	75,752.39	142,240.21	342,604.34	167,943.11
Fremont	38,969.60	549,177.16	505,825.45	14,565.84	28,785.87	9,226.33	43,211.24	77,681.16	36,072.77
Garfield	41,861.43	455,380.41	430,538.32	8,228.92	16,613.17	3,613.64	47,546.91	60,846.33	19,195.28
Gilpin	1,557.31	41,413.46	38,659.96	1,105.68	1,647.82	1,398.32	5,568.27	7,854.19	1,491.37
Grand	8,579.44	212,816.12	200,352.99	4,003.97	8,459.16	3,972.42	8,971.49	30,928.22	12,990.38

Gunnison	20,535.25	201,955.24	188,529.04	3,201.50	10,224.70	7,607.77	23,720.30	30,570.69	15,958.30
Hinsdale	107.64	7,260.50	6,400.00	333.16	527.34	546.31		1,547.26	2,246.87
Huerfano	19,015.07	282,611.27	271,144.21	895.18	10,571.88	3,498.39	31,790.31	31,641.76	16,281.33
Jackson	1,634.25	91,572.23	84,742.55	2,287.98	4,541.70	2,713.98		17,666.56	9,836.81
Jefferson	112,700.00	2,569,466.00	2,419,797.00	37,990.00	111,679.00	22,833.00	123,477.00	349,991.00	120,984.00
Kiowa	9,096.08	117,429.77	108,617.32	3,069.04	5,743.41	2,033.74	34,968.78	19,658.10	15,126.72
Kit Carson	28,038.29	297,846.65	272,909.06	6,546.63	18,390.96	7,278.16	84,910.97	47,979.66	23,223.41
Lake	25,548.50	289,868.89	270,462.86	4,208.11	14,997.92	2,044.34	5,764.22	35,222.06	3,697.62
La Plata	34,196.22	478,756.19	447,468.98	13,653.28	17,633.93	8,276.78	61,835.85	65,748.21	18,235.09
Larimer	67,422.74	1,377,943.83	1,299,894.94	18,142.35	59,906.54	26,570.47	55,057.32	195,341.37	65,953.28
Las Animas	85,886.34	1,036,294.16	982,468.64	10,124.70	43,700.82	61,372.70	113,460.94	162,062.83	69,368.29
Lincoln	17,824.10	259,026.07	241,745.92	5,180.88	12,099.27	1,389.18	70,493.31	38,302.47	11,262.28
Logan	37,926.87	873,009.73	813,768.15	10,964.82	48,276.76	11,495.93	91,000.26	123,229.68	33,193.75
Mesa	115,880.82	1,724,278.46	1,552,430.87	53,592.59	118,255.00	162,499.47	83,502.92	270,320.37	30,902.57
Mineral	4,343.82	19,589.02	18,925.17	106.92	556.93	30.50	1,570.43	4,851.81	188.82
Moffat	12,554.45	263,001.73	236,603.43	12,192.27	14,206.03	9,222.78	36,575.84	29,071.66	23,396.81
Montezuma	26,328.61	423,394.62	356,236.83	10,152.20	57,005.59	2,450.39	45,082.80	44,594.20	11,514.26
Montrose	34,237.86	627,931.66	585,254.73	11,139.23	31,537.70	5,486.44	50,839.44	75,663.50	26,115.43
Morgan	46,620.24	825,934.49	762,767.35	19,867.26	43,299.88	24,831.01	69,286.14	117,295.67	52,316.38
Otero	59,020.41	972,325.49	909,056.00	20,085.37	43,184.12	53,093.92	50,527.08	140,461.55	47,732.07
Ouray	7,483.91	88,695.65	84,058.68	1,036.65	3,600.32	1,577.88	9,894.81	11,548.55	5,228.37
Park	2,489.91	61,176.22	54,160.21	2,546.84	4,469.17	2,598.13	17,774.70	10,725.22	5,293.16
Phillips	17,135.74	238,247.62	221,763.71	3,546.83	12,937.08	2,934.66	56,670.03	40,708.31	16,171.00
Pitkin	7,128.55	78,252.05	74,678.90	946.98	2,626.17	730.64	15,781.38	13,244.10	3,712.24
Prowers	61,995.32	619,801.73	586,442.90	9,491.91	23,866.92	26,974.79	57,674.84	79,373.55	42,185.68
Pueblo	172,968.78	3,670,941.31	3,345,938.07	72,800.90	252,202.34	57,020.33	85,526.29	527,997.50	243,840.06
Rio Blanco	28,881.14	321,995.09	293,722.76	5,926.86	22,345.47	8,791.05	40,044.77	46,426.35	32,888.20
Rio Grande	32,139.92	414,878.51	395,474.18	2,613.93	16,790.40	19,010.64	33,752.69	51,661.15	14,565.18
Routt	32,190.60	346,174.71	322,299.55	7,849.36	16,025.80	16,689.21	41,527.43	55,766.14	14,281.14
Saguache	18,892.21	204,909.24	192,622.09	1,237.85	11,049.30	8,317.63	32,606.99	32,998.65	12,400.67
San Juan	9,108.53	44,104.94	41,958.82	337.41	1,808.71	606.58	752.29	7,004.26	1,128.27
San Miguel	2,837.84	127,020.60	120,523.32	2,970.81	3,526.47	1,400.95	9,791.12	18,452.32	10,565.28
Sedgwick	14,684.27	252,198.98	236,288.93	1,445.57	14,464.48	3,365.94	13,862.59	34,440.22	13,850.13
Summit	1,553.07	60,436.19	58,176.42	1,252.93	1,006.84	10,232.24	11,428.97	14,461.97	4,947.72
Teller	13,285.04	123,315.95	115,114.27	2,666.94	5,534.74	3,343.36	11,271.61	18,235.79	4,100.54
Washington	22,446.67	383,964.06	351,525.54	9,557.45	22,881.07	1,975.07	65,396.75	56,216.64	28,311.70
Weid	156,950.63	2,491,924.87	2,335,379.59	35,629.74	120,915.54	34,191.40	191,790.86	362,464.69	168,862.26
Yuma	24,375.58	443,146.58	420,391.29	8,468.54	14,286.75	8,306.80	77,483.34	70,252.59	30,252.93
TOTALS	\$2,731,480.03	\$51,095,892.83	\$46,998,072.18	\$816,023.93	\$3,281,796.72	\$1,475,167.80	\$2,915,855.24	\$6,779,221.88	\$2,848,157.38

EXPENDITURES FOR GENERAL CONTROL, INSTRUCTION, AUXILIARY SCHOOL SERVICES
TRANSPORTATION, OPERATION, AND MAINTENANCE OF PLANT IN PUBLIC FULL-TIME DAY SCHOOLS,
BY COUNTY—1955-1956

County	General Control	INSTRUCTION					Total Auxiliary School Service	Total Transportation Expense	Total Operation of Plant	Total Repairs and Replacements (Maintenance of Plant)
		Instructional Cost Total	Instructional Staff Salaries	Text Books	Instructional Supplies and Expense					
Adams	\$ 122,820.94	\$ 2,024,728.86	\$ 1,869,683.77	\$ 55,804.19	\$ 99,240.90	\$ 29,306.54	\$ 133,953.28	\$ 325,035.51	\$ 86,429.02	
Alamosa	21,524.30	367,498.78	348,349.87	2,261.20	16,887.71	6,259.28	19,019.07	55,190.13	16,049.38	
Arapahoe	197,806.03	3,397,435.33	3,076,188.69	111,155.62	210,091.02	47,109.42	61,937.81	440,693.61	117,828.70	
Archuleta	9,631.97	129,208.61	122,540.31	3,059.88	3,608.42	984.97	16,460.52	12,429.77	4,703.66	
Baca	21,343.59	294,534.71	280,515.55	2,107.49	11,911.67	2,107.79	60,429.93	40,804.24	24,623.41	
Bent	16,871.26	324,437.86	300,540.37	6,532.41	17,365.08	4,717.65	32,004.41	45,708.37	18,160.50	
Boulder	105,332.02	1,867,995.00	1,727,334.70	39,555.01	101,105.29	29,871.90	48,297.43	258,214.97	87,109.58	
Chaffee	16,327.03	235,129.14	213,470.29	1,271.63	20,387.22	6,036.99	7,395.29	31,461.92	20,353.43	
Cheyenne	12,751.99	175,080.49	161,417.17	3,510.95	10,152.37	4,176.78	71,349.87	29,236.58	13,222.83	
Clear Creek	12,476.04	101,295.16	97,156.67	923.39	3,215.10	2,829.24	3,273.39	19,509.86	10,867.75	
Conejos	18,620.79	381,051.34	368,955.50	2,384.71	9,711.13	5,161.57	28,364.95	47,280.04	37,473.90	
Costilla	207,198.85	207,198.85	196,070.30	5,267.56	5,860.99	14,052.58	23,406.50	25,972.14	11,319.39	
Crowley	22,175.71	194,914.05	185,162.37	2,956.93	6,794.75	3,647.03	24,649.26	29,896.72	19,473.99	
Custer	1,139.23	53,905.63	52,681.56	20.06	1,204.01	335.28	15,004.35	8,410.11	4,146.16	
Delta	32,194.88	670,501.22	624,269.02	7,471.25	38,760.95	8,177.69	73,225.61	77,331.14	56,256.26	
Denver	621,305.31	16,266,541.88	14,700,412.75	73,191.42	1,492,937.71	659,073.47	174,332.18	1,898,734.77	1,009,932.64	
Dolores	9,823.64	89,698.54	86,044.90	1,047.41	2,606.23	1,188.73	12,152.93	15,684.32	10,183.04	
Douglas	4,367.27	193,672.06	177,444.65	5,831.52	10,395.89	3,737.83	30,979.21	25,946.15	14,827.47	
Eagle	15,324.37	218,018.82	205,324.73	3,356.14	9,337.95	7,894.13	25,085.08	36,287.33	14,601.11	
Elbert	20,127.35	165,616.03	156,483.41	1,808.88	7,323.74	1,668.80	46,229.87	29,607.36	10,684.86	
El Paso	170,560.62	3,651,143.94	3,330,689.53	96,183.15	224,271.26	72,538.36	145,674.12	429,161.49	207,410.81	
Fremont	41,988.25	604,880.96	560,963.47	12,049.81	31,867.68	6,178.32	45,581.36	88,678.14	43,503.20	
Garfield	43,948.76	480,994.63	451,681.21	10,568.51	18,744.91	7,822.12	49,123.30	61,287.96	32,183.27	
Gilpin	1,231.44	44,817.39	41,138.99	1,473.86	2,204.54	1,224.28	7,502.13	9,714.62	1,058.37	
Grand	8,537.87	215,624.90	201,672.36	5,033.60	8,918.94	4,084.99	9,672.19	33,613.21	20,475.13	

Gunnison	16,972.84	212,912.34	195,033.22	7,146.51	10,732.61	10,532.99	25,274.88	30,940.09	18,143.71
Hinsdale	130.39	6,624.82	6,400.00	135.59	89.23	489.91	2,207.85	2,464.12	2,464.12
Huerfano	18,630.91	303,206.03	289,787.75	1,254.44	12,163.84	2,787.87	33,670.19	31,359.22	15,581.90
Jackson	6,689.00	100,218.80	92,495.60	2,489.30	5,233.90	6,579.39	45.22	17,661.94	25,369.46
Jefferson	127,004.30	3,024,050.92	2,803,786.90	47,997.88	172,266.14	292,836.10	132,088.48	470,143.69	239,174.28
Kiowa	9,384.69	127,244.60	117,235.54	3,272.03	6,737.03	3,111.55	38,456.20	22,931.64	13,972.16
Kit Carson	18,951.34	319,007.52	292,911.59	7,590.89	18,505.04	6,298.02	87,378.92	49,882.65	15,791.15
Lake	27,360.95	322,657.22	298,111.55	4,898.81	19,646.86	2,751.17	6,878.75	38,620.96	6,375.06
La Plata	37,960.35	518,575.69	484,536.76	13,643.16	20,395.77	7,167.51	68,511.40	71,168.48	18,786.71
Larimer	66,549.93	1,511,902.55	1,424,986.34	16,977.44	69,938.77	24,731.44	55,348.03	203,779.45	64,213.61
Las Animas	94,508.59	1,058,617.39	1,008,684.36	9,311.59	40,621.44	36,987.09	121,547.53	167,849.45	82,059.06
Lincoln	18,324.62	282,927.30	264,236.34	5,132.41	13,558.55	1,698.72	73,775.88	45,404.17	16,002.23
Logan	39,573.77	971,454.76	899,341.90	14,343.79	57,769.07	8,977.83	95,930.54	145,977.85	34,761.67
Mesa	125,168.84	2,143,989.74	1,896,007.07	78,135.47	169,847.20	218,899.95	110,300.98	359,088.95	60,321.17
Mineral	4,600.09	19,371.54	18,718.21	80.01	573.32	20.00	1,269.30	5,039.99	536.47
Moffat	13,818.38	287,026.76	261,236.55	9,878.04	15,912.17	9,987.55	33,426.37	35,497.07	35,613.60
Montezuma	36,191.15	415,900.02	395,143.94	6,491.91	14,264.17	3,107.00	47,564.24	54,766.05	9,794.48
Montrose	40,656.64	688,008.37	634,553.66	11,819.83	41,634.88	6,161.20	67,485.10	93,283.22	48,421.58
Morgan	54,322.48	897,597.70	838,998.71	12,117.52	46,481.47	54,781.44	83,435.49	129,682.45	66,182.91
Otero	70,865.95	1,081,290.72	1,005,249.40	20,399.20	55,642.12	65,706.19	53,424.97	165,903.07	74,111.27
Ouray	10,544.64	94,454.05	89,439.07	1,387.88	3,627.10	1,596.03	10,121.91	11,540.35	14,043.67
Park	2,345.15	66,785.18	62,725.75	1,751.96	2,307.47	4,729.40	16,778.36	10,373.38	4,054.39
Phillips	18,137.47	249,784.43	230,405.54	4,342.79	15,036.10	1,398.58	57,243.55	41,535.71	21,739.30
Pitkin	9,581.27	83,566.46	79,411.04	564.94	3,590.48	1,525.07	18,845.05	14,291.58	3,622.58
Prowers	62,046.36	627,870.36	596,436.97	5,821.69	25,611.70	42,991.13	57,104.94	77,688.95	43,540.80
Pueblo	178,819.45	4,082,206.31	3,679,946.74	106,220.56	296,039.01	57,204.64	96,433.26	579,084.97	257,401.89
Rio Blanco	30,478.09	344,430.75	319,340.41	5,476.05	19,614.29	9,569.00	42,368.18	62,734.40	34,327.95
Rio Grande	30,103.17	423,164.19	405,967.77	2,435.26	14,761.16	17,325.39	33,885.79	53,368.21	24,011.07
Routt	29,685.20	346,562.47	322,358.69	7,528.88	16,674.90	19,936.52	46,149.70	56,534.20	13,601.50
Saguache	16,384.78	223,095.40	208,342.25	1,805.06	12,948.09	7,908.51	33,097.60	33,971.51	16,876.42
San Juan	8,959.02	53,004.62	50,147.62	936.00	1,921.00	987.49	1,357.29	7,971.86	32,431.43
San Miguel	13,068.59	125,178.82	115,330.75	5,582.81	4,265.26	1,032.14	13,104.89	19,676.48	13,973.46
Sedgwick	22,526.77	257,500.04	241,634.50	4,037.93	11,827.61	2,239.24	18,179.83	36,344.41	16,018.52
Summit	1,598.98	56,186.43	53,149.97	1,704.14	1,332.32	7,759.81	11,096.52	13,392.15	2,946.94
Teller	14,653.23	125,962.31	118,777.65	2,861.92	4,322.74	2,151.42	9,408.49	18,138.98	6,900.11
Washington	22,243.81	380,467.49	350,290.03	8,388.09	21,789.37	5,826.96	72,591.33	60,457.10	15,561.47
Weld	153,082.32	2,684,505.50	2,521,987.43	34,997.67	127,520.40	43,375.75	199,706.92	399,029.55	240,216.55
Yuma	24,076.29	446,545.64	421,128.22	7,726.27	17,691.15	10,764.86	81,534.89	75,237.50	39,959.44
TOTALS	\$3,033,924.59	\$57,319,779.42	\$52,630,467.93	\$931,512.30	\$3,757,799.19	\$1,931,666.59	\$3,119,925.01	\$7,787,899.99	\$3,541,781.95

EXPENDITURES FOR FIXED CHARGES, DEBT SERVICE, CAPITAL OUTLAY, AND COST PER A. D. A. TO
CURRENT EXPENSES IN PUBLIC FULL-TIME DAY SCHOOLS, BY COUNTY 1954-1955

County	Fixed Charges	Total Current Expenses	DEBT SERVICE					Total Capital Outlay	Cost Per A.D.A. to Current Expenses
			Total	Warrants of Previous Years Paid	Interest on Warrants	Redemption of Bonds	Interest on Bonds		
Adams.....	\$ 234,859.20	\$ 2,310,313.09	\$ 404,209.91	\$ 88,977.40	\$ 1,558.35	\$ 175,000.00	\$138,674.16	\$ 1,500,474.44	\$235.84
Alamosa.....	72,141.62	528,292.39	80,913.65	39,976.97	168.69	30,500.00	10,267.99	46,842.65	245.18
Arapahoe.....	302,802.09	3,677,635.42	837,978.01	186,292.19	1,393.16	356,934.52	293,358.14	2,863,073.37	215.93
Archuleta.....	8,700.87	182,394.90	18,537.04	6,694.79	363.50	4,000.00	7,478.75	171,098.81	312.52
Baca.....	38,416.28	464,372.89	70,380.69	38,701.96	709.34	20,500.00	10,469.39	26,278.81	317.32
Bent.....	25,694.97	448,653.14	33,468.75	10,662.50	16.25	16,000.00	6,790.00	46,658.51	273.17
Boulder.....	272,762.66	2,384,776.76	303,159.10	85,104.29	3,008.96	148,200.00	66,845.85	454,172.12	268.42
Chaffee.....	26,038.43	316,499.63	1,931.19	1,247.05	10.27	.....	673.87	11,575.64	225.04
Cheyenne.....	33,593.84	298,910.48	21,317.02	12,160.98	277.29	5,000.00	3,878.75	227,914.41	488.17
Clear Creek.....	16,314.45	153,982.52	24,344.89	8,008.64	.....	7,500.00	8,836.25	169,008.27	289.95
Conejos.....	34,043.38	497,172.13	79,460.08	28,632.25	436.00	36,000.00	14,391.83	134,041.62	202.61
Costilla.....	24,253.03	304,637.31	49,639.26	40,767.11	2,149.87	5,500.00	1,222.28	35,276.93	235.28
Crowley.....	22,704.39	291,195.46	42,827.96	11,026.92	.....	21,530.00	10,271.04	8,287.71	281.70
Custer.....	4,972.99	82,493.03	16,522.51	1,612.11	562.65	8,400.00	5,947.75	4,252.75	305.42
Delta.....	45,904.31	911,814.14	79,007.20	33,442.20	.....	38,000.00	7,565.00	29,591.45	275.59
Denver.....	2,285,515.76	21,151,508.43	3,038,681.50	.....	.....	2,177,000.00	861,681.50	7,371,334.75	331.01
Dolores.....	11,764.60	136,501.16	33,928.56	12,951.25	607.31	11,000.00	9,370.00	17,011.58	302.03
Douglas.....	19,972.11	260,043.90	34,668.18	21,883.18	.....	7,000.00	5,785.00	19,662.47	306.97
Eagle.....	18,756.04	323,276.70	29,769.35	6,399.70	119.03	20,763.75	2,486.87	39,665.23	342.35
Elbert.....	23,844.29	283,531.12	30,953.40	8,792.11	200.04	11,000.00	10,961.25	128,313.02	367.55
El Paso.....	396,731.38	4,217,287.15	707,774.17	235,618.24	1,492.55	335,000.00	135,663.38	1,226,402.50	252.57
Fremont.....	82,097.08	837,633.14	88,741.83	21,836.56	126.68	46,000.00	20,778.59	27,510.00	264.75
Garfield.....	45,904.49	674,948.88	142,694.27	33,156.89	4.86	80,687.29	28,845.23	22,783.90	286.41
Gilpin.....	4,759.27	64,085.04	7,904.91	2,909.72	225.72	2,379.13	2,390.34	6,325.25	453.43
Grand.....	23,657.55	301,915.62	60,338.82	26,079.72	1,155.96	24,500.00	8,603.14	19,551.76	356.46

Gunnison.....	32,164.31	332,511.86	43,205.88	5,659.22	4.96	29,900.45	7,641.25	155,958.37	380.25
Hinsdale.....	1,534.58	13,243.16	-----	-----	-----	-----	-----	-----	500.67
Huerfano.....	22,259.79	407,097.92	31,482.80	14,619.38	-----	13,200.00	3,663.42	10,049.66	267.31
Jackson.....	10,777.69	134,201.52	29,031.45	13,151.49	174.43	11,000.00	4,705.53	6,541.84	292.74
Jefferson.....	293,839.00	3,593,290.00	692,495.00	319,172.00	-----	373,323.00	-----	4,674,057.00	234.93
Kiowa.....	24,019.76	222,438.98	23,817.19	17,094.52	581.04	5,100.00	1,041.63	16,625.72	389.38
Kit Carson.....	38,290.50	527,567.64	70,315.59	16,275.80	615.28	39,731.51	13,693.00	17,973.28	340.95
Lake.....	63,908.95	425,854.58	53,415.18	5,087.68	-----	48,327.50	-----	157,858.98	279.94
La Plata.....	58,900.06	725,948.40	65,760.76	15,771.00	1,002.42	38,721.46	10,265.88	57,120.11	224.25
Larimer.....	151,183.31	1,943,560.62	275,806.26	102,025.58	1,074.43	123,321.24	49,385.01	247,690.66	245.21
Las Animas.....	89,080.67	1,617,642.81	111,453.76	63,124.75	937.26	27,590.00	19,801.75	307,069.44	279.28
Lincoln.....	36,439.59	434,737.00	47,101.12	12,772.13	425.49	21,000.25	12,903.25	362,252.84	332.32
Logan.....	124,477.49	1,294,429.61	109,489.94	30,414.54	1,323.27	59,500.00	18,252.13	118,676.18	323.38
Mesa.....	140,463.27	2,544,899.83	388,856.49	13,489.13	3.57	282,947.75	92,416.04	1,576,369.74	296.88
Mineral.....	14,623.77	45,198.17	4,597.78	920.28	-----	3,000.00	677.50	-----	328.94
Moffat.....	33,465.39	407,361.73	61,234.69	14,486.22	24.20	30,270.33	16,453.94	326,273.73	318.05
Montezuma.....	31,716.06	586,607.71	82,351.19	15,543.20	286.31	38,500.00	28,021.68	479,677.04	246.75
Montrose.....	51,596.84	872,165.49	125,992.50	11,645.13	731.72	80,000.00	33,615.65	461,234.53	249.73
Morgan.....	110,077.79	1,246,681.35	149,800.36	34,566.69	1,010.38	74,000.00	40,223.29	385,792.05	262.76
Otero.....	119,477.01	1,585,255.68	204,234.19	66,149.23	2,477.38	95,000.00	40,607.58	349,135.95	274.29
Ouray.....	6,054.69	130,483.86	10,742.35	6,281.42	1.40	3,527.39	932.14	6,276.66	292.76
Park.....	16,973.97	117,031.31	26,660.36	11,127.18	-----	14,968.33	564.85	1,209.16	388.83
Phillips.....	25,385.03	397,252.39	59,074.56	3,472.68	-----	42,000.00	13,601.88	213,004.34	354.15
Pitkin.....	4,878.23	123,727.19	24,659.76	7,945.60	234.16	12,500.00	3,980.00	3,579.61	333.79
Prowers.....	76,673.56	964,679.47	129,271.92	39,409.19	1,505.02	68,000.00	20,357.71	97,847.51	328.28
Pueblo.....	430,208.45	5,211,463.21	724,314.70	252,233.06	6,007.07	292,614.77	173,459.80	1,049,384.89	270.62
Rio Blanco.....	45,788.65	524,815.25	433,668.43	8,676.26	3,687.14	401,000.00	20,305.03	1,201,931.64	477.18
Rio Grande.....	29,831.40	596,663.24	48,558.47	15,183.73	-----	30,000.00	3,374.74	29,405.45	249.50
Routt.....	53,345.56	559,974.79	63,500.28	22,432.03	5,763.75	17,000.00	18,304.50	43,765.16	341.53
Saguache.....	32,040.91	342,166.30	43,814.92	22,054.07	1,724.60	13,500.00	6,536.25	9,809.88	271.44
San Juan.....	3,088.87	65,793.74	12,914.31	12,914.31	-----	-----	-----	349.06	327.82
San Miguel.....	17,594.93	187,684.54	26,161.88	14,388.29	377.34	9,000.00	2,396.25	15,525.87	315.21
Sedgwick.....	50,074.12	382,476.25	128,218.99	26,047.18	-----	79,814.06	22,357.75	35,475.95	361.58
Summit.....	9,126.75	112,186.92	16,001.12	912.36	199.71	10,000.00	4,889.05	120.72	505.03
Teller.....	12,682.50	186,234.79	13,951.32	2,572.08	-----	6,000.00	5,379.24	28,822.51	327.41
Washington.....	79,319.55	637,630.44	55,327.13	31,091.95	439.50	18,608.78	5,186.90	61,259.88	391.53
Weid.....	402,326.41	3,814,712.02	437,150.32	94,649.70	2,566.39	218,400.00	221,534.23	1,165,713.26	265.17
Yuma.....	67,455.46	721,273.28	56,592.30	4,135.87	-----	28,000.00	24,456.43	312,395.13	332.16
TOTALS.....	\$6,887,349.95	\$75,140,817.47	\$11,120,177.50	\$2,310,429.66	\$47,764.70	\$6,247,761.51	\$2,514,221.63	\$28,593,341.75	-----
AVERAGE.....	-----	-----	-----	-----	-----	-----	-----	-----	284.42

EXPENDITURES FOR FIXED CHARGES, DEBT SERVICE, CAPITAL OUTLAY, AND COST PER A.D.A. TO
CURRENT EXPENSES IN PUBLIC FULL-TIME DAY SCHOOLS, BY COUNTY
1955-1956

County	DEBT SERVICE								Cost Per A.D.A. to Current Expenses
	Fixed Charges	Total Current Expenses	Total	Warrants of Previous Years Paid	Interest on Warrants	Redemption of Bonds	Interest on Bonds	Total Capital Outlay	
Adams	\$ 255,698.41	\$ 2,981,323.87	\$ 530,186.77	\$ 119,443.21	\$ 7,367.87	\$ 191,905.99	\$ 211,469.70	\$ 2,769,335.20	\$249.74
Alamosa	75,001.27	561,136.22	73,080.53	33,183.53	249.95	30,500.00	9,146.74	47,776.98	260.97
Arapahoe	341,577.23	4,604,719.02	1,150,189.12	265,999.57	821.84	560,585.86	322,781.85	6,202,115.35	242.25
Archuleta	11,560.09	184,979.59	32,770.31	8,597.61	1,012.91	16,002.98	7,156.81	13,933.72	318.60
Baca	42,557.55	486,515.48	83,681.47	32,949.77	621.69	40,500.00	9,610.01	27,580.06	335.53
Bent	28,285.64	470,406.91	27,431.00	5,024.50	9.00	16,000.00	6,397.50	55,007.45	297.52
Boulder	328,209.69	2,731,353.19	413,988.05	100,619.78	3,221.51	212,600.00	97,546.76	1,204,278.97	280.05
Chaffee	34,751.57	351,455.37	7,579.83	1,398.58	.....	5,000.00	1,181.25	25,277.59	236.32
Cheyenne	29,333.49	335,152.03	41,359.60	15,223.26	760.29	18,000.00	7,376.05	23,240.55	540.59
Clear Creek	21,666.76	171,918.20	31,751.57	7,639.64	2,315.61	15,353.82	6,442.50	54,562.84	312.21
Conejos	41,652.92	559,605.51	69,608.88	28,664.64	2,814.23	23,500.00	14,629.99	129,885.95	231.04
Costilla	22,172.58	313,816.17	97,599.06	86,695.19	5,882.12	3,400.00	1,621.75	28,219.99	246.72
Crowley	26,821.50	321,853.14	45,571.14	8,723.38	.....	26,515.00	10,332.76	73,841.54	330.94
Custer	6,272.99	89,213.75	25,610.93	10,028.53	961.15	9,000.00	5,621.25	5,198.34	299.27
Delta	51,948.97	969,635.77	60,799.37	21,256.87	.....	33,000.00	6,542.50	63,198.59	291.57
Denver	2,431,692.81	23,274,348.87	3,040,370.25	.....	.....	2,220,000.00	820,370.25	9,061,523.25	346.74
Dolores	11,869.85	150,601.05	39,881.34	16,100.47	1,073.37	12,000.00	10,707.50	21,861.54	300.20
Douglas	21,746.52	294,937.26	36,057.89	19,757.20	.....	10,694.44	5,606.25	42,159.68	326.83
Eagle	17,366.80	334,839.53	30,578.90	6,509.71	247.32	16,500.00	7,321.87	112,146.97	373.78
Elbert	25,771.64	299,165.91	38,611.62	12,312.27	418.10	15,000.00	10,881.25	60,523.94	408.62
El Paso	437,468.89	5,149,948.23	1,167,490.08	504,678.09	1,525.88	473,000.00	188,286.11	4,376,555.20	279.42
Fremont	82,981.24	915,498.52	132,474.80	67,710.84	53.26	45,000.00	19,710.70	32,114.92	280.15
Garfield	49,885.05	725,809.32	151,618.72	40,184.70	69.02	84,000.00	27,365.00	52,113.24	306.37
Gilpin	4,742.45	70,290.68	5,228.04	1,318.18	242.14	2,145.22	1,522.50	6,391.82	519.67
Grand	22,219.00	314,309.90	52,953.35	19,017.24	1,156.58	24,500.00	8,279.53	18,529.94	379.95

Gunnison	37,579.67	352,359.52	37,745.74	2,699.84	930.90	26,500.00	7,615.00	7,173.56	374.96
Hinsdale	1,902.68	13,819.77							672.63
Huerfano	22,112.43	427,348.55	35,009.68	21,082.44		10,543.72	3,383.52	400.00	280.20
Jackson	10,399.56	166,963.37	29,743.12	14,187.70	119.53	11,000.00	4,435.89		372.83
Jefferson	285,901.73	4,571,199.50	915,977.47	205,940.12		710,037.35		2,659,681.53	264.74
Kiowa	32,461.57	247,948.87	17,085.95	8,919.34	1,280.22	6,028.94	857.45	21,025.81	425.62
Kit Carson	38,356.81	535,666.41	55,648.73	6,750.46	228.44	35,500.00	13,169.83	56,080.90	362.96
Lake	64,695.56	469,339.67	64,200.68	15,233.67	512.01	28,000.00	20,455.00	27,234.16	20.00
La Plata	70,321.85	792,491.99	89,212.35	17,496.34	1,693.44	40,706.69	29,315.88	739,276.74	218.37
Larimer	160,649.94	2,096,882.73	276,191.97	106,468.68	508.90	114,329.49	54,884.90	422,917.57	255.61
Las Animas	87,360.24	1,648,896.35	98,894.61	31,544.69	1,487.70	47,174.68	18,687.54	140,172.43	344.89
Lincoln	39,246.38	477,409.05	73,257.34	20,376.43	510.11	35,500.00	16,870.80	148,766.82	382.84
Logan	156,851.61	1,453,528.03	115,543.46	33,897.17	1,541.78	68,573.20	11,531.31	585,258.85	346.65
Mesa	201,732.49	3,239,114.38	400,010.78	23,094.37	2.99	290,028.42	86,885.00	1,191,812.91	339.88
Mineral	1,937.64	32,775.03	9,036.34	1,476.34		7,000.00	560.00		330.17
Moffat	44,482.71	460,102.44	66,923.74	18,845.96	63.95	31,372.88	16,640.95	23,656.81	341.91
Montezuma	38,646.89	607,421.94	93,598.83	17,776.74	936.71	41,600.00	33,285.38	317,964.01	248.86
Montrose	58,575.21	1,002,810.05	173,197.78	36,989.48	625.05	84,940.00	50,643.25	783,890.69	276.18
Morgan	123,625.28	1,409,627.75	246,863.96	57,186.03	166.66	115,991.80	73,519.47	1,022,958.82	284.40
Otero	120,644.23	1,737,088.07	193,457.49	46,936.02	5,163.83	101,000.00	40,357.64	89,828.82	272.76
Ouray	6,554.00	148,854.65	12,811.57	7,965.71	38.79	3,537.20	1,269.87	3,791.38	342.98
Park	29,020.77	134,086.63	12,618.01	6,568.01		5,500.00	550.00	3,859.68	399.72
Phillips	25,796.02	415,635.06	77,828.41	11,185.80	243.54	47,000.00	19,399.07	135,354.13	368.70
Pitkin	5,620.45	137,052.46	18,267.04	3,517.04		11,000.00	3,750.00	6,731.57	348.65
Prowers	86,298.53	997,541.07	101,486.50	27,914.04	1,347.79	52,343.51	19,881.16	22,717.65	327.13
Pueblo	479,861.12	5,746,263.01	791,680.46	156,379.01	3,990.15	396,151.05	235,160.25	1,665,967.63	285.83
Rio Blanco	40,027.62	564,533.23	244,699.00	14,609.34	3,879.71	209,000.00	17,209.95	843,755.20	451.02
Rio Grande	36,299.86	619,036.63	55,443.24	19,279.24	3,683.17	16,000.00	16,480.83	374,813.99	266.32
Routt	57,157.10	569,733.05	62,126.66	14,728.41		22,000.00	25,398.25	262,260.92	362.23
Saguache	34,135.55	365,469.77	42,265.83	20,388.98	304.60	15,500.00	6,072.25	5,329.57	294.39
San Juan	3,923.53	108,635.24	3,982.86	3,982.86				16,097.93	515.84
San Miguel	16,029.11	202,099.21	21,609.82	10,398.88	150.94	9,000.00	2,060.00	26,406.53	263.09
Sedgwick	29,660.23	382,469.04	242,344.40	19,732.58	15,000.00	191,706.12	15,905.70	22,402.86	351.87
Summit	17,435.78	110,416.61	10,422.92	2,839.59	110.22	5,012.45	2,460.66	1,500.11	450.61
Teller	13,625.39	190,839.93	16,884.15	5,289.16	348.69	6,000.00	5,246.30	13,046.30	331.76
Washington	75,247.78	632,395.94	76,434.21	37,602.22	866.03	31,392.99	6,572.97	621,530.62	418.14
Weld	443,509.03	4,164,380.22	482,615.85	118,465.21	2,780.68	243,500.00	117,869.96	585,007.67	291.00
Yuma	65,549.44	743,892.91	69,458.13	4,538.11		41,000.00	23,920.02	38,968.52	355.65
TOTALS	\$7,522,490.70	\$84,638,961.62	\$12,721,051.39	\$2,605,322.77	\$79,340.39	\$7,216,173.80	\$2,820,214.43	\$37,395,016.31	.....
AVERAGE	.....	.....	.....	.....	.....	.....	.....	.....	\$302.29

AVERAGE SALARIES PAID TO TEACHERS AND ADMINISTRATORS
SCHOOL YEAR 1954-1955

County	Kinder- garten	Elemen- tary	Junior High	Senior High	Junior Colleges	Adminis- trators	County Average
Adams	\$	\$3,003.32	\$3,219.21	\$3,385.79	\$	\$5,237.69	\$3,236.37
Alamosa .....	.....	3,162.95	3,319.00	3,453.00	.....	4,388.00	3,354.90
Arapahoe	3,093.06	3,371.11	3,538.53	3,728.62	.....	5,090.19	3,582.09
Archuleta	2,700.00	2,921.05	3,175.00	3,363.63	.....	4,266.66	3,176.32
Baca	2,700.00	2,666.13	.....	3,042.81	.....	5,395.09	2,931.41
Bent	3,275.00	3,002.00	3,491.00	3,535.00	.....	4,550.00	3,274.00
Boulder	3,340.00	3,653.38	3,872.22	3,949.94	.....	4,404.38	3,806.76
Chaffee	3,300.00	2,844.83	3,418.75	3,878.95	.....	5,600.00	3,392.62
Cheyenne .....	.....	2,943.07	.....	3,073.93	.....	3,975.00	3,078.32
Clear Creek	3,850.00	2,702.00	3,195.00	3,343.00	.....	5,425.00	3,209.00
Conejos	2,363.80	2,635.13	2,391.27	2,091.81	.....	4,238.67	2,782.83
Costilla .....	.....	2,765.09	.....	3,111.60	.....	3,900.00	2,897.58
Crowley .....	.....	2,767.57	.....	3,111.36	.....	4,225.00	2,980.16
Custer .....	.....	2,499.00	.....	3,012.00	.....	4,500.00	2,752.22
Delta .....	.....	3,587.00	3,396.00	3,584.00	.....	5,190.00	3,681.00
Denver	4,423.43*	.....	4,684.90	5,231.29	.....	7,883.65	4,878.91
Dolores .....	.....	2,651.67	.....	3,533.33	.....	4,700.00	2,913.75
Douglas .....	.....	2,893.29	.....	3,506.25	.....	4,690.00	3,103.85
Eagle	3,013.00	2,887.18	.....	3,486.00	.....	3,444.84	3,102.98
Elbert .....	.....	2,641.66	2,966.66	2,899.74	.....	4,833.33	2,944.80
El Paso	3,614.22	3,534.52	4,216.97	3,919.43	.....	6,224.47	3,890.54
Fremont .....	.....	2,988.71	3,270.58	3,532.08	.....	4,184.58	3,290.87
Garfield	3,050.00	3,112.00	3,262.00	3,673.00	.....	4,670.00	3,410.60
Gilpin .....	.....	3,038.53	.....	3,266.66	.....	4,200.00	3,192.36
Grand	1,550.00	3,268.00	.....	3,669.00	.....	4,900.00	3,350.68

*Elementary and kindergarten.

Gunnison	3,150.00	3,125.81	4,261.10	3,083.33	.....	4,220.00	3,316.77
Hinsdale .....	.....	3,200.00	.....	3,400.00	.....	.....	3,200.00
Huerfano	2,725.00	2,826.94	.....	3,420.42	.....	5,200.00	3,082.72
Jackson .....	.....	3,081.00	.....	3,942.00	.....	5,000.00	3,364.00
Jefferson	3,241.90	3,734.77	4,425.24	3,177.40	.....	5,747.25	3,804.76
Kiowa .....	.....	2,808.82	2,854.17	3,202.50	.....	3,753.00	3,043.82
Kit Carson	2,900.00	2,777.66	.....	3,126.18	.....	4,685.71	3,056.02
Lake	3,116.67	3,695.00	3,482.01	3,883.33	.....	5,690.00	3,819.03
La Plata .....	.....	2,894.33	3,213.88	3,146.23	.....	4,628.33	3,143.59
Larimer	3,170.00	2,986.56	3,805.00	3,798.15	.....	5,190.00	3,462.64
Las Animas	2,958.33	2,823.92	3,308.51	3,454.60	3,618.07	4,474.72	3,184.20
Lincoln .....	.....	3,135.55	.....	3,593.15	.....	4,960.00	3,346.13
Logan	3,041.00	3,174.00	3,505.00	3,757.00	4,097.00	5,028.00	3,542.00
Mesa	3,600.00	3,327.42	3,590.10	3,802.00	4,236.00	5,186.00	3,699.44
Mineral .....	.....	2,866.66	3,250.00	3,200.01	.....	3,800.00	3,150.00
Moffat	2,855.00	2,928.99	3,432.86	3,390.56	.....	4,970.00	3,166.46
Montezuma .....	.....	2,843.83	.....	3,344.05	.....	4,736.67	3,092.71
Montrose	2,630.00	3,024.19	3,306.66	3,882.00	.....	5,085.00	3,359.00
Morgan	3,024.00	2,979.20	3,275.00	3,759.44	.....	5,076.88	3,442.36
Otero	2,813.50	3,062.43	3,224.30	3,465.82	3,621.44	4,240.62	3,308.37
Ouray	1,700.00	3,280.83	.....	3,536.11	.....	4,633.33	3,471.80
Park .....	.....	2,908.36	3,100.00	3,090.00	.....	4,200.00	3,044.32
Phillips	3,000.00	3,097.00	.....	3,810.00	.....	5,466.00	3,409.00
Pitkin	1,600.00	3,172.72	.....	3,465.00	.....	4,100.00	3,271.74
Prowers	2,883.00	3,245.00	3,215.00	3,527.00	4,540.00	5,121.00	3,413.21
Pueblo	3,827.80	3,479.51	3,906.27	4,010.49	4,200.00	5,963.22	3,841.78
Rio Blanco	4,050.00	3,854.51	3,432.29	4,186.90	.....	6,081.80	4,031.12
Rio Grande	2,395.00	3,227.70	3,355.79	3,604.95	.....	5,170.00	3,421.83
Routt .....	.....	3,241.43	3,559.17	3,543.91	.....	5,325.00	3,444.69
Saguache	2,652.00	3,046.37	.....	3,336.00	.....	4,407.33	3,248.82
San Juan .....	.....	3,075.00	.....	3,385.70	.....	5,000.00	3,367.86
San Miguel	2,500.00	2,878.00	3,150.00	3,327.78	.....	4,445.00	3,066.67
Sedgwick	1,917.00	3,005.51	.....	3,993.05	.....	4,794.41	3,354.67
Summit .....	.....	2,784.62	.....	3,540.00	.....	5,000.00	3,100.00
Teller .....	.....	3,179.50	.....	3,380.62	.....	5,237.50	3,372.50
Washington	1,400.00	2,983.55	.....	3,631.45	.....	4,325.00	3,194.76
Weld	3,438.00	3,102.00	3,776.00	3,302.00	.....	4,915.00	3,309.00
Yuma	3,000.00	2,847.95	.....	3,661.54	.....	5,134.72	3,195.23

AVERAGE SALARIES PAID TO TEACHERS AND ADMINISTRATORS
SCHOOL YEAR 1955-1956

County	Kinder- garten	Elemen- tary	Junior High	Senior High	Junior Colleges	Adminis- trators	County Average
Adams	\$	\$3,084.55	\$1,185.22	\$3,784.97	\$	\$5,854.85	\$3,367.32
Alamosa .....	.....	3,126.66	3,105.71	4,118.00	.....	5,100.00	3,518.15
Arapahoe	3,070.71	3,608.57	3,534.82	3,983.24	.....	5,959.13	3,814.18
Archuleta	2,800.00	2,162.50	3,340.00	3,836.36	.....	4,733.33	3,513.88
Baca	3,200.00	2,861.75	.....	3,359.38	.....	4,770.00	3,133.37
Bent	3,425.00	3,176.47	3,410.11	3,674.57	.....	4,825.00	3,434.44
Boulder	3,887.27	3,539.09	4,108.04	4,217.86	.....	5,670.29	3,953.71
Chaffee	3,500.00	2,960.34	3,510.71	3,935.00	.....	4,990.00	3,509.21
Cheyenne .....	.....	3,099.80	.....	3,329.43	.....	3,920.00	3,274.76
Clear Creek	2,462.50	2,935.28	3,667.50	3,581.82	.....	5,725.00	3,241.76
Conejos	1,733.33	2,741.06	2,597.14	3,178.20	.....	4,350.66	2,875.25
Costilla	2,500.00	2,762.00	3,633.00	3,179.00	.....	4,217.00	2,942.00
Crowley .....	.....	2,878.16	.....	3,292.73	.....	4,425.00	3,117.34
Custer .....	.....	2,645.91	.....	3,493.46	.....	5,000.00	3,059.21
Delta .....	.....	3,719.51	3,128.33	3,767.37	.....	5,386.00	3,796.37
Denver	4,497.60*	.....	4,765.85	5,359.65	.....	7,917.67	4,960.04
Dolores .....	.....	2,782.53	3,272.22	3,283.33	.....	4,980.00	3,075.83
Douglas .....	.....	2,988.62	.....	3,875.38	.....	5,030.00	3,272.45
Eagle	3,100.00	3,021.13	.....	3,693.04	.....	4,950.00	3,311.72
Elbert .....	.....	2,869.14	.....	3,363.36	.....	4,866.66	3,181.15
El Paso	3,849.53	3,778.68	4,222.99	4,185.75	.....	6,180.40	4,126.12
Fremont	2,922.67	3,129.81	3,488.76	3,758.74	.....	4,317.92	3,456.70
Garfield	3,250.00	3,249.10	3,733.33	3,699.61	.....	5,390.00	3,551.65
Gilpin .....	.....	3,264.28	.....	3,450.00	.....	4,400.00	3,420.83
Grand	2,475.00	3,451.40	.....	3,708.33	.....	5,110.00	3,541.68

*Elementary and kindergarten.

Gunnison	3,350.00	3,701.00	3,207.14	3,675.88	.....	4,975.00	3,646.45
Hinsdale .....	.....	3,000.00	.....	3,400.00	.....	.....	3,200.00
Huerfano	2,975.00	2,995.87	.....	3,318.80	.....	5,175.00	3,174.04
Jackson .....	.....	2,727.10	.....	4,010.97	.....	5,000.00	3,115.38
Jefferson	3,296.21	3,890.23	3,664.71	4,105.19	.....	6,061.14	3,998.24
Kiowa .....	.....	2,848.44	3,105.00	3,500.00	.....	5,000.00	3,272.34
Kit Carson	2,900.00	3,005.23	3,650.00	3,579.73	.....	5,237.50	3,375.28
Lake	2,783.33	3,596.23	4,015.41	3,984.72	.....	5,912.50	3,914.69
La Plata .....	.....	3,017.07	3,180.80	3,300.42	.....	4,456.92	3,231.19
Larimer	3,357.50	3,288.59	3,839.50	3,890.95	.....	5,100.96	3,662.47
Las Animas	3,000.00	2,896.78	3,399.26	3,450.65	3,969.48	4,247.95	3,268.78
Lincoln .....	.....	3,275.63	.....	3,690.00	.....	5,200.00	3,481.71
Logan	3,298.00	3,148.00	3,685.00	4,265.00	4,383.00	5,228.00	3,701.16
Mesa	3,900.00	3,447.26	3,702.80	3,950.03	4,581.00	5,385.00	3,831.00
Mineral .....	.....	2,900.00	3,000.00	3,600.00	.....	.....	3,214.29
Moffat	3,560.00	3,282.22	3,724.28	3,655.28	.....	4,715.50	3,496.23
Montezuma	2,455.00	2,958.75	2,861.95	3,497.30	.....	4,845.00	3,184.89
Montrose	3,044.08	3,114.30	3,240.42	3,892.37	.....	5,158.44	3,638.88
Morgan	3,000.00	3,499.38	.....	3,164.40	.....	5,821.33	3,883.61
Otero	2,932.50	3,284.57	3,210.26	3,588.56	4,233.33	4,350.00	3,471.45
Ouray	1,377.76	3,377.27	.....	3,530.38	.....	5,300.00	3,519.36
Park .....	.....	3,042.86	.....	3,250.00	.....	4,410.00	3,163.00
Phillips	3,125.00	3,313.70	.....	3,723.75	.....	5,500.00	3,557.35
Pitkin	3,000.00	3,377.77	3,366.66	3,590.91	.....	6,000.00	3,560.00
Prowers	3,116.00	3,496.00	3,510.00	3,778.00	3,903.00	5,412.00	3,696.78
Pueblo	3,951.50	3,875.42	4,010.42	4,224.08	4,623.96	5,477.16	4,107.99
Rio Blanco	3,437.00	4,188.19	4,294.44	4,179.56	.....	6,193.80	4,263.89
Rio Grande	3,066.67	3,369.55	3,476.11	3,704.05	.....	4,925.00	3,570.18
Routt .....	.....	2,957.29	4,995.00	3,784.14	.....	5,220.00	3,490.14
Saguache	3,048.00	3,215.97	.....	3,420.96	.....	4,909.50	3,391.06
San Juan .....	.....	3,533.33	.....	3,743.75	.....	5,500.00	3,776.67
San Miguel	2,700.00	2,945.45	3,400.00	3,440.00	.....	4,750.00	3,200.00
Sedgwick	2,000.00	3,147.50	3,225.00	4,033.75	.....	4,530.00	3,476.96
Summit .....	.....	2,895.83	.....	3,890.00	.....	.....	3,188.24
Teller .....	.....	3,402.10	.....	3,685.71	.....	5,650.00	3,644.00
Washington	1,600.00	3,121.23	.....	3,632.17	.....	4,425.00	3,307.71
Weld	3,397.50	3,105.18	4,531.03	3,402.46	.....	5,382.86	3,418.96
Yuma	3,150.00	2,880.00	.....	3,755.97	.....	5,191.67	3,256.05

STATE PUBLIC SCHOOL FUND
PAYMENTS FOR EQUALIZATION OF CLASSROOM UNITS

County	Jan. 3, 1955 for 1954-55	Jan. 13, 1956 for 1955-56
Adams	\$ 310,429.88	\$ 515,511.56
Alamosa	122,993.33	147,873.40
Arapahoe	492,637.46	837,246.22
Archuleta	46,296.32	47,662.18
Baca	36,106.44	49,216.96
Bent	75,739.95	91,334.22
Boulder	127,020.93	247,747.18
Chaffee	40,605.69	62,235.52
Cheyenne .....	.....	.....
Clear Creek	16,593.07	23,732.86
Conejos	215,018.64	253,803.48
Costilla	111,677.49	133,007.48
Crowley	65,048.69	77,568.23
Custer	8,723.61	14,671.96
Delta	200,312.17	243,435.67
Denver .....	.....	.....
Dolores	21,239.90	31,803.15
Douglas .....	.....	11,905.45
Eagle	23,674.13	41,190.96
Elbert	5,442.53	27,716.37
El Paso	386,450.51	714,635.71
Fremont	179,256.00	210,355.91
Garfield	86,568.64	123,378.21
Gilpin	2,952.17	2,752.37
Grand	34,413.88	44,603.29
Gunnison	22,935.08	26,133.90
Hinsdale .....	.....	.....
Huerfano	114,906.40	131,188.45
Jackson .....	.....	6,851.83
Jefferson	675,427.06	821,333.91
Kiowa .....	.....	.....
Kit Carson	12,463.30	42,728.73
Lake .....	.....	12,252.37
La Plata	78,657.30	104,235.25
Larimer	77,133.76	187,172.99
Las Animas	375,735.40	444,556.77
Lincoln	12,568.78	32,668.87
Logan .....	.....	13,438.09
Mesa	440,172.79	580,315.67
Mineral .....	.....	168.38
Moffat	26,050.66	54,390.85
Montezuma	200,856.09	241,666.56
Montrose	226,639.49	265,023.39
Morgan	91,649.08	95,447.74
Otero	354,124.54	420,411.66
Ouray	19,333.13	30,536.84
Park .....	.....	.....
Phillips .....	.....	11,666.01
Pitkin	1,634.78	2,761.55
Prowers	145,698.50	176,369.30
Pueblo	663,582.56	902,884.78
Rio Blanco .....	.....	.....
Rio Grande	113,606.58	138,574.17
Routt	29,281.72	40,983.01
Saguache	48,743.59	59,541.57
San Juan	9,733.55	15,041.04
San Miguel	28,905.22	30,940.90
Sedgwick .....	.....	21,329.26
Summit .....	.....	4,792.49
Teller	27,609.21	29,405.03
Washington .....	.....	7,428.88
Weld	479,741.08	634,185.22
Yuma	80,152.58	98,822.26
TOTAL	\$6,966,543.66	\$9,638,636.06

APPENDIX B

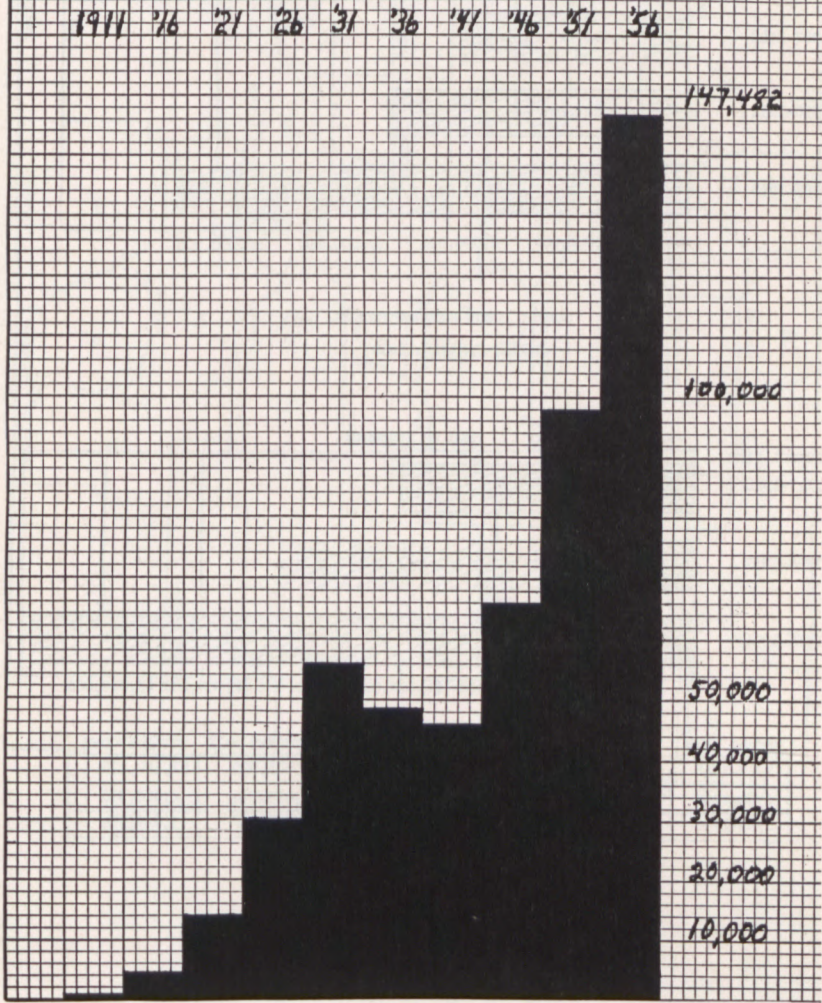
INFORMATIONAL
CHARTS

APPENDIX

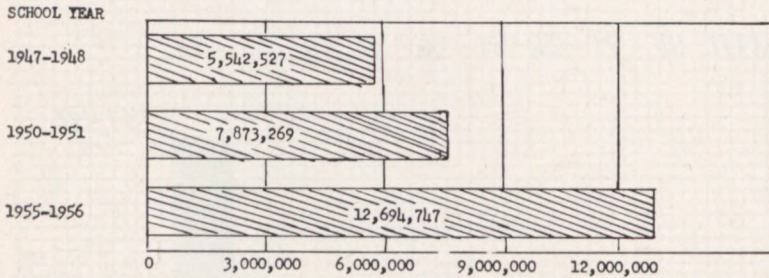
INFORMATIONAL

CHARTS

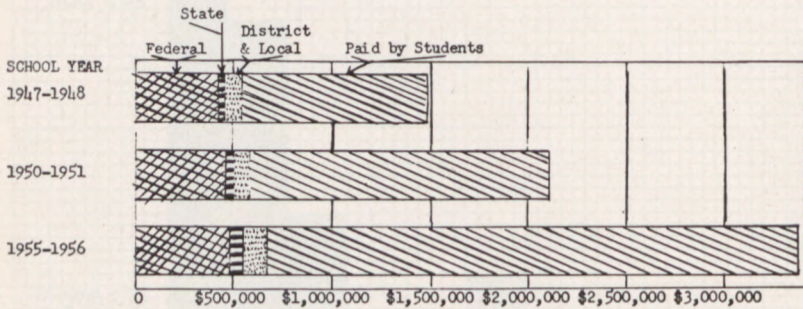
MEMBERSHIP
Colorado Congress
of
Parents and Teachers



SCHOOL LUNCH PROGRAM PARTICIPATION
Meals Served Students



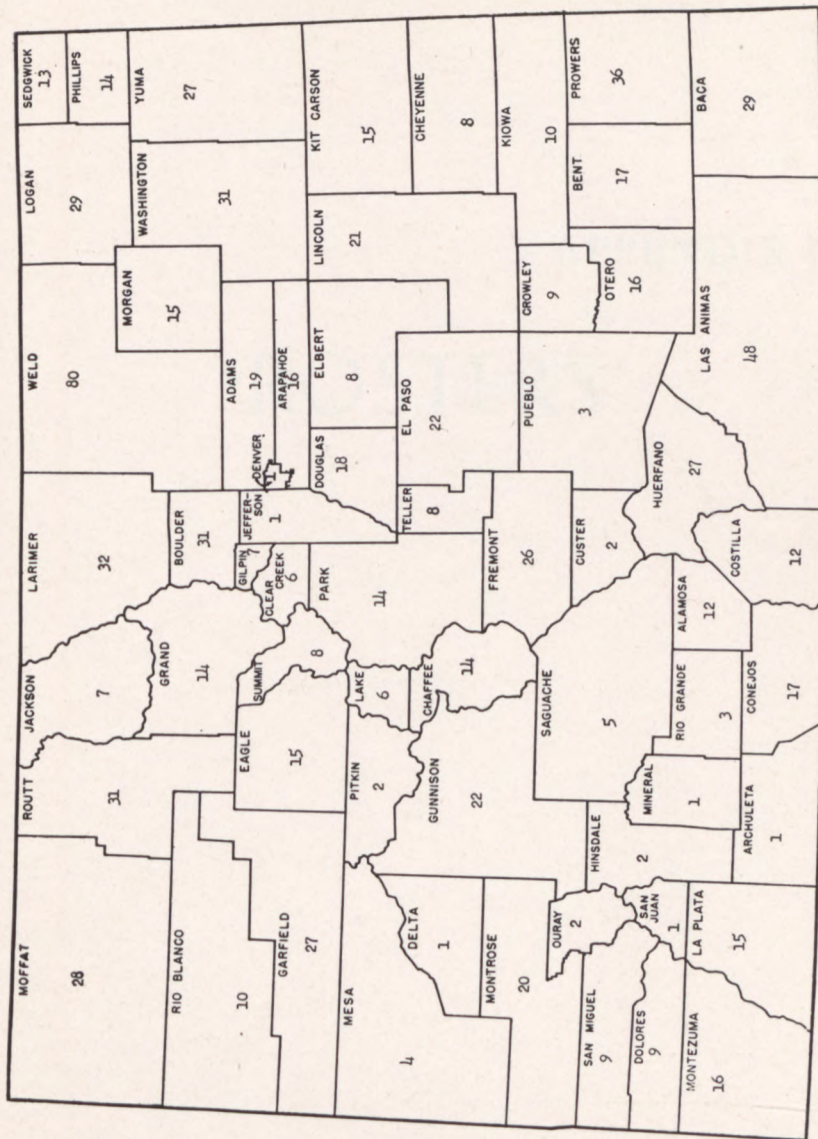
SCHOOL LUNCH PROGRAM INCOME
Dollar Contributions

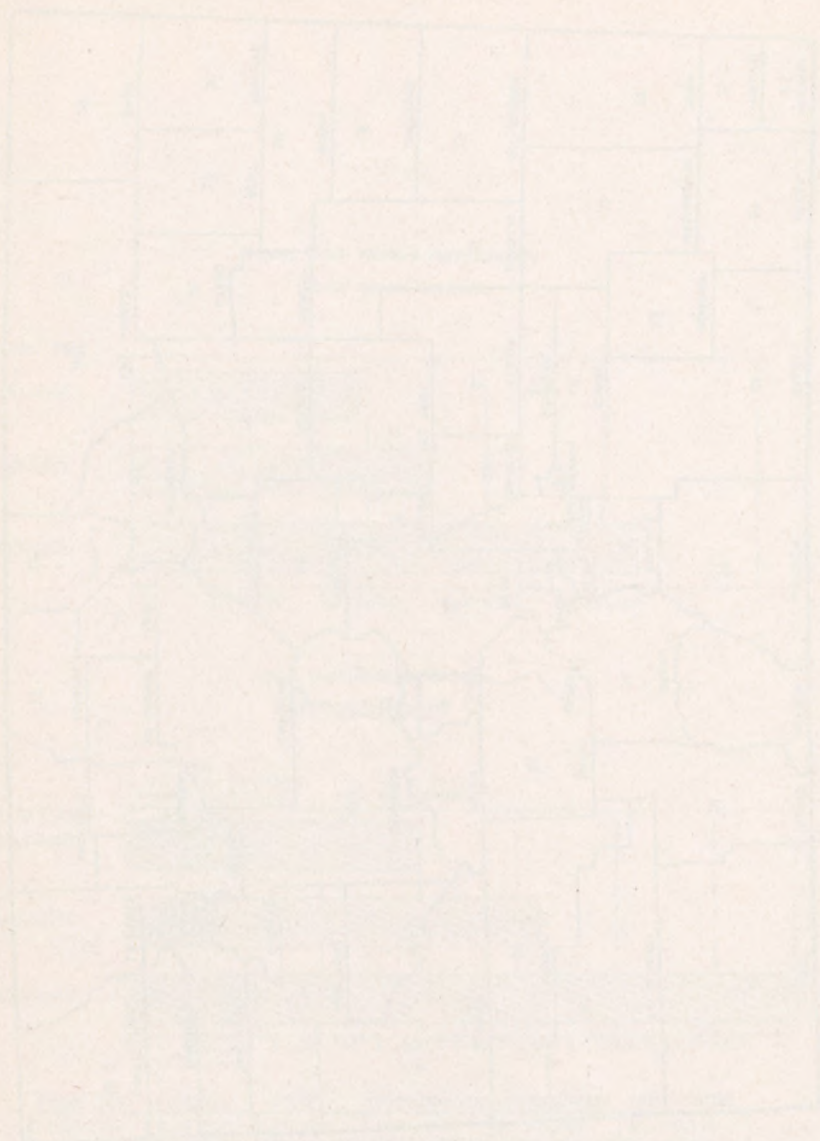


SCHOOL YEAR	FEDERAL	STATE	DISTRICT-LOCAL	STUDENT-PAID	TOTAL INCOME
1947-1948	\$429,178	\$14,650	\$100,000	\$ 945,000	\$1,490,178
1950-1951	468,104	21,164	84,836	1,453,274	2,027,378
1955-1956	486,857	27,298.65	187,431	2,928,368	3,629,954

COLORADO

63 Counties
 973 School Districts
 3,283 School Board Members





THE UNIVERSITY OF
MICHIGAN LIBRARY

ANN ARBOR, MICHIGAN

APPENDIX C

ROSTERS

APPENDIX C

ROSTERS

STATE DEPARTMENT OF EDUCATION
STAFF

H. GRANT VEST.....Commissioner

Office of Administrative Services

John H. Swenson	Assistant Commissioner
Lucy C. Auld.....	Director of Legal Services
Eleanor Casebolt	Supervisor of Teacher Certification
Robert Cochrane	Director of School Plant and Transportation Services
Charles E. Hathaway.....	Director of Finance
Waldo Olson	Consultant for School Budgets
William McDonough	Consultant in School Finance
Charles W. Lilley	Director of School Lunch
Woodrow Whatley	Consultant for Nutrition
Stanley Leftwich	Director of School District Organization

Office of Instructional Services

Leo P. Black	Assistant Commissioner
Robert Romans.....	Director of Elementary Education
Lucile H. Latting.....	Consultant for Elementary Education
Elbie Gann	Director of Secondary Education
Marguerite R. Juchem.....	Consultant for Secondary Education
Ellis Graham	Director of Special Institutions
Dorothy E. Craig	Director of Special Education
Parnell McLaughlin	Consultant for Special Education
Don Knight	Consultant for Conservation Education
William T. Van Orman.....	Director of Accreditation
Gordon L. Bennett.....	Director of Library Services
Erne Shubert	Consultant for Audio-Visual Instruction
Roy B. Minnis	Director of Adult Education
H. Edgar Williams.....	Director of Guidance Services

* * * *

Helen H. Downing.....	Supervisor of Departmental Services
Raymond E. Peterson.....	Supervisor of Publications

STATE BOARD FOR VOCATIONAL EDUCATION

C. J. Hinkley, Chairman	Colorado Springs
Representing Employees	
Fred M. Betz, Vice Chairman	Lamar
Representing Distributive Occupations	
Mrs. Mary H. Doerges	Cortez
Representing Homemaking	
Stow L. Witwer	Greeley
Representing Agriculture	
J. H. Macdonald	La Junta
Representing Employers	

VOCATIONAL EDUCATION DIVISION STAFF

A. R. Bunger	Executive Director
Agricultural Education	
Marvin G. Linson	State Supervisor
William L. Dobler	Assistant State Supervisor (Institutional On-Farm Training for Veterans)
Distributive Education	
John R. Waldeck	State Supervisor
Homemaking Education	
Mrs. Lucile C. Fee	State Supervisor
Mrs. Olive F. Yenter	Assistant State Supervisor (Future Homemakers of America)
Mr. Lottie E. More	Assistant State Supervisor (Adult and Family Life Education)
Trade and Industrial Education	
William G. Flannery	State Supervisor
Harold E. Bowlds	Assistant State Supervisor (Peace Officer Training)
Wilbur L. Buckner	Assistant State Supervisor (REA Training)
E. W. Crawford	Assistant State Supervisor (Firemanship)
Fred W. Doelz	Assistant State Supervisor (Apprenticeship)
Eric F. Urban (Grand Junction)	Assistant State Supervisor (Apprenticeship)
Rehabilitation Division	
William C. Weidner	State Supervisor
Alfred W. Simpson	Assistant State Supervisor
Russell B. Haase (Denver)	Assistant State Supervisor
Richard W. Huth (Denver)	Assistant State Supervisor (OASI)
William A. Ratekin (Grand Junction)	Assistant State Supervisor
Edward L. Reichert (Pueblo)	Assistant State Supervisor
Weaver F. Satchell (Greeley)	Assistant State Supervisor
Everett W. Scott (Colorado Springs)	Assistant State Supervisor
Robert L. Sexton (Denver)	Assistant State Supervisor
John R. Trujillo (Alamosa)	Assistant State Supervisor

COLORADO COUNTY SUPERINTENDENTS OF SCHOOLS

<i>County</i>	<i>Name</i>	<i>Address</i>
Adams	Mrs. Bertha Heid	Brighton
Alamosa	Mrs. Vera E. Linger	Alamosa
Arapahoe	Miss Beulah L. Davies	Littleton
Archuleta	Mrs. Ruby M. Sisson	Pagosa Springs
Baca	Mrs. Eva Acre	Springfield
Bent	Mrs. Hazel L. Martin	Las Animas
Boulder	Mrs. Glen W. Pennock	Boulder
Chaffee	Mrs. Bessie M. Shewalter	Salida
Cheyenne	Mrs. Cecile McClaskey	Cheyenne Wells
Clear Creek	Mrs. Frances B. Crawford	Georgetown
Conejos	Mr. Robert Montano	Antonito
Costilla	Mr. Polito Martinez, Jr.	San Luis
Crowley	Mr. William Broadbent	Ordway
Custer	Miss Frances E. Kettle	Westcliffe
Delta	Miss Martha Savage	Delta
Denver	Mr. LeRoy Fisher	Denver
Dolores	Mr. Nathan V. Mellott	Dove Creek
Douglas	Mr. Robert F. Metzler	Castle Rock
Eagle	Mrs. Jeanette K. Buchholz	Eagle
Elbert	Mrs. Evelyn Dahl King	Kiowa
El Paso	Mrs. Georgianna Kettle	Colorado Springs
Fremont	Mrs. M. Adella Archer	Canon City
Garfield	Mrs. Josephine Busby	Glenwood Springs
Gilpin	Mrs. Edith W. Carter	Central City
Grand	Mrs. Lorraine Gould	Hot Sulphur Springs
Gunnison	Mrs. Sylvia P. Carroll	Gunnison
Hinsdale	Mrs. Carolyn Wright	Lake City
Huerfano	Miss Frances Nelson	Walsenburg
Jackson	Mrs. Eva B. Mariette	Walden
Jefferson	Mrs. Miriam B. Martensen	Golden
Kiowa	Mrs. Lydia Ellsaesser	Eads
Kit Carson	Mrs. Willa Zick	Burlington
Lake	Miss Elizabeth Cavanaugh	Leadville
La Plata	Mrs. Vivian J. Maxwell	Durango
Larimer	Mr. Frank L. Irwin	Fort Collins
Las Animas	Mr. Harry C. Raye	Trinidad
Lincoln	Mrs. Irene Hamling	Hugo
Logan	Mrs. Janet Grauberger	Sterling
Mesa	Mrs. Lucile Mahannah	Grand Junction
Mineral	Mr. W. V. Mayfield	Creede
Moffat	Mrs. June Sweeney	Craig
Montezuma	Mrs. Claire J. Watson	Cortez
Montrose	Mrs. Lillian B. Cromie	Montrose
Morgan	Miss Marian Lockwood	Fort Morgan
Otero	Miss Ruth R. Lytle	La Junta
Ouray	Mrs. Evelyn F. Bates	Ouray
Park	Mrs. Edith Teter	Fairplay
Phillips	Mrs. Earlean F. Jung	Holyoke
Pitkin	Mrs. Lettie Lee Brand	Aspen
Prowers	Mrs. Reva Davidson	Lamar
Pueblo	Miss Mary McNally	Pueblo
Rio Blanco	Mrs. Dorothy Barrett	Meeker
Rio Grande	Mrs. Mary M. Stone	Monte Vista
Routt	Mrs. Geraldine Elkins	Steamboat Springs
Saguache	Mrs. Myra L. McClure	Saguache

(Continued on Next Page)

Colorado County Superintendents of Schools—Continued

<i>County</i>	<i>Name</i>	<i>Address</i>
San Juan.....	Mrs. Frances Beaber.....	Silverton
San Miguel.....	Mrs. Irene M. Wichmann.....	Telluride
Sedgwick.....	Miss Veta Stalcup.....	Julesburg
Summit.....	Mr. John R. Bailey.....	Breckenridge
Teller.....	Mrs. Loretta S. Davis.....	Cripple Creek
Washington.....	Mrs. Gertrude W. Moore.....	Akron
Weld.....	Paul Lodwick.....	Greeley
Yuma.....	Herbert Oman.....	Wray

TERRITORIAL SCHOOL SUPERINTENDENTS OF COLORADO

W. J. Curtice.....	1861-1863
Wm. S. Walker.....	1863-1865
A. W. Atkins.....	1865-1867
Columbus Nuckrolls.....	1867-1869
Wm. C. Lothrop.....	1869-1873
Horace M. Hale.....	1873-1876

State Superintendents of Public Instruction of Colorado from the Organization of the State

Joseph C. Shattuck (Two terms).....	1877-1880
L. S. Cornell.....	1881-1882
Joseph C. Shattuck.....	1883-1884
L. S. Cornell (Two terms).....	1885-1888
Fred Dick.....	1889-1890
Nathan B. Coy.....	1891-1892
J. F. Murray.....	1893-1894
Mrs. A. J. Peavey.....	1895-1896
Grace Espey Patton.....	1897-1898
Mrs. Helen L. Grenfell (Three terms).....	1899-1904
Katherine L. Craig (Two terms).....	1905-1908
Katherine M. Cook.....	1909-1910
Helen Marsh Wixson.....	1911-1912
Mary C. C. Bradford (Four terms).....	1913-1920
Katherine L. Craig.....	1921-1922
Mary C. C. Bradford (Two terms).....	1923-1926
Katherine L. Craig (Two terms).....	1927-1930
Inez Johnson Lewis (Eight terms).....	1931-1946
Nettie S. Freed (Two terms).....	1947-1951
J. Burton Vasche.....	1951-1952
H. Grant Vest.....	1953-

BOARD OF TRUSTEES

(Colorado Teachers' Colleges)

1956

Thomas L. Girault.....	Denver
Leslie J. Savage.....	Crawford
Sidney Anderson.....	Alamosa
E. L. Dutcher.....	Gunnison
Phyllis Rogers.....	Sterling
Barnard Houtchens.....	Greeley
H. Grant Vest.....	Commissioner of Education (Ex-officio)
Glen C. Turner.....	Secretary

**COLORADO HIGH SCHOOL ACTIVITIES
ASSOCIATION
1955-56**

Executive Committee

Frank Hickey, President.....	Canon City
Art G. Watson, Vice-President.....	Limon
John A. Grant.....	Julesburg
Chester O'Hanlon.....	Denver
Ray C. Hume.....	Grand Junction
C. L. Kinney.....	Deer Trail
H. C. Skoglund.....	Center
Glenn T. Wilson, Commissioner.....	Denver

Advisory Members

Wendell K. Beard, Assistant to Commissioner
 H. Grant Vest, Colorado Commissioner of Education
 Roy O. Frantz, Colorado Association of School Boards

**HIGHWAY SAFETY COUNCIL
1956**

Duke E. Dunbar.....	Attorney General
Mark U. Watrous.....	State Highway Engineer
George J. Baker.....	Secretary of State
Gilbert R. Carrel.....	Chief, State Patrol
Ralph C. Horton.....	Chairman, P. U. C.
Robert A. Theobald.....	Director of Revenue
Dr. H. Grant Vest.....	Commissioner of Education
A. R. Pepper.....	Committee Secretary

**COLORADO HUMANE SOCIETY
1956**

Directors

Walter S. Reed.....	Denver
D. K. Wolfe, Jr.....	Denver
Henry J. Johnson.....	Lamar
Robert E. Allen.....	Denver
Earl A. Barker.....	Durango
Charles E. Bennett.....	Denver
Leonard M. Bentley.....	Canon City
Vernon A. Cheever.....	Colorado Springs
William F. Dequasie.....	Lakewood
John I. Green.....	Antonito
Ed Harding.....	Craig
Rex G. Howell.....	Grand Junction
Richard Lyttle.....	Meeker
Joseph J. Marsh.....	Denver
Robert A. Theobald.....	Breckenridge
E. E. Wyland.....	Denver
A. A. Zimmerman.....	Westminster

Ex-Officio Directors

Governor of Colorado
 Duke W. Dunbar, Attorney General
 H. Grant Vest, Commissioner of Education

STATE BOARD OF EXAMINERS

Elmer Burkhard	Sterling
Leo Butler	Fort Lupton
Dwight C. Hamilton	Colorado Springs
Peter C. Holm	Denver
Vincil S. Lester	Cortez
Miss Marian Lockwood	Fort Morgan
Mrs. Mona L. Rice	Grand Junction
Alfred R. Young	Lamar

ADVISORY COMMITTEE ON BUSINESS EDUCATION 1956

H. E. Binford, Chairman	Gunnison
F. Kendrick Bangs	Boulder
Mrs. Gertrude Bates	Loveland
Zane R. Hays	Sterling
Marguerite R. Juchem (State Department)	Denver
Sada Beth King	Florence
Katharine McIntyre	Pueblo
Loretta Miller	Denver
Catherine K. Sayer	Leadville
Mrs. Lucie Vandenberg	Crawford
Roland C. Waterman	Greeley
John E. Binnion	Denver

ADVISORY COMMITTEE ON CONSERVATION EDUCATION

- DR. HARLEY F. GLIDDEN**
Professor of Biology, Colorado State College of Education, Greeley, Colorado
- HERB HOCKSTRASSER**
Conservation Teacher, Fort Morgan High School
- MRS. MARGUERITE JUCHEM**
Consultant Secondary Education, Colorado State Department of Education
- DR. TIM K. KELLEY**
Professor of Geography, University of Colorado, Boulder, Colorado
- MRS. JOE PENFOLD**
Sportsmen Organizations, 4285 Carr Street, Wheat Ridge, Colorado
- CHARLES TERRELL**
Extension Forester, Colorado A and M College, Fort Collins, Colorado
- C. D. TOLMAN**
Educational Director, Colorado State Game and Fish Department
- CARL HERZMAN**
Extension Conservationist, Colorado A and M College, Fort Collins, Colorado
- DON KNIGHT**
Consultant Conservation Education, Colorado State Department of Education
- DR. LEO P. BLACK**
Assistant Commissioner, State Department of Education

ADVISORY COMMITTEE ON SPECIAL EDUCATION 1956

Mrs. Anna C. Petteys	Brush
Mrs. Paul Maslin	Boulder
Tom Doherty	Colorado Springs
Dr. Tony Vaughan	Greeley
Joe Calabrese	Denver
Mrs. Mary Thurston Thoman	Boulder

Continued on Next Page

Advisory Committee on Special Education—Continued

Robert Metzler	Castle Rock
W. M. Williams	Denver
Ralph B. Monell	Canon City
Mrs. Mark Bentson	Lakewood
John Schfleuthzel	Greeley
Mrs. Ruth B. Clark	Fort Collins
Mrs. Fred Falkenhagen	Denver
Mrs. Fred Orman	Pueblo

STATE ADVISORY COMMITTEE ON SCHOOL HEALTH

- MISS ELIZABETH ABBOTT
Associate Professor of Physical Education, representing the University of Colorado
- DR. LEWIS BARBATO
Professor of Health Education, Psychiatrist
- DR. DAVID BARTELMA
Professor of Health Education, representing Physical Education and Recreation
- DR. JACK BARTHOLOMEW
Boulder Surgeon, representing CMA
- DR. ROY CLEERE
Executive Director, State Board of Health
- MISS DOROTHY E. CRAIG
Special Education, State Department of Education
- DR. WILLIAM CRESWELL
Colorado State College of Education, representing Health Instruction
- MISS GERTRUDE CROMWELL
Denver Public Schools, Nursing Supervisor
- MISS BEULAH DAVIES
Arapahoe County Superintendent of Schools, representing County Superintendents Association
- MRS. BERNICE DI CESSA
Chief, Public Health Nursing, State Department of Health
- DR. MILDRED DOSTER
Denver Public Schools Physician, representing the Colorado Education Association
- DR. ROBERT DOWNS
State Board of Health, Dental Health
- WALTER L. EDWARDS
Superintendent, Estes Park Public Schools
- MR. JACK E. HANSMA
Denver Tuberculosis Society, representing Voluntary Agencies
- DR. RUTH HOWARD
State Board of Health, Maternal and Child Health
- MISS NORMA JOHANNIS
Health Educator, State Board of Health
- MRS. CLYDE JOHNSON
Public Health Nurses, State Department of Health
- MRS. MARGUERITE R. JUCHEM
Consultant in Secondary Education, State Department of Education
- DR. JOHN LICHTY
Colorado School of Medicine
- CHARLES W. LILLEY
representing School Lunch Division
- MISS MARIE NEUSCHAEFER
representing Classroom Teachers
- MRS. AUSTIN THOMPSON
Chairman Health Committee, representing the Parent-Teacher Association
- MISS MARY WALKER
representing Safety Education and Civil Defense
- DR. H. GRANT VEST and DR. LEO P. BLACK
State Department of Education

BOARD OF THE COLORADO HISTORICAL SOCIETY

Dr. James Grafton Rogers, President.....	Georgetown
Henry Swan, Vice-President.....	Denver
Stephen Hart, Secretary.....	Denver
J. B. Kendrick, Treasurer.....	Denver
Dr. Levette Davidson.....	Denver
James Peabody.....	Pueblo
John Evans.....	Denver
William S. Jackson.....	Denver
Morrison Shafroth.....	Denver
Governor of Colorado, Ex-officio	

COLORADO STATE LIBRARY ADVISORY BOARD

Mrs. Anne Kirkland, President.....	Denver
Mrs. Idelia Baumgarten.....	Kremmling
Luther Bean.....	Alamosa
Mrs. E. A. Bloomquist.....	Pueblo
B. F. Coen.....	Fort Collins
Miss Harriet E. Howe.....	Colorado Springs
Miss Claire K. Knox.....	Pueblo
Miss Marian Lockwood.....	Fort Morgan
Mrs. Bessie Wilson.....	Burlington
Horace Wubben.....	Grand Junction
Mrs. Emma Vance.....	Akron

SURPLUS PROPERTY COMMITTEE

1956

D. B. Leshner.....	Fort Collins
Herbert D. Moe.....	Denver
W. B. FitzSimmons.....	Adams City
Roy Anderson.....	Denver
Hubert W. Hughes.....	Denver
Burtis E. Taylor (State Department).....	Denver

GOVERNOR'S COMMITTEE FOR THE EMPLOYMENT OF THE PHYSICALLY HANDICAPPED

Harold O. Adams	Charles T. Collins
Gene Amole	Karl Collman
Harvey Ancell	Brooks Connally
R. C. Anderson	Adolph Coors III
Roy G. Andrews	Dorothy Craig
Mrs. Carlos E. Armbruster	Rev. Dale Dargitz
Charles Avery	Dr. Wm. A. Dorsey
Richard Barnes	Dr. Sydney Dressler
Arthur Bazata	Peter L. Dye
Dr. Delano L. Bender	Joseph F. Evanoski
E. R. Benke	Lee Evans
Ray Bjorklund	John Gates
Alton P. Blanch	Dr. Jerome Gersten
Ray Brannaman	Chester Haddan
Dr. Joseph E. Cannon	Dr. Jack Hansma

Continued on Next Page

**Governor's Committee for the Employment of the
Physical Handicapped—Continued**

Dr. Lynwood M. Hople
Guy Justis
Eugene Koprowski
Jerome Kovarik
Leon Lavington
Rev. Walter C. Loague
Sam Lusky
Rev. Raphael McCarthy
Alex McKinney
Howard Mausner
Dr. Harry R. Moore
Ben B. Naffziger
Glenn Pickett

Mrs. D. W. Richardson
Charles L. Roberts
Franklin A. Thayer
Russell Turrill
Claude Tynar
Frank G. Van Portfliet
Richard Vogel
William Weidner
Glenn T. Wilson
Norman C. Winchester
Howard N. Yates
Starr Yelland

**COOPERATIVE PROGRAM IN EDUCATION
ADMINISTRATION**

(W. K. Kellogg Foundation Grant Project)

**State Committee
1956**

W. E. Bishop.....	Englewood
I. K. Boltz.....	Grand Junction
A. A. Brown.....	Littleton
Leo W. Butler.....	Fort Lupton
Calvin Greider.....	Boulder
Craig Minear.....	Denver
Harold E. Moore.....	Denver
T. H. Pickens.....	Las Animas
Rolland Powell.....	Fruita
C. L. Troxel.....	Greeley
Joseph Weber.....	Leadville
Alfred Young.....	Lamar
Burtis E. Taylor.....	State Department

SUPPLEMENTAL TABLES
FOR
"School Age Population and
Pupil Enrollment"

*(Completing statistical data appearing on pages 176 and 178
in the 1954-56 biennial report.)*

. . .

EXPLANATORY NOTE:

In preparing statistical data for the 1954-56 biennial report, some more detailed tabulations were made, sufficient to spread the tables on School Age Population and Pupil Enrollment into two sections each for each of the biennium years.

In assembling copy for the printer, inadvertently only the first sections of each of the tables were included, resulting in incomplete statistics as printed in appendix A of the biennial report.

The tables printed herewith represent the missing sections, needed to complete the information of the tables on page 176 (for 1954-55) and on page 178 (for 1955-56).

RECEIVED

SEP 17 2004

STATE PUBLICATIONS
Colorado State Library