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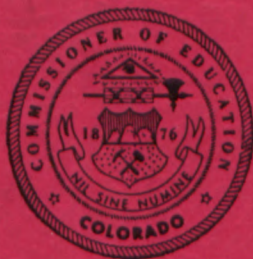


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41st BIENNIAL REPORT  
COLORADO COMMISSIONER  
OF EDUCATION  
School Years 1956-57—1957-58

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# PUBLIC EDUCATION IN COLORADO



COLORADO STATE DEPARTMENT OF EDUCATION  
H. Grant Vest, Commissioner

June  
30  
1958

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STATE BOARD OF EDUCATION**

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# PUBLIC EDUCATION IN COLORADO



**41st BIENNIAL REPORT**  
of the  
**COLORADO COMMISSIONER OF EDUCATION**  
for the school years  
1956-57—1957-58

COLORADO STATE DEPARTMENT OF EDUCATION  
Office of the Commissioner

June  
30  
1958







# State of Colorado

DEPARTMENT OF EDUCATION  
OFFICE OF COMMISSIONER OF EDUCATION  
DENVER 2

December 29, 1958

Honorable Governor Stephen L. R. McNichols  
and Members of the Colorado General Assembly  
State Capitol Building  
Denver, Colorado

Dear Governor McNichols and Legislators:

I am privileged to present herewith to you, to the members of the Colorado General Assembly and to the people of the State of Colorado, the Forty-first Biennial Report of the Colorado Commissioner of Education.

This report covers the period from July 1, 1956 through June 30, 1958. The report summarizes and analyzes progress in the educational programs in our public schools.

The report also describes the services for which the Colorado State Department of Education is responsible.

During the biennial period, 1956 to 1958, there has been continued progress in improving the quality of education in our schools. It is with pride that these comments are made.

As in the previous biennium, citizen interest in educational matters has continued great. Schools prosper when citizens are actively interested.

It is a pleasure to submit this report.

Most respectfully,

A handwritten signature in dark ink, appearing to read "H. Grant Vest".

H. Grant Vest  
Commissioner of Education





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SECTION ONE

OUTER SPACE ERA  
SETS UP NEW  
HORIZONS

... .. “... education  
must be geared to jets,  
science and the universe...”



# STATE TAKES A “NEW LOOK” AT EDUCATION

... .. “ ... *Colorado*  
*and nation recheck goals*  
*of the public schools...*”

Significant world events during the two-year span, July 1, 1956 to June 30, 1958, and particularly in the school year 1958, gave rise to a new upsurge of interest in our schools. The launching of the Russian satellite Sputnik aroused the common query: Is this evidence of Soviet superiority in its school program? If we are behind in the field of learning, how far are we behind, and what must be done to continue U. S. leadership in education? The nation became dramatically alert to the problems of our schools.

The Sputnik incident served to re-emphasize the fact that our schools are everyone's problem, and a new round of surveys and on-the-spot evaluations of American classrooms is under way. The success of the initial Russian space machine suggested analysis of a limited area of education; namely, the fields of science and mathematics. There was a trace of fear and hysteria that somehow American education was not capable of producing engineers and mathematicians to compete successfully in international armaments and space-age developments. But this apprehension soon gave way to a calmer and more inclusive appraisal of the problem.

School leaders in Colorado took the position that our schools can provide scientists, mathematicians and engineers without losing sight of the school's job to provide for the attainment of maximum human values, to achieve the fullest development of all individuals. The point of view prevailed rather generally that education in Colorado, and for the nation as a whole, should continue to be directed toward development to the maximum the skills and character by all our people.

The state and the nation need scientists and mathematicians. Their contribution to progress and in meeting world competition in these fields is essential. But there is need, too, for full development of other



human resources. No area of human well-being should be neglected. So while meeting the need for scientists and mathematicians, the schools of Colorado should seek for the fuller development of their human resources. Specialists have a role in modern affairs, and the public schools are expected to contribute as much as possible to accomplish this technical training, but education in the public role should build for citizenship—teach individuals to think and act constructively and to comprehend the problems that beset community life.

Today's broad-plane living requires an intelligent electorate, conscientious public administration, mutual understanding and appreciation of divergent philosophies, stability in family life, and competence in personal growth. These long-standing goals of public education in America and in Colorado still are keyed to the values of a free people. This concept of broad and meaningful education for all people will serve our common defense best and should guide the development of the curriculum, not neglecting appropriate emphasis on science and mathematics, but at the same time not making these significantly more important than the other subjects in the well-planned program of studies.

The Sputnik incident has served to remind us in Colorado and the nation that the problems of a space age are more than conquering physical space. Inherent in space ventures should be the opportunity to widen the visions of mankind. This is an age that calls for bold action on the part of all school board members, their professional staff, and all citizens. This is a time that requires statesmanship from all public officers. We need a high resolve to make Colorado's schools meet the needs of the present and the years ahead—The Space Age.

## 2

# WIDE EDUCATION GIVEN PRIORITY IN COLORADO

.. . . . “ . . . *policy*  
*is negative on 'crash'*  
*training schedules . . . ”*

The Colorado State Board of Education, seeking to give a sense of direction to procedures that would improve the quality of instruction and not give way to hysteria connected with the rise of Russian scientific leadership, made a public statement in January, 1958.

Discussion of educational needs in Colorado and throughout the nation had seethed into a maelstrom of confused ideas as to procedure.



Impetuous persons openly advocated a "crash" program in education, specializing in science and mathematics, in an inspired attempt to regain world leadership in technical advancement which some persons believed the United States had lost when the Russians were able to put the first satellite into space.

Calmer thinking was needed. Admittedly, the Russians had achieved a coup d'etat in the satellite program, but after all, theirs was an education for totalitarian control.

Their system would not fulfill the needs of a free people.

Some asked: Are other values of human existence being sacrificed in their educational system? Does the Soviet system develop its scholars for useful citizenship and creative living, or is it designed to produce only specialists? For every specialist produced, how many others are relegated to mediocre and robot-like positions in the overall economic pattern? Are Russian graduates individuals of self-determination or are they pawns of the state?

The position of the Colorado State Board of Education, publicly announced January 2, 1958, was contained in the following statement addressed to school board members, to teachers (meaning all professional educators), to students and to all Coloradans:

*As the State Board of Education, we call on all school board members, all teachers (including superintendents and supervisors), students, and all Coloradans to increase their efforts to find ways for developing our leadership potential in science and engineering and improving our overall educational program.*

*We reaffirm our faith in the American system of education in which the determination of education standards and control of our educational institutions rest with the State and local agencies. Any action the Federal Government may need to take in the interest of the common defense should take full cognizance of this long standing policy. The states must face up to their responsibility and not leave the task to the Federal Government.*

*We have requested the Commissioner and his staff in the State Department of Education to make a re-evaluation of the programs in the State in the teaching of science and mathematics and to give all possible assistance to local educational officials in helping to improve instruction in these fields and in all fields of instruction. We have also asked the Commissioner to bring together scientists, engineers, educators and other citizens to make a determination as to how to best meet the challenges of scientific and technological education.*

*The Legislature should consider the urgency of this matter in providing for additional financial aid to school districts.*

*Private industry and governmental agencies which have staffs of qualified scientists and technicians should make such personnel available to the schools to assist teachers in stimulating interest in the study of science.*

*There are courses of action boards of education and their faculties can now take to fulfill more fully and effectively their responsibilities in this period. We would encourage consideration of the following lines of action:*

- 1. School authorities must expect students to develop their full capabilities.*
- 2. Each school should **examine its curriculum, equipment, standards and methods of teaching in science and mathematics** and take necessary steps to strengthen and adapt them for the stern requirements of the day.*



3. *Although public attention is most sharply focused at the present time on science and mathematics, we strongly urge that **equal attention be given** to improving the teaching of the other basic studies and activities required for a **well-balanced education**. The defense of our democratic society lies in a citizenry whose members have attained an emotional and intellectual balance, high standards of moral and spiritual values and the ability to make intelligent decisions as individuals and as a group.*
4. *Increased emphasis should be given to the use of **examination and testing programs**, particularly those designed to discover the special **aptitudes and talents** of each student. Schools should make greater use of test data available to them from existing programs.*
5. *All schools are urged to strengthen their **guidance and counseling** services so as to provide adequate assistance to each student in making this educational and vocational choice to the end that the capabilities may be realized to the fullest degree possible.*
6. ***All teachers are called upon** to be especially alert to their responsibilities and opportunities for identifying talent and ability and for motivating and encouraging their full development.*

*In view of the shortage of teachers and the rapidly expanding knowledge in the fields of science and technology, it is essential that teachers of science have adequate opportunity to keep abreast of new developments in this field. The Board recommends that special **in-service training programs** be extended throughout Colorado in the field of science with the assistance and cooperation of colleges and university faculties and scientists in industry. The staff of the State Department of Education will make available its facilities and services in formulating these programs.*

7. *School authorities are urged to explore and experiment with all practical ways of enabling gifted youth to accelerate and enrich their education, through greater utilization of school facilities, longer school days, summer sessions and other special plans.*
8. *Every effort should be directed toward securing real and permanent improvement in the social and economic status of teachers and developing ways to meet the shortage.*
9. *Junior colleges should become centers for providing expanded programs of technical training.*

*To ensure that education has strength equal to its task, we call upon the leaders in state and local government, industry, agriculture, labor, education and the professions, and upon each individual citizen to work together towards long-range improvements in elementary and secondary education.*



*The ultimate responsibility for the welfare of education rests with the citizens of the state.*

*The bases of future careers are set during high school and elementary years. The courses selected in these years, the quality of instruction, frequently determine the possibility of study in science or engineering.*

3

## MAJOR LEGISLATION AFFECTS SCHOOLS THREE WAYS

*... .. " ... foundation base,  
reorganization and federal  
aids help school planning... "*

During the biennium three laws of major importance to the improvement of education in Colorado were passed. These laws were (1) the public school foundation act, which is an endeavor to relate school finance to a realistic concept of quality in education, (2) the school district reorganization act, which seeks to improve the quality of education by creating better school administrative units throughout the state, and (3) enabling legislation authorizing the Department of Education to receive and distribute federal aids for improvement of instruction.

### **The Foundation Act**

Financing of schools from the elementary grades through the high schools, colleges, universities, special educational institutions, and the Department of Education continues to be a major problem of our state government. It could well be that the task of providing the funds for an adequate program of state school finance is the largest single finance problem the state faces at the present time. This situation comes about largely from the fact that while we have earmarked, or allocated from existing sources of revenue, more or less adequate amounts of state funds for highways, welfare and health, we have been uncertain about the amount the state should contribute to the support of school districts.

The state has, of course, over the years, been studying the school finance problem to find a reasonably objective way for determining the amounts that should be supplied locally and the amounts that



should be provided to the school districts from state funds. As the latest legal statement of such a policy, Chapter 238, Session Laws, 1957, was enacted by the first session of the 41st General Assembly. Within limits, that law defines a rather objectively determined partnership in which the state's and the local district's contributions are spelled out rather precisely. But sufficient funds were not made available to fully implement the law.

The three most frequently stated reasons for lack of full implementation have been (1) lack of funds immediately available from existing sources of revenue and need for comprehensive tax study, (2) apprehensions that tax assessments are not uniform between counties, and, (3) that it is unwise to fully implement until school district reorganization has been more completely accomplished. Legislative studies have been authorized in each of these fields and it is hoped full implementation will follow the reports.

In encouraging the legislature to provide full implementation, the State Board of Education has had the understanding that present sources of revenue might not meet the needs of the foundation program and its recommendation for full implementation was also an indication that the new state-level taxes required for full implementation should be backed for this purpose when set forth by the Legislature.

The second reason for not fully implementing Chapter 238, Session Laws, 1957, centers in the fears that inequities exist between the counties in their assessment practices. This has been alleged for many years and was a problem under Senate Bill No. 7. Study of this matter has been a wise course of action. The Board is dedicated to the principle that the foundation act to be effective must be amended to make allocation on the basis of a sound determination of equality of assessment. It must be obvious that this problem is of such a nature that it will require a system of continuous research in tax administration to keep inequities from reoccurring year after year. Furthermore, the school finance law must provide a remedy that operates continuously.

It is the considered judgment of the State Board of Education that the present foundation law is basically sound. But the administration of this law indicates it will require continuous revision. As these revisions are made it is to be hoped the modifications will not violate the principles and criteria on which it was established, namely:

*The plan of financial support for schools in the state should be designed to assure a foundation program providing essential, reasonably adequate, and well-rounded educational opportunities for all who should benefit from public education.*

*Provision should be made for a state-local partnership plan for financing this foundation program of educational opportunity.*

*Each county or school district should be expected and required to make the same minimum local effort toward financing the foundation program.*

*The state should provide for each district on an objective basis, the difference between the funds available from the required uniform minimum tax effort and the cost of the foundation program.*

*The plan for financing the foundation program should assure reasonable equity for all taxpayers.*



*The educational and financial provisions for the foundation program should encourage sound and efficient organization, administration, and operation of local school districts and schools.*

*The foundation program plan should provide maximum opportunity and encouragement for the development and exercise of local leadership and responsibility in education.*

*The citizens of each local school system should be authorized to provide and finance such educational opportunities beyond the foundation program as they desire.*

### **Major Problems and Difficulties.**

Some of the difficulties with the present program which should receive continuous study are:

*1. The measure of county ability should be studied in the light of uniform assessment practices.*

*2. The plan for computing classroom units needs study since it does not seem to allow enough units for some of the larger and better organized schools and allows more units than can be justified for some of the smaller non-isolated schools. The basis for determining units should be individual schools rather than the district.*

*3. Although it is not yet an adequate program, even the program that is authorized is not fully financed.*

*4. The value assigned per classroom unit needs to be studied in the light of changes in our economy since it was established.*

*5. Other related problems which should be studied carefully include the following:*

*(a) An automatic correction for epidemic or inclement weather.*

*(b) Provision for annual enrollment increases.*

*(c) Consideration should be given to the removal of the 21 year age limit.*

*(d) The financing of approved summer schools.*

*(e) Provision including in the foundation program financial provisions for special education, adult education, vocational education, and transportation.*

*(f) Practicability of the state making some provision to assist on a foundation program basis in financing capital outlay.*

### **Systematic Study Already Pointing the Way.**

The sales ratio study now underway seems to be the kind of approach which could lay the predicate for a plan similar to that adopted in a number of other states. Such a plan if properly developed could achieve the same purpose as far as the foundation program is concerned as could be achieved if valuations among the various counties were actually equalized. Steps involved would secure equity by:

1. Requiring some appropriate state agency such as the tax commission to continue the sales ratio study each year as a basis for reaffirming or revising ratios for the various counties.

2. Requiring the state agency which determines the ratios for each county to make them available to the State Board of Education by a designated date, perhaps some time in June.

3. Requiring the State Board of Education to use these ratios in determining funds to be provided by each county toward the cost of the foundation program. (Comments about this phase



of the study have not made it clear whether the complete adjustment would be made immediately or over a three or four year period with one-third or one-fourth of the adjustment from present status to the new status to be made each year.) Such plans would require the State Board of Education to calculate for each county the funds to be provided toward the cost of the foundation program and each county would be required to provide those funds. The amount to be provided by each county would be determined by applying the 12 mill levy to the equalized valuation as determined by the ratio. Counties, of course, that are assessing above the state average could provide the necessary funds by levying less than 12 mills. Those which are assessing below the state average would either have to raise their valuation or levy more than 12 mills.

#### **Classroom Units for Professional Non-teaching Personnel.**

Some preliminary study of these problems indicates that the classroom units for the large schools are not realistic as evidenced by the fact that the number of units for the state is approximately 2,000 less than the number of instructional staff members employed. While the ideal adjustment can probably not be made immediately because of the costs that would be involved, considerable improvement could be made by allowing classroom units for certain professional non-teaching personnel. The law could limit the number of such personnel by allowing not more than one such person for every nine teachers employed and by not allowing the unit unless the professional non-teaching person is actually employed. Such non-teaching personnel should include counselors, librarians, subject supervisors and administrative personnel.

#### **Meeting the Needs of Small Schools.**

Some adjustments need to be made for schools under 100.

For schools under approximately 100 two plans have been suggested:

1. For necessary small schools the basis for computing units should be realistic in order to provide the units that will be needed for a satisfactory program. For example, if a one-teacher school is a necessary school, one full unit should be allowed. The plan for computing units should probably provide from 4 to 5 for an elementary school of 100 and perhaps even a slightly larger number of units for a high school.

2. Objective criteria should be written into the law to be used by the State Board of Education in determining which small schools are isolated. These criteria should include distance, whether roads are passable practically all year, and the time children would have to be on the bus. For example the criteria for a necessary one-teacher school



might be (a) the school should be more than 15 miles from another school of adequate size; (b) if the school is less than 15 miles from another adequate school and the roads are likely to be impassable more than a week or two during the year, it would be isolated; (c) if more than 10 percent of the children would have to be on the bus more than one-half or three-quarters of an hour morning and evening, it would be isolated.

The plan for determining which small schools are isolated and which are not would result in providing more realistic units for isolated schools and for adjusting units for those which are not isolated. Such a provision would not prevent the people of any district from operating a non-isolated school but would require them to meet the extra expense. It would relieve the people of the entire state of paying for the extra expense of operating this school. Thus if a nine-pupil elementary school were found to be non-isolated, it would be entitled to one-third of a unit through the foundation program and the people would have to pay the other two-thirds by local effort. If, however, this school were isolated, it would be granted one full unit which would be included in the foundation program.

If adjustments were made in terms of sales ratio and in terms of isolated and non-isolated small schools as well as more realistic units for larger schools, the state should be in position of knowing that when it finances fully the foundation program it will not be rewarding and perpetuating inequities. These steps should, therefore, be tied together and all accomplished, or at least provision be made for initiating all of them, at or near the same time as possible.

#### **Relation of Finances to School District Reorganization.**

Progress under the provisions of the school district reorganization act has been generally satisfactory and is reported in a separate brochure and in a further chapter of this report.

#### **Special Emphasis to Scholastic Achievement.**

The legislature was forward-looking in recognizing that the Federal Government may provide aid to improve scholastic attainment in the schools of the State. Senate Bill 25 which was passed to enable the State Department of Education to move ahead with any such program as rapidly as possible may become a very significant measure. The law also provides for a special legislative study of these matters. This report should prove most helpful in moving ahead with this program.

Many other significant legislative changes were made during the 41st General Assembly all of which cannot be listed in this section of the Biennial Report.



# 4

## LEADERSHIP OF STATE ENLARGED TO MEET NEEDS

... .. " ... school  
districts make use  
of state-level help... "

The activities of the State Department of Education in providing leadership and service on an increased basis have been a source of genuine satisfaction which is attested by many letters from school districts. This growth is vindicating the hopes of those who worked to amend the Constitution to provide an elective State Board and thereby open the door for the employment of a staff of professionally trained leaders in education.

Although it is wise public policy for each state to delegate the responsibility for the operation of the school program to local school districts, the state can never divest itself of the ultimate responsibility for the educational program. The state must have some kind of an organization that looks out for its over-riding interest in education and provides the general supervision that is inherent in ultimate responsibility. Thus state agencies have been established in all states.

It is only in recent years that we have come to fully understand the role of the State as a partner in the school enterprise. And only recently have we begun to understand the extent of potential in state departments of education for strengthening school administration. Perhaps no single aspect of school administration has shown such marked change and progress in the last quarter century as state departments of education.

In terms of its legal responsibility, and perhaps its logical or functional opportunities, the role of the state in educational administration is best described by the rather vague caption of "general supervision". This is, of course, a broad term and its general usefulness is based upon its general character and meaning. If it were narrowed to make it more specific it would have to be rejected and another one invented. Its general meaning is given substance in the laws passed by the legislature which assign specific duties; or policies promulgated by the State Board of Education; or actions of the Chief State School Officer and



professional associates. There are over 70 sections in the school law assigning responsibilities to the State Department of Education.

Even more perplexing than reducing the meaning of "general supervision" to specifics has been the task of establishing an organizational operating structure which will attract able minds; extend their individual and joint views on a wide basis; encourage local initiative and enterprise; stimulate diversity and individual excellence; in short, effectively achieve general supervision. In our experience in state school administration, we come to the conclusion that to do this job effectively the State Department of Education should be legally constituted and operated as an educational institution. Such a plan does not present insurmountable obstacles.

Such an operating structure makes the Department of Education an integral part of all publicly supported educational institutions dedicated to teaching and learning, to the nurture of the mind and personality of children, youth and adults, for the reasons alone, if need be, of self improvement.

Such an organizational arrangement changes the concept of partner to colleague; the functions of regulation to cooperative agreements; staff to faculty; and supervision to teaching. In fact, the functions of the Department become the functions of an educational institution in spirit, in selection and management of personnel, and in methods of operation.

When the task of recruiting men and women who have the insights, skills and knowledge needed to staff an agency that can render the help needed to school districts, colleges, universities, and special institutions with educational programs, the task becomes well nigh impossible unless these people feel that they are part of the educational institution they must supervise.

The leadership and service activities of the Department have been predicated on this concept of its role. Every activity has its impact on the total school system.

As a result of the State Board of Education standing fast on its point of view that the State Department of Education should be recognized legally as an "educational institution", and that therefore its officers and professional employees should be exempt from the State Civil Service regulations, it has had to defend its position in court.

This has been one of the most interesting issues in Colorado education. By mutual agreement, the State Board of Education and the State Civil Service Commission are litigants in a test case which has already been heard in district court, and is now pending before the State Supreme Court for final adjudication.

During the time the Board's civil case was progressing through the court routine, an amendment to adjust the State Civil Service policy was written and placed on the November, 1958, ballot as a refer-



endum question. Designed to accomplish a number of oft-requested revisions in the State Civil Service statutes, the amendment contains a provision which would specifically exempt the officers and professional employees of the State Department of Education from civil service regulations along with other educational institutions. The Civil Service question has been one of the most complicated problems handled by the State Board in the past biennium.

The State Board of Education has met many difficult problems and made many forward-looking policy decisions during the 1956-58 biennium. Not the least of these actions has been emphasis on: (1) making the accreditation policy a significant instrument for improving school programs; (2) emphasizing school district organization, and (3) working towards an adequate program of school finance.

The past two years have also witnessed some significant changes in personnel, not only within the membership of the Board, but also in the professional staff of the State Department of Education.

The Board membership changed during the biennium as the result of the resignation of Dr. Gilbert Dale of Alamosa, for health reasons. Mr. Alva B. Adams of Pueblo, Colorado, was selected by the Board to fill out the unexpired term of Dr. Gilbert Dale, and took oath of office in November, 1957.

Expansion of the Department's functions brought about a transfer to new and larger quarters during the past two years. The Department is now located in the State Office Building, in Denver, occupying both the fifth floor and the basement, which has been remodeled into office facilities.

The office of Assistant Commissioner for Administrative Services became vacant with the resignation of Dr. Burtis E. Taylor. The Commissioner selected Dr. John H. Swenson for the position of Assistant Commissioner, the effective date being August 1, 1956. This appointment had the unanimous approval of the State Board of Education.

Roster additions in the Department during 1956, 1957, and 1958 have been fairly numerous, consistent with the Department's growth and expansion in State-level services, and as rapidly as appropriations have been made available and qualified personnel recruited.

Dr. Swenson's promotion to Assistant Commissioner left a vacancy in the position of Director of School District Organization. Stanley A. Leftwich was secured to direct the School District Organization program. In 1957, his staff was enlarged by the addition of two consultants, W. D. Asfahl and L. M. Hardin, to carry out the provisions of Senate Bill No. 385 passed in 1957.

In 1956, the Board established the position of Consultant in Conservation Education, and obtained the services of Mr. Donald G. Knight, on loan from the Denver Public School system. The funds were made available for this project by a grant from the Game and Fish Department. Mr. Knight returned to his teaching position in the Denver schools June 30, 1958. The position of consultant was vacant as of the date of this report.

Other teaching personnel joining the Department in 1956 included Raymond E. Peterson, Supervisor of Publications; Robert M. Cochrane, Director of the Division of Transportation and School Plant Facilities;



Elbie Gann, Director of Secondary Education; William McDonough, named as Director of Research after previous employment in the Finance Division and the resignation of John Coffelt; Robert Romans, Director of Elementary Education; and William T. Van Orman, Director of School Accreditation.

In 1957, Dr. Clifford S. Bebell, Director of the Division of Curriculum Services, was employed; Ward Vining, Consultant in Federal Aids to Schools; Nick Rossi, Consultant in the Division of Research; Margaret Kaschak, Researcher in the Division of School District Organization; LeRoy Good, Director of the Division of Junior Colleges; and Ralph Bohrson, whose assignment is that of Director of the Rocky Mountain Area Project for Small High Schools made possible by a grant from the Ford Foundation.

In the early months of 1958, Dr. Alfred M. Potts, 2nd, came to the Department as Director of the Migrant Education Research project. William Tuchak became Dr. Pott's assistant. The funds for this service were made available from the U. S. Office of Education under Public Law 531.

A focus for Departmental attention was developed in a staff workshop in the summer of 1956 developed three significant aims for the Department: Improvement of the quality of instruction, development of better public understanding of educational needs, and improvement in the organization of education.

## 5

# EXPERIMENTATION, ACTION RESEARCH ACHIEVE RESULTS

... .. " ... schools  
probe all avenues  
for improvement... "

As pointed out earlier the momentum forward in school activity in Colorado antedates Sputnik. Programs of systematic appraisal have been providing a re-examination of the manner in which our schools are achieving their goals. Many school districts have been conducting surveys and appraisals. Those that are comprehensive are giving attention to such matters as:

1. Who is teaching our children? The teacher, after all, is in a



position of "loco parentis". Adequate appraisal requires that something be known about the character, background, training, and personal qualifications of teachers.

2. How adequate is the program of studies? What are the experiences and lessons the school is trying to teach? Are the materials of instruction selected with care and prepared well? What are the outcomes at which the school is aiming?
3. How well do pupils achieve in the school program? How well do they do on the standard tests? Since tests don't measure everything—in fact, probably only a small part of what goes on in the school program—some are seeking how well pupils do in occupational work after school has been finished. How well do pupils achieve in collegiate work? How well do they do in military assignments?
4. Studies are being made by districts of the adequacy of methods in use today. Teachers are being given latitude to use their know how in the classroom just as a physician uses his judgment in performing an appendectomy. But the adequacy of such methods are under constant review.
5. Studies are looking into the kinds of tools and equipment which teachers have available to them. This includes information about the building itself. The school building is as much a tool of the teachers as the hospital is a tool of the doctor.
6. Studies are beginning to show something about the methods of accounting, budgeting, and reporting, and methods of financial administration. The relationship of money in educational programs is being pointed up.
7. How do children and youth feel about the school program? Pupil attitudes toward the school condition learning. They, too, have valuable insights and judgments of a kind.

Many of these appraisals are the indirect result of the provisions of Senate Bill 385. It has been necessary for the county committees appointed under the law to gather facts widely about the educational program before suggesting organizational patterns.

Some experimentations have been encouraged through foundation grants. There have, for instance, been funds to improve administration through a grant, known as the Colorado Cooperative Program in Educational Administration and financed by funds from the W. K. Kellogg Foundation. Under this program, several centers for action research projects have been set up in the state. These centers make studies of ways to continue improvement in educational administration.

The Rocky Mountain Area Project for Small High Schools—Financed with funds granted to Colorado by the Ford Foundation Fund for the Advancement of Education.

This program is designed to find ways and means of improving classroom instruction in the smaller high schools by procedures of multiple-class teaching and/or expanded uses of small group techniques.

Migrant Education Survey—Funds for this project in Colorado are allocated by the U. S. Department of Education from an appropriation made by Congress. The study is intended to determine how to improve educational facilities, organization, and curricula for children of domestic agricultural migrant workers.

Adult Education Program—Colorado has been allotted a small grant by the National Association of Public School Adult Educators.



This money will be used to aid Colorado communities to try out adult education programs at the liberal education level. These pilot programs are expected to develop into continuing efforts.

Rural Libraries Project—Local library officials in Colorado are participants in a five-year program under the Library Services Act (Public Law 597, 84th Congress, 2nd Session) to promote the further extension of public library facilities in rural areas. The project in its five-year period will attempt to establish local support and the basis for permanent localized library facilities after the five-year program.

Education Beyond the High School—Colorado's needs and resources for education beyond the high school are being studied under legislative appropriation. Primary goals will be to estimate future enrollments and to determine what additional space and facilities will be necessary.

6

## PUBLIC CONCERN NEVER WANES FOR SCHOOLS

... .. “... *laymen groups*  
*more interested and*  
*active than ever...*”

There continues to be a hopefully steady growth of public understanding about school problems. Many lay citizen committees are actively working with school programs. The county committees on school district organization constitute a real boost to the citizen movement.

The fifty-seven, county-wide committees on school district reorganization constitute a lay citizen movement that involves some 700 to 1,000 men and women. These people are probing the whole gamut of school problems in an objective, fair-minded, and studious effort, to assist the people of Colorado to improve the organization and administration of education in the State.

The state policy of asking lay citizens in each county to propose the plan of school district reorganization is predicated on the philosophy that lay citizens given ample facts and opportunity to discuss and debate the issues will come up with sound and wise solutions. Subsequent experience has shown this to be true.



It has been nothing short of an inspiration to watch these committees at work. Some have met every week; others meet twice a month; and some have met only once a month. They have consulted the experts. They have had facts gathered. They have debated the meaning of these facts. They have related the facts to needed improvements in educational programs. They have proposed courses of action.

The results have been outstanding. A thousand laymen have become articulate defenders of good schools. They are becoming informed about what constitutes adequate school district organization. They have been informed about the characteristics and qualities of good educational programs. If the plans now being contemplated by these committees were put into effect, the total number of districts in the state would be reduced from 965 to 175. Nearly all of the committees are pressing to have all grades from kindergarten through grade twelve under the jurisdiction of one board to eliminate overlapping jurisdiction where there are separate boards of education for elementary and secondary school programs.

The important point in all of this endeavor is simply that there are 700 to 1,000 laymen actively and systematically engaged in discussing problems of education, informing themselves about needed school improvements. These committees have held hearings and have enlisted people of the communities to build the momentum to move education forward in Colorado. This is a citizen venture par excellence; a nucleus of people who are well informed and articulate on educational problems.

There is ample evidence that schools prosper when the level of popular understanding and participation is increased; when public spirited citizens and parents work together. Citizens generally want this lay participation to be in the best tradition of our American democracy. They want it to be guided by a sense of moral obligation to the total welfare, as well as the specific interest of the participants. The citizen groups generally act in the light of study, facts and sound deliberation. Our citizens know that such tradition can be even stronger than rules of law.

The contribution of these citizen groups in stimulating public interest continues to loom large. There is a growing characteristic of this movement for citizen participation in three ways: (1) lay groups work with school boards though they operate independently thereof; (2) lay groups make decisions and recommendations only after a study of all the data, facts and after thoughtful deliberations; and, (3) lay groups are being constituted to be representative of all the people.

With citizen participation flanking and supporting the legally constituted school authorities, the schools of our state are moving ahead to find the answers to honest questions facing public schools.

Cooperation of many school organizations prevails. The Colorado Education Association is a proficient performer in matters of education. This organization of professional teachers in Colorado is dedicated to the improvement of the teaching profession, and in so doing, to improve the quality of classroom teaching. The association conducts research, and takes an active role in promoting helpful legislation. The Colorado Federation of Teachers, though not large, is also actively helping in fields of teacher welfare and professional improvement.



The Colorado Association of School Boards promotes favorable school legislation, and is particularly effective in its efforts to help school board members learn the role of school boards.

The Colorado Association of School Administrators makes many valuable contributions to the State's program of public instruction.

The Colorado Congress of Parents and Teachers, popularly known as the PTA, provides a kind of lay participation of the fathers and mothers and other citizens which is valuable to the schools without which it would be a much poorer world. The PTA is able to enlist the interest and support of lay people in many worthwhile educational endeavors, and exert substantial influence and assistance in the program of the State Department of Education.





SECTION TWO

EDUCATION EXTENDS  
FROM CHILDHOOD  
TO MATURITY

... .. “... *learning*  
*available to all is*  
*program for schools...*”

# EARLY TRENDS SHAPE FUTURE FOR YOUTH

... .. “ ... *academic  
routine combines with  
needed social development...* ”

It is generally agreed that the elementary school exists for the purpose of guiding the development of the whole child — physically, mentally, socially and emotionally. It is the aim of elementary education in American democracy to meet the educational needs of all children of elementary school age. The elementary school endeavors to assist and encourage each child to make as much progress toward the attainment of the various objectives as the child's ability and background will permit.

A specific objective of the elementary school is to develop an understanding of and an appreciation for democracy as a way of living. This involves understanding of social relationships and participation in them in ways conducive to the progress of society in a democracy. Children need the historical background and knowledge that insures an understanding of the growth and achievement of the United States and its place in the world. In order to meet the demands of the society in which children live, the elementary school provides experiences which will help them develop the skills needed for group participation.

Another basic purpose of the elementary school is guiding the intellectual growth of children. In meeting the needs of children intellectually the elementary school helps children learn to read well, write legibly, figure accurately, listen attentively, speak clearly.

The school provides experiences in art, music, dramatics and crafts. Likewise, understanding and use of scientific knowledge and principles as background to everyday living is important as a factor in the intellectual development of elementary children.

Other objectives of the elementary school include developing sound bodies, normal mental attitudes and controlled emotional reactions. Physical health includes several factors in addition to developing physical skills, muscular coordination and related items. Such



things as school building safety, appropriateness of lighting, furniture and ventilation are included under physical development. Factors associated with mental health, emotional stability and the growth of personality are inter-related and are basic to learning in the elementary schools. In meeting the emotional needs of children the elementary school helps develop a feeling of belonging, a feeling of adequacy, and a feeling of security.

Another purpose of the elementary school would be to provide experiences which help teach moral and spiritual values. Children develop patterns of conduct which support loyalty to democratic ideals, honesty and integrity, generosity and kindness, concern for the welfare of others, understanding and faith in one's self and appreciation for the good things of life.

In summary, the objectives of the elementary school include:

1. Understanding of social relationships and participation in them in ways conducive to the progress of society in a democracy.
2. Acquiring command of common knowledge and skills essential to effective living.
3. Having experience in recreation, in music, art, creativeness and in all the realms which will enable the child to live fully.
4. Developing a sound body, normal mental attitudes and controlled emotional reactions.

### **Nursery Schools**

Nursery schools for children three and four 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 "pre-school" 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 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

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



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 has established 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 Standards 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

YEAR	NUMBER	NUMBER OF CHILDREN
1945-46	17	496
1946-47	19	626
1947-48	24	669
1948-49	31	818
1949-50	39	1,024
1950-51	43	1,179
1951-52	55	1,470
1952-53	65	1,634
1953-54	95	2,098
1954-55	94	2,079
1955-56	103	2,253
1956-57	118	2,875
1957-58	112	2,789

#### 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 1956-57 there were 388 kindergarten teachers and 22,595 children enrolled in public school kindergartens in Colorado. This constitutes a 22 percent gain in enrollment over the school year 1954-55 and a predicted increase for this year amounts to 22 percent. Practically all sessions of kindergartens are for a half-day; thus the kindergarten teacher works with both a morning and afternoon session, hence she teaches from 50 to 80 pupils per day. It is noteworthy that most of these kindergartens are found in city systems or the larger reorganized school districts and that many rural children do not have the opportunity for a kindergarten program. It would be highly desirable were all school districts in Colorado organized on a kindergarten through grade 12 basis.

At the present time approximately 55 percent 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.

A very important goal for Colorado is offering kindergarten experience to all of its children. It has already been noted that a steadily increasing number of our schools have added kindergarten education as a basic part of the elementary program. Kindergarten needs to be a basic part of our elementary school program for all children.

### **Organizational Patterns**

The major pattern of organization of elementary schools in Colorado is grades one through six or kindergarten through grade six. A number of elementary schools still include grades one through eight in the elementary program.

The majority of elementary schools are based on the self-contained unit. In this type of organization one teacher works with the same grade room for most of the instructional day. Even in the self-contained classroom, music, art and physical education may be taught by special teachers especially in the upper grades. The self-contained classroom unit meets especially the needs of elementary school children for close association and acquaintance with the teacher who is responsible for them, and it provides a situation in which a flexible program of activities based on major central enterprises can be developed.

The most frequent criticism of the plan is that it limits the specialized guidance available in the education of the child. No teacher can be equally competent in all of the fields required in a good ele-



mentary program. However, the advantages of this plan of organization far outweigh the disadvantages. The national trend is definitely toward self-contained classroom units for elementary education. As can be seen the self-contained classroom is a working situation in which teacher and children have enough time together, enough freedom of choice and enough materials readily at hand to make possible the fostering of continuous growth. The over-all responsibility for continuity in learning in one particular group rests with the one teacher and the major experiences of the group are had in their own classroom.

Some schools use a platoon or a modified platoon based on teachers specializing in the teaching of certain subjects. Under this plan the teacher who specializes in a particular subject area teaches this subject to several different class sections or grade rooms. The chief value of the platoon or modified platoon is that it brings the services of better prepared persons in separate subject areas. The principal objection to the plan would be that the child's program is divided into many separate parts. The plan divides the child's day into many small parts, not giving long intimate contact and close association with a single teacher.

There has been some experimentation with an ungraded plan of organization. The ungraded plan divides the primary unit into 10 or 12 working levels. Children are placed on approximate levels and remain until ready for the next higher level. Special attention is given to individual progress and achievement. The ungraded unit definitely relieves pressures from teachers and children and encourages growth at a more normal rate. Some unnecessary failures are prevented in this type of organizational unit.

## **ORGANIZATION OF THE BASIC CURRICULUM**

### **Arithmetic**

The arithmetic program, today, places emphasis first upon meanings, principles and relationships; then skills and techniques are developed after understanding has been established. A close relationship is maintained between arithmetic processes and their social applications. Considerable use is made of manipulative, visual and symbolic materials to give meaning to the number system.

### **Language Arts**

Major curriculum development in this area has been concerned primarily with the development of oral and written communication. A basic segment of this area is the developmental reading program. The fundamental growth areas in reading are: interest, word recognition, meanings, study skills, fluency and speed.

In the area of writing there are but two basic sub-skills. These are spelling and handwriting.

A third area of importance in the language arts area is speaking. Speech activities can be divided into three categories: (1) talking to others individually and in small groups, (2) speaking in a familiar group, and (3) speaking in situations when the listeners are many and unfamiliar. The second category, speaking in familiar groups, may be subdivided into the following: (a) conversing and sharing, (b) plan-



ning, discussing and reporting, (c) story telling and reading aloud, and (d) dramatic play and dramatization. For all of this a foundation is laid in speaking and writing correctly; amenities are emphasized.

A fourth basic area of oral and written communication is listening. Situations involving listening include conversation, discussion, reports, planning and evaluation activities, story telling, poetry, directions, announcements, programs and assemblies.

### **Science**

The study of science helps the growing child understand his environment, to relate himself to it and to function happily in it. It involves the development of understanding of simple scientific concepts through experimentating, observing, reading and discussing. The content of elementary science is found in the child's everyday environment.

### **Social Studies**

The most important objective of the social studies is effective citizenship in a democratic society. This involves an accurate knowledge of man and society, an appreciation of our American heritage, an awareness of current affairs, and the development of good human relationships based on moral, ethical and spiritual values. A social studies program involves the development of skills which are needed in gaining knowledge and understanding, such as (a) study skills that will help children make effective use of such aids as encyclopedias, textbooks, magazines, maps, charts, graphs and tables, (b) judgment skills that include ability to gauge fairness and reliability of sources of information, and (c) creative skills, such as sketching maps and diagrams from first-hand observation, carrying out local surveys and interviewing resource persons.

### **Health and Physical Education**

The instructional program in this area provides for safe and healthful living, along with the development of a sound body and a healthful mental attitude. The foundation for maximum development laid in the early years of life is based on the formation of wholesome health habits, a satisfactory recreational life, protection from disease, effectual measures for preventing and overcoming physical handicaps, with freedom from tensions, frustrations and fears.

### **Arts and Crafts**

The arts and crafts program in the elementary school centers around painting, drawing, modeling, crafts and construction as they relate themselves to the total curriculum. In arts and crafts there is an expression of feelings and ideas through drawing and painting, an appreciation of color and texture, and the development of design and construction with various materials.

### **Music**

The elementary music program provides experiences in singing, listening, appreciation, rhythm work, playing instruments and creating music. Of course, it is realized that many of these activities are closely related and often overlap. The music program them should be a unified one providing a continuous experience in music at all levels. Music in the elementary school should function throughout the school for all children, adapted to individual needs and interests.



## EDUCATION OF THE MIGRATORY CHILD

Since 1955, Colorado has experimented with pilot summer schools for children of migrant domestic farm laborers. Several thousand of these children come with their parents to Colorado in the spring and leave in the early fall. Investigation of the records shows that such pupils have attended school, if at all, irregularly during the winter months and are retarded in their school work. Since they and their families are necessary for the agricultural economy in the state, Colorado feels a responsibility for their education. The summer pilot programs began in 1955 at Wiggins in Morgan County. In 1956, two summer schools were held at Wiggins and Palisade in Mesa County. In 1958, the program was expanded to include Fort Lupton and Rocky Ford. In 1958, these four summer programs continued with an increase in attendance; thus showing the interest upon the part of the community and the migratory workers.

In most of our migrant schools the leading nationality present is that of Spanish-American, with an average of 90 percent of this classification. These pupils present a two-fold problem in that they are bound by a culture that has not been assimilated in our society and also by extreme poverty with its many facets. The culture usually involves a language handicap in adjusting to school work.

The purpose of the State Department of Education in promoting these projects is actually the same as that in the regular school program — that of ultimately helping these wandering children to become part of an educated citizenry that will be able to take their places and assume responsibility in our society. But the approaches for such an accomplishment in this case must be geared to understanding these pupils — their culture and background, their lack of healthful living, adequate medical care, housing and language, and the retardation that comes through non-school attendance. These children who follow the crops often travel with their parents, who are hunting work, several thousand miles a year.

Commissioner H. Grant Vest and the State Board of Education devised a plan of extending the regular school term for these children into the summer months. This not only helps the progress of these pupils in the regular school term in Colorado, where many of them enter for a few weeks in late spring and early fall, but also creates an interest in going to school that is carried over many times when the child leaves Colorado and arrives at his next base.

For the most part, the summer school program is carried on in ungraded classes; each child working with the group where he can achieve best. Such grouping is a must in this experimental program because the children represent such a variety in achievement, mainly because of their lack of regular school attendance. Individual instruction is often necessary in order to help the child with the basic skills in learning. The language arts program is the weakest area in achievement. Most of these children have reading difficulties.

Since approximately 90 percent of these pupils are Spanish in origin and culture and language, a number of them do not speak English and the rest have a limited English vocabulary. There is much lack of understanding of the meaning of words and meanings must be discussed fully.



Since these children lack experience and understanding necessary to learning, a program of visual aids has sought to give them many experiences vicariously, with health and safety films often used. Whenever possible, short field trips were taken for the same purpose.

In the school program, special emphasis is placed upon health, with the idea of developing good health habits that will carry over at home and on the road. Daily showers, brushing the teeth, shampooing and combing the hair become routine and enjoyable. All of the children eat the school luncheon which provides from one-third to one-half of the calories needed with essential protein foods. The luncheon program is also used as an education project where good manners are learned, table conversations encouraged and the value of the different foods served is discussed in the classroom. The lunch program is federally supported through commodities and is under the general supervision of the school lunch division of the State Department of Education.

While it is difficult to test some of these children in school achievement because there are many changes in enrollment, yet with those who were tested, the average gain was three months. One pupil, who had been in the Wiggins school the three summers, made a gain of nine months in achievement. There is need for more record keeping in this area and more diagnostic testing. However, the teachers have been marvelous in understanding the children and helping each child develop his own potentialities.

At the Palisade school, 19 percent of the families are intra-state rather than coming from other states. They return to school in the San Luis valley and other sections after the fall harvest, around the first of November.

It is evident from studying the enrollments in all of the schools, that most of the families come from Texas. In September, 19 Texas towns were represented in the camp at Fort Lupton, and in the Fort Lupton school, 84.6 percent were from Texas while 5.4 percent were from New Mexico, Arizona and Colorado. The balance were Indians from South Dakota, Puerto Ricans, and families from Arizona and Florida.

All but three of the families in the Wiggins school came from San Antonio and parts south — even as far south as Corpus Christi in Texas. Membership in the Rocky Ford school is Spanish-American in background, from New Mexico and Texas.

The Palisade school has a variety of both Anglo and Spanish Americans. The boys and girls come with their parents who are seeking work largely in the peach harvest around Palisade and who also work in the vegetable and sugar beet areas. There is much turnover in the school as the work period is not so long and varies with the harvest. Here one finds children from Colorado as before-mentioned, particularly from the San Luis valley and from as far away as Washington, Arizona, Florida and Alabama. More than fifteen states were represented in the enrollment and one family from Missouri had traveled 3,000 miles since July hunting for work. Every day of school was one of adjustment with new children entering or leaving, but while at Palisade they learned how friendly a school can be and have been sent on their way with a little more loving care and kindness and learning.



Each pupil attending the pilot summer schools in Colorado has been given a report to carry on to the next school. These reports have varied slightly from school to school but have been worked out with the elementary consultant of the State Department of Education, the idea being to keep the reports simple and to instill in the child and his family the importance of carrying the record to the next school. In addition to the report form, the children have been given folders with samples of their school work. At Fort Lupton, 70 attendance certificates were given to the pupils out of a total enrollment of 109. This is an excellent record and the pupils were especially proud of the blue and white awards, attractively designed with the state motto.

The State Department of Education has printed a report form to be used by all migrant schools. This form was developed at the Migrant Bilingual Workshop at Adams State College (1957).

With the expanded summer school program, including the new schools at Rocky Ford and Fort Lupton, the state aid for 1956-57 has been \$15,248.75. The total enrollment in the four schools was 350 migrant children. This made the average cost \$43.57 per pupil which included transportation in all four districts and at Rocky Ford, children from six smaller migrant camps were included. Fifteen teachers, two full-time principals and two full-time nurses were employed in the program, with nursing services in Morgan and Mesa Counties being furnished through the county health departments. The major portion of expenses was for teachers' salaries. This extended program of education ranged in time from four weeks at Fort Lupton, to five weeks at Rocky Ford, six weeks at Wiggins and seven weeks, three days at Palisade. The lengthening of the Palisade term was made necessary by a delayed peach harvest.

In pursuing this program, the State Department of Education has used the team approach, working closely with the State Department of Health which receives a grant each year from the Children's Bureau for its work with migrant families. There also has been cooperation with the State Department of Employment and the State Welfare Division, with the Mesa County Migrant Council and the Migrant Council of Churches, along with the Girls Scouts, Junior Red Cross and other interested groups. It is only by working together on the many problems pressing on these children who follow the crops that their environment can be improved so that they may have a chance to become worthwhile citizens.

### **Migrant-Bilingual Workshop**

A two-weeks workshop for teachers of migrant and bilingual children was held from July 15 through 26, 1957, at Adams State College, Alamosa. Here 78 teachers, consultants and visitors worked on the various problems inherent in meeting the educational needs of migrant and bilingual children. The State Department of Education arranged for the workshop and worked closely with officials at the college. Dr. George I. Sanchez, Chairman of the Education Department, University of Texas, was an outstanding director, one dedicated to the cause of helping these people. A special visitor and participant in the workshop was Dr. Paul E. Blackwood, specialist in elementary education and in the migrant area from the U. S. Office of Education. He was also able to visit the migrant summer school at Rocky Ford. This



workshop was made possible through a grant from the Child Labor Committee of New York City.

### **In Conclusion**

As a result of this pioneering in the area of migrant education, Colorado has received national recognition. Largely because of these efforts, a grant of \$11,950 per year for a three-year period has been made to the State Department of Education from the U. S. Department of Education to support a research project under the provisions of Public Law 531, 2nd Session, 83rd Congress. The general problem to be considered is, "What are the ways and means whereby the educational needs of children of migrant farm workers in Colorado could be more adequately met?" The answer to such a problem will require much statistical and analytical interpretation. The experimental summer schools will be used as a basis for much of this research.

## **PUBLICATIONS AND RESEARCH**

### **Handbook on Elementary School Evaluation**

In January 1957, a new publication entitled *Self-Evaluation of the Elementary Schools in Colorado* was distributed by the State Department of Education.

This guide or handbook was designed for local school use, to encourage and assist the faculty to evaluate the current practices and conditions of the school. The organization of the handbook includes four major areas: 1. Basic information; 2. School plant; 3. School personnel; and 4. Curriculum.

Since January 1957, more than 2,000 copies of the guidebook have been distributed to local schools.

### **Report of Migrant-Bilingual Workshop**

One thousand copies of the report of the Migrant-Bilingual Workshop were printed. This workshop was a joint project of the State Department of Education, Adams State College and the National Child Labor Committee of New York City. The elementary consultant did much of the planning, as well as participating in the workshop, and editing the material.

### **Diaries of Migrant Summer Schools**

Diaries and summaries of the pilot summer schools for migrant farm children were edited, written and produced numbering 1,600. These were widely circulated over the country by request and brought much recognition for this experimental type of education.

### **Elementary Textbook List**

One thousand two hundred copies of partial lists of elementary textbooks and supplementary aids were printed for use as an aid for the schools both in 1957 and 1958. This was the first time that Colorado has produced such a publication for the schools.

### **Junior Britannica Article**

The article on Colorado was written for Junior Britannica.

### **Teaching of a Second Language**

In March 1958, a survey on the teaching of a second language in the elementary schools of Colorado was conducted for the Association for Childhood Education International committee on Foreign Language Teaching in the Elementary Schools. This survey



showed that in Colorado the goals of such language teaching are largely cultural and seek to give an appreciation of the background of foreign countries along with conversational ability. The initiation of foreign language instruction was stimulated both by the interest of the communities and the teachers. The language predominant in such teaching is Spanish but French is also taught, particularly in private schools. Interest in introducing a second language was evidenced by 30 schools.

### Survey of Teaching of Science and Arithmetic

In the spring of 1958 a statewide survey was made on practices in the teaching of science and arithmetic in our elementary schools. Approximately 10 items were covered in the survey.

In terms of time allotments for the teaching of science and arithmetic a great deal of variation was found among the schools. In the area of arithmetic, one-teacher schools are spending from 129 minutes in grade 1 to 170 minutes in grade 6 per week. Schools with nine or more teachers are spending from 144 minutes in grade 1 to 255 minutes in grade 6 per week on arithmetic. A recommended standard would be 150 minutes in the primary grades to 250 minutes in the intermediate grades each week on arithmetic. Some variation was found among schools in time allotted to science. Time allotted varied from 70 minutes per week in the primary grades to a maximum of 162 minutes per week in the intermediate grades. A minimum standard allotment should be 75 to 150 minutes in the primary grades to 165 minutes in the intermediate grades. It is generally agreed that science should have a definite time allotment in the daily schedule.

The survey also reveals that district guide books and textbook outlines were the basic "course of study" materials used by a large number of our schools. The district guide books were generally developed by a committee of teachers. This was found true in both areas of arithmetic and science. The development of local district guide books follows the natural trend.

Teacher-made tests as well as standardized tests were the chief types of evaluative procedures used in the arithmetic area. In science, a large number of schools used oral and written reports and group discussion in addition to teacher-made and standardized tests.

The two chief kinds of in-service activities found in arithmetic and science were faculty meetings and district committee work. Two other important types of in-service activities in the nine or more teacher schools were workshops and discussions with outside consultants. In-service education is an important means of improving classroom teaching. Especially in the larger schools more and more emphasis is being placed on teacher committees, workshops and discussions. All schools need to consider the real values of in-service training activities.

In the area of professional literature available for teacher use, we found about 200 of the major schools with nine or more teachers having available Blough's *Elementary School Science and How to Teach It*; Craig's *Science for the Elementary School Teacher*; and Brueckner and Grossnickle's *Making Arithmetic Meaningful*. While approximately 200 of the larger schools have some professional material available in science by Craig or Blough, more should be available for all teachers regardless of the size of the school.

Some of the major textbooks used in the arithmetic area include



publications by Ginn and Company, Iroquois, Laidlaw, Scott-Foresman, Silver-Burdett, Winston and World Book Company. Widely used science textbooks are those of Allyn & Bacon, Ginn and Company, D. C. Heath, Scott-Foresman and Company, L. W. Singer and Charles Scribner's Sons.

The survey indicated the main types of supplementary materials being used in the schools in the areas of science and arithmetic. Considerable use is being made of filmstrips and films in science, and to a lesser extent, science kits. In the area of arithmetic a high percentage of the schools reported using flannel boards, fractional parts of circles and place-value charts. It is important to notice that schools are using more manipulative materials as well as visual and pictorial aids. This follows current philosophy and acceptable practice.

### Activities

One of the objectives of the Elementary Division has been the visitation of representative schools in the various counties of the state. The dual purpose of these visitations has been to gain a better understanding of the operational side of elementary schools over the state and to help improve our program of elementary education in Colorado. In addition to the more formal types of school visitations over the state, continued effort has been made to work on local and area school problems.

Since July 1956, considerable time has been spent promoting local school programs of self-evaluation. The publication of the handbook, *Evaluation in the Elementary Schools in Colorado*, has stimulated many elementary schools to move ahead with programs of self-appraisal. It has been encouraging to note the interest and enthusiasm shown on the part of local schools in undertaking self-evaluation studies.

During the 1957-58 school year three systems were evaluated by special elementary committees as a part of the total school accreditation process. This was in conjunction with the current policy on accreditation of new systems to include the entire program from kindergarten through grade 12 in the accreditation visit. Personnel on these elementary committees included college professors, elementary principals, county superintendents of schools, school curriculum directors as well as department personnel. The written evaluation reports included comments and evaluations on individual teachers, on school plants and basic curriculum. Each visitation committee worked under the direct supervision of the Director of Elementary Education. The summary report to the individual school covered the major recommendations for change and improvement.

In working with professional groups, the consultant serves as field secretary for the State Childhood Education Association and in addition to being a member of its board is a member of the National Legislative Committee. Recognition has been given to the department for participation in national programs.

By appointment of the governor, the elementary consultant is a member of the state inter-departmental committee on problems of migrant labor. This committee has now been officially designated as the Colorado Committee on Migrant Labor.

The Elementary Division received a signal honor nationally when an invitation was extended by Secretary of Labor Mitchell to attend



the meeting of the President's Committee on Migrant Labor, representing Colorado. These national contacts have created interest in Colorado's program while enabling it to receive expert consultative services.

In June 1953, the elementary consultant served for a week on the staff at Florida State University for a migrant education workshop which involved national leaders and focused attention on the various problems of the education of migrant children. Not only were services exchanged with Florida but much editing was done for the final report.

In May of 1957 a regional conference on the education of migrant school children called by the United States Office of Education was attended in Santa Fe. The effort Colorado is making in this special need in education was described as a part of the program.

Several appearances have been made on radio and television programs in the interest of migrant and general education. A series of 18 television programs on Colorado history has been planned with Denver, Englewood, Aurora and Jefferson County schools.

The Director of Elementary Education has served as a field consultant to the Colorado Elementary Principals Association in an attempt to strengthen the state and local association. In addition to the state association of elementary principals, there are four regional groups—southern, eastern, western and San Juan as well as 13 local area organizational groups. In July 1958, the Elementary Director served on the staff for the 16th National Work-Conference of the Department of Elementary School Principals.

### **Planning For Educational Improvement**

The present school law providing for the organization of Colorado's school districts into a comparatively few number based on an adequate financial base, enough children to make a good school, and a geographical unit should provide the opportunity for a well-rounded school program of instruction.

This does not mean that once the new boundaries and consolidations are completed that the task is finished. It has just begun.

Then there must follow an appraisal of the instructional program, the needs to be met and how to achieve these so that all children in Colorado have more nearly equal educational opportunities. This should mean that a program involving not only the fundamentals but a broad school curriculum with physical education, music, art, health services, library and visual aids along with a kindergarten will be available to all children. A curriculum materials center should be provided for the use of all personnel.

In order to bring about such an adequate school situation there will be need for more personnel in the division of instruction to assist schools in such planning and to give continuous leadership. This will be particularly true in the fine arts and physical education areas in which there are now no state department personnel. In many schools assistance needs to be given not only in setting up such programs but in a follow-through for effectiveness. For example, such new districts now being formed are engaged in planning and providing kindergartens.



The concept of in-service education of professional personnel, is widely accepted in education. Because of its importance such programs merit the most systematic planning in terms of the objectives of the schools. Planning with local and regional groups for such in-service education should be given high priority. Qualified educational leaders are needed for such programs. Teachers should have the opportunity to learn of significant research and its implications for their work and should be encouraged to use scientific methods to test the procedures used in the classroom. No one stands still in the teaching profession and even the best teachers and administrators profit from this kind of encouragement and stimulation. Here again the department exercises leadership. Elementary science is one area that should be emphasized in such in-service education for teachers.

In a philosophy of education that is committed to meeting the needs of all children, definite attention and provision must be made for the so-called gifted child or one with decidedly superior ability. While the space age has focused attention on channeling such abilities in profitable directions and schools have long practiced enriching the program for such pupils. But this is not enough. There should be guidance and counseling for such children, an opportunity to develop their native talents to the utmost with guidance for contribution in an adult society. All of this should begin in the elementary school. Experimental programs are now being conducted in several schools that provide for special groupings of the gifted with emphasis on various areas of the curriculum. Such a program for the gifted needs stimulus from the State Department of Education and coordinated effort to further such planning. Research could well enter the picture.

In considering the needs of all children in the curriculum the special needs of the migrant school child should be contemplated and met. For this purpose there should be developed usable curriculum materials and bilingual teaching aids. Here the State Department of Education should offer leadership through a workshop for teachers and administrators who deal with this problem. Discussion groups, personal work, advisory councils should be established to cope with this problem. Experimental studies with curriculum should be extended as a means of improving the instruction for these children who move with the crops. There is a definite need in Colorado of encouraging administrators actively to identify migrant children and encourage them to attend school.

The extended school program for migrant children in the summer, first established in 1955, has proved to be of value in learning and social achievement and should be continued. A significant fact is that in two of the summer schools 50 percent of the pupils were repeaters from the year before and that in the other two schools one-third of the children returned. Thus in a measure Colorado is attempting to give such wandering children an opportunity for an education. It



is more than likely such summer schools will need continuous state support as these pupils are an extra burden on district finances and in all four of the districts having such schools the valuation of property back of each child for taxes is low. It is recommended that more community support and interest be brought about in some of the local areas. This need not be in financial contribution but in human interest and support and participation to make the environment better for such children. As an example, in Mesa County swimming instruction is provided as a recreational activity and the school principal accompanies the pupils to the pool. There is no doubt need for more of these schools in Colorado, thus adjusting the school year to the time the pupils are available.

In terms of legislation relatives to instruction the conflict between the constitutional provision relating to school attendance and the compulsory school attendance law should be rectified through a constitutional amendment. The law forbidding the teaching of a second language in the elementary school should be repealed. While instruction in the fundamentals should continue to be in the English language, yet present day society and world needs point up the necessity of teaching a second language in the elementary school where expedient. Recommendations for subject matter areas should be left with the State Department of Education and not spelled out in the laws. There is always danger of becoming overly specific in laws.

Since the crux of instructional improvement rests eventually with the classroom teachers and because inexperienced teachers are coming continuously to the classroom, State Department staff members should work with the teacher training institutions to learn more about the educational program, the program for practice teachers, and to help coordinate and improve this program with the public schools. Since much of the in-service education of teachers is done through extension classes carried on by the colleges, techniques to discover teachers' needs and interests as a basis for planning classes could be developed cooperatively.

More and better elementary school libraries are needed in the state. Children today are growing up in an age when they will need to be extensive readers both for information and recreation. We must prepare them for this reading. Every school district should provide the best library facilities at all grade levels. This is another need for assistance in the department.

Local districts should be encouraged to do research. There is need for more experimental or action research in classroom activities and good teaching procedure. Today there is much discussion about entrance age of children and the trend is to raise the entrance age. Studies should be made to compare progress between younger and older children. As a follow-up to the in-service education program studies could be made to ascertain ways in which types of in-service education programs were used in the classroom.



Secondary schools use cumulative record folders for students but no extensive records are found in many elementary schools of the state. A suggested form containing pertinent information should be developed for use in the schools.

In keeping with a philosophy of education that centers on a continuous self-evaluation and appraisal by the local school staff and community with the assistance of State Department leadership, there should also be continued an evaluation of the program of planning, teamwork, and a study of the services of department personnel now in effect.

## 8

# VARIOUS PATTERNS GOVERN JUNIOR HIGH SETUPS

... .. " ... *reorganization  
programs develops trend to the  
grade 7-9 arrangement...* "

Pupils attending grades seven through nine are considered to be of junior high school age. They do, however, find themselves in various organizational patterns.

In some districts, the seventh and eighth grades are considered as part of the elementary schools that have grades one through eight, with the ninth graders attending a four-year high school.

In other districts, the seventh and eighth grades may be housed in a separate building designated as a junior high school. A common pattern found in districts with comparatively small enrollments is the six-year high school which includes grades seven through twelve.

The patterns of organization most common are 8-4, 6-3-3, and 6-2-4.

There are, however, many variations of the established patterns. In some instances, students in grades seven, eight, and nine find themselves in a different organizational pattern each year. This vacillation would lead one to believe that the type of structure used is one of administrative expediency, depending on housing, other facilities, and staff, rather than on a study of pupil needs.



The chart that follows shows the various types of organizational patterns followed in Colorado over the past three years. Situations, in which the seventh and eighth grades are part of the eight-year elementary school and the ninth grade is included in four-year high school, are not given.

#### ORGANIZATION OF GRADES 7-9

School Year	Grds. 3-8	Grds. 4-7	Grds. 4-8	Grds. 5-8	Grds. 6-8	Grds. 6-9	Grds. 6-12	Grds. 7-8	Grds. 7-9	Grds. 7-10	Grds. 7-11	Grds. 7-12	Grds. 8-12
1955-56	0	1	0	2	6	4	3	21	34	1	0	46	5
1956-57	1	1	0	2	8	0	1	25	47	1	1	55	2
1957-58	0	0	1	5	7	1	4	27	46	0	0	54	7

Reorganization of school districts, with accompanying building programs or the shift in the use of present buildings, is producing a trend toward the grade 7-9 plan of organization. At present, there are 46 such junior high schools. Most metropolitan areas follow this plan.

School districts with comparatively low enrollments tend to use the 7-12 grade arrangement in order to make better use of teacher qualifications and time.

The basic curriculum includes the language arts, social studies, science, mathematics and health and physical education. Music, art, shop, and homemaking are offered in addition in most of the metropolitan schools.

The program may be organized in one of two ways, or a combination of the two: (1) All grades of the school may be departmentalized, with each subject being handled by a separate teacher and the pupils moving from class to class, and (2) the seventh and eighth grades remaining in the same room with the same teacher for the major part of the time, while the ninth grade changes classrooms and subjects more frequently. The latter arrangement is common in systems which have the six-year high school.

The curriculum, for the most part, is predetermined and required by law, since grades seven and eight fall within the compulsory education limits. Larger schools may provide enrichment through elective courses such as shop for boys, homemaking for girls, exploratory courses in foreign language, art, and others.

Two pilot junior high school curriculum studies done by Dr. Donald G. Decker, Director of Instruction, Colorado State College, reveal much repetition in courses and topics within courses taught on the junior high school level. This would indicate that both horizontal and vertical studies of the junior high school program need to be made in order to remedy this situation and make the program more meaningful to the students.

The basic point of view underlying the extra class activities of junior high schools is that they may provide real learning experiences important to the educational growth of the child. Many clubs are organized of the subject-matter classes, while others are developed around the common interests of the students.

Sports are kept, for the most part, on an intramural basis. Competitive athletics for this age group are not generally approved by educators or the medical profession.

The Colorado High School Activities Association has appointed a committee to make a study of junior high school athletics for the



purpose of developing criteria for evaluating the programs of member schools. Their desire is to discharge formalized programs culminating in championship playoffs. Most persons responding to the Association's questionnaire seem to be in favor of an informal type of program based on some reasonable plan and schedule; but they are not in favor of championship games or playing several times a week. They wish to discourage the practice of using the junior high groups as pre-varsity material, but wish to provide more opportunities to develop physical fitness and good sportsmanship in all youth.

A few junior high school provide counselors to give guidance and counseling. Here again, it is the established junior high school which offers this service. In general, the homeroom is the basic unit of the guidance by encouraging students to continue their education through high school. Some of the larger systems employ deans of girls and boys who extend their counseling to meet personal needs.

#### JUNIOR HIGH ENROLLMENTS

School Year	Grade 7	Grade 8	Grade 9
1954-55	22,205	20,031	18,526
1955-56	23,827	21,926	19,651
1956-57	23,965	23,432	21,414
1957-58	23,102	23,063	22,381

Junior high schools organized with grades 7-9 appear to have higher retention power than those of districts in which the seventh and eighth grades are included as part of an elementary school. Factors which enter into the survival of pupils in school systems between grades 8 and 9 frequently are related to the economic status of the families, population shifts, language difficulties, and, where the eighth grade is the final grade in the school, pupils sometimes feel they have reached their goal. In some areas of the state, there is still too much emphasis placed on eighth grade graduation. This puts a note of finality to the education program, with the result that, in such instances, fewer young people become interested in attending high school.

Children of junior high school age have attained a degree of mastery over many skills needed for living and further learning. Due to their rapid physical, emotional, and social growth, they wish to be identified with adults. The conflict between desire to obtain status as an adult and the activities related to childhood frequently produce behavior patterns which seem difficult to resolve.

In spite of the special needs of this age group, few teachers are trained especially to work with them. Behavior problems develop from time to time because untrained adults lack an understanding of the problems these children have. As was shown by the table presented earlier in this report, there seems to be no rhyme nor reason for the way educational programs for adolescents are organized and carried out. There is no clear-cut philosophy regarding functions and purposes of the junior high school. Such a philosophy needs to be developed so that the program becomes an integral part of the school program and not just another administrative unit.

Clearly defined objectives must be developed. There should be greater study made of the interests and needs of pupils of junior high



school age. Although most instruction at this level is concerned with fundamentals, more attention needs to be paid to individual needs in order that these children will be motivated to continue their education into high school and beyond, and be helped to develop their talents for useful citizenship, with satisfaction to themselves and their communities.

9

## SPECIAL ATTENTION DESERVEDLY PUT TO TEENAGE

... .. " ... secondary  
education accorded high  
place in youth training ... "

The American high school is an institution providing a basic course of general education and some degree of specialized education. The philosophy of public education in America and, of course, in Colorado, is that twelve years of free education be provided every youngster for the purpose of developing him to his highest potential.

In our attempts to meet this commitment and to provide our nation with an educated citizenry capable of carrying out the responsibilities of a citizen in a democratic society, we have established the public school system.

During the two years covered by this report, and particularly since the launching of Sputnik I, the secondary school system has been the center of much controversy and criticism. At this time, there is a tendency to review much of the emphasis of the public high school.

There is realization of the need to strengthen the efforts to provide a broad general education and, also, to develop the highest potential of the more able youth. Because of the realization of the need to strengthen the ability of the public schools adequately to educate the more able student, it seems probable that federal assistance will be given to education for this specific purpose.

### **High School Program**

In the school years 1956-57 and 1957-58, approximately 89 percent of Colorado youth of high school age were in attendance at either a



public or private high school. In 1956-57 there were 268 public high schools in Colorado, and in 1957-58 the number was 267. These schools were located in 251 districts of the 702 operating districts of the school year 1957-58. The enrollments were as follows:

TABLE I

	<u>1956-57</u>	<u>1957-58</u>
9th.....	19,659.....	21,414
10th.....	17,491.....	18,646
11th.....	14,865.....	15,549
12th.....	12,737.....	13,304
TOTALS.....	<u>64,752</u>	<u>68,913</u>

It can be seen that the enrollment in the secondary schools of the state has increased considerably from 1956-57 to 1957-58 without a commensurate increase in the number of high schools. There have been many additions to already existing buildings, but a certain degree of crowding has resulted.

The ever-increasing trend for children of Spanish descent to enroll in school in greater percentage, and to stay longer, is an encouraging sign.

The prevailing curriculum in Colorado secondary schools is four years of English, four years of social studies, four years of science, three years of mathematics, vocal and instrumental music, home economics and industrial arts, typing, shorthand, bookkeeping, foreign language and physical education. Many schools offer additional courses in all these areas.

The 100 largest high schools in the state, enrolling upward of 85 percent of the high school age youngsters, offer a greatly expanded curriculum over the basic program herein described. For example, 10,231 youngsters were given instruction in driver education during the school year 1957-58. When it is calculated that approximately one-fourth of the 68,913 youngsters in high school could take driver education in one year, it is seen that a substantial percentage of the students take driver education.

At the beginning of the century, only 5 percent of the children entering the first grade graduated from high school. At the present time, more than 60 percent 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.

During the school year 1957-58 the Colorado State Board of Education directed that a comprehensive re-evaluation of science and mathematics be conducted. The results of this survey are shown in tables on pages 44 and 45.



As one might expect, it is shown that much improvement in teacher qualifications and laboratory equipment is needed.

Several significant developments in the field of secondary education have taken place during the years 1956-57 and 1957-58. Some of these are as follows:

1. Increased attention to identification and education of the "gifted" child has been the hallmark of the past two years. At least a dozen school systems in the state have organized programs for such children. The differences in the programs are greater than the similarities. This is an area which should receive increased attention, refinement of programs, and the involvement of more schools.
2. Educational TV for credit purposes has not yet been introduced in Colorado secondary schools.
3. The Rocky Mountain Area Project for Small High Schools, a pioneer effort to improve instruction in small high schools, was initiated October 15, 1957, and is explained in detail in Chapter 11.
4. The trend to raise the number of credits required for graduation, to require each student to carry a full day of activities, to eliminate study halls as separate from regular classroom activities, and to contain the school day in six one-hour periods, continues to become more common practice.
5. School district reorganization has received new emphasis during the past year. The potential for improvement of secondary education by the elimination of high schools which are separate from the local elementary school, and the elimination of unnecessarily existent small high schools is greatly improved by this emphasis on district reorganization.

### **High School Equivalency Certificates**

The General Educational Development program, leading to the high school equivalency certificate, is available to veterans, servicemen, and civilians who meet the age and residence requirements of Colorado.

In January, 1958, the State Department of Education was designated as a testing center for the purposes of making the program available to the inmates of the Colorado State Penitentiary at Canon City.

The Department also receives test reports from various individuals who do not meet residence requirements and from young women wishing to enter the armed services. These scores are evaluated and a certifying letter written as to the results but no certificate is issued.

From March of 1946 to December 31, 1958, there were 16,929 equivalency certificates issued.



TABLE II  
**ENROLLMENT IN SCIENCE AND MATH—1957-58**

(218 Schools)

Enrollments by grades:

				Total Enrollment
<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>	<b>9-12</b>
20,487	17,930	14,975	12,488	65,880

Enrollments in Science:

					Total Enrollment
<b>General</b>					
<b>Science</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>	<b>Other</b>	<b>In Science</b>
8,457	11,652	5,124	3,603	2,356	31,372

Enrollments in Mathematics:

					Total Enrollment
<b>General Algebra</b>	<b>Plane</b>	<b>Algebra</b>	<b>Trigonom-</b>	<b>Solid</b>	
<b>Math</b>	<b>I</b>	<b>Geometry</b>	<b>II</b>	<b>etry I</b>	<b>Geometry</b>
8,397	12,099	7,775	4,277	899	1,002
					<b>In Math</b>
					34,449

TABLE III  
**SELF-EVALUATION OF COLORADO HIGH SCHOOLS'**  
**LABORATORY EQUIPMENT**

1957-58

		7 Gr.	8 Gr.	Gen'l									
		Sci.	Sci.	Sci.	Biol.	Chem.	Phys.	Sci.	Phys.	Sci.	Other		
POOR		22*	21	11	11	5	13	1			Radio-1 Aeron.-1 Earth Sci.-4		
FAIR		19	20	17	30	9	12	1			Earth Sci.-5 Bot.-1 Agriculture-1 Elec.-1		
AVERAGE		23	24	38	33	32	29	2			Geology-2 Prac. Sci.-1 Earth Sci. 1 Meteorology-1 Radio Elec.-1 Mineralogy-1		
GOOD		18	22	30	28	43	33	1			Geology-3 Basic Sci.-1 Ecology-1 Adv. Biol.-1 Earth Sci. 2		
EXCELLENT		5	4	7	10	18	10	2			Photog.-1 Anat.-1 Geology-1		
		Av. 1	Av. 1	Av. 1	Av. 1	Av. 1	Av. 1	Av. 1	Av. 1	Av. 1			
		Poor-	Poor-	Poor-	Fair-	Fair-	Fair-	Fair-	Fair-	Fair-			
		Fair 1	Fair 1	Fair 1	Av. 1	Av. 1	Av. 1	Av. 1	Av. 1	Av. 1			

Other (Specify)

\* The figure appearing at the junction of vertical columns and the horizontal rows is the total number of schools reporting the condition of their laboratory as shown.



TABLE IV

**PREPARATION OF SCIENCE TEACHERS IN SPECIFIC  
SUBJECTS IN WHICH THEY INSTRUCT IN COLORADO HIGH  
SCHOOLS FOR THE SCHOOL YEAR 1957-58**

Semester Hours in Subject	BIOLOGY	CHEMISTRY	PHYSICS
Less than 5	3%	4%	8%
5-19	53%	58%	78%
20-24	11%	6%	10%
25-29	5%	8%	1%
30 or more	28%	24%	3%

TABLE V

**THE PREPARATION OF MATHEMATICS TEACHERS  
IN COLORADO HIGH SCHOOLS—BY SIZE OF SCHOOLS  
1957-58**

SEMESTER HOURS	ENROLLMENTS			
	Less than 200	200-499	500-999	1000 or more
0-19	64%	55%	56%	27%
20-24	15	20	6	20
25-29	6	15	14	12
30-34	8	10	17	23
35-39	4	1	0	7
40-44	1.5	0	3	5
45-49	1	1	2	3
50 or more	.5	2	2	3



## JUNIOR COLLEGES NOW ABETTED BY BETTER LAWS

... .. " ... areas larger  
than a county may be  
effectively organized... "

The Division of Junior College Education was activated as a separate division in the Office of Instructional Services in the State Department of Education in August, 1957.

Prior to that time, the major responsibilities in this area were carried on jointly with the Division of Adult Education. Activities of the new Division during the school year 1957-1958 have been primarily those of getting involved in and acquainted with the junior college movement in Colorado.

The Junior College Act was amended in a number of ways by the Forty-First General Assembly in 1957. The purpose of the amendments was to make it possible for junior college districts to be organized along other than county lines. The amended act permits a school district or combination of school districts to organize as a junior college district. Such districts may now consist of an area which need not follow county lines. Existing school districts, however, must be included or excluded, in toto. This amendment makes it possible for a junior college district to lie across county lines and provides the necessary legal steps to be followed by the county superintendent(s) involved.

The amendments further provide that the proposed areas be approved for organization by the Colorado State Board of Education. The area involved must have a school population of 3,500 or more and an assessed valuation of \$20,000,000 or more. While these minimums may not be too realistic, the restrictions in the act and the regulations adopted by the State Board of Education increases the flexibility of establishment of junior colleges while retaining controls necessary to prevent the establishment of educationally inefficient districts.

During the school year 1957-1958, four geographical areas in the state have become involved to the extent of beginning community surveys leading toward the eventual establishment of junior college districts.



Junior college education in Colorado has developed services of a community and regional nature 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. Many students in Colorado junior colleges qualify for an associate degree after two years of study.

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 social 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 equalling 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.

Statistics on junior college operations in Colorado are presented in tables appearing in Appendix A, in this biennial report, and on page 201.

The Division is concerned with studying the following areas of development with the public junior colleges so that continued progress may be made in their services to education beyond the high school in Colorado:

1. Increased operating expenses. The local tax sources are committed to the financing of elementary and secondary education to such a degree that the levy for junior college education is — in the minds of many constituents — a heavy burden. Additional sources should be found to help finance the junior college level of education. Suggestions include 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 the counties of origin of the student.

2. 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 or state are other than that of the junior college district. Since many of the out-of-county students engage in college transfer programs of higher education, and since all of the state institutions of higher learning have moneys from both a mill levy and from direct appropriations for capital outlay expenditures, it is felt justified to request legislation giving 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. Adequately trained faculty members. Little attention has as yet been given in Colorado institutions of higher education to the specifics of preparation of faculty members for junior colleges. These institutions so equipped for this level of training will 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. A program of recruitment and identification of potential faculty members must be organized.

4. Certification standards. Junior college administrators and faculty members, and those institutions engaged in the training of junior college personnel must 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 will of necessity have to be developed for those faculty members responsible for technical programs, adult programs which utilize community citizens as part-time faculty members, and programs which require a number of years of work-experience as well as educational qualifications.

5. State accreditation for junior colleges. To date the existence of a public junior college is prima facie evidence that the institution is accredited. Two of the public junior colleges in the state are accredited by the North Central Association. The cooperative development of accreditation 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. Common fiscal and personnel reporting procedures and policies. A suitable budget form and budgeting procedures were developed cooperatively during the biennium 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. Preliminary forms for personnel reporting should be completed during the next school year.

7. In-service programs for the improvement of instructional practices and curriculum expansion. Development of curricula and instructional methodology specific to the "community" college as an educational institution is a continuing process.

Progress in the major areas 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 education beyond the high school in Colorado which will need to



continue and be completed. In regard to junior colleges, determination must be made relatively soon as to the share in the education beyond the high school which these institutions will provide for the young adults and adults of Colorado. The flexibility of program inherent in the philosophy of the junior college makes them ideally suited to meet the changing needs of society for a larger portion of our youth in the space age.

# 11

## COLORADO SETS PROGRAM TO AID SMALL SCHOOLS

... .. “... *new project*  
*designed to broaden*  
*curriculum base...*”

In the year 1957-58, Colorado had 267 operating secondary schools. Of these, 167 enrolled 150 or fewer students, or 16.16 per cent of the total high school population of the state. In numbers, this amounts to 10,474 pupils. For some years, because of lack of adequate taxable resources, sparse population, problems of isolation and terrain, and insufficient financial assistance from other than local resources, the students in many of these small high schools have been receiving something less than a quality education in all necessary subjects.

The School Foundation Act and school district reorganization have tended to alleviate a minor fraction of the problems of these chiefly rural schools; but many of the difficulties still persist.

With the view that good teachers and resourceful teaching are the chief catalysts to quality learning, the State Department of Education has seen fit to solicit financial aid from the Ford Foundation's Fund for the Advancement of Education for the purpose of supporting action-research into more effective use of teachers and improved teaching techniques in the necessarily existent small high schools of Colorado. As a result of this request, the Department received, from the Fund, a stipend of \$104,500 in support of a three-year activity, The Rocky Mountain Area Project for Small High Schools.



## Official Beginning

The Rocky Mountain Area Project for Small High Schools has been in official operation since October 15, 1957, when the Department of Education received formal notification of financial grant from the Fund for the Advancement of Education.

## Origin

The idea, in its present form, was developed in the Colorado State Department of Education, Division of Secondary Education. It had its earliest origin in 1954 with the Superintendent of Schools, the school board, and a selected Citizens' Committee in Aspen, Colorado. It grew from a feeling that America's small rural high schools are possessed of inherent strengths that are not being fully utilized and that there needs to be developed a cognizance of this potential. Freedom to explore good methods and ideas was made possible by the Colorado State Board of Education which, by formal resolution, stated that:

"it is the Board's intent to assist in successfully developing this project to its fullest degree of promise, through the cooperation of the entire staff of the Department and

"Whereas the board will waive any accreditation or other requirements which appear to restrict, deter, or in any way deny the free and unrestrained perusal of methods and techniques which are specifically designed to assist in the development of the aforesaid quality of instruction; and

"Whereas, the Officers of the Board of Education, in personal conference, have the assurance of the Honorable Stephen L. R. McNichols, Governor of Colorado that the State of Colorado, acting as a tax-free fiscal agency in receiving and dispensing all Foundation monies, will impose no executive office restrictions or take action which will inhibit the use of such project funds for which they were intended; and

"Whereas the Colorado State Board of Education considers itself morally and, in fact, legally responsible to maintain and, wherever possible, improve established standards of instruction, the State Department of Education is further charged with the responsibility to continue to scrutinize all educational practices with intention of evaluating this project for the purpose of maintaining an essential system of checks and balances;

"Be it therefore resolved that the Colorado State Board of Education, having been apprised of the philosophy, scope, limitations, and intentions of the proposal specifically known as Rocky Mountain Area Project for Small High Schools, A Project to Study Possibilities of More Effective Use of Teachers and Improved Teaching Techniques in Small High Schools . . . hereby officially endorses and backs the operation of such a study in the State of Colorado."

According to available information, this resolution by the Colorado State Board of Education has no precedent in the United States; hence, in the unrestricted pursuit of a type of organization which is feasible for the necessarily existent small high school, the Colorado State Board and State Department of Education occupy a unique national role.



## Scope

Initially, the major project intentions are twofold. These are (1) to assist the small high schools to develop means whereby a broader, quality curriculum can be offered, and (2) to assist well qualified, able teachers to develop methods of giving more careful attention to individual student abilities, needs, and interests. These two goals are to be attained by the resourceful teacher, without great additional cost per pupil. There are two suggested methods of accomplishing this:

1. Multiple Class Teaching—the teaching and supervision by one teacher of two or more related classes simultaneously within one classroom.
2. Expanded use of Small Group Techniques — the use by the teacher of methods of homogeneous grouping which, with teacher consultation and direction, exploit the most desirable aspects of student initiative. Here, the teacher functions less often as a lecturer and more often as a coordinator.

Also, the project proposal suggests broader uses of academic correspondence courses and local resources—people, organizations, and natural phenomena—in order that the above methods may receive maximum implementation by each teacher.

Finally, the major objective of the Rocky Mountain Area Project is to develop, demonstrate, and document the significant uses of the suggested techniques in order that, where applicable, the desirable activities may be employed by all teachers in small high schools.

## Participation

Five small high schools acted as charter participants in the Project:

<u>School</u>	<u>Project Teachers</u>	<u>1957-58 Enrollment</u>
Aspen High School	3	80
Cheyenne Wells High School	3	79
Kremmling High School	3	115
Limon High School	3	146
Centennial Union High at San Luis <sup>1</sup>	5	264

<sup>1</sup>At the time of original negotiations, enrollment was 145. Since that time, due to unforeseen circumstances, enrollment grew to present point without appreciable increase in income. The school is in a poverty stricken area of the state, with an inadequate tax base, great transportation problems, and inadequate facilities. With exception of enrollment and numerical size of staff, all facets are those of the other participating small high schools.

The intention is to expand the number of participating schools to a maximum total of 25 for the three-year period. Toward this end, local meetings have been held during the first year for the purposes of clarifying respective responsibilities of the Fund for the Advancement of



Education, State Department people, local boards, superintendents, and teachers. As a result of interest generated during the first year, (October, 1957-May, 1958) six additional schools have been added on a formal basis and two other schools will participate on an associated basis.

### Formal Participation<sup>2</sup>

<u>School</u>	<u>No. Project Teachers</u>	<u>1957-58 Enrollment (Upper 4 grades)</u>
Arriba	2	59
McClave	2	56
Ouray	2	88
Silverton	*3	51
Simla	5	73
Platte Canon (Bailey)	1	16

### Associated Schools<sup>3</sup>

Ridgway	1	52
Mosca	*3	27

\*Includes superintendent who is teaching one project class.

<sup>2</sup>Participating schools are designated as those whose personnel, including superintendent, faculty, board of directors, and local residents, are fully aware of the goals, applications, and implications of the Rocky Mountain Area Project. In addition, these school personnel have indicated a willingness to experiment with promising new techniques and to continue the use of proven methods after withdrawal of project financial support.

<sup>3</sup>Associated schools are those which probably will continue to exist as small and whose personnel have indicated interest and/or willingness to proceed with project activities, but there may be certain variables which prevent the school from participating on a fully supported basis (i.e., reasons might be (1) imminence of reorganization with possibilities of change in enrollment or board membership; (2) great interest by only a limited number of persons in the school or community; (3) expression of interest too late in year to assure adequate knowledge by all persons prior to project activities of the following year; (4) great interest and individual experience in one or more of the project phases without general knowledge by all personnel of implications and goals; (5) local interest in participating without **immediate** willingness to commit themselves for full period of experimentation.)

### Conclusions

On the basis of the exploratory activities of seventeen teachers in the five pilot high schools for the period October 15, 1957-May 15, 1958, several general conclusions have been reached:

1. The key factor in development of quality learning situations is a resourceful, well qualified teacher. The development of specially applicable techniques is important only where there will be a capable teacher available to employ the techniques.
2. The teacher of several small classes (enrollment of 10 or fewer in each class) can more efficiently use his teaching time by conducting two or three related classes simultaneously and in one classroom. No appreciable loss in teacher effectiveness or student acquisition of subject matter has been noted, although



some subjects have been found difficult to teach in company with other subjects if both must be taught within 40-50 minutes.

3. Extended use of college-prepared correspondence courses for high school or college credit is advocated for the small high school (150 or fewer) with limited qualified personnel, provided the personnel are resourceful and interested in a quality job of supervising.
  - a. The best method of using college-prepared correspondence courses is by offering the courses to three or more students who are required to meet in a regular class session, either daily or at least several times weekly. This can be done while another small class is meeting within the same room.
  - b. The use of correspondence courses can provide a qualified teacher with a teaching guide, and a core of subject matter offering so that he can spend additional time in enrichment or individualizing the other class work and homework activities of his students.
4. By careful identification of student needs, interests, and problems, the teacher can group homogeneously and more completely individualized his teaching of students so that each class member comes much closer to realizing his full potential for that class. By careful selection and ingenuity, the teacher may be able to give greater attention to the intellectually gifted.
5. The teacher of the small high school, to use all of the resources at his command (projectors, printed materials, persons and natural phenomena) must be given additional time (viz. one summer month) in which to plan specifically for his upcoming class activities. This additional time should be with pay and should be in addition to summer schooling. It could easily be time in lieu of summer employment in some non-professional occupation.
6. More attention could profitably be given by the state department and teacher-training institutions to the elements of training and instruction which make maximal use of the teachers' time and abilities.

The RMAP has yet two years in which to develop printed materials and data which will be used to show that the well-schooled, resourceful teacher can employ methods of organization which will result in a greater number of graduates from small high schools who more closely approximate the ideal which the society of the space age requires.



# 12

## EXCEPTIONAL CHILDREN NEED SPECIAL AIDS

... .. “ ... adjustments  
become part of state  
facilities in schools... ”

The particular educational, vocational and social needs of exceptional children have become more apparent with the focus of education on the development of the maximum abilities of each child. With the complexity of a mechanized society, with the fantastic scientific, social, and moral developments of the space age, professional attention to their problems becomes more urgent. The potentialities of exceptional children for unique contributions to our society are becoming increasingly significant.

It is the purpose of this chapter to describe the progress made during the last biennium in providing an appropriate education in public schools for the 10-15% of the school population who needs adjustment of physical factors, modification of curricula and an adaptation of teaching methods because they deviate mentally, physically, emotionally or socially from so-called normal children.

Table No. 1 shows the estimated percentages of children who are exceptional:

TABLE No. I  
**Percentage of School-age Population That Is Exceptional\***

<u>Type of Exceptionality</u>	<u>Percentage of School Age Population</u>
Blind	0.03
Partially Seeing	0.20
Deaf & Hard of Hearing	1.50
Special Health Problems	1.50
Crippled	1.50
Speech Handicapped	3.00
Mentally Retarded	2.00
Gifted	2.00
Socially Maladjusted	2.00

\*Romaine P. Mackie and Lloyd M. Dunn, *College and University Programs for the Preparation of Teachers of Exceptional Children*, Washington, D.C.: U.S. Government Printing Office, 1954. Office of Education Bulletin 1954, No. 14.



The Colorado school law relating to the education of physically and educable mentally handicapped children, Chapter 123-22-1 to 17, C.R.S., 1953, allows state aid for school districts which provide classes for crippled children, those with special health problems, children with hearing or visual defects or those who are educable though mentally retarded. State aid is also allowed to districts which employ a correctionist for speech defective children, and for teachers of children who are homebound or hospitalized. The State Board of Education is authorized to establish standards and regulations which govern eligibility for state aid. These standards and regulations are published in a manual entitled Education of Exceptional Children: A State Plan for Special Education, Colorado State Department of Education. (1953)

Table No. II shows the number of children enrolled in classes under the provisions of Chapter 123-22-1 to 17, C.R.S., 1953.

TABLE No. II  
Colorado's School-age Population Enrolled in Special Education

Type of Exceptionality	Estimated Number of Handicapped Children in Colorado School-age Population*		Enrolled in Special Education Classes	
	1956-57	1957-58	1956-57	1957-58
	Physically Handicapped (Items 1-5, Table p. ....)	15,918	16,814	961
Mentally Retarded	6,367	6,725	1,014	1,320
Speech Handicapped	9,558	10,088	3,750	5,084
<b>TOTAL</b>	<b>31,843</b>	<b>33,627</b>	<b>5,725</b>	<b>7,366</b>

\*Based on percentages in Table No. 1 and Enrollment Projections for the State of Colorado, State Department of Education.

Figures not available for gifted children and socially-maladjusted children as public school classes for these children do not come under special legislative provision and state aid.

Even though Table No. II points up sharply the small percentage of Colorado's handicapped children who are actually enrolled in public school special education classes, the increase in the number of districts providing this type of education and the increase in enrollment during the last biennium has been great as shown in Table III. Note the figures for 1954-55 are given for comparison.

TABLE No. III  
ENROLLMENT IN SPECIAL EDUCATION CLASSES

Type of Class	Enrollment			Percentage Increase in Enrollment Since 1954-55	Number of Districts Providing Classes		
	1954-55	1956-57	1957-58		1954-5	1956-7	1957-8
Homebound or Hospitalized	427	432	423	— 1%	61	66	62
Physically Handicapped							
Crippled	253	296	291	+ 15%	4	4	4
Deaf, Hard of Hearing	170	180	191	+ 12%	1	3	3
Blind	8	23	30	+275%	1	1	1
Partially Seeing	39	30	27	— 31%	1	1	1
Mentally Retarded	626	1,014	1,320	+111%	11	16	17
Speech Correction	3,095	3,750	5,084	+ 64%	13	16	26
<b>TOTAL</b>	<b>4,618</b>	<b>5,725</b>	<b>7,366</b>	<b>+ 60%</b>	<b>..</b>	<b>..</b>	<b>..</b>



For several years the expansion in special education occurred in districts which had already established these classes. During the last biennium, it has been encouraging to note some of the expansion has been in districts which did not previously have special classes. The last section of Table No. II shows the increase in the number of districts participating in special education. A total is not indicated for the districts having these classes because some districts have more than one type of class. Table No. IV shows in detail the type of special education provided in the districts.

TABLE No. IV

SCHOOL DISTRICTS PROVIDING SPECIAL EDUCATION

(Under classes for physically handicapped, the type of class is indicated as S-sightsaving; B-blind; D-deaf; C-crippled. In the speech correction column, P indicates part-time program.)

County and District	Home/Hospital Teaching		Classes for Mentally Retarded		Classes for Physically Handicapped		Speech Correction	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
ADAMS								
Mapleton		x	x	x				x
East Lake	x	x						
Adams City	x	x	x	x			x	x
Brighton		x						
Westminster	x			x			x	x
ALAMOSA								
Alamosa	x	x						
ARAPAHOE								
Englewood	x	x	x	x			x	x
Cherry Creek	x	x		x			x	x
Littleton	x	x						x
College View		x						
Aurora	x	x	x	x			x	x
Fort Logan	x							
BACA								
Campo	x							
Pritchett	x	x						
BENT								
Las Animas	x							
BOULDER								
Boulder	x	x	x	x				x
Longmont		x		x			x-p	x-p
Louisville	x							
CHAFFEE								
Salida	x	x						
CLEAR CREEK								
Empire		x						
Georgetown							x-p	x-p
Idaho Springs		x					x-p	x-p
CONEJOS								
Antonito	x	x						
Manassa		x						
La Jara		x						
COSTILLA								
Mesita	x							
CROWLEY								
Ordway	x	x						



**SCHOOL DISTRICTS PROVIDING SPECIAL EDUCATION (Continued)**

County and District	Home/Hospital Teaching		Classes for Mentally Retarded		Classes for Physically Handicapped		Speech Correction	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
DELTA								
Delta	x	x					x-p	x
DENVER								
Denver	x	x	x	x	S,B,D,C	S,B,D,C	x	x
EAGLE								
Sweetwater	x							
ELBERT								
Kiowa								
EL PASO								
Harrison	x	x						
Fountain	x	x						
Colorado Springs	x	x	x	x				
Cheyenne Mountain	x							
Ellicott	x	x						
Ramah	x							
Falcon	x							
FREMONT								
Canon City	x	x	x	x				
Florence	x	x						
Portland		x						
Fourmile	x							
Coal Creek		x						
Rockvale	x	x						
Wilmont	x							
Penrose		x						
GARFIELD								
Glenwood Springs	x							x p
Carbondale								x p
Garfield Co. UHS	x							
HUERFANO								
Walsenburg	x							
JACKSON								
Walden	x							
JEFFERSON								
Jefferson R-1	x	x	x	x	D,C	D,C	x	x
LAKE								
Leadville	x						x-p	x
LAPLATA								
Durango	x	x						
Bayfield		x						
Ignacio	x							
LARIMER								
Loveland	x	x						
Fort Collins	x	x	x				x	x
Wellington	x	x						
Eggers-Elkhorn		x						
LINCOLN								
Summit		x						
Cache La Poudre	x	x						
LAS ANIMAS								
Trinidad	x	x						
Limon								x-p



SCHOOL DISTRICTS PROVIDING SPECIAL EDUCATION (Continued)

County and District	Home/Hospital Teaching		Classes for Mentally Retarded		Classes for Physically Handicapped*		Speech Correction	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
LOGAN								
Sterling	x	x	x	x				
Willard		x						
Crook	x	x						
Merino	x							
MESA								
Grand Junction	x	x	x	x			x	x
MOFFAT							x	
MONTROSE								
Montrose	x	x						
Olathe	x							
Nucla	x	x						
Naturita-Uravan		x						
MORGAN								
Brush	x	x						
Fort Morgan	x	x						
Colwell-Fairview		x						
Goodrich	x							
Wiggins	x	x						
OTERO								
La Junta			x	x				
Rocky Ford	x	x	x	x				
PITKIN								
Aspen								x-p
Basalt								x-p
PROWERS								
Lamar							x	x
Bristol	x							
PUEBLO								
Pueblo (city)	x	x	x	x	D,C	D,C	x	x
Pueblo (rural)	x	x						
RIO GRANDE								
Sargent	x	x						
ROUTT								
Steamboat Springs	x	x						
SAGUACHE								
Center	x							
SEDGWICK								
Sedgwick		x						
WASHINGTON								
Akron		x						
WELD								
Greeley	x	x	x	x	C	C	x	x
Prospect Valley	x							
YUMA								
CHS		x						
TOTAL	66	62	16	18	4	4	19	25

Some districts which did not provide classes to meet the particular needs of some children sent such pupils to other districts for the instruction they needed. Under the provisions of Chapter 123-22-1 to 17, CRS, 1953, the State Department of Education may reimburse the dis-

trict of residence for part of the cost of tuition, transportation and/or room and board. The districts which provided for children in this way are listed below in Table No. V. The number of children and the reimbursement are shown in Tables No. VI and VII.

TABLE NO. V  
STATE AID TO DISTRICTS  
TRANSFERRING CHILDREN FOR SPECIAL EDUCATION

County and District	Tuition	1956-57		1957-58	
		Transportation		Tuition	Transportation
ADAMS					
East Lake	x		x		x
Westminster	x				
Brighton			x		x
ARAPAHOE					
Englewood	x	x	x		
College View	x		x		
Cherry Creek	x	x			
Petersburg	x	x	x		x
Fort Logan	x	x	x		x
Aurora	x		x		
Coal Creek	x				
Littleton			x		x
BOULDER					
Altona				x	
Broomfield	x				
Fairview	x	x	x		
Longmont	x	x			
Louisville	x		x		x
Lyons			x		
Nederland	x				
Pleasant View	x	x	x		x
CONEJOS					
San Antone		x			x
JEFFERSON					
Jefferson R-1	x			x	
LOGAN					
Padroni	x	x			x
Fleming		x			x
Columbine					x
Atwood	x	x			
PUEBLO					
Pueblo 70	x			x	
RIO BLANCO					
Rangely	x				
WASHINGTON					
Lone Star	x	x			x
WELD					
Windsor	x	x	x		x
Evans	x	x			
Delta	x	x	x		x
LaSalle	x	x	x		x
Kersey	x	x	x		x
Gilcrest	x	x			
Stoneham	x	x			
Kuner				x	x
YUMA					
Eckley	x				



Room and board was paid for children from Stoneham and Eckley in 1956-57, and for a Rocky Ford child in 1957-58.

**Crippled children and children with special health problems** who received special education were enrolled in special classes or were taught at home or in hospitals. A large percent of the children who were taught in hospitals were hospitalized in Denver at Colorado General, Denver General, Children's or National Jewish Hospitals. Sixty-four children were taught in these hospitals. A pioneer step in educational television in Colorado was taken with the start of the Boettcher School of the Air. This was a television program of instruction primarily for homebound and hospitalized children.

The classes for crippled children and homebound or hospitalized children showed a decrease in enrollment. Factors influencing this may have been:

- a. Medical advances which prevent crippling disorders or long term special health problems.
- b. Modern one-level school buildings make it possible for children with braces and crutches or in wheelchairs to attend regular classes.
- c. Inadequate funds for state aid prevents some expansion of special education programs. In the school year 1957-58, state aid was not allowed on 32 applications for reimbursement for home teaching, a waiting list was started on April 1, and no applications were accepted after April 15 because of insufficient funds in the home teaching budget.

One of the most interesting developments in the last several years has been public school **classes for blind children**. In the past, Denver has been the only school district in Colorado to provide special classes for these children. Enrollment in the classes is indicated in Table No. III. The Jefferson County Schools will start a class for visually handicapped children in September, 1958. Approximately 20 children who are considered legally blind, but are not completely sightless, have been attending public school classes in other districts in the state. Through a federal appropriation, a credit allocation at the American Printing House for the Blind is assigned to the chief state school officer of each state. This is used to secure books and other teaching aids for blind children in public schools. In 1957-58 Colorado's credit allocation was \$1,290. In 1958-59, it will be \$1,636.73.

Increase in enrollment in **classes for deaf children** has been slight during the last biennium. It is not feasible in many districts to establish classes for the profoundly hard of hearing or deaf because of the small incidence of children with this type of handicap. Regional planning will be necessary if such classes develop. Much progress has been made by the combined efforts of the State Department of Education and the State Department of Health in periodic hearing tests for school children. These surveys have given a clearer idea of children with hearing losses who need to be enrolled in classes for the profoundly hard of hearing or deaf. In some areas, the speech correctionists have been able to help hard of hearing children improve their speech reading ability and develop better language and speech.



It is conservatively estimated that over 10,000 school children in Colorado need special assistance to correct speech defects. This type of instruction has increased very rapidly in the last biennium. **Speech correction** has been made available by itinerant speech correctionists to several districts whose enrollment was too small to necessitate a full time correctionist. In one area, four districts, Glenwood Springs, Basalt, Aspen, and Carbondale, combined to employ one therapist.

Enrollment in **classes for mentally retarded children** has increased 111% since 1954-55. This is the largest increase in any area of special education except for the new classes for blind children. Some of the districts which have had classes at the elementary level for retarded children are now beginning to provide special classes at the junior and senior high school age.

TABLE No. VI

ENROLLMENT IN SPECIAL EDUCATION CLASSES

Children are listed in county of residence even though they may have been enrolled in another county.

County	Homebound Hospitalized		Mentally Retarded		Physically Handicapped		Speech Correction		Total	
	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8
Adams	12	8	50	94	1	...	485	711	548	813
Alamosa	9	6	...	...	...	...	...	...	9	6
Arapahoe	24	26	66	98	12	5	404	741	506	870
Baca	3	2	...	...	...	...	...	...	3	2
Bent	5	...	...	...	...	...	...	...	5	...
Boulder	2	7	21	34	1	...	40	135	64	176
Chaffee	2	1	...	...	...	...	...	...	2	1
Clear Creek	...	3	...	...	...	...	35	38	35	41
Conejos	3	5	...	...	1	1	...	...	4	6
Costilla	1	...	...	...	...	...	...	...	1	...
Crowley	1	3	...	...	...	...	...	...	1	3
Delta	10	11	...	...	...	...	21	90	31	101
Denver	115	109	429	534	431	448	1579	1792	2554	2883
Eagle	1	...	...	...	...	...	...	...	1	...
Elbert	...	...	...	...	...	...	25	...	25	...
El Paso	42	42	50	68	...	...	...	...	92	110
Fremont	12	14	15	15	...	...	...	...	27	29
Garfield	2	...	...	...	...	...	...	47	2	47
Huerfano	3	...	...	...	...	...	...	...	3	...
Jackson	1	...	...	...	...	...	...	...	1	...
Jefferson	18	24	62	68	20	31	120	244	220	367
Kiowa	...	...	...	...	1	...	...	...	1	...
Lake	1	...	...	...	...	...	19	83	20	83
LaPlata	2	3	...	...	...	...	...	...	2	3
Larimer	15	21	14	...	...	...	124	72	153	93
Las Animas	3	1	...	...	...	...	...	...	3	1
Lincoln	...	...	...	...	...	...	...	21	...	21
Logan	14	13	17	17	1	1	...	...	32	31
Mesa	40	33	34	53	...	...	166	202	240	288
Moffat	...	...	...	...	...	...	25	...	25	...
Montrose	6	6	...	...	...	...	...	...	6	6
Morgan	8	4	...	...	...	...	...	...	8	4
Otero	1	2	28	25	...	1	...	...	29	28



**ENROLLMENT IN SPECIAL EDUCATION CLASSES (Continued)**

County	Homebound Hospitalized		Mentally Retarded		Physically Handicapped		Speech Correction		Total	
	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8
Pitkin	...	...	....	....	...	...	....	21	....	21
Prowers	1	...	....	....	...	1	92	79	94	79
Pueblo	58	63	200	271	41	40	532	697	831	1071
Rio Blanco	...	...	....	....	1	...	....	....	1	....
Rio Grande	1	1	....	....	...	...	....	....	1	1
Routt	1	1	....	....	...	...	....	....	1	1
Saguache	1	...	....	....	...	...	....	....	1	....
Sedgwick	...	1	....	....	...	...	....	....	....	1
Washington	...	1	1	1	...	...	....	....	1	2
Weld	14	11	26	42	18	12	83	111	141	176
Yuma	...	1	1	1	...	...	....	....	1	1
<b>TOTAL</b>	<b>432</b>	<b>423</b>	<b>1014</b>	<b>1320</b>	<b>529</b>	<b>539</b>	<b>3750</b>	<b>5084</b>	<b>5725</b>	<b>7366</b>

For each year of the last biennium, an appropriation has been made to the State Department of Education of \$400,000 to reimburse school districts for part of the cost of educating handicapped children in excess of the cost of educating children in regular classrooms. Each year the appropriation has been inadequate to provide full implementation of the special education law. Reimbursement was allowed as follows:

	1956-57	1957-58
Home Teaching	Maximum reimbursement, \$200 per child; restricted approval of application for reimbursement	
Special Classes } Tuition } Transportation }	Payment of Claims pro-rated to 76%	Payment of Claims pro-rated to 68%
Speech Correction	Payment of Claims pro-rated to 76%	Payment of Claims pro-rated to 66%

Table No. VII shows in detail the distribution of the special education fund for the last biennium. Each year a few new books are purchased to supplement the lending library for visually handicapped children. This is the last item before the **total** in Table No. VII.

TABLE NO. VII—DISTRIBUTION OF STATE SPECIAL EDUCATION FUNDS

\*Reimbursement is indicated for child's county of residence even though he was enrolled in another county.  
 \*\*Reimbursement for Garfield-Pitkin speech correction program was made through Carbondale.

County	Homebound/ Hospitalized		Mentally Retarded		Physically Handicapped		Speech Correction		TOTAL	
	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8	1956-7	1957-8
Adams	\$ 797	\$ 534	\$ 6,795	\$ 13,694	\$ 228	\$ . . . . .	\$ 7,231	\$ 9,336	\$ 15,051	\$ 23,564
Alamosa	928	752							928	752
Arapahoe	3,485	2,692	12,595	11,937	1,987	1,064	8,517	11,939	26,584	27,632
Baca	225	254							225	254
Bent	729								729	
Boulder	157	1,104	3,722	4,870	225		1,165	3,533	5,269	9,507
Chaffee	390	53							390	53
Clear Creek		250					736	805	736	1,055
Conejos	584	847			114	102			698	949
Costilla	75								75	
Crowley	170	364							170	364
Delta	666	814					743	2,080	1,409	2,894
Denver	8,751	10,103	44,335	46,034	123,358	103,983	37,482	30,720	213,926	190,840
Eagle	163								163	
Elbert							324		324	
El Paso	4,234	4,172	2,590	2,136					6,824	6,308
Fremont	1,394	1,824	1,855	1,909					3,249	3,733
Garfield**	140							1,819	140	1,819
Huerfano	366								366	
Jackson	27								27	
Jefferson	2,027	3,190	7,521	11,034	5,896	7,913	2,146	5,307	17,590	27,444
Kiowa					51				51	
Lake	51						366	2,011	417	2,011
La Plata	341	386							341	386
Larimer	1,785	2,095	1,962				2,069	1,872	5,816	3,967
Las Animas	60	200							60	200
Lincoln								706		706
Logan	1,271	1,201	1,524	1,506	56	79			2,851	2,786
Mesa	3,449	2,762	5,544	3,409			6,388	5,858	15,381	12,029
Moffat							1,042		1,042	
Montrose	752	993							752	993
Morgan	1,195	608							1,195	608
Otero	200	134	3,229	2,153		500			3,429	2,787
Pitkin**							2,162	1,872	2,232	1,872
Prowers	13				57					
Pueblo	7,102	6,996	19,367	24,064	13,882	15,363	15,805	14,576	56,156	60,999
Rio Blanco					228				228	
Rio Grande	200	158							200	158
Routt	195	200							195	200
Saguache	75								75	
Sedgwick		56								56
Washington		32	172	28					172	60
Weld	868	893	3,621	4,940	5,497	3,282	3,832	3,765	13,818	12,880
Yuma		18	556						556	18
Clear Type Books									160	116
<b>TOTAL</b>	<b>\$42,865</b>	<b>\$43,685</b>	<b>\$115,388</b>	<b>\$127,714</b>	<b>\$151,579</b>	<b>\$132,286</b>	<b>\$90,008</b>	<b>\$96,199</b>	<b>\$400,000</b>	<b>\$400,000</b>



Tables No. VIII-a and No. VIII-b are a recapitulation of special education enrollments and state aid. Under the provisions of Chapter 123-22-1 to 17, CRS, 1953, at least 65% of the total special education appropriation must be reimbursed for classes for mentally or physically handicapped children.

TABLE No. VIII-a  
SUMMARY OF SPECIAL EDUCATION  
ENROLLMENTS AND REIMBURSEMENTS, 1956-57

Type of Class	Enrollment	Total Claims*	Total Reimbursement	Per Pupil Claims*	Per Cent of Fund Used
Home Teaching	432	\$ 42,863.81	\$ 42,863.81	\$ 99.22	10.72%
Speech Correction	3,750	118,432.41	90,008.63	31.58	22.51%
Mentally Retarded	1,014	151,826.71	115,388.30	149.73	28.86%
Physically Handicapped	529	199,446.79	151,579.56	377.03	37.91%
TOTAL	5,725	\$512,569.72	\$399,840.30		

TABLE No. VIII-b  
SUMMARY OF SPECIAL EDUCATION  
ENROLLMENTS AND REIMBURSEMENTS, 1957-58

Type of Class	Enrollment	Total Claims*	Total Reimbursement	Per Pupil Claims*	Per Cent of Fund Used
Home Teaching	423	\$ 43,684.50	\$ 43,684.50	\$103.27	10.92%
Speech Correction	5,084	143,866.45	96,199.56	28.30	24.06%
Mentally Retarded	1,320	187,272.57	127,714.00	141.87	31.94%
Physically Handicapped	539	193,533.69	132,286.00	359.06	33.08%
TOTAL	7,366	\$568,357.21	\$399,844.06		

\*Total claims and per pupil claims are based on only the cost in excess of the per pupil cost of educating a child in a regular class. The excess cost is based only on five cost items: Teachers' salaries, administrators' salaries, transportation, psychological services, textbooks and supplies.

TABLE No. IX  
SPECIAL EDUCATION TEACHERS

Type of Class	Number of Teachers 1956-57	1957-58
Home Teaching	161	146
Speech Correction	34	43
Mentally Retarded	70	90
Physically Handicapped	42	40
Crippled	17	15
Deaf & Hard of Hearing	19	19
Blind	3	4
Partially Seeing	3	3

Much progress has been made recently in the development of teacher training programs by the institutions of higher learning in Colorado. A sequence of courses in several areas of special education is offered at Colorado State College, the University of Colorado and the University of Denver. Summer workshops are offered at these institutions in special areas such as education for blind, deaf, or gifted children, or in the administration of special education. Extension courses and a few campus courses are offered by Colorado College, Western State and Adams State College and Colorado State University. Much emphasis is needed on teacher recruitment and education if new classes are to be taught by qualified personnel.



A review of special education during the last biennium and a look toward the future points up several areas which warrant the consideration and planning of the State Department of Education and other departments and agencies concerned with exceptional children:

1. The shortage of qualified teachers, psychologists and speech correctionists trained to work with handicapped children has been a major deterrent to the development of more classes. In some districts boards of education, civic groups or parent organizations have provided scholarships for teachers who were interested in special education. The number of teachers and speech correctionists employed by public schools in 1956-57 and 1957-58 is shown in Table IX. Many of the home teachers were employed on a part-time basis. The 43 speech correctionists for 1957-58 represents 40 full-time and 3 part-time therapists.
2. There is need for revision of Chapter 123-22-1 to 17 CRS, 1953. State aid to districts is provided on a per pupil basis. It is difficult to project the amount of state aid a district may receive soon enough to be of help to a district in planning for special classes. Provisions in the special education law no longer coincide closely with other school laws which have been revised in the last year or two. It is anticipated that the provisions for the education of exceptional children will be incorporated in the Public School Finance Act.
3. During the last biennium the Advisory Committee on Special Education to the State Board of Education has studied the need and feasibility of training programs for severely retarded children. The problem is still under study by the Committee. They have also considered special needs of gifted children and of emotionally disturbed children.
4. There is an increasing number of private "workshops" and "schools" for exceptional children. Licensing or accreditation of these organizations is needed.
5. Much public interest in exceptional children has been stimulated. Dynamic interest has been evidenced by organizations of parents of handicapped children. It is important that this interest be directed toward the best interests of all children in a community. The coordination of efforts of public and private agencies is important to avoid waste of time, money and professional personnel.
6. In past years emphasis from the State Department of Education in the area of special education has been on the establishment of special classes. In the future, emphasis will be on three areas:
  - a. Improvement of instruction in special classes.
  - b. Improvement of instruction for the exceptional child who remains in a regular class.
  - c. Establishment of special education classes as an integral part of the total school program.



# 13

## COLORADO SEES NEED TO IMPROVE SCHOOL PROGRAMS

... .. “ ... *new standards*  
*being fashioned for*  
*curriculum adequacy...* ”

World events in recent months have focused the attention of both schoolmen and lay citizens upon the curriculum to an almost unprecedented extent. During the past year, the citizenry of our state has evidenced more concern for school programs than has been the case in any previous 12-months period. Many questions have been asked regarding the adequacy of the curriculum, the steps by which standards are maintained, and the method by which improvements are brought about.

However, curriculum development in Colorado schools has always been an on-going activity. Teacher and administrators have always been concerned with the quality of their offerings, and have attempted to make improvements in them. Both now and in the future, instructional leadership is recognized as a significant role, and one to which our educators will give ever-increasing attention.

It is not sufficient, though, to say that curriculum development activities are constantly present. Such a statement is neither explicit nor helpful, since there is almost no end to the factors or circumstances which influence a school's program. The scheduling of classes, selection of textbooks, plans of teachers, methods of instruction—all affect the learnings of boys of girls. Because these are curriculum influences, they might legitimately be called curriculum development activities.

However, in the last two-year period there have been developments which were not quite so routine or usual, and activities which have been, in one way or another, noteworthy. The succeeding pages will consider some ways by which local school districts and the State Department of Education have made conscious efforts to influence the curriculum, and to expand and encourage program improvement activities in Colorado.



## Curriculum Activities in Local School Districts

There has been considerable growth in the last two years in both the amount and the quality of curriculum activity undertaken in local school districts. Even prior to a time of national attention to science, mathematics, and foreign languages, Colorado educators have been concerned over the quality of their programs, including these three particular areas, and have been working to improve and expand their offerings.

1. **Extent of Local Activities.** There are now 20 school districts in Colorado employing an individual who gives half or more of his time to matters related to curriculum and instruction. Most of these districts have at least one full-time person in this area. Many of these jobs have been newly created since the last biennial report, a clear indication of the rapidly growing concern of Colorado educators for curriculum improvement. The number of students in school districts with half-time or full-time personnel in curriculum is 211,441, approximately two-thirds of the total school enrollment of the state. It can thus be seen that important steps have been taken toward improving the quality of education for boys and girls in Colorado.

Curriculum activity has also been going on in school districts where there are no individuals specifically assigned to such a program. In localities where the superintendent is the only administrator with district-wide responsibility, it is often necessary that he be an instructional and curriculum leader, as well as head of the business and public affairs of the schools. Although this combination of jobs places a considerable burden upon superintendents, the increased number of curriculum development programs in Colorado is evidence that they have been willing to carry the load.

Increasingly, teachers are meeting in workshops of one day to one week in duration, prior to the opening of school in the fall. In many districts teachers' committees are working throughout the school year on the development of courses of study or instructional guides for local use. The collection of curriculum materials from Colorado schools occupies two full shelves in the offices of the State Department of Education, and it is a collection which is admittedly only a partial one. Quantity, of course, is no measure of quality, but it can be seen as an indication of the extent of activity and concern. The past two years have been years of growth in curriculum work, and it is anticipated that there will be further growth in the future.

2. **Local In-Service Programs.** Curriculum activity has changed considerably since the days when the central office of a school district had specialists prepare a new course of study for the teachers to put into practice without question and without alteration. Today, it is generally believed that improvement in the curriculum can best come about through the improvement of the understandings and abilities of teachers. To this end, there are many different techniques found in the programs of the various school districts of our state.

(a) **Committee Work.** Frequently, the job to be done is seen to require the efforts of several people, the joint thinking of individuals with different points of view and background, and a final result which is truly representative of the concerns and problems of the teachers. The most common method by which these goals are sought is that of the committee.



There are many different forms that committees take in school districts of our state. There are committees charged with the responsibility of collecting textbooks and developing criteria for their evaluation. Other committees have the job of producing a course of study or curriculum guide for use by teachers in the district. Such a group must canvass existing materials widely, and must choose from among them the ideas and suggestions which seem most appropriate to the local situation, and which reflect the experience and desires of the teachers in that situation.

A question might be raised concerning the desirability of creating another course of study in a school district when there are so many good courses of study already in print. There is no simple answer to this question but one consideration to bear in mind is that the process of production has a learning value to those involved in it, which reading someone else's product does not have. Perhaps there is at least limited value in an activity which requires the teachers in a system to think through their purposes and procedures critically.

Besides textbooks and courses of study, committees are sometimes charged with performing other services. A group of teachers may canvass the professional literature and digest the ideas related to a particular topic, for the benefit of their colleagues. Some committees will collect data about practices in other localities, about the concerns and desires of their own community and parents, and about the characteristics of the students. Such data will be organized in the form of files or reports for teacher use. Still other committees will develop resources for the benefit of the professional staff, e.g., files of pictures, lists of field trips or resource persons in the community, and bibliographies or indexes of valuable materials or information.

A rapidly growing use of teachers' committees is seen in the curriculum steering committee. Such a group may also include either administrators or laymen or both, but it customarily has teachers among its members and in some school districts is totally composed of teachers. A steering committee serves as a channel for improving the communication among teachers and administrators and the community. Committee members often find it easier than does the superintendent to locate the problems of teachers, so that the curriculum work can focus upon the most critical areas. Administrators and teachers are able to meet on a face-to-face basis, and can try to iron out misunderstandings and correct misinformation. Lay members of a committee can help interpret the concerns of a community to the educators, and in turn, can interpret the schools to their patrons.

(b) **Workshops.** Workshops also are often seen in Colorado school district, and represent a means whereby educators can work jointly, possibly with the assistance of consultants from the State Department or elsewhere, in an effort to make plans and solve problems. Perhaps a word might be said regarding this kind of activity, and its purposes and accomplishments.

A workshop is, as its name indicates, a place where people work upon their problems. Frequently, workshops are held in the week preceding the school year, although sometimes they are found in the week following the end of the school year, or even on days, weekends, or evenings throughout the year. Regardless of the time, they furnish



opportunities for those concerned with a particular problem or set of problems to get together and to make specific plans for coping with their difficulties. Often this is a time for constructing materials, for developing course or unit outlines, for creating proposals and programs. There is no accurate count of the number of school districts in Colorado which have held one or more workshops in the past year, but the number is probably close to fifty.

(c) **In-Service Education.** Both committee work and workshops qualify as forms of in-service education. However, they are forms in which the education of the participants occurs almost as a by-product of the work put in on school problems. Other forms of curriculum activity are primarily and consciously concerned with the education of individuals in local districts. Colleges and universities may offer extension courses for credit, study groups of teachers may work on a particular program of self-education and self-improvement, or there may be faculty meetings in which a visiting expert presents important ideas about specific area of concern. In-service education of this kind is not so frequently seen in Colorado as are the first two approaches described above. However, there are many school districts in which one or more varieties of in-service education have been undertaken.

There is more activity in the form of planned programs relating to curriculum and instruction in Colorado today than ever before. The major tasks of those concerned with curriculum improvement, then, involve knowing how to carry on such activities, cooperating with and learning from one another and, in general, keeping in mind the crucial importance of a high quality of education for all boys and girls.

### **Policies and Principles Regarding Curriculum Development**

All curriculum practices, whether at the local, regional, or state level, reflect the beliefs of those who plan them and carry them out. Although there is a great variety of programs and activities throughout the state, each can be evaluated in terms of its effectiveness, and the extent to which it reflects the best thinking of the educational profession. Each represents one or more decisions made by instructional leaders as applications of the principles of curriculum development. The following principles are widely accepted by both state and local leaders:

#### **1. Curriculum Change Involves Change in People.**

No matter how explicitly a curriculum is suggested in a printed guide, its ultimate effectiveness is determined by what occurs in the classroom. The methods which the teacher employs, the points he chooses to emphasize, and indeed his very enthusiasm for certain ideas and procedures, all influence the accomplishments of boys and girls. The truly effective curriculum is that which actually results in learning, and thus any attempt to improve the curriculum must inevitably involve some changes in the practices, attitudes, and concepts of teachers.

#### **2. Change in People Cannot be Coerced.**

There are some changes which can be brought about by regulations and by giving orders. However, changes in enthusiasm, changes in willingness to work, changes in values and insights, cannot be



brought about in this fashion. If curriculum work is to result in real improvement in instruction and learning, teachers must be involved in such a way as to increase in insight and to see the desirability of change. They should be given opportunities to acquire new learnings, to make new and better plans, and to grow in their general professional competence.

### **3. Curriculum Change is Successful to the Degree that All Concerned Participate in It.**

The preceding sections imply that the change which occurs in people is brought about as they become involved in a process of planning. This principle is widely accepted by curriculum workers, who believe that the very process of studying an existing program, of surveying ideas for its improvement, and of developing plans for change, leads to growth on the part of all who are involved. The extent to which participation occurs, then, is the extent to which those concerned with the curriculum are motivated to greater activity, and are stimulated to greater thoughtfulness.

#### **Statewide Curriculum Leadership.**

The State Department of Education represents the principal agency with statewide concerns and responsibilities relative to education. Both local school districts and the citizens of the state, generally, look to the Department to furnish leadership in matters relating to curriculum development and instructional improvement. The following paragraphs indicate some of the ways in which this leadership is furnished, and some of the policies governing activities of the Department relative to curriculum and instruction.

**1. Development of Curriculum Materials.** One way in which programs and practices of Colorado schools are influenced is through courses of study, curriculum guides, and other instructional materials, either produced by the State Department of Education, or developed by groups of educators under the sponsorship of the Department. Recent materials which have been produced include the following:

*"Discovering Something New Under the Sun"*

A Teaching Unit in Social Studies for the Intermediate Grades

*"Handwriting in the Elementary School"*

A Manual to Help Educators Develop an Over-all Program

*"Basic Business"*

A Teaching Guide for High School Business Teachers

*"Children's Books about People and Life in Other Lands"*

A Bibliography of Materials for Use in Elementary and Junior High Schools

*"Teachers Without Tools"*

Suggestions for Developing Better Audio-Visual Programs

The foregoing list suggests that many persons have been active in various areas of education in Colorado during the past two years. At present, committees are also at work developing additional materials in business education, producing a course of study for speech in the high school, and planning a revision of the publication entitled *"Art Ideas."* It is further anticipated that there will be additional work in the near future in such areas as industrial arts, driver education, and social studies.



Each group preparing curriculum materials for statewide use includes one or more persons from the staff of the Department of Education among its membership. These individuals not only participate in the actual production, but they also act as resource persons in editorial consultants, seeking to maintain the standards of quality which are desirable in all departmental publications. It is through such means that the Colorado State Department of Education tries to coordinate the activities of educators attempting to develop materials for use in the schools of our state.

The number of items distributed by the Department is large. An annotated list of its publications is regularly produced, and is circulated to all interested persons. The current revision of this list includes sixty-seven titles of various materials currently available for use by Colorado educators. New titles are added each year, and the list is totally revised annually.

**2. Conferences.** There are almost numberless conferences held for educators in Colorado dealing with either general or specific problems relative to curriculum and instruction. Some of these are of sufficient importance that they might be explicitly described.

(a) **Regional Conferences on Instruction.** In the spring of 1957, and again in the spring of 1958, the Department of Education sponsored a series of one-day conferences dealing with instructional improvement. In the former year, these were held in 13 different locations, while in the latter year, they took place in six. The conferences were planned on a regional basis in order to encourage the participation of as many educational leaders as possible. The 1957 attendance was 375, and that of 1958 was 257. The reactions of the participants indicated that such conferences furnished excellent opportunities for educators to exchange ideas, to consider their practical problems, and to develop plans for dealing with these problems, assisted by the consultative help of resource persons.

(b) **Colorado School Problems Workshops.** Each year the Department of Education, in conjunction with the Colorado Association of School Administrators and the Colorado Committee of the Cooperative Program in Educational Administration (Kellogg Foundation), has sponsored a summer workshop of one week's duration for the purpose of improving school administration in our state. In June, 1958, the theme of this workshop was "An Instructional Program for Our Times". One hundred and seventy-nine participants engaged in discussion and planning intended to bring about improved curriculum, better instruction, and local activity designed to achieve these ends. According to the evaluations received, the workshop was considered to be a success by those who attended.

A major task of the educators of the state, and particularly staff members of the Department of Education, will be that of follow-up, of helping to put into actual practice the plans and suggestions developed in regional conferences and the school problems workshop. Indeed, one of the very real challenges confronting all educators seeking to improve instruction, is to make conferences as meaningful as possible, to relate them to practical situations and problems, and to see them result in program changes in schools.

(c) **Professional Groups and Organizations.** An important function of the State Department of Education is that of working cooperatively with professional organizations, and participating in their activities designed to improve educational programs. Many organizations



in Colorado are deeply involved in curriculum development. The Colorado Education Association has a standing committee on curriculum, the Classroom Teachers Association is sponsoring regional drive-in conferences for teachers, called "Help-Mobiles", and the Directors of Instruction of the Northern Conference meet regularly to discuss their common problems. The Colorado Association of School Administrators, Colorado Committee of the Cooperative Program in Educational Administration, Colorado Elementary Principals Association, Colorado Secondary School Principals Association, and many other groups are also actively working on curriculum problems. With all these groups and with many others of a similar nature, the State Department of Education is in regular contact. Such cooperation between the Department and existing professional organizations is one of the best ways of coordinating the efforts of the many problems involved in improving instruction in Colorado.

The Department works cooperatively with professional organizations all over the United States to help education as a profession grow throughout our nation. The personnel in the Department are members of many organizations and seek to be active in relation to them. Frequently, this activity consists of participating in studies and plans dealing with the problems Colorado educators share with those from other areas.

(d) **Professional Writing and Speaking.** Much of the curriculum leadership exercised at the state level consists of professional writing and speaking. An important function of educators concerned with Colorado schools is that of disseminating information to members of the profession and to lay citizens. In consequence, a major portion of the efforts of staff members of the State Department of Education is directed toward writing and speaking.

Some of this activity consists of joint writing endeavors involving professional organizations. One example of this is the participation of the Director of the Division of Curriculum Services in the Middle States Project of the American Social Hygiene Association, in which materials dealing with the role of family life education in teacher preparation are being developed for use in the colleges and universities of Colorado, Nebraska, Kansas, and Missouri.

Although writing for professional journals or books is a time-consuming operation which does not seem to bring direct benefit to Colorado schools, it nonetheless represents an important area of professional activity. Developing new ideas, disseminating such ideas to Colorado administrators through the medium of respected and well-known publications, and building the prestige of members of the Department as educational leaders, all these contribute to the improvement of school programs in our state.

It is equally important to give talks and make speeches to many groups in many locations at many times. Parent groups, teachers' meetings, curriculum committees, boards of education, professional associations, and the like, represent the opportunities presented to members of the Department of Education to stimulate thinking and disseminate important information and ideas. Perhaps no other activity occupies so much of the time of members of the Department staff as does this one, and perhaps none contributes so much to the development of improved school programs and increased curriculum activity.



(e) **Colorado Council on Instruction.** During 1958 a group of persons was named by the State Board of Education to give leadership to statewide curriculum improvement activity. Some twenty-four leading educators and lay citizens comprise the membership of this group, which is called the Colorado Council on Instruction. The council consists in approximately equal thirds of public school educators, educators from institutions of higher learning, and lay citizens interested in education.

The Colorado Council on Instruction is charged with encouraging and stimulating an all-fronts statewide attack upon instruction problems—a program to be called the Colorado Cooperative Program for Instructional Improvement. The Council is responsible for interpreting the schools of our state to its citizens, for advising the State Board on curriculum matters, and for stimulating activity on important curriculum issues throughout the state.

(f) **Organization of the Colorado State Department of Education for Curriculum Leadership.** The Colorado Department of Education seeks to encourage curriculum activity in schools largely through the Office of Instructional Services. All members of the staff of this office are dedicated to the task of assisting in instructional improvement programs. However, many of the major functions of the office related to helping schools and educators improve practices are vested in the Division of Curriculum Services. This division has been in existence for three years, as the biennium 1957-58 passes. During much of this time, however, the Division has either been short of personnel, or has been undergoing personnel changes.

Prior to the establishment of the Division of Curriculum Services, all activities related to curriculum development were carried out by other members of the staff, and especially by the personnel of the Divisions of Elementary Education and Secondary Education. Since the staff of both these divisions are still deeply involved in working with field educators on program improvement, there is obviously a need for correlation among the functions of the various divisions. Indeed, one of the major tasks of the Division of Curriculum Services during the three-year period of its existence has been that of determining its functions and responsibilities, and relating these to other divisions within the State Department of Education.

One way in which the Department has sought to coordinate the activities of the various divisions is through the use of inter-divisional committees. These committees are established for the purpose of considering such common problems as developing suggested programs of studies for Colorado Schools, or of collecting data about curricular and instructional activity throughout the state. In addition to formal committees, here is a large number of informal conferences among two or more staff members seeking ways of answering questions, furnishing resources, and establishing policies and programs. In particular, the three Divisions of Elementary Education, Secondary Education, and Curriculum Services have been active in seeking bases for a continuous program of education from kindergarten through the twelfth grade.



Another way in which the Department of Education attempts to coordinate its activities is through the organization, classification, and maintenance of a collection of professional materials. This collection includes curriculum guides, professional books and periodicals, instructional materials, and other items of assistance to educators. The extent to which it is comprehensive, well indexed, and readily available to staff members is the extent to which Department personnel possesses the resources to work on problems of instructional improvement. Since the collection is so organized as to take into account the needs and concerns of all staff members, it furnishes one of their most important tools, and is particularly advantageous to local educators through the lending of helpful materials to them.

### **Improving Programs in Conservation Education.**

Although educational leaders are responsible for all aspects of the curriculum, they are also concerned with specific aspects at specific times. One such focus is that of Conservation Education, an area to which the State Department of Education has given detailed attention.

A cooperative program in Conservation Education was initiated in February, 1956, with the hiring of a conservation education consultant by the department. Funds for salary, plus some additional incidental expenses, were made available by the Game and Fish Commission. Travel expense, office expense, and secretarial help have been provided by the Department of Education.

The objectives of this program were established as follows:

- (1) To stimulate Conservation Education at all levels in Colorado schools.
- (2) To assist in coordinating and developing cooperative programs in Conservation Education, together with other agencies.
- (3) To prepare, collect, and disseminate teaching guides and material.
- (4) To encourage research and instruction for pre-service and in-service teachers through workshops, conferences, and specialized courses.
- (5) To acquaint school boards and administrators with the Conservation program, so that interested teachers will have support for their efforts.
- (6) To carry on research to determine needs and techniques.
- (7) To carry on a public information program to keep the general public informed about Conservation Education.

An initial survey indicated that a more comprehensive Conservation Education program was needed in most schools, and that there was an interest on the part of most educators. It also became apparent that there was a need for better materials, and more teachers with a background in conservation. Workshops for teachers and administrators were set up in several counties in order to consider conservation problems relating to local areas. Resource persons worked with groups of teachers and administrators to help them find ways of implementing conservation in their present program.



Conservation materials of all types have been assembled and evaluated in order that they can be recommended for appropriate school use. These include textbooks, supplementary reading materials, state and federal agency material, and materials produced by private organizations and industry. Free materials from various sources have been assembled into packets for different grade levels, so that they can be used to best advantage by the teachers receiving them. About 2,500 of these packets have been distributed to date. The summer of 1958 saw the completion of an audio-visual catalog of conservation materials, which includes such pertinent information as description, appropriate grade level, and source of availability to schools.

Teacher education has been given constant attention. Besides the workshops and in-service programs in the schools themselves, there has been direct contact made with teacher education institutions of Colorado offering courses and workshops in conservation for teachers. Bulletins have been distributed giving essential information on college courses available for teachers. Consultant service has been provided the institutions themselves in an effort to make the courses more attractive and functional. Through contact with various civic groups, scholarships have been made available for teachers taking such courses. Further, as a means of stimulating interest in conservation, exhibits have been set up at various educational and parent conferences throughout the state.

Outdoor Education, or school camping, has also received appropriate attention. This program, which has been developed extensively in many states, has aroused considerable recent interest in Colorado. In the spring of 1957 a three-day workshop in Outdoor Education was conducted in our state. This program enabled many teachers and administrators in Colorado to explore the possibilities and implications of this aspect of education as part of a school program.

At the time of its initiation, Colorado's Conservation Education program, with a full-time consultant in the Department of Education, was one of three such plans in the United States. However, conservation educators throughout the country feel that this is an ideal structure, and other states are now following suit. At the 1958 annual conference of the American Association for Conservation Information, Colorado received a second-place award for its outstanding program in conservation education.

### **Needs, Plans, and Recommendations**

A biennial report should look not only to the past, but to the future. A backward glance over the last two years reveals much that has been accomplished, but less than had been hoped for in 1956. At the start of a new biennium, it is important to examine the needs of Colorado education relative to curriculum development, and to suggest plans and recommendations growing out of those needs.

**1. Need for Communication and Coordination.** Concerted endeavor in curriculum development and instructional improvement is one of the greatest educational needs of this state. However, such coordination is difficult to achieve because of the independence of local school districts. A way must be found by which schoolmen can be helped to



work cooperatively and to reinforce one another's efforts, without sacrificing the autonomy and local initiative which are among the greatest assets of public education.

There are several ways by which efforts will be made to meet this need. Among them are the following:

(a) **Newsletters and Bulletins.** Educators in local school districts should be informed of the problems, activities, and experiences of persons in other schools of the state. It is also important to distribute to administrators with little time for professional study, or small access to professional libraries, materials furnishing them with practical plans of action, as well as summaries and guides to professional consensus relative to their problems. A future activity of the Department of Education will consist of producing, and stimulating the production of, more printed aids for the use of local instructional leaders.

(b) **Circulation of Professional Materials.** The Department has a very real responsibility for gathering together increasing numbers of professional aids from all sources, and making them available to those working on curriculum problems at the local level. This task involves considerable activity in expanding and improving the present collection. It further involves more effective publicizing and circulating of the contents of the collection. Compiling bibliographies, making up kits or sets of materials pertinent to specific problems, and transporting appropriate materials into the various localities of the state are all part of this responsibility.

(c) **Regional and State Meetings.** Improving and coordinating professional conferences, whether regional or statewide, represent important ways of increasing communication and cooperation among Colorado educators. At the present moment, there is a profusion of conferences, sponsored by many different groups. An important need for the schools of the state is to have some measure of coordination among the multitude of meetings, together with the establishment of plans and priorities to insure that the meetings which are held are of value.

**2. Need for Professional Growth.** An equally urgent need of Colorado education is that of stimulating and aiding professional growth on the part of instructional leaders throughout the state. Although many school districts have established their own in-service programs, there is an even greater number whose activities of this kind are intermittent, to say the least. An important function of state leadership in curriculum improvement is that of finding ways to assist and encourage professional growth on the part of school people in all districts.

Some ways by which the Department of Education will seek to fulfill this function are the following:

(a) **Extending Local In-Service Activities.** Where such activities exist the Department will furnish consultative and resource assistance. Where such activities do not exist, the Department will seek to encourage their inauguration, and will stand ready to help in their planning and operation. The development of guides and sets of materials for use



in in-service programs may be one way in which this assistance will be furnished.

(b) **Experimentation.** All educational advance grows out of trial and error, since if new ideas were never tried, there obviously would be no change, and equally obviously no opportunity for progress. This is not to say that change is necessarily an improvement, but it does say that one service the Department of Education can render Colorado schools is that helping formulate projects for studying and appraising promising new concepts and programs.

**3. Need for Statewide Educational Advances.** The third major need of Colorado schools is for imaginative, courageous, and widespread programs of improvement. In addition to coordination and cooperation, and professional growth on the part of our educators, it is important that the state, as a whole, establish a philosophy and purposes relative to education.

What are some of the ways in which the State Department of Education will seek to bring this about?

(a) **Colorado Cooperative Program on Instructional Improvement.** The appointment of the Colorado Council on Instruction, and the proclamation of a statewide effort to improve instruction, mean that the kind of program just outlined is to be undertaken. The Council will seek to maintain policies and procedures for advising the State Board on matters relating to curriculum and instruction, for identifying problems, proposing experimental projects, and encouraging the development of needed materials. In brief, the cooperative program can, under the leadership of the council, develop into a major advance in education in Colorado.

(b) **Collecting Information about Curriculum and Instruction.** If statewide educational progress is to be brought about, it is necessary to have accurate and up-to-date information about present conditions. One function of the State Department of Education should be that of improving the collection of data and information relative to curriculum and instruction to the point where data-gathering procedures are at least as thorough as those presently employed in areas of administrative concern. Many simple questions about the status of educational programs in Colorado cannot now be answered because of the lack of a centralized collection of the necessary data, or of adequate means of tabulating and analyzing the data which are in existence.

The plans and recommendations stated in the foregoing sections represent a long-range projection, and probably many cannot make even a start in any given two-year period of time. However, it is proposed, during the next biennium, to take the first step or two in the directions which have just been outlined.



# 14

## STATE SUPERVISES EDUCATION PLANS IN INSTITUTIONS

.. . . . “ ... *department*  
*has maintained special*  
*division since 1956...* ”

The Department of Education Act of 1949 indicated that the Department would have the responsibility of general supervision of the public schools and,—

“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.”

To implement the legislation of 1949, the Department of Education created in 1955 a division of special institutions. In the fall of 1956, recognizing the relationship between mental health in the schools and the institutional populations, the division was renamed as the division of mental health and special institutions. It has continued to work with the state institutions named in the act and with the State Reformatory at Buena Vista and the State Penitentiary at Canon City. Lesser contacts have been made with the State Hospital at Pueblo.

The State Department of Education adheres to a philosophy which interprets education broadly. Education is conceived as any learning which influences the behavior, adjustment and happiness of the individual. Education is not restricted to academic classes. Because of this definition, the department has worked with the Division of Public Institutions to promote the employment of professional personnel.

It has been the Department's goal to aid the institutions to progress by helping them to employ professional staff, and by counsel relative to buildings and the use thereof. Universally there has been forward movement, although the depth of this movement is difficult to assess.



Psychologists, educators, social workers, and other professional staff have been added to institutional staffs. They have made contributions in varying degrees depending upon the personality of the individuals, level of training, reaction of the chief administrator, and other diverse factors. In-service training programs have been undertaken in most of the institutions. In some cases much progress has been made and institutional attitudes have reflected this. In some cases the classification was just being started and, as the biennium closed, it had not yet begun to alter the pattern of one-man decisions.

The increase in numbers of teachers, while very noticeably improving the educational programs in some institutions, has not yet had an influence on the teaching patterns in all of them. Both rigid, repressive discipline and free spontaneous learning can be seen in the institutions. Sometimes more freedom is accorded older inmates than younger ones.

### **STATE HOME AND TRAINING SCHOOL, RIDGE, COLORADO**

The 1956-58 biennium has seen much progress in the State Home and Training Schools. At Ridge there was a consistent and gradual extension of the educational and training programs. An effort was made to help every child within the institution. Each spring there is an Achievement Day program at which the inmates are recognized for their accomplishments whether they be walking, working in the ward, or cheerfulness. On this occasion every ambulatory person capable of enjoying the holiday participates. The stage shows which accompany this involve almost every youngster capable of participating.

In the years 1956-58 the educational staff increased from seven to nine; the social workers increased from one to three; a clinical psychologist, Ph.D., and an M.A. psychologist were employed; two speech therapists were added; and the recreational staff was increased from one to two.

Regular classification and evaluation committee meetings are held and the work, progress, and employment records of each inmate are discussed. At these meetings school, psychological, medical, work and quarters reports are considered.

Also during the biennium outdoor and indoor play facilities have been developed. The swamp south of the institution has been drained and is being developed as a recreational area. An irrigation ditch which was a hazard to children has been covered.

Two orientation and pre-discharge cottages are being built to house inmates for a short time before their discharge. In these cottages the people who are thought to be ready to try to live and earn in the free world are to be taught those things felt by them to be most needed and those which the social workers and others know they will be most likely to encounter.

### **STATE HOME AND TRAINING SCHOOL, GRAND JUNCTION, COLO.**

A new and modern, well-equipped school and a new hospital supplied with all modern medical equipment were the major construction advances in the Grand Junction Home and Training School during the biennium. These buildings included, besides classrooms and medical resources, a section for barbering and cosmetology, a canteen and lounge where the students can meet with their parents and friends when they are visited at the institution. These later innovations



have great meaning for those inmates who are capable of earning their own living outside the institution and for whom release plans are being made.

A psychologist, a social worker, a school principal, two more teachers and a recreation supervisor were added to the professional staff during the biennium, making a total of a principal, eight teachers, a recreational director, a psychologist, a social worker, and a speech therapist. The medical and dental resources were greatly increased. As a result of these additions, it has been possible to see that every person in the institution has been given a psychological and medical evaluation. Many steps have been taken to improve the physical and emotional health of the population. As a result of the creation of pre-release centers and planning through the social worker, a number of persons have been given opportunities to work and to prove their ability to adjust in the community outside.

Committees have been created which routinely see all new commitments and plan for their treatment and help within the institution. They also review problems of discipline to determine the basis for the individual's difficulties and to help that individual in his adjustment. The same committees review release plans and counsel relative to the institutional program most likely to facilitate release.

Academic education was offered to those able to profit from it. Classes extend as high as the eighth grade. Group discussions were held under the supervision of teachers, psychologists and social workers for those who were most capable. Physical education, recreation, music, arts and crafts were made available to every person capable of profiting from these educational efforts.

#### **STATE TRAINING SCHOOL FOR GIRLS, MORRISON, COLORADO**

The program at the State Training School for Girls remained essentially the same as reported in the 40th biennium report. Aside from the counseling provided by the nurse, there was no professional help in this field. The institution continued to make use of the Diagnostic Center at Colorado General Hospital.

Academic educational opportunities were provided for all inmates on a limited scale. One head teacher, four academic teachers, and a music teacher carried the educational load. Toward the end of the biennium the music teacher resigned and had not been replaced at the close of this two year period. As in 1954-56 these teachers were helped by two instructors in sewing and dressmaking. In the summer of 1957 and again in the summer of 1958, curriculum was enriched by the employment of a few well prepared degree teachers who relieved the regular teachers during their vacations.

Also during the biennium plans were drawn and construction nearly completed of a cottage which will serve as the guidance center of the institution. Plans at the close of the two year period were to employ a psychiatrist as a consultant, a clinical psychologist, a social worker and a school principal. Planning involved representatives from the U. S. Department of Health, Education and Welfare, Colorado Department of Welfare, Colorado Planning Commission, and various experts brought to the state by the governor and the legislature.

As of June 30, 1953, the professional staff at the Training School included one parole officer, one registered nurse, five teachers with degrees, one non-degree teacher, and two special teachers of sewing and dress making.



## **STATE INDUSTRIAL SCHOOL FOR BOYS, GOLDEN, COLORADO**

A new modern school and two new modern cottages were constructed and occupied during the biennium. Work was begun on two additional cottages. An interdenominational chapel was also constructed as a result of the whole-hearted efforts of the superintendent and his staff. The dedication of this chapel marked the culmination of years of planning. In this effort the superintendent enlisted the aid of many civic organizations. Few institutions in the nation have such a building because of the policy of keeping religion separate from education. No tax money was involved and all materials were contributed.

An assistant superintendent who had formerly been a public school superintendent was employed. This man worked hard to improve the training offerings of the institution. He has been able to alter to some extent the educational program and has increased the teaching staff so that it now consists of ten teachers, one of whom serves as principal. This school offers an education from first grade through high school. However, neither building nor staff can provide for instruction in sciences such as physics and chemistry. Because of the educational level of most pupils, few work beyond tenth grade. Because the youngest children in the institution are at least ten years of age, work below the fourth grade is strictly remedial. The classes are traditional and highly routine. There is little creativity and compliance is emphasized.

As of June 30, 1958, there were eight teachers and one principal in the school and a supervisor of vocational training. All the teachers except one were college graduates and all were certificated. A recreational director and six vocational instructors completed the educational staff. These latter were persons experienced in their trades but without special educational training. All boys attended school for at least part of the day six days a week.

At the beginning of the biennium such testing as was being done was done in the school by a teacher who had training in psychology. On January 15, 1958, the Director of Institutions was able to carry out the plans of the legislature and secure a Ph.D. Clinical Psychologist for the Industrial School. This man has attempted to improve the testing program and to bring to the staff modern concepts of rehabilitation. He has attempted to identify and to help individual boys who have needed his assistance.

A rehabilitation counselor, a case worker and a registered nurse completed the professional staff of the institution. The superintendent, early in 1958, arranged for group and individual counseling by the rehabilitation counselor. Supervision of this counseling was assumed by the superintendent.

As a result of the employment of this new personnel and the wise counsel of Mr. Sanford Bates, the Director of Institutions was able to get the Institution to set up a rudimentary classification system. The effectiveness of this system will depend upon the ability of the institution to use its professionally trained help.

## **COLORADO STATE PENITENTIARY, CANON CITY, COLORADO**

Since June 30, 1956, the school in the State Penitentiary has been moved from its old too small quarters to a much larger area remodeled from the former chapel and theater section. This new area provides for eight large classrooms, toilet, and principal's office. There is still only one civilian teacher but a psychologist has been added. The psychologist



is quartered in the school section and has his office and testing area in one of the school rooms. The remaining seven rooms are used to teach many subjects from beginning reading through high school. Since 1957 when the new school quarters were first occupied, 54 men have received eighth grade diplomas. In cooperation with the State Department of Education, the General Educational Development Test was administered on May 7 and 8, 1958. As a result, 29 inmates were awarded high school equivalency certificates.

About 120 men voluntarily attend school daily throughout the winter. Classes are taught by inmates and range from instruction in reading and spelling to an A.A. style group therapy. Interest is high and classrooms are relaxed. Learning is spontaneous.

Provisions are now made for all inmates to be given educational achievement tests, intelligence tests, personality inventories, and such special tests as are deemed necessary. During the six months from January 1, 1958, to June 30, 1958, there were 767 men tested in some manner, 270 were interviewed by the psychologist, and 888 reports were written.

### **COLORADO STATE REFORMATORY, BUENA VISTA, COLORADO**

Progress can be measured in many ways. A person starting out on a long journey can look back at the point he left and be pleased with the distance he has come or he can look ahead and be disturbed by the distance he has to go.

As of June 30, 1956, the Reformatory at Buena Vista had one teacher who attempted to do all testing, manage the library, and to teach as many inmates as he could in the limited space allotted. There was no psychologist and no additional help available. During the biennium three additional degree holding teachers have been employed and three classrooms added. These classrooms have been redecorated and the atmosphere improved. They are still inadequate. Educational emphasis continues to be on the illiterate and semi-literate. A great need in the institutional education is for challenge to the person capable of high school or higher work. Classes reflect the personalities of the teachers. Some are rigid and routine, others relaxed and spontaneous.

During the biennium two other men were employed by the reformatory as teachers; however, one was assigned to work as a classification and identification officer and the other was assigned the task of training officers and staff in custody and self-protection.

Also during the biennium a rehabilitation training officer was employed. This man was especially trained in the area of sociology and his assignment was to supervise the individual treatment program within the reformatory. He has assumed the duties of school principal.

During 1957 a Ph.D. psychologist was employed. This professional man set up a testing program and working with the educational staff developed a program of group and individual therapy which was functioning at June 30, 1958.

Until this biennium chaplains were contracted for on the basis of each Sunday at which they appeared at the institution. No other provision was made for paying them. As a result it was impossible for chap-



lains to long remain with the institution and those who came were employed by the churches within the community. During this two year period two chaplains were employed at Grade 11 on a half-time basis and provision was made for their employment on full time basis to begin July 1, 1958.

Vocational training in the preceding years was incidental to institutional maintenance. No formal programs for training were developed in any field. During this biennium work was begun on drafting programs leading to vocational classes for the purpose of training rather than maintenance. The first program successfully undertaken was in barbering. Plans were drawn and construction begun on a new vocational and shops building. This building will house related trades classrooms and shops for auto-mechanics, building and construction trades.

In the spring of 1958 Mr. Sanford Bates, authority in penology, surveyed the institution and made numerous recommendations for its improvement. Among these were the employment of an adequate medical staff, the addition of rehabilitation and liaison counselors, and the improvement of library and recreational facilities.

#### **STATE CHILDREN'S HOME, DENVER, COLORADO**

Although the Education Act of 1949 makes the Department of Education responsible for supervising educational programs in the State Children's Home, actual supervision of this work has been unnecessary because the State Children's Home sends all its children to public schools. In the 1954-56 biennium, the Children's Home stopped sending children to a single Denver public school attached to the Home and began sending them to schools attended by other children. During the 1956-58 biennium these children have been further scattered so that they now attend three different public schools and are routinely associating with non-institutionalized children. The only group which goes to one school is the kindergarten group which attends Rosedale school. Adoptions have reduced the number of children in the nursery school age group and at the close of the biennium only 17 nursery school age children were in the Home. These were attending the nursery school maintained on the institutional grounds.

#### **STATE SCHOOL FOR THE DEAF AND FOR THE BLIND, COLORADO SPRINGS, COLORADO**

The administration and board of the State School for the Deaf and for the Blind continued to work to improve its total educational program. Ten teachers were engaged in the task of teaching academic subjects to the blind; twelve to the deaf. Fifteen instructors worked with both deaf and blind in vocational instruction. Three physical education teachers worked with the entire student body. The student body was also served by a psychologist and a social worker.

A steady effort was made to improve the educational standards of the entire staff, to take into consideration the problems of individuals, and to improve the vocational offerings. Only five non-degree academic teachers remained in this biennium. The staff engaged in various types of in-service training and many members attended universities during the summers to increase their educational preparation.



Number of students enrolled during the 1956-57 school session:

Department for the Deaf	106	As of May 30, 1957	103
Department for the Blind	82		80
	<hr/>		<hr/>
Total	188	As of May 30, 1957	183

Number of students enrolled during the 1957-58 school session:

Department for the Deaf	109	As of May 30, 1958	101
Department for the Blind	89		82
	<hr/>		<hr/>
Total	198	As of May 30, 1958	183

# 15

## COLORADO SETS CLASS PATTERNS FOR MIGRANTS

... .. " ... *full-time*  
*research project operates*  
*since January 1958...*"

Colorado has been among the pioneer states in developing opportunities for education of children of agricultural migratory peoples. Since 1955 the State Department of Education has supported a program of summer schools designed to meet the needs of these children.

During the summer of 1958, four schools operated for periods of six weeks each at Fort Lupton, Palisade, Rocky Ford and Wiggins with a total enrollment of more than 400 children. (See "Education of the Migratory Child," pp. 29.



The experiences with these children have very forcefully indicated:

1. Their great need for educational opportunity.
2. Movement about the country and attitudes of non-acceptance in some areas limit and interrupt their school experiences very seriously.
3. The low incomes among these families are reflected in the welfare of the children often with serious effects upon both physical health and character.
4. There are several racial-cultural groups represented among these mobile people, each with somewhat different sets of cultural values.
5. The social isolation often deters assimilation into the American pattern of productive economic and social life.

Lack of mastery of language and the communication arts is a serious handicap to many, and tends to prevent wholly productive participation in the American community.

Recognizing the many needs among migratory peoples that might be relieved, at least in part, by more adequate education the State Department of Education applied for a research grant in 1957 to supplement its efforts toward improving the education program offered to these people.

The Cooperative Research Program\* administered by the U. S. Office of Education approved a grant for \$35,850 to study over a three-year period "The Improvement of School Organization and Administration To Meet the Needs of Children of Migrant Farm Workers."

The Migrant Education Research Project came into being in January, 1958, with a full-time staff of two persons, and several part-time consultants. An orderly process of tackling the many facets of the total problem of education for mobile peoples was developed.

Among the numerous questions to be answered with reliably accumulated facts are:

1. How many children of migratory farm workers are there in Colorado?
2. Where and when are they in the state?
3. Where do they come from?
4. Who are they? What are their cultural characteristics?
5. What is their present educational status?
6. What are their learning abilities?
7. What are their educational needs?
8. How can these needs best be met?

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\*Public Law 531, 2nd Session, 83rd Congress.



## **The Project Program**

The complexity of securing valid information about people on the move is one of the many difficult problems to overcome. Two general methods are being used for the pilot studies basic informations. One is based upon the children and the families of the children who attend the Pilot Summer Schools. The other is census-type survey.

Efforts to use data already assembled by government agencies and other organizations have shown that data and statistics accumulated for purposes other than education are infrequently of a nature to be adaptable to education's use. An unsuccessful attempt was made to have a migratory peoples' census by federal government agencies.

The Pilot Summer Schools are, and will continue as, a chief source of valid information related to statistical and social data. Programs developed in curricula, and related areas of health, guidance and other fields will be piloted in these schools.

## **Project of National Importance**

It is evident at this early stage of research that the problems are not only many but most are very complex. A sound, workable system for education of mobile children developed for application in the State of Colorado should prove to be sound for use in many other states — particularly those of the Southwest.

## **Many Groups Cooperating**

Many people and agencies are cooperating with the Project staff in the unfoldment of the total picture, in the appraisal effort, and in development of adequate materials for continued use. The staffs of the Pilot Summer Schools are a dedicated group willingly coordinating their work with the project program. Six Colorado universities and colleges have appointed faculty committees to aid in research, and many public and private groups assist in some way.

## **Current Status**

Studies and projects currently under way are briefly described here:

1. Bibliography — for the use of researchers an extensive bibliography has been prepared and many materials, particularly the best unpublished writings, have been accumulated.
2. Study of learning ability — an extensive measurements program is being done in 1958 under the direction of Helen Marie Redbird, of the faculty of Oregon State Teachers College. This is designed to:
  - (1) Learn the validity of standardized tests when used with migratory children.
  - (2) Determine the effect of language barriers as related to standardized tests scores.
  - (3) Secure some estimate of psychological factors involved in testing experiences with these children.
  - (4) Measure status of English language understanding.
  - (5) Determine definitely if new testing instruments must be devised for use with multi-culture children.



3. Study of educational status — retardation of school grades is common among these children. Achievement test batteries will measure both (1) educational status, and (2) accomplishment during attendance at Pilot Summer Schools.
4. Family study — a pilot study of families of children attending pilot schools in 1958. This may indicate need for more extensive family studies.
5. Colorado Census of Agriculture Migratory People — the profile of the migratory stream is being developed from original and agency sources over a period of at least three years to aid the study of actual patterns, figures, and characteristics.
6. Pilot curricula studies are under way with aims of determining content and methods based upon needs of these children.
7. In-school census — in planning stage, to secure adequate data on numbers of agricultural mobile children in attendance in public schools of the State.
8. Legal status study — in accumulation of resources stage. laws of Colorado and other states affecting school attendance of mobile children.
9. Terminology study — conflicting usage of terms, particularly Spanish-culture terms, continues misunderstanding between culture groups. National panel of sociologists, educators, ethnologists, anthropologists, and semantics specialists will develop lists of words with "common" definition. Lexicon will be published.
10. "*Source of Power — A Guidebook for Community Action*" — As an aid to communities that have a will to define problems related to mobile farm labor and develop action programs for their alleviation a guidebook has been prepared. It will be offered for pilot use in several Colorado communities, revised as needed, and published in final form late in 1959.

### Summary

The general outline of effort of the total project is to accumulate the data about the people involved to develop the vertical picture of the culture structures as basic information to studies aimed toward answering the question "What to do about it?"

The project studies will cover background of the people, the whole structure of schooling opportunity as curricula, administration, supervision and preparation of professional personnel.

The pilot schools serve both as information sources and pilot situations where validations may be determined. Experimental work carried in these schools tends to improve the programs for children now attending through purposefully developing programs for the future.

During the action period of the studies releases for work and guidance use are issued as "*Resource Reports*" and "*Procedures Memorandums*." The conclusions and recommendations formulated during the Project program will be published in a complete series of fiscal reports.



# 16

## SCHOOLS SEEK STANDARDS FOR ACCREDITATION

... .. " ... *voluntary  
self-evaluation sparks  
localized upgradings...* "

The program of approval and accreditation has continued to place emphasis on the desirability of having schools attain or exceed the criteria established for accreditation.

Since 1956 all schools wishing to be accredited have been required to submit their total program, grades K-12 or 1-12, for evaluation. A number of schools have undergone comprehensive self-evaluation programs during the past two years. Much of this activity was undoubtedly stimulated by the availability of the "*Self Evaluation in Elementary Schools in Colorado*," which was developed under the direction of Dr. Robert Romans, Director of Elementary Education. This procedure, of course, is consistent with the basic purposes of the accreditation program. It is reasonable to expect uniform strength in the quality of the educational offerings, at both the elementary and the secondary levels, for a system to warrant being listed as having attained accreditation standards, rather than having merely an accredited program at the high school level.

As school district reorganization creates the formation of larger and more efficient school districts, the accreditation program will undoubtedly encompass the total system rather than individual attendance units. The extension of the accreditation program to include the evaluation of the total system means that districts would be expected to provide the same quality of educational opportunities *in all its attendance areas*.

The Colorado State Board of Education took significant steps in the improvement of the accreditation program when it appointed 17 members to an Accreditation Advisory Committee. The members serve on the committee for three-year, over-lapping terms, and they represent, broadly, the schools, colleges, and some of the major educational



organizations in the state. It is the responsibility of the committee to assist the State Department of Education in the expansion and further development of the accreditation program. The Director of Accreditation, working with the Accreditation Committee, will annually make recommendations to the Commissioner of Education and to the State Board of Education concerning the accreditation status of the schools of the state.

The accreditation program has encouraged schools to broaden their programs and to make critical self-evaluation of their curriculum in terms of the purposes they serve in meeting the needs of society in their respective communities. All schools were asked to submit statements of philosophy and the objectives their program is attempting to attain. In addition to the development of statements of philosophy, each school was asked to develop comprehensive board policies. These adopted board policies became the rules under which the board, the administrators, and the teachers carry out their educational responsibilities.

Considerable emphasis has been given during the past two years to the qualifications and preparations of teachers. Schools have been strongly encouraged to hire only degree teachers, and all experienced teachers have been encouraged to continue their preparation at the graduate level. The administrative certificate has become a minimum requirement for all administrators for accreditation purposes.

The value of supervised services in the library and in guidance has been stressed. Administrators are keenly aware of the need for well-qualified staff members who have specialized training to assume the responsibilities in these areas. Most administrators have made concerted attempts to obtain qualified teachers to carry out these special assignments. There is difficulty in obtaining qualified persons since there is a shortage of teachers who have taken courses in these fields. However, many boards of education and administrators have encouraged members of their staffs to obtain additional credits in these areas. Although much progress has been made there, a shortage of well-qualified teacher-librarians and guidance directors continues to exist.

In the new issue of "*Accreditation of Colorado Schools, Criteria and Procedures*," suggestive statements furnish more guidance to the boards of education and administrators in interpreting the standards and in establishing plans to bring about significant improvements in their educational programs. Emphasis is placed upon continuous self-evaluation and self-initiated programs of improvement on the part of the individual school district.

The format of the reporting forms has been revised considerably in an attempt to obtain more pertinent information and provide a usable form which will enable administrators to gain a more comprehensive view of their existing program. This year reporting forms have been developed for elementary programs and is the first time such reports are an integral part of the annual report.



During this biennium, two schools were added to the accreditation list; five were dropped; and eleven schools were placed on probation. As of June 30, 1958 the State Department of Education had on its accreditation list:

**PUBLIC—Accredited**

- 23 Three-Year High Schools 23 accredited by North Central.
- 116 Four-Year High Schools 80 accredited by North Central.
- 7 Five-Year High Schools 2 accredited by North Central.
- 48 Six-Year High Schools 10 accredited by North Central.

**NON-PUBLIC—Accredited**

- 20 Four-Year High Schools 11 accredited by North Central.
- 2 Six-Year High Schools 1 accredited by North Central.

Approved schools (schools not reaching accreditation status) are:

**PUBLIC**

- 36 Four-Year High Schools; 5 Six-Year High Schools.

(Many of these schools have only one or two teachers to carry on the high school program).

A tabulation of high schools approved and accredited by the Colorado State Department of Education, including those accredited by the North Central Association, at the close of the biennium, is as follows:

**ACCREDITED HIGH SCHOOLS**

As of June 30, 1958

Note: Starred (\*) schools also accredited by North Central Association.

**PUBLIC**

**Three-Year High Schools**

- |                   |                    |
|-------------------|--------------------|
| *Adams City       | JEFFERSON COUNTY   |
| *Alamosa          | *Alameda           |
| *Boulder          | *Arvada            |
| *Brighton         | *Evergreen         |
| *Cherry Creek     | *Golden            |
| *Colorado Springs | *Jefferson         |
| *Del Norte        | *Lakewood          |
| DENVER            | *Wheatridge        |
| *East             | *Leadville         |
| *Manual           | MESA COUNTY VALLEY |
| *North            | *Fruita            |
| *South            | *Grand Junction    |
| *West             | PUEBLO             |
| *Durango          | *Centennial        |
| *Englewood        | *Central           |
| *Greeley          | *Westminster       |
| Ignacio           |                    |

**Four-Year High Schools**

- |                           |                           |
|---------------------------|---------------------------|
| Aguilar                   | CHEYENNE COUNTY           |
| Antonito                  | Arapahoe                  |
| *Aurora                   | Cheyenne Wells            |
| Basalt                    | Kit Carson                |
| Bayfield                  | Collbran (Plateau Valley) |
| BENT COUNTY               | *Cortez (Montezuma Co.)   |
| *Las Animas               | Cotopaxi                  |
| McClave                   | *Craig (Moffat Co.)       |
| Breckenridge (Summit Co.) | Creede                    |
| *Brush                    | Crested Butte             |
| Buena Vista               | *Cripple Creek-Victor     |
| Byers                     | Deertrail                 |
| Calhan                    | *Del Norte                |
| *Canon City               | DELTA COUNTY              |
| *Center                   | Crawford                  |
| Cheraw                    | *Delta                    |
|                           | *Hotchkiss                |
|                           | *Paonia                   |



# ACCREDITED HIGH SCHOOLS (Continued)

Note: Starred (\*) schools also accredited by North Central Association.

## Four-Year High Schools (Cont.)

DENVER	MESA COUNTY VALLEY
*Emily Griffith Opportunity School	Central (Fruitvale)
Dolores	*Palisade
Dove Creek (Dolores Co.)	MONTROSE COUNTY
DOUGLAS COUNTY	*Montrose County
*Castle Rock	Nucla
Parker	*Olathe
Eads	New Castle
Eagle	New Raymer
*Eaton	Norwood
Elbert	Oak Creek
Elizabeth	Olney Springs
*Englewood (Sheridan Union)	*Ordway
Fairplay	Ouray
*Florence	Ovid
*Fort Collins	Pagosa Springs
*Fort Morgan	Penrose
*Fowler	Pritchett
Georgetown	PUEBLO COUNTY
Gill	Boone
*Glenwood Springs (Garfield Co.)	Pueblo County
Granby (East Grand)	Rangely
Grand Valley	Redcliff
Grover	*Rifle
*Gunnison	*Rocky Ford
*Gypsum (Eagle Co.)	Saguache
Hartman	*Salida
Haxton	San Luis (Centennial)
Hayden	SEDGWICK COUNTY
Hillrose	*Julesburg
Hohene	Sedgwick
*Holly	*Simla
*Holyoke (Phillips Co.)	Sopris (Lincoln)
Hudson	*Springfield
*Hugo	*Steamboat Springs
*Idaho Springs	Strasburg
*Johnstown	*Trinidad
Kersey	Vilas
La Jara	Walden (Jackson Co.)
*La Junta	*Walsenburg (Huerfano Co.)
*Lamar	Walsh
La Veta	WASHINGTON COUNTY
*Limon	Akron
*Littleton	Cope
LOGAN COUNTY	Lindon
Crook	Otis
Fleming	Wellington
Iliff	Westcliffe
Padroni	Weston (Primero County)
Peetz	Wiggins
*Sterling	*Windsor
*Longmont	Yampa
McCoy	YUMA COUNTY
Manassa	Eckley
Mancos	Idalla
*Manitou Springs	Laird
*Meeker (Rio Blanca Co.)	Liberty (at Joes)
	Vernon
	*Wray
	*Yuma

## Five-Year High Schools

Gilcrest  
JEFFERSON COUNTY  
\*Bear Creek (RFD, Morrison),  
Keenesburg (Prospect Valley)  
Telluride

## Six-Year High Schools

Arriba	DeBeque
Aspen	DELTA COUNTY
*Ault	Cedaredge
Bernett	*Erie
Berthoud	Estes Park
*Burlington	Evans
Central City (Gilpin Co.)	*Flagler
*Cheyenne Mountain	*Fort Lupton
Climax (Max Schott)	Frederick



## ACCREDITED HIGH SCHOOLS (Continued)

Note: Starred (\*) schools also accredited by North Central Association.

### Six-Year High Schools (Cont.)

Galeton	Milliken
Genoa	*Monte Vista
Granada	Nederland
Greeley (College High)	Nunn
Harrison	Pierce
Keenesburg	Platteville
Kiowa	Ridgway
*Lafayette	Rye (Pueblo Co.)
La Porte (Cache la Poudre)	Sanford
La Salle	*Sargent
LOGAN COUNTY	*Silverton
Merino	Stratton
Lone Star (RFD, Otis)	Sugar City
*Louisville	*Swink
*Loveland	Timnath
Lyons	Waverly (Fort Collins)
Manzanola	Weldona (Weldon Valley)
Mead	Wiley
	Woodland Park

### NON-PUBLIC

#### Four-Year High Schools

BOULDER	ENGLEWOOD
Mt. St. Gertrude Academy	Kent School for Girls, 3401 S. University
CANON CITY	*St. Mary's Academy
Abbey	LOVELAND
*Mt. Scholastica Academy	Campion Academy
COLORADO SPRINGS	PUEBLO
St. Joseph's Convent	*Catholic High
*St. Mary's	STERLING
DENVER	St. Anthony's
*Annunciation, 3536 Lafayette	TRINIDAD
Bellevue Preparatory, 1845 Champa	Holy Trinity
*Cathedral, 328 E. 19th Avenue	WALSENBURG
*Holy Family, 4364 Utica	*St. Mary's
Randall School, 1277 Williams	
*Regis, 50th & Lowell	
*St. Francis de Sales, 235 S. Sherman	
*St. Joseph's, 622 West Sixth Ave.	

#### Six-Year High Schools

Fountain Valley (Colorado Springs)

## APPROVED COLORADO HIGH SCHOOLS

### PUBLIC

#### Four-Year High Schools

Bailey (Platte Canon)	Mapleton-Retreat (Adams Co.)
Bethune	Minturn
Blanca (Sierra Grande)	Moffat
Branson	Monument (Lewis-Palmer)
Briggsdale	Mosca
Campo	Peyton
Capulin	Ramah
Carbondale	Seibert
Dry Creek Basin (San Miguel Co.)	Sheridan Lake
Edison (RFD, Yoder)	Silt
Ellicott	Stoneham
Falcon	Sunny Slope (RFD, Flagler)
Gateway (Br. Mesa County Valley)	Thornton (Merritt-Hutton)
Hanover	Towner
Haswell	Vona
Hooper	Woodrow
Karval	Yoder (Miami)
Kim	

#### Six-Year High Schools

Agate	Snyder
Calham (Alta Vista)	Two Buttes
Carr	Woodmen (Air Academy)
Lake City	



# LIBRARY LEARNING CONTINUES ITS BIG GROWTH

... .. " ... *situation  
points need for additional  
personnel, work space...* "

The biennium 1956-1958 has been a notable one for the Colorado State Library, as well as for libraries throughout the state and nation. The tremendous upsurge of interest in educational activities of all kinds has not left libraries unaffected. As educational institutions of a very special nature, they have felt the impact of all of the attempts being made to define and refine the educational patterns of the country. General interest in library programs, both school and public, is now more intense and widespread than ever before, and libraries are feeling the pressures which accompany such interest. This feeling is reflected, among other ways, in the increasing emphasis on uniform standards of library service in every field of library activity, and the increasing responsibility assigned to state library agencies for developing library programs which approach the established standards.

One manifestation of the increased interest in library development is the federal legislation to aid rural public library programs which was enacted in June of 1956, and which has been one of the special responsibilities of state library agencies since that time. This legislation has given impetus and direction to library programs throughout the United States and has been a major influence in the total program of the Colorado State Library for the past two years, touching every facet of activity in some way. Not only have its primary objects, the rural public libraries of the state, been affected, but other programs have felt either a positive or a negative influence, as the following report of the State Library will show.

The traditional services of the Colorado State Library were among the first to feel the impact of the growing interest in library learning. Already operating at full capacity under existing limitations of staff and



facilities, these services were stretched nearly to the breaking point during the biennium. The following brief account of some of the highlights of the general program during the past two years will point out a few of the many ways in which the Library has been affected.

The **general services** of the Library total six—four of which are of long standing, two of quite recent origin. Each of the main divisions includes a number of related activities and, in practice, many of the programs involve two or more of the traditional service areas. These areas are: (1) Direct loan of materials; (2) Reference and research service; (3) Counseling and advisory assistance; (4) Bookmobile demonstrations; (5) Audio-Visual assistance; and (6) Adult education service.

The **Direct Loan service** includes general long term loans to public and school libraries, short term general loans to individuals who do not have local library service, and loans of specialized materials to fill special needs. An additional service is the loaning of materials to state employees. One of the most notable changes in direct loan activity was the tremendous increase in specialized loans, a program which involves not only the lending of materials but reference and research assistance as well. The program increased approximately 33½ percent in 1957-1958 over the previous year. This rapid rate of growth is attributable to more widespread knowledge in libraries throughout the state of specialized materials available through State Library resources. The extended field service program initiated in 1957-1958 as a part of the Library Services Act project is a primary factor in spreading such information. Although the special loans section is still in its infancy as a distinct part of the direct loan service, this rapid rate of increase indicates that it fills a long felt need which will not reach the saturation point for many years. Its growth will be restricted primarily by limitations of staff, materials and facilities.

**Reference and Research services** are closely connected with all other areas of activity in the Library and are directly affected by changes in other programs. During 1956-1958 heavy increases in this field were noted in areas of study relating to various phases of public school education, library services and government activities. A great deal of reference and research work in all subject fields is a vital part of the lending of specialized materials. Although reference and documents collections of the Library are the chief materials resources for this work, many items must be traced beyond the confines of the Agency, and all of the library resources of the Rocky Mountain Region are used occasionally.

**Counseling and Advisory assistance** to libraries, schools, government bodies and to other groups in the state, show the sharpest increase of all State Library services. Although limited in 1956-1957 by staff shortages and heavy loads of special work, approximately 20 percent of all professional staff time was spent in field visits, workshops and general meetings. In 1957-58 the addition of four field workers to the



staff permitted a tremendous increase in field activity. However, since this personnel was employed to work directly on the new Federal Assistance program, which is specifically limited to public libraries, a major portion of field work was directed to public library problems. In spite of the emphasis on public libraries, school programs benefitted indirectly from the generally improved situation, and field service to libraries of both types was increased greatly. Public and school libraries moved ahead with plans for better local programs, stimulated by the prospect of aid now available at the state level.

The **Bookmobile Demonstration program** potential in the state was doubled by the purchase in 1957 of a second state-owned mobile unit. The new unit made possible three full time demonstrations in three counties, plus an exhibit program designed to permit interested areas to assess the value of mobile service and better visualize it in relationship to their programs. Bookmobiles were also used to publicize the Library at state and county fairs, PTA workshops and club meetings.

**Adult Education and Audio-Visual assistance** are the most recent additions to the general services of the State Library. During the past biennium, adult education services were directed primarily toward establishing an understanding of the Federal Assistance program. They took a variety of forms including discussion meetings throughout the state, special programs for special groups, specific advice, and preparation and distribution of descriptive materials. Other adult education activities were incorporated into selection of direct loan materials for institutional and individual borrowers, program planning assistance and aid related to adult education methods for special situations.

The limited audio-visual program begun in 1955 was continued during the 1956-1958 biennium. Two main lines of development were followed: (1) Acquisition of a small collection of audio-visual materials; (2) Counseling and advisory service to schools and public libraries regarding programs.

The latter service included the formation of a statewide Audio-Visual Council representing many of the school groups in the state. The Council was designed to serve as a medium to determine the problems which needed attention and to act as a clearinghouse for information concerning audio-visual matters. At its quarterly meetings it took steps toward unifying and correlating the efforts of various interested groups. At the same time, a number of the problems of school audio-visual programs were exposed for further exploration. One of the most pressing of these proved to be the lack of effective utilization of audio-visual materials in the teaching program. This and similar problems were brought into focus in Council discussion for reference to appropriate groups for further development.

Other aspects of this advisory function included a location and referral service on audio-visual materials, counseling regarding the technical aspects of acquiring and organizing collections of audio-visual materials and equipment, and program planning and methodology related to materials use. These services were available to both schools and public libraries.

The small collection of materials acquired by the State Library included films for adult discussion groups, in-service and pre-service training of teachers and library education needs. Filmstrips in the same subject areas were also purchased. In addition to the above



items, basic collections of filmstrips and records were acquired for use in the demonstration programs of the Library Services Act project, described later in this report. It was not considered advisable to embark on a program of purchasing subject matter materials for classroom use, since these are being ably handled at the present time by other state-supported agencies.

Equipment, including projectors, record players and tape recorders, was acquired to facilitate use of audio-visual materials by Library and State Department staff members.

In both the adult education and audio-visual programs, limited personnel has exercised a heavily restrictive influence, and neither of the programs has been developed to the extent anticipated. It is expected that future development will be more rapid.

### **HOUSING FACILITIES AND PERSONNEL**

In order to carry on the expanding functions of the Library, re-adjustment of the organization pattern and changes in physical arrangement were undertaken during the biennium. Changes have been makeshift in nature, however, and critical shortages of personnel and housing facilities still hamper the effective operation of the agency. The shortage of housing is a particularly critical factor at the present time since new staff, greatly increased stocks of materials, and new programs are dependent upon sufficient room in which to operate.

The increasing work load at State Library headquarters necessitated employment of additional personnel. This need was met in part by the addition to the staffing pattern of one new clerical and two professional positions. The loss of one sub-professional position, however, limited the actual increase to two persons and brought the total to seven permanent professional and four clerical people. Two part-time pages were also employed. In addition to increases in headquarters staff, two Library Services Act professional field workers and one clerical assistant were employed and housed in the Denver offices of the Library. At the present time all available space for personnel has been occupied, and new arrangements must be made before further expansion is possible.

The critical housing situation affects not only the staffing of the Library, but bears directly on arrangement of library materials. Collections of books, documents, audio-visual and other materials have increased to the point where shelving and storage must be increased immediately. Measures taken to relieve the situation include: acquisition of a small amount of additional storage in a room adjacent to the Library, additional space in the basement vault, and elimination of all reading room facilities in the main library. Many lineal feet of shelving were gained by replacing the wood bookshelves in the main stack area with modern metal units, capable of accommodating approximately 50 percent more books than the original stacks in the same cubic space. This new equipment relieved pressure in the juvenile and young people's sections, but did not make additional space for adult materials. The need for a previewing room for audio-visual activity is also essential to the expanding program. Drastic weeding and reorganization of all collections put every nook and cranny of Library space to use.



Other time and space saving devices include a Thermofax reproducing machine suitable for copying pages from books as well as single sheets. A considerable saving of stenographic time was achieved by use of this equipment.

### **WORKSHOPS, CONFERENCES AND MEETINGS**

Workshops and conferences played a very significant role in the over-all work program of the Library in the two-year period covered by this report. Probably more time was devoted to meeting with and speaking to groups than in any other like span of time. This trend was due in part to three completely new events which shook the library world in 1956-1958. Without any attempt to place these events in the order of their importance, the three occurrences which will go down in history in the profession were: (1) Passage of the Library Services Act by the 84th Congress and the first appropriation to implement it, (2) Completion and acceptance of the new standards for public libraries and (3) Celebration of this country's first National Library Week in March of 1958.

A brief and incomplete listing of library and school meetings of all types in which State Library personnel participated, or which they directed, follows:

National (Library) 3; Regional (Library) 2; State (Library) 5; State (School) 4; District (Library) 6; Local School 6; Local Club 12; Library Services Act 15.

### **LIBRARY SERVICES ACT PROGRAM**

The project which has consumed by far the greatest share of State Library time and energy during the past biennium is the Federal Assistance program for rural public library development initiated by the passage of the Library Services Act in June of 1956. The legislation provides funds, available to the states and territories on a matching basis for a period of five years, for the stimulation and development of rural public library programs. To qualify for federal aid, each state is required to match federal allotments with state monies and present an official plan for rural public library development to the U.S. Office of Education for approval.

In Colorado, a great deal of time during the last six months of 1956 and the first four months of 1957 was devoted to the preparation of a plan for library improvement which would meet with the approval of the people of Colorado and the Office of Education. During these months the people of the state were alerted to the potentialities of the Library Services Act program, and state funds, sufficient to match the Federal allotment when it became available in March of 1957, were set aside. Before preparing the final plan, earlier Colorado plans for the expansion of library service were examined to draw from them all ideas which were still relevant; library statistics were consulted; and a survey was made to ascertain desires and needs of the people of the state. Groups of professional and lay people were consulted, and 12 regional meetings were held to interpret the new program to the citizens of the state and secure the benefit of their thinking on it. In 1957 the annual conference of the Colorado Library Association was devoted almost entirely to exploration of all facets of the Library Services Act and its application in Colorado.



The information thus gathered formed the basis of the finished *Plan for Public Library Development in Colorado* which was approved by the Colorado Board of Education and the U.S. Office of Education in February of 1957. The plan has two major objectives:

1. To make library service available where none exists today.
2. To equalize library opportunities everywhere in the state.

To achieve these objectives, the plan is divided into two main phases. The first provides increased field service to communities throughout the state in order to bring State Library services to all residents who request them and to aid in establishing and developing adequate public library programs at the local level.

The second phase of activity involves demonstrations of modern library practices (including mobile service) and of ways to achieve them through closer cooperation among libraries in natural geographical regions, operating as integrated systems.

Implementation of the plan was a major activity of the State Library in 1957-1958.

To facilitate the field service phase of the program, the state was divided into five large areas, and Area Field workers were hired to provide counseling and on-the-job training to public libraries in these areas. Field workers were charged with responsibility for assisting existing libraries with problems ranging from technical routines, involving library organization and procedure, to instruction and advice on library-community relationships. They were also instructed to work with communities and groups where no public libraries exist, to help with the initiation and development of programs where feasible. In addition to providing these traditional State Library services, each Library Services Act field worker was assigned the task of exploring the possibilities for large-scale demonstrations in his area, of discovering where there is interest in such projects, of stimulating public concern through public relations work, of helping to formulate plans, and of assisting generally in the development of pilot projects. This duty was set up in job descriptions so that the ground work for new projects would be laid when additional Federal funds were received.

In developing the Regional Demonstration phase of the Plan the state was again divided—this time into 12 regions based on factors important to the development of large-area demonstrations, including area, population, communications patterns, and economic and social affinities.

Selection of regions for demonstrations is based upon the presentation of plans by the regions, these plans to include the four specific items listed below:

1. Evidence of need for library service.
2. Evidence of interest in trying a demonstration.
3. Evidence of willingness to develop cooperative programs among libraries in the region and to cooperate with the State Library.
4. Evidence of willingness and ability to continue the program with local support after Federal and state funds are withdrawn.

Upon approval of local plans the State Library works with regions to develop demonstrations programs, providing materials, equipment



and personnel for periods of approximately 18 months. During the 18 months, in addition to demonstrating new materials and methods suitable for large units of service, cooperative procedures for improving the services of local libraries are developed. If programs are continued after state and Federal funds are withdrawn, equipment, materials and supplies, purchased during the demonstrations, will be retained locally. In the initial stages of developing the Colorado Plan it was anticipated that two demonstrations might run simultaneously for extended periods of time, providing full allotments of Federal funds were available.

Since Federal funds were not appropriated as authorized by the Library Services Act, it has not been possible to implement all of the proposed activities outlined in the Colorado Plan. However, a considerable portion has been initiated. Field workers have been employed for four of the original five areas of the state, and the fifth area was reapportioned among them. Field offices were established at Pueblo and Grand Junction in quarters provided by the McClelland Public Library and the Mesa College Library, respectively. Two field workers were stationed in these offices while the remaining two functioned from the central office of the Library in Denver. Clerical personnel were employed to assist with the Library Services Act program in the Grand Junction and Denver headquarters.

During the first eight months of the accelerated field program, Field workers became acquainted with the areas to which assigned, and made contacts in communities operating libraries. They also worked in non-library areas. Programs of advisory and technical assistance to libraries were initiated, and field workers assisted with library-community public relations activities in communities where libraries are now operating and in places without facilities. Field visits were increased approximately 200 in 1958 over 1957 as a result of the new program.

One of the important responsibilities of field workers is the location of interested laymen and librarians to spearhead exploration of library needs and potentialities and to act in liaison capacities between areas and Library Services Act personnel. Progress has been made in this phase of activity, and recommendations have been made to the State Library regarding persons with suitable qualifications to serve on advisory committees. Another responsibility of field workers is that of ascertaining where new demonstrations should be located—assessing the potentialities of the several regions in their areas and gathering the necessary information for future development. This task has absorbed considerable field staff time, and a number of regions are now under consideration for future demonstrations.

Trends in the Library Services Act field program indicate that future emphasis will probably be placed on:

1. Formation of area-wide committees to thoroughly explore existing library situations and work with field personnel.
2. Surveys to determine precisely what is needed in the way of library assistance, so that legislative and other governing bodies can be properly informed.



3. Increased activity in the area of direct technical and public relations assistance to public libraries.
4. Development of a number of "do-it-yourself" library improvement programs for those sections of the state which are not at present geared to undertake large regional demonstrations.

Early steps in the development of the regional demonstrations phase of the Library Services Act program included region-wide meetings at which members of the State Library staff explained the Federal Assistance program and the State Plan. Meetings were of a general nature designed to help citizens become informed about the program. They were held in regions which appeared to have reached stages of library development suitable for pilot programs, including the San Luis Valley the San Juan Basin, the Lower Colorado Valley, the Lower Arkansas Valley, the Northwest Corner of the state and the Lower Platte Valley in northeast Colorado. In each of these regions local followup committees were formed to explore further possibilities for setting up demonstration projects. In many cases second and third general meetings were held at which State Library personnel answered questions and further explained plans.

During this early development, a number of regions came to the conclusion that they were not ready to embark on such ambitious programs, while others preferred to postpone action to later dates. The Lower Arkansas Valley, which was finally selected as the site of the first experiment, evinced interest from the first stages of planning and submitted a plan for action to the State Library early in 1957. The plan was prepared by a committee composed of librarians and lay people, from the seven counties in the region, who had studied the situation and enlisted public interest in the undertaking. The plan indicated needs in the area, as well as available resources, suggested methods of cooperation for existing libraries, and the interest of the region in a demonstration. The possibilities of continuing the program with local support if the service proved successful during the demonstration period were also enumerated.

When the local plan was accepted, residents of the Lower Arkansas Valley counties undertook to publicize the project and to locate headquarters. They also pledged limited financial support for bookmobile maintenance and other miscellaneous expenses. The State Library selected, purchased and processed a basic book collection of about 9,000 volumes; purchased a bookmobile and equipment for the headquarters library; and employed a librarian, a bookmobile clerk-driver, and a stenographer for the demonstration. While this part of the project was being arranged, the region was successful in locating excellent headquarters in the City of Las Animas, and securing nominal monetary support from six of the seven counties and from two towns in the seventh county. The demonstration was put into operation February 1, 1958.

First emphasis of the program was placed on mobile service throughout Baca, Bent, Cheyenne, Crowley, Kiowa, Otero and Prowers counties (the Lower Arkansas Valley Region) so that a maximum number of persons might quickly receive the benefits of close-at-hand service. Bookmobile service was provided to 44 schools in six counties, to 23 communities without library facilities, and to 15 public libraries in the region. Schools of the seventh county were not included since they were already receiving mobile service from a county source. School



stops were included in the plan because provision of recreational and enrichment materials to schools has long been considered an integral part of public library service in Colorado. As of July 1, 1958 there were 1,219 individual borrowers in otherwise unserved sections of the region, in addition to the many hundreds of patrons served indirectly through loans to public libraries and schools. Circulation for the first five months totalled 59,200. The bookmobile traveled 12,760 miles during the period. The Demonstration Library was publicized extensively by radio and newspaper throughout the region. After five months of operation the initial phases of the demonstration were accomplished.

### SCHOOL LIBRARY ACTIVITIES

In spite of the tremendous pressure toward public library development programs, made necessary by the Federal aid legislation, school library activities were not ignored. In addition to the regular program of loans and counseling and advisory service to schools, previously described, several specific projects were undertaken. One of the major developments in this area was a Survey of Secondary School Libraries. On January 1, 1958, 330 secondary schools in the state were queried concerning physical facilities, organizational patterns, staff, budget, and student and staff use of their libraries. Reports returned from over 90 percent of the schools surveyed, although not conclusive, indicated that:

1. A majority of the schools (231) are keeping libraries open from 6 to 8 hours during the school day.
2. Only about a third have librarians assigned to the library 6 to 8 hours each day, and more than half are on duty 4 hours or less.
3. Libraries are used as study halls in about one-half of the schools, and librarians serve as study hall teachers in addition to their library duties.
4. In about 27 percent of the schools libraries are used as classrooms.
5. Approximately two-thirds of the libraries have budgets of less than \$1,000, and about 7 percent are not represented in school budgets at all.
6. Concerted efforts are being made to standardize the organization of materials for effective use.
7. There is a definite need for better communication between librarians and administrative and teaching staffs.

The enthusiastic response to the questionnaire indicated that the schools in the state feel a definite need to improve library programs and that they require help in establishing accepted routines and securing funds to achieve this improvement.

An outgrowth of the school library survey was the preparation and distribution of *They Teach Them to Read*, a directory of secondary school librarians. The directory was made available to school and public librarians and other interested persons.

In conjunction with the school library survey and the publication of the directory, the State Library took an active part in the formation of the Colorado Association of School Librarians in February, 1958. The organization was developed to meet the special needs of school librarians as they work together on common problems. It works closely with both the Colorado Library Association and the Colorado Education Association.



During the biennium the staff of the State Library was involved in a number of public school evaluation programs in connection with library activity. Assistance was provided before and after accreditation visits and during formal examinations of schools.

### **NATIONAL LIBRARY WEEK**

The State Library took an active part in the observance of the first annual National Library Week in March, 1958. This activity was one of many undertaken to assist libraries to meet one of their most pressing problems—that of creating community awareness of library potentialities in the community structure. The over-all theme of the celebration was "Wake Up and Read", and in Colorado special emphasis was placed on phases of reading concerned with state and local interests. Both library activities and home reading were stressed.

The State Library assisted school, public, and special libraries by means of its newsletter and through special National Library Week releases and publications. Copies of the Governor's Proclamation suitable for display purposes were distributed to all libraries, as were compilations of suggested activities and sources of additional information. Members of the staff prepared four bibliographies of materials on Colorado and the Rocky Mountain West, and the works of Colorado authors for distribution throughout the state. A guide to weeding book collections was prepared to assist librarians in the first steps of reorganizing book holdings. Films and other audio-visual materials were sent to libraries for use during National Library Week, and State Library staff members participated in many local library programs.

A report on activities from libraries in Colorado indicated that a great deal of interest in library programs was generated, both within library walls and among citizens who were not regular book readers. All types of libraries—school, public, college and special were involved, and cooperative action was strongly in evidence.

At the state level a state-wide committee of librarians and lay people, of which the State Library was a part, spearheaded and coordinated National Library Week effort. The general response to the program indicated that it was effective in achieving its objective of developing awareness of library potentialities.

### **SURVEYS AND EVALUATION PROGRAMS**

During the biennium all professional members of the Library staff engaged in evaluation programs of some kind in connection with school and public library service. These programs can be roughly divided into four categories—official surveys, over-views, accreditation activity and informal written recommendations. Reports and printed findings prepared by State Library personnel indicate that many hundreds of man hours of time were devoted to work in the first three classifications. Specific mention of each cannot be made in this brief summary. Even more time was spent on informal types of evaluation.



## PUBLICATIONS

The State Library has been active in the publishing field during the 1956-1958 biennium. Considerable material was prepared in connection with the development of the Federal project, including sheets explaining tentative regulations for the Library Services Act program; a 17-page summary of background information and detailed statistical tabulations on the 12 proposed library regions of Colorado; and a digest of the approved Plan. All these items were widely distributed in the state.

A State Library newsletter, *The Capitol Hill Library Crier*, was initiated in July, 1957. This publication, issued approximately every two months, is reaching an ever increasing number of public and school librarians in Colorado and the United States, as well as library board chairmen, county school superintendents and other persons interested in library affairs.

Aids to librarians which were prepared and distributed included numerous bibliographies—among them one on librarians' tools and another on parent's reading. A Guide to weeding practices (previously mentioned) was one of a number of releases prepared especially for National Library Week. These publications included four bibliographies of materials, both documentary and fictional, about Colorado and the West. Additional items distributed at this time included listings of periodicals carrying National Library Week articles, digests of certain articles and other materials helpful to librarians in planning National Library Week programs.

The third edition of *Meet Your Legislators* was published and distributed at the opening of the 41st General Assembly in January, 1957. The directory carries biographical data on the members of the State Senate and House of Representatives, and lists the committees in the two houses. It has been much in demand throughout the state and has been placed in most of the larger libraries in the country.

Publication of a directory of secondary school librarians in January, 1958, filled a long felt need in the school library field. More than 300 secondary school librarians were listed for the school year, 1957-1958. Another school item of considerable interest was *Teachers Without Tools* which treated audio-visual problems in the public schools.

## FORECAST FOR THE FUTURE

During the two-year period, 1956-1958, the development of library activities in Colorado brought about by Library Services Act stimulation has pointed up sharply a number of pressing problems and needs in the over-all expansion of the program of the State Library:



1. The necessity for matching Federal funds with state monies allocated for public library service has given tremendous and much needed impetus to the public library program in Colorado. At the same time, because of financial limitations, development of school libraries, although equally vital, has necessarily taken second place in the statewide program. It is of paramount importance that the State Library budget be increased to a degree which will permit **all** phases of its service to develop their full potentialities at an equal pace and without delay.
2. Since the Federal assistance program continues for five years only, another major concern of the Library involves the development of a financial structure adequate to permit the state to assume responsibility for programs initiated with Federal aid and to insure their continued existence.
3. A program of state aid to public libraries in Colorado is another basic need. At the present time no such aid exists. However, since their welfare is entrusted to the jurisdiction of the State Library in the Department of Education, it is especially important that ways be devised to assist them in achieving their educational goals so that citizens of the state will be able to enjoy not only equality of school opportunities, but equality of library opportunities as well.
4. Internally, the problem of space for library operations has become increasingly critical. In order to function efficiently and economically, adequate space is an absolute necessity. With the growth of State Library collections, increased staff and expanding services, this need *must* be met in the very near future.

The solution of all these problems, and especially the first three, depends in large measure on action by members of the State Legislature, and it is the responsibility of the Department of Education of which the State Library is a division, the State Board of Education, and groups in the state who are interested in library development to make sure legislators are properly and fully informed so that they may act wisely in consideration of these matters. Libraries are an integral part of the educational system of state and nation. With proper development they will make a vital contribution to the education of the people of America.



## COLORADO STATE LIBRARY STATISTICAL REPORT

### COLLECTION

Books	1956-57	1957-58
Beginning of Year (Headquarters) .....	57,788	60,567
Added during Year (Headquarters) .....	3,374	4,174
Withdrawn during Year (Headquarters) .....	595	709
Library Services Act Demonstrations .....	-----	14,978
	60,567	79,010
Documents (Official Publications of U.S., Colorado, Other States)		
Beginning of Year .....	232,637	236,207
Added during Year .....	3,570	3,400
	236,207	239,607
Pamphlets .....	4,494	5,344
Films and Filmstrips .....	328	-----
Headquarters .....	-----	347
Library Services Act Demonstrations .....	-----	170
(Filmstrips only) .....	-----	517
Records .....	-----	112
Mounted Pictures .....	10,143	10,143
	311,739	334,733

### SERVICES

Direct Loans		
Printed Materials		
To Schools .....	27,346	29,854
To Public Libraries .....	19,770	22,343
Special Requests .....	3,266	4,243
Bookmobile Loans .....	14,412	15,505
To State Employees .....	6,724	6,136
Library Services Act Demonstration .....	-----	8,583
Audio-Visual Materials .....	226	345
Total Loans .....	71,744	97,000
Circulation of Loans		
Printed Materials .....	408,926	502,598
Audio-Visual Materials (Viewers) .....	73,114	453,107
Total Circulation .....	482,040	955,705
Distribution of Loans		
Public Libraries .....	66	82
Public Schools .....	163	213
Individuals .....	670	608
Towns .....	168	180
Counties .....	63	63
Selections Shipped .....	836	943
New Borrowers		
Public Libraries .....	7	16
Public Schools .....	59	75
Reference and Research Questions	11,730	14,910



## PUBLIC LIBRARIES IN COLORADO

TOWN	NAME OF LIBRARY	1956			1957		
		BOOK STOCK	CIRCULATION	FUNDS	BOOK STOCK	CIRCULATION	FUNDS
Akron—Akron Public Library		6,035	8,650	\$ 6,682.74	6,080	8,290	\$ 1,746.99
Alamosa—Alamosa Carnegie Library		11,544	32,279	4,295.84	12,424	28,214	6,052.99
Amherst—Amherst Public Library					1,371	2,059	85.79
Arvada—Arvada Public Library		8,312	25,480	3,572.00	9,000	33,071	5,710.00
Aspen—Pitkin County Library		9,184	11,133	3,275.00	9,700	11,381	3,537.43
Ault—Ault Library		6,183	2,132	600.00		6,249	
Aurora—Aurora Public Library		11,836	98,369	18,001.08	14,212	117,397	22,640.00
Bayfield—Bayfield Public Library		2,000	3,000	650.00	5,000		2,328.42
Berthoud—Berthoud Public Library		4,508	8,058	316.00	4,625	7,240	438.20
Boulder—Boulder Public Library		37,295	151,938	24,000.00	38,565	177,148	27,238.53
Brighton—Brighton Public Library		14,939	18,668	4,243.49	15,386	22,893	5,137.39
Brush—Brush Carnegie Library		10,038	12,884	4,628.32	10,592	12,748	4,880.11
Buena Vista—Buena Vista Public Library		6,000	600	1,394.03	6,000	1,000	562.78
Burlington—Burlington Public Library		6,862	6,372	4,128.52	6,941	7,180	3,591.53
Byers—Byers Public Library			814	1,915	814	773	
Canon City—Canon City Public Library		16,451	30,569	5,151.14	16,454	31,782	5,403.90
Cedaredge—Cedaredge Library		1,040	850	300.00	700		70.00
Center—Center Branch-Saguache County Library					5,323	12,333	2,227.67
Cheyenne Wells—American Legion Auxiliary Library		3,800		70.00	4,000		100.00
Collbran—Collbran Public Library			1,295	120.00		1,577	66.10
Colorado Springs—Colorado Springs Public Library		94,136	304,331	89,370.00	96,283	325,087	96,156.46
Cortez—Cortez Public Library		4,050	17,726	2,642.36	4,050	19,117	2,915.11
Craig—Craig-Moffat County Library		10,541	24,396	10,905.44	11,424	28,249	11,067.72
Cripple Creek—Cripple Creek Library		1,000	915	298.71	1,000		
Crook—Crook Community Library						7,010	482.95
Del Norte—Kings Daughters Library		4,000	9,060	1,010.00	4,000	11,029	1,720.30
Delta—Delta Public Library		12,361	39,779	6,000.00	12,251	35,647	7,493.37
Denver—Denver Public Library		600,194	1,901,061	911,700.00	637,860	2,246,380	1,035,439.82
Dolores—Dolores Public Library							
Durango—Durango Public Library		28,882	61,170	16,692.00	30,000	60,096	20,198.76
Eads—Kiowa County Public Library		10,117	10,459	2,100.00	10,292	14,145	2,515.00
Eagle—Eagle Public Library		5,000	780	38.00			
Eaton—Eaton Public Library		10,900	11,100	1,042.58	11,200	10,805	1,159.48
Edgewater—Edgewater Public Library		3,650	13,312	1,670.00	4,000	14,491	2,255.00
Elizabeth—Elizabeth Library		1,500	500	74.73			
Englewood—Englewood Public Library		29,397	76,397	14,028.77	28,449	86,068	14,302.98
Estes Park—Estes Park Public Library		7,085	11,164	3,000.00	7,233	10,898	3,747.89
Evergreen—Evergreen Public Library		12,274	6,096	1,048.41	9,500	6,017	841.70
Flagler—Flagler Community Library		3,000	759	450.00	3,200	150	238.65
Fleming—Fleming Community Library					3,155	2,222	230.12
Florence—Florence Public Library		7,839	6,543	2,527.55	7,975	6,445	2,769.77
Fort Collins—Fort Collins Public Library		37,719	125,192	20,022.00	37,890	140,887	20,849.08
Fort Collins—Larimer County Library		26,169	147,298	21,898.00	25,643	156,307	21,534.63



PUBLIC LIBRARIES IN COLORADO—(Continued)

TOWN	NAME OF LIBRARY	1956			1957		
		BOOK STOCK	CIRCULATION	FUNDS	BOOK STOCK	CIRCULATION	FUNDS
Fort Lupton—Fort Lupton Public Library	6,500	12,203	2,664.51	7,500	12,178	2,516.47	
Fort Morgan—Carnegie Public Library	17,373	41,195	12,046.02	17,946	42,276	12,576.09	
Fowler—Fowler Public Library	2,095	1,200	600.00	2,400	700	704.00	
Georgetown—John Tomay Memorial Library	5,000	1,754	689.00	4,000	2,400	764.66	
Glenwood Springs—Glenwood Springs Public Library	4,000	786	1,600.00	2,989	9,399	3,376.80	
Golden—Golden Public Library	8,277	11,255	1,200.00	8,360	11,255	2,903.00	
Golden—Jefferson County Public Library	11,211	94,662	29,860.00	15,937	105,612	35,915.41	
Granada—Granada Public Library	1,630	350	354.00	1,680	708	504.40	
Grand Junction—Grand Junction Public Library	32,000	127,132	30,000.00	50,000	148,441	35,134.10	
Grand Junction—Mesa County Public Library	41,726	298,557	23,758.90	50,575	407,498	26,480.00	
Grand Lake—Grand Lake Public Library	.....	.....	.....	2,695	.....	98.00	
Greeley—Greeley Public Library	55,702	188,851	32,010.00	55,702	171,587	34,560.00	
Greeley—Weld County Library	42,634	625,764	45,000.00	46,215	596,275	47,000.00	
Gunnison—Webster Hall Library	.....	.....	.....	3,550	.....	930.70	
Gypsum—Gypsum Public Library	.....	.....	.....	1,027	.....	10.80	
Haxtun—Haxtun Public Library	4,752	11,086	1,189.45	5,181	11,495	1,610.69	
Hayden—Hayden Public Library	2,724	4,962	1,262.22	2,802	4,805	1,919.08	
Holly—Holly Public Library	5,000	6,373	1,298.55	5,000	6,556	1,613.98	
Holyoke—Holyoke Public Library	17,500	9,100	2,312.22	17,000	9,110	3,031.98	
Hotchkiss—Hotchkiss Public Library	2,037	1,482	157.75	2,227	750	193.65	
Hot Sulphur Springs—Grand County Library	5,484	5,204	1,500.00	5,551	6,134	1,562.54	
Hudson—Hudson Public Library	.....	.....	.....	4,019	1,919	480.60	
Hugo—Hugo Public Library	4,271	4,288	1,463.00	4,393	3,945	865.75	
Idaho Springs—Idaho Springs Public Library	9,225	2,560	2,820.94	9,550	3,612	2,500.00	
Julesburg—Julesburg Public Library	5,000	5,450	1,771.70	5,000	6,196	1,037.00	
Kiowa—Elbert County Library	4,800	7,386	1,105.00	5,000	5,067	755.25	
Lafayette—Lafayette Public Library	2,500	3,600	100.00	3,000	.....	1,074.94	
La Junta—Woodruff Memorial Library	36,157	73,304	14,932.00	36,765	75,794	15,465.00	
La Junta—Otero County Traveling Library	4,000	.....	927.00	4,000	26,000	412.40	
Lamar—Lamar Carnegie Library	15,000	17,701	8,774.80	15,250	18,610	10,889.13	
Las Animas—Las Animas Public Library	12,351	21,396	5,269.77	12,470	18,794	6,166.80	
Leadville—Leadville Public Library	11,576	20,208	6,575.57	11,639	20,879	5,438.09	
Limon—Limon Memorial Library	6,418	8,218	2,325.00	7,957	8,787	2,445.00	
Littleton—Littleton Public Library	6,139	20,304	3,395.20	6,523	24,448	5,599.02	
Longmont—Longmont Public Library	20,833	70,979	19,028.20	21,506	74,977	19,886.31	
Louisville—Chinook Public Library	.....	.....	.....	.....	.....	.....	
Loveland—Loveland Public Library	26,811	55,688	13,975.00	27,748	55,738	16,272.63	
Mancos—Mancos Public Library	2,357	450	220.00	2,357	1,173	212.75	
Manitou Springs—Manitou Springs Public Library	10,679	13,167	2,900.00	11,159	12,104	2,880.00	
Maybell—Maybell Public Library	1,437	1,379	50.00	2,200	1,300	50.00	
McCoy—McCoy Community Library	.....	.....	.....	5,240	.....	620.00	
Meeker—Meeker Public Library	7,000	.....	1,370.00	7,000	.....	.....	
Meeker—Rio Blanco County Bookmobile	2,414	8,000	5,000.00	2,414	12,059	5,000.00	



PUBLIC LIBRARIES IN COLORADO—(Continued)

TOWN	NAME OF LIBRARY	1956		1957			
		BOOK STOCK	CIRCULATION	FUNDS	BOOK STOCK	CIRCULATION	FUNDS
Monte Vista—Carnegie Public Library	.....	9,918	11,067	3,823.46	10,225	9,737	4,565.05
Montrose—Montrose Public Library	.....	12,657	33,378	6,174.00	13,028	30,508	6,906.00
Morrison—Morrison Public Library	.....	3,200	2,065	.....	4,000	1,370	330.00
New Castle—Garfield County Public Library	.....	12,900	70,471	6,500.00	13,500	74,448	7,602.32
Norwood—Norwood Public Library	.....	1,825	.....	50.00	1,850	.....	89.00
Nucla—Nucla Library	.....	2,000	200	300.00	2,000	.....	156.00
Oak Creek—Oak Creek Library	.....	.....	.....	.....	2,200	800	265.00
Ordway—Ordway Public Library	.....	2,245	2,500	1,250.00	3,367	3,154	649.38
Otis—Otis Public Library	.....	1,800	240	15.00	.....	.....	.....
Ouray—Ouray Public Library	.....	7,000	3,374	963.65	7,400	2,925	1,019.28
Ovid—Ovid Public Library	.....	4,750	4,000	400.00	4,000	3,071	350.00
Pagosa Springs—Pagosa Springs Library	.....	6,040	3,375	1,000.00	6,040	.....	501.54
Palisade—Palisade Public Library	.....	7,583	7,260	632.21	8,426	8,011	1,048.00
Paonia—Paonia Public Library	.....	12,400	8,317	1,021.24	12,775	6,553	1,023.74
Palmer Lake—Palmer Lake Community Library	.....	2,580	500	.....	2,580	500	.....
Platteville—Platteville Public Library	.....	.....	.....	.....	3,000	600	150.00
Pueblo—McClelland Public Library	.....	76,907	240,171	51,866.00	82,264	259,029	53,498.00
Rifle—Rifle Public Library	.....	5,500	10,000	1,161.00	8,600	10,400	929.44
Rocky Ford—Rocky Ford Public Library	.....	21,335	19,737	5,640.29	21,793	20,712	5,667.27
Saguache—Saguache County Public Library	.....	3,987	16,296	2,100.00	4,300	18,344	2,170.00
Salida—Salida Public Library	.....	17,201	10,503	8,210.76	17,490	.....	7,643.50
Sedgwick—Sedgwick Public Library	.....	6,000	1,283	205.00	5,877	1,355	205.00
Silverton—Silverton Public Library	.....	12,000	3,000	1,500.00	12,000	.....	1,500.00
Springfield—Baca County Library	.....	16,000	20,118	5,000.00	15,000	16,517	4,901.22
Steamboat Springs—Steamboat Springs Public Library	.....	9,186	9,000	1,763.36	9,064	8,435	1,939.42
Sterling—Sterling Public Library	.....	23,008	104,681	19,000.00	23,481	94,559	21,905.52
Sugar City—Sugar City Public Library	.....	3,000	.....	50.00	3,000	.....	.....
Swink—Swink Public Library	.....	3,834	2,020	180.00	3,979	1,672	433.90
Trinidad—Carnegie Public Library	.....	20,515	31,254	9,143.78	20,981	34,222	10,076.44
Uravan—Uravan Public Library	.....	1,350	2,630	64.72	1,050	4,250	106.75
Victor—Victor Public Library	.....	.....	.....	.....	.....	.....	.....
Walden—Jackson County Library	.....	2,046	4,220	914.89	2,232	4,454	885.00
Walsenburg—Huerfano County Public Library	.....	6,918	11,094	3,574.78	7,007	10,186	3,563.82
Westcliffe—Custer County Library	.....	3,600	2,600	300.00	3,484	.....	225.00
Westminster—Adams County Library	.....	10,292	127,735	15,299.00	14,075	230,499	18,122.40
Westminster—Westminster Library	.....	5,000	.....	1,800.00	5,000	24,777	2,733.73
Windsor—Windsor Public Library	.....	7,646	14,305	869.82	7,774	14,047	1,033.48
Wray—Wray Public Library	.....	6,642	.....	1,475.00	6,642	4,677	965.96
Yampa—Yampa Public Library	.....	5,121	1,920	124.61	6,500	.....	209.46
Yuma—Yuma Public Library	.....	8,120	6,549	2,800.00	8,307	6,709	3,499.56
Total	.....	1,883,374	5,744,087	\$1,622,625.08	1,997,784	6,481,238	\$1,816,063.82



# COLORADO INSISTS VITAL DOCUMENTS BE PRESERVED

... .. " ... *Division of  
Archives rules on retention or  
disposal of basic records...* "

For the Division of Archives and Public Records, State Historical Society of Colorado, the elements of a good year (1957) were present: Staff changes were at a minimum and the long-hoped-for beginning of a career service plan was established within the division.

The funds expended by the Division of State Archives and Public Records amounted to \$40,064.49 for the 1956-57 budget period and \$42,887.80 for 1957-58. For every dollar invested in the Division of Archives annual budget for 1956, a value of \$5.72 was recovered for the state by the way of equipment, space and maintenance costs on non-essential records. In the 1957 period, there is a recovery ratio of \$16.50 for every dollar invested.

## PUBLIC RECORDS CONSERVATION ACTIVITIES

During 1957, there were 412 separate requests before the state archivist and the state records committee for review and action, as compared with a total of 221 for the preceding year. Many of these were exceedingly complex in that administrative, legal, financial and historical factors were involved, to say nothing of the mere physical and logistic problems posed.

Photographic print production during 1956 was 1,623. During 1957, production was in excess of 4,000 prints, despite the fact that the photographic laboratory was inoperative for a six-weeks period at the time of moving the darkroom from the Museum building to the State Office Building.

The microfilm production (per machine operating) was increased 30 percent in 1957 over 1956. However, total microfilm production was less than it could have been had all four microfilm cameras been operating at full capacity. Budget cutbacks prohibited full scale operation of the machines.



Especially gratifying during the year was the steady development within many state agencies of the records management program under the supervision of the archivist and her deputy, and the establishment of the small intermediate records center area, the moving of the central microfilm unit, plus the photographic processing laboratory into the State Office Building, thus vacating the sub-basement area formerly occupied in the State Museum Building.

This excellent space (1,600 square feet in the State Office Building) was effected through the Superintendent of Public Buildings James C. Merrick and Dr. H. Grant Vest, Commissioner of the Department of Education.

The one area where archives work has been most frustrating is in the publication of guides to various holdings within the division's jurisdiction. Simply to store records in a vault area serves only to remove them from the use of all but the most expert. It is not always possible to provide finding aids at once for all types of records, but there is a responsibility to provide at least preliminary listings and guides to materials for use of government officials, legislators, researchers and the public, so that proper use and reference can be made without undue effort and delay. Much material is ready for publication, but there is a lack of funds needed for final editing and multigraph work. It is hoped that in the near future this problem will be recognized and funds provided so that processed guides will become a reality.

One of the archivist's assistants (who is a lawyer) has prepared an up-to-date (CRS '53, plus S.L. '57) manual of statutory references for requirements relating to records retention and disposal. This is an invaluable working tool. Regrettably, this staff member went off the payroll as of December 31, 1957, due to budget limitations. Another archivist assistant (whose services had been terminated earlier, also due to budget limitations) had made significant progress in the necessary research on the administrative histories of various departments of government, as a part of the state checklist compilation.

#### **CONSERVATION VITAL RECORDS DEPARTMENT OF EDUCATION**

The State Department of Education, under the Public Records Act of 1951, has developed a basic policy for the conservation of vital records within the state education system. The designated records officer for the Department of Education is Mrs. Helen Downing who acts as the liaison with the state Archivist (D. C. Renze) of the Division of State Archives and Public Records.

Records conservation request forms are provided by the state archivist to the various agencies of government. Department or division heads initiate the requests pertaining to educational records and transmit them to Mrs. Downing for coordination with the general policy followed



by the Department of Education and the requests will then be submitted for review and processing by the Division of State Archives and Public Records.

As soon as the request is cleared by the state archivist, the attorney general, and the state records committee, the authorization will be promptly transmitted to the initiating officer for disposition action as approved.

Since 1943 when the first public records act became effective, no public officer of the state or any county, city, municipality, district or legal subdivision may destroy any record without having first secured from the state archivist and the attorney general authorization to do so in accordance with the provisions of the Public Records Act of 1951 (superseding the 1943 Act), previous statutory or other authorizations notwithstanding.

Each state or any county, city, municipality, district, or legal subdivision shall secure from the Division of State Archives and Public Records (306 State Museum Building, Denver 2, Colorado), in the manner and form prescribed, authorization to destroy or otherwise dispose of those records in its possession which are considered by it to have no further administrative, legal, fiscal, historical, or research value sufficient to warrant their continued current retention.

Each state or any county, city, municipality, district or legal subdivision initiating disposition action (destruction between given beginning and ending dates, microfilm-destruction, microfilm-security, transfer, or scheduled destruction or microfilm-destruction programs) shall furnish all legal citations (state and/or federal) on Public Records Conservation Requests (SA2:5/56 Revised); otherwise, requests not bearing them shall be returned to the agency for completion. Legal citations shall bear upon statutory reference in regard to the creation of the agency, and the retention or disposition of records.

Each agency desiring authorization to initiate disposition action shall at least thirty (30) days prior to the date proposed (except when dire emergency occurs affecting the public peace, health or safety) submit to the state archivist a request for such authorization in the manner and form (SA2:5/56 Revised) prescribed by the state archivist. Upon receipt of such request, the state archivist will clear with the attorney general and, if necessary with the auditor of state on financial records. Requests pertaining to educational records will also be cleared through Mrs. Helen H. Downing, designated records officer for the State Department of Education, the offices of the County Superintendent of Schools, and the offices of the district secretaries.

No agency shall destroy any records until they are advised in writing of the approval or denial of its request or requests for disposition action.



# 19

## VOCATIONAL SYSTEM PROVIDES HELP IN WORKING SKILLS

... .. "....program  
designed to assist people  
to learn, earn and live..."

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.

Vocational education helps to give definite purpose and meaning to education by relating training to specific occupational goals. It is more inclusive than training for job skills: It develops abilities, understandings, attitudes, work habits, and appreciations which contribute to a satisfying and productive life.

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.

Vocational education for adults plays an essential role in maintaining Colorado's high rate of production, consumption, and, as a consequence, its high standard of living. Adult workers in any field, through training in skills and knowledge related to their occupations, can adapt themselves to technological changes and other developments in their occupation, become more productive, prepare themselves for advancement, and increase their earning capacity.



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

1. Agriculture.
2. Homemaking.
3. Distributive Education.
4. Trades and Industries.
5. Rehabilitation of Physically and Mentally Handicapped.

### AGRICULTURAL EDUCATION

Agriculture Education is a program of practical instruction designed to meet the needs of persons who have entered upon or are preparing to enter upon the work of the farm or of the farm home. It encourages farm boys and adult farmers to improve their own living conditions and those of all rural America.

Vocational agriculture is taught from a practical and functional point of view. Classroom discussions, laboratory experiments and field work are the most common teaching devices. Learning-to-do and doing-to-learn characterize instruction in vocational agriculture.

During the 1956-57 school year 65 high schools and one junior college conducted day classes for vocational agriculture students. Six of the schools had two teachers of vocational agriculture, making a total of 72 teachers. Twelve of these 72 teachers were teaching for the first time; and seven of the 72 were from out-of-state and teaching their first year in Colorado. Two thousand one hundred and eighty-seven (2,187) students were enrolled in all-day Vocational Agriculture classes.

During the 1957-58 school year, 63 high schools and one junior college conducted day classes for vocational agriculture students. Four of the schools had two-teacher departments making a total of 68 teachers of Vocational Agriculture in Colorado. Nine of these 68 teachers were beginning teachers and two were out-of-state teachers, who were teaching their first year in Colorado. Nineteen hundred and seventy-eight (1,978) students were enrolled in all-day Vocational Agriculture classes.

Although these figures represent a decline in numbers of students enrolled in vocational agriculture classes the past two years, there is evidence that the end of the drouth and consolidation of some of the smaller high schools will be factors in a reversal of this trend. The number of schools requesting vocational agriculture programs for 1958-1959 already surpasses the 1956-1957 total. Many schools that have noted a slight decline in enrollment the past several years indicate some growth for the 1958-1959 school year.

Enrollments in out-of-school classes for the school year 1957-1958, showed a slight increase over the previous year while the number of schools offering out-of-school classes remained constant.

Forty classes for out-of-school persons were offered in 21 schools with an enrollment of 521 different individuals in 1957-58 as compared to 33 classes in 21 centers with an enrollment of 464 individuals for 1956-1957.

Participation in the Future Farmers of America activities are planned primarily for rural leadership and citizenship development as part of the total program of Vocational Agricultural Education for high school students. Membership in the FFA declined somewhat during school years 1956-57 and 1957-58. However, that trend is also being reversed and there are indications that the membership will be higher in 1958-59 than in any year since 1953-54.



**ENROLLMENT IN VOCATIONAL AGRICULTURE EDUCATION  
COURSES BY GRADES FOR 1957-1958.**

AG. I .....	760	
AG. II .....	508	
AG. III .....	424	
AG. IV .....	286	
	Total In-School .....	1978
Young Farmer .....	129	
Adult Farmer .....	392	
	Total out-of-school .....	521
	<hr/>	
	GRAND TOTAL .....	2499

**DISTRIBUTIVE EDUCATION**

Distributive Education provides vocational training for that segment of our working population engaged in retail, wholesale, and service occupations. Classes are available through the local public secondary schools and junior colleges.

The Distributive Education program is designed to increase the skill, technical knowledge, occupational information, understanding, morale, appreciation, and judgment of management and workers, and to prepare workers for distributive occupations which may prove to be the student's life work. During the year 1957-58, a total of 7,486 individuals in Colorado received training through this division of vocational education.

The high school students are trained through a combination of classroom instruction and actual supervised work experience in distributive occupations. They work part-time, for which they receive wages, and attend classes part-time. This type of instruction is known as Cooperative Part-Time Training. Teaching personnel are required to have three years actual work experience, in addition to being qualified teachers. The one or two periods spent in school provide an opportunity for group discussions, research and individual study which is directly related to the job performed by the student at the training establishment. During the time the student is on the job, he receives training from the store, sponsor, and manager, but always he is under the jurisdiction of the school-employed coordinator. This program offers regular high school credit for classes in school and also credit for the time spent on the job.

Every individual enrolled in the cooperative part-time program has an opportunity to belong to the Distributive Education Club, an organization dedicated to the purpose of providing a professional organization for young people who are interested in careers in retailing, wholesaling, and service businesses. Some partial objectives of the club are to develop leadership, to provide an intelligent choice of occupations in distribution, to develop a feeling of responsibility to society, to develop high ethical standards in business, to develop an appreciation of the influence of fine arts in business and to stimulate lasting interest in continued study for the job.



Distributive Education also provides training programs for adults. These classes meet in the evening or other non-working hours, at the convenience of the group. Classes may be held during working hours in cooperation with management. Any worker who sells a service or commodity—who is employed in a retail or wholesale occupation—is eligible to enter the class. Specialized training is provided in such courses as fundamentals of selling, customer relations, advertising, retail display, waitress training, textiles, salesmanship for those servicing Colorado visitors, show card lettering, and others that might be requested by the merchants.

To a great extent, instructors for the adult educational classes are selected from the business community on the basis of their knowledge of the particular subject they are going to teach and their teaching ability. These men or women must have at least five years of practical working experience and be recognized as leaders in their business before they are eligible to teach on the adult level.

### HOMEMAKING EDUCATION

**High School Program**—Vocational Homemaking, as taught in high school, is planned around realistic, family-centered problems as faced by homemakers in each community. The program includes study, laboratory lessons, field trips, and an organized home experience program for each student which puts to use new learnings. These experiences all contribute to helping pupils live a satisfying personal and home life and to be able to assume responsibility for a share of community living. The scope of the offerings covers all the aspects of homemaking. Each program covers a sequence of learnings in each grade level, ordinarily offered in schools in Homemaking I, II, and III. Through study and working with small children such as in play schools, the pupils gain an understanding of the physical, emotional, and social development of little children. At the same time, they better understand their own reactions.

Today, innumerable socio-economic changes are making impacts on family living. Through home visits, the teacher knows her community and can help pupils adjust wisely. Pupils are led to develop a set of "values" for themselves which will guide their decisions, resulting in richer living experiences for themselves and members of their families, and a basis for establishing a sound home in the future.

Students learn how to buy food wisely and to prepare well-balanced and economical meals. Training is provided in good buying practices for spending the personal and family dollar for clothes, furnishings, equipment, as well as for the development of skills in making and repairing clothes, furnishings, and using and taking care of equipment. Emphasis is given to developing good management practices. Homemaking is a worthy calling, requiring the development of fundamental practices necessary to think critically, to communicate ideas, to solve problems using scientific methods, and to have consideration and concern for others.

	1956-1957	1957-1958
Number of secondary schools offering vocational homemaking	98	97
Enrollment in high school vocational homemaking programs	6,074	6,310



The Colorado Association of Future Homemakers of America opens its membership to any pupil taking homemaking in high school. Under the sponsorship of the teacher-advisor, school work, home experiences, and club work are all integrated. FHA members strive for better home living for all as an overall purpose and they desire to interest girls in going on to college for professional training in home economics. Experience in a local chapter and at the district and state levels develops leadership and much cooperative ability.

Significant statewide projects of Future Homemakers included a playhouse (10' x 12') for the State Home and Training School at Grand Junction, built by the Palisade Chapter of Future Farmers. Future Homemakers provided money for buying lumber and other building supplies and furnished the house with play equipment.

The State Association of Future Homemakers provides two scholarships each year for outstanding Future Homemakers who continue their education in college home economics.

	1956-1957	1957-1958
Number of schools with FHA Chapters	86	94
Number of FHA members	2,582	2,662

**Adult Homemaking Education**—Outstanding in Colorado are the parent education classes. Enrollments of 4,153 for 1956-1957 and 4,573 for 1957-1958; young mothers of preschool children meeting one morning weekly or bimonthly (as the case may be) during these school years, for the purpose of discussing such topics as:

- This Business of Discipline
- Moral Values—How Children Come By Them
- The Family and Democracy
- The Father's Role in the Family
- Developing Responsibility in Children
- Television—How To Use It Wisely with Children
- Growth and Development of Children—Mental, Social, Emotional, and Physical
- Protecting Children Against Prejudice
- Parenthood Is What You Make It

During the time the mothers are meeting, their youngsters are in a preschool which also serves as a laboratory where the mothers, on a prearranged schedule, have an opportunity to observe and work with children of this age in a group situation.

	1956-1957	1957-1958
Total number of adults enrolled in Homemaking classes	12,437	13,804
Number of centers providing adult Homemaking classes	44	52
Number of classes providing adult Homemaking instruction	461	638

The Homemaking Division is responsible for development of curriculum guides and sends them to all schools in Colorado having a homemaking program. In 1957 a guide for *Management of Personal and Family Living* was distributed, and in 1958 *Family and Group Relations*.

The program including both high school students (14 or older) and adults had enrollments as indicated:

Year	Total Students	High School	Adult
1956-1957	18,511	6,074	12,437
1957-1958	20,114	6,310	13,804



## TRADE AND INDUSTRIAL EDUCATION

**Trade and Industrial Education**—Vocational Trade and Industrial Education in Colorado has as its controlling purpose the fitting of individuals for useful employment in a trade or industrial occupation. It is axiomatic therefore that trade and industrial education in Colorado is an integral part of the total program of public education and contributes very significantly to all of the major objectives of education. It is designed for those persons who need it, want it, and can profit by it.

**Day-Trade and Cooperative Part-Time Classes**—Vocational Trade and Industrial Education is provided to public school students in the high schools and junior colleges of the state.

The areas of instruction in the secondary schools are confined at the present time to:

1. Day-Trade Preparatory. Classes which are designed and organized to give young persons an opportunity to acquire the necessary skills, technical knowledge, job habits and attitudes necessary for entry into employment in the field of their choice.
2. Cooperative Classes. This is a diversified program for high school youth who work half-time on an approved program, which is trade and/or industrial in nature, and attend high school half-time.

Data relating to participation in vocational trade and industrial education classes may be summarized as follows:

	Schools Cooperating	Enrollment	Males	Females
1956-57 Cooperative Classes	4	55	45	10
1957-58 Cooperative Classes	4	902	65	837
1956-57 Day-Trade Classes	16	1912	1912	0
1957-58 Day-Trade Classes	16	2306	2027	279

The increase in enrollment in the Day-Trade Classes was primarily in the areas of the needle trades and cosmetology. The increase in cooperative part-time classes was for the most part in the area of practical nursing.

**Adult Education**—Rapidly changing vocational trade and industrial conditions resulted in a substantial increase in trade and industrial education classes during the past biennium. Training was provided by high schools and junior colleges through the organization of all-day trade preparatory and trade extension classes for adults and out-of-school youth. Additional training was provided through the use of itinerant instructors in the areas of firemanship, peace officer and electrical lineman training. Part-time cooperative training was conducted for adults in the area of practical nursing.

Chart I.

Enrollment in Adult Vocational Education Trade and Industrial Education Extension Classes for the Last Five Years:

Year	Enrollment	Males	Females
1953-54	16,758	15,862	896
1954-55	19,127	17,852	1275
1955-56	19,890	18,767	1123
1956-57	21,005	20,206	799
1957-58	22,807	20,703	2104



Extension classes include all classes for employed adults and out-of-school youth conducted by or through local high schools, junior colleges or by itinerant instructors.

Greatest expansion in vocational trade and industrial education during the past five years has been in the fields of supervisory development, public service, practical nursing and vocational technical training. The past fiscal year shows a great increase in enrollment in such specialized fields of adult vocational education as industrial electronics, missile control and allied industries.

Specific and general areas of vocational trade and industrial adult education wherein the participants received on-the-job and related training during 1957-58:

Chart II.

	Enrollment	Males	Females
Apprenticeship	1,724	1,724	0
Firemanship	7,949	7,949	0
Electrical Linemen	2,077	2,077	0
Job Safety & Training			
Peace Officer	2,097	2,086	11
Practical Nursing	1,734	29	1,705
Other Adult Vocational Training	7,226	6,838	388
Totals	22,807	20,703	2,104

### REHABILITATION DIVISION

The Rehabilitation Division of the State Board for Vocational 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.

The 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 18,000 people in Colorado who are in need of these services.

During the fiscal year ending June 30, 1958, there were 737 disabled citizens rehabilitated at an average cost of \$530.54. "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 737 persons, only 67 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 initially amounted to \$3.99 a week. After receiving rehabilitation assistance the average wage of the group, which included a few housewives, rose to \$47.13 a week. At this rate yearly wages would amount to more than \$1,806,210.12 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 3,301 persons processed by the agency during the 1957-58 fiscal year. In addition to services obtained for clients in cooperation with other agencies but at no cost to vocational rehabilitation, the following services were rendered at cost to the agency:

- 947 medical examinations were secured
- 50 medical-surgical treatments
- 125 prosthetic appliances
- 35 convalescent home care and hospitalization
- 812 training and/or training supplies
- 299 maintenance and/or transportation
- 62 occupational tools, equipment and licenses

Rehabilitants originated in 47 of the 63 Colorado counties, as shown:

12 Adams	6 Garfield	11 Morgan
8 Alamosa	1 Gilpin	7 Otero
24 Arapahoe	2 Grand	1 Ouray
1 Archuleta	2 Gunnison	2 Park
1 Baca	5 Huerfano	1 Phillips
3 Bent	32 Jefferson	1 Prowers
15 Boulder	3 Lake	99 Pueblo
1 Chaffee	5 La Plata	3 Rio Grande
12 Conejos	23 Larimer	3 Routt
2 Costilla	14 Las Animas	1 Saguache
3 Crowley	2 Lincoln	4 San Miguel
13 Delta	4 Logan	1 Sedgwick
237 Denver	30 Mesa	2 Washington
4 Eagle	2 Moffat	31 Weld
72 El Paso	6 Montezuma	6 Yuma
11 Fremont	8 Montrose	

Rehabilitants were in the following age groups:

145	Age 16 to 20
194	21 to 30
153	31 to 40
154	41 to 50
78	51 to 60
13	Over 60

Rehabilitants were from the following disability categories:

38 or 5%	Arthritis	62 or 9%	Mental and Emotional
55 or 7%	Cardiac	21 or 3%	Mentally Deficient
7 or 1%	Cerebral Palsy	212 or 29%	Orthopedic
21 or 3%	Epilepsy	9 or 1%	Paraplegic
22 or 3%	Eyesight	170 or 23%	Respiratory
46 or 6%	Hearing	74 or 10%	Other







SECTION THREE

EDUCATION NEEDS  
HELPFUL AIDS,  
SERVICES

... .. “... *modern  
facilities serve more  
than mere classrooms...*”



## GUIDANCE AIMS TO BROADEN USE OF TALENTS

... . . . . " . . . trend is now  
toward such evaluations  
in grade schools . . . . "

The tendency (noted in previous biennial reports) for high schools in larger communities to offer better organized programs of guidance services than smaller high schools still exists. In general, the quantity and quality of such services vary widely in Colorado schools.

During recent months this state has, as evidenced by public statements and activities, given considerable attention to the nationally emphasized need for training scientists and engineers. Guidance, with its concomitant services of counseling and testing, is being acknowledged as an important area of services by which students of outstanding aptitudes and capacities may be recognized and their development fostered through proper training. As early as three years ago, the state conference held as a preliminary to the White House Conference on Education stressed the need for improved guidance and counseling in the schools. More recently the Colorado State Legislature, as a part of the provisions of Senate Bill 25 (Forty-First General Assembly; Second Regular Session), instructed a committee to study "counseling and guidance programs in areas of scholastic endeavour." The voluntary organization of college admissions officers and representatives of high schools, known as the Colorado Council of High School College Relations, continues to exert much of its effort toward expediting the transfer of college ability young people from high school to college. Guidance services are an important aspect of that emphasis.

During the biennium, schools and colleges increased attention to the identification of gifted students and to meeting the challenge of developing their superior talents. Unusual efforts by way of identification of the gifted and experimental classes for them were made in certain Colorado school systems. The Denver public schools, in par-



ticular, have been carrying forward projects of this nature. This attention to gifted students in the schools of the state has been matched by increasingly adequate services for the physically and mentally handicapped with the aid of the state program of special education.

With these developments in meeting the needs of young persons of unusual capacities, it has become increasingly apparent that the provision of guidance services in the schools must be kept well-balanced. In order to foster the growth and development of the talents of all young people, and thus serve the best interests of society, guidance services must be provided for those of ordinary or average promise, as well as for the handicapped and for the gifted.

Formally organized programs of guidance services are as yet found in secondary schools, for the most part, in spite of the trend toward increasing attention to these services in the elementary schools. As Table I indicates, junior high school grades quite commonly provide guidance services. These figures were secured by means of a questionnaire returned by 186 junior and senior high schools during the school year 1957-58. Of this number, 132 provided guidance services at one or more grade levels.

TABLE I  
**GUIDANCE SERVICES PROVIDED AT VARIOUS GRADE LEVELS**

<u>Grade Levels</u>	<u>Number of Schools</u>
7 - 8	6
7 - 8 - 9	35
1 through 12	23
9 through 12	37
10 - 11 - 12	16
11 - 12	4
9 and 12	4
Single grade	7
	<hr style="width: 10%; margin: auto;"/> 132

Another phase of guidance services out of balance is that of assistance in vocational choice. In spite of the historical role of vocational guidance in the development of guidance services in the schools, persons serving as counselors are quite frequently lacking in competence in this area.

One of the findings of the 1957-58 survey was that 87 high schools of a total of 267 in the state, surveyed for this purpose, had assigned "guidance workers": teachers, part time and full time counselors. Thus only approximately 33 percent of the high school of the state had provided any specific designation of personnel for guidance duties. Nevertheless, in terms of enrollment, it was found that 72 percent of the high school students of the state were enrolled in these schools, i.e., in schools having assigned guidance workers. Obviously guidance personnel were preponderantly located in the larger high schools. It was also apparent that nearly three-fourths of the state's high school students were being served by high schools providing such personnel.



Of the persons listed in Table II, below, as "guidance personnel," it was estimated from reports available that approximately 250 of the total of 361 were actually doing formal counseling, on either a part-time or full-time basis.

TABLE II

**PART TIME AND FULL TIME GUIDANCE PERSONNEL**

<u>Less Than Half Time</u>	<u>Half Time</u>	<u>More Than Half Time</u>	<u>Full Time</u>	<u>Total</u>
256	36	34	35	361

It was not possible to determine how well qualified in guidance and counseling were the counselors and teachers carrying guidance assignments. This was partly due to the fact that there is no certification for counselors in Colorado schools, and, therefore, no generally accepted standards to be met. A sampling survey indicated that approximately one-fourth of these "counselors" were adequately trained and qualified under standards commonly adhered to in most of the states.

The proper maintenance and use of cumulative records is an essential phase of services supporting counseling and other type of guidance assistance. Table III indicates the results of the survey with respect to the use of cumulative records. The conclusion seems justified that such records were widely kept and used in Colorado schools during this biennium.

TABLE III

**USE OF CUMULATIVE RECORDS (186 Schools)**

<u>Use</u>	<u>Number Schools</u>
Kept for Every Pupil	173
Regularly Used in Guidance By Counselors	154
By teachers	111
Regularly Received from Preceding Grade	154
	161*

\*On this question 32 of the 48 junior high schools reported in the affirmative.

The availability of educational and occupational information is also an important aspect of a program of guidance services. Table IV indicates that, as in the case of the provision of counselors, a limited number of high schools (larger schools) provide adequate occupational information. The number of occupations about which high school age youth secure information should be sufficient to keep students informed of occupational opportunities in our society regardless of the size of the high school.



TABLE IV  
**AVAILABILITY OF OCCUPATIONAL INFORMATION  
 MATERIALS (186 Schools)**

<u>Number of Occupations</u>	<u>By Number of Schools</u>
More than 100	57
51 - 100	27
26 - 50	37
25 or less	34

While formally organized guidance programs, with competent counselors and other basic services, are essential to the proper guidance of youth, the guidance function of classroom teachers cannot be minimized. For this purpose teachers should have some guidance training and preparation. It is still partly a matter of conjecture as to how many Colorado teachers are adequately trained in this aspect of teaching. Estimates of this type of training are made particularly difficult by the well known fact that some guidance training and other training in closely related areas is offered in connection with courses of study under other titles.

The responsibility of teachers for guidance falls especially heavily upon teachers in elementary schools. A study completed during the biennium indicated that elementary teachers support guidance in theory much more frequently than they understand the basic principles involved.<sup>3</sup> This study also indicated that incidental guidance training, or training in closely related fields did not necessarily result in improved teacher guidance competence.

In conclusion it may be reported that guidance services are steadily improving in the larger high schools of the state, and that about three-fourths of the high school students in Colorado are served by schools having formal guidance programs. Guidance services do still vary greatly in quality. Further progress is indicated in a number of important areas:

1. As long as there remain small high schools in Colorado,—and they still constitute the majority in terms of numbers of schools,—attention should be given to providing them with guidance services. The guidance needs of young people in small communities are fully as pressing as those of students in larger areas.
2. There is an urgent need for an increased supply of trained and competent counselors. There is a parallel need for certification of counselors with the acceptance of adequate standards.

<sup>3</sup>*Guidance Attitudes and Understandings of a Selected Group of Elementary School Teachers. Doctoral Study, University of Colorado.*



3. Guidance programs in elementary schools deserve increased attention.
4. Guidance services need to be kept in balance with respect to (a) vocational planning as well as to educational planning and personal adjustment; and (b) attention to youth of all types of abilities and talents as well as to the handicapped and to the specially gifted.
5. Increased emphasis should be placed on the guidance training of teachers, both on a pre-service and an in-service basis.

### THE USE OF TESTS

Standardized tests are used both for the improvement of instruction and in assisting individual children and youth through guidance services. Their importance for these uses has come to be commonly accepted in American education. A survey was made of the use of tests in Colorado schools during the school year 1957-58. Questionnaire responses were received from 680 school districts. Table V shows that academic aptitude tests,—commonly referred to as “intelligence” tests,—were quite commonly used, and that the most common practice was to give them in three different grades each year. Schools not using them at all were found to be one room or other very small schools.

TABLE V

#### FREQUENCY OF USE OF ACADEMIC APTITUDE TESTS

Number of Grades in Which Given	Number of Schools
All (12)	26
11	4
10	12
9	7
8	43
7	4
6	43
5	20
4	48
3	131
2	76
1	48
None	218
Total	680



In Table VI, the extent to which academic aptitude tests were used in the different grades is reported. They are given most frequently in the sixth grade, but quite commonly in all elementary and junior school grades. High schools seem to feel less need for the results of these tests, a situation which may in part be due to reliance upon results received from previous grades.

TABLE VI  
TEST USE BY GRADE LEVEL

<u>Grade Given</u>	<u>Number Schools</u>	
	<u>Achievement Tests</u>	<u>Academic Aptitude Tests</u>
First	296	146
Second	352	153
Third	440	184
Fourth	447	175
Fifth	445	166
Sixth	444	229
Seventh	340	188
Eighth	345	154
Ninth	127	138
Tenth	93	97
Eleventh	94	110
Twelfth	95	99

Achievement tests were found to be used much more frequently in elementary and junior high school grades, as Table VI indicates. The most common pattern of grade use is shown in Table VII. Apparently a significant number of Colorado elementary schools give achievement test batteries in each grade, one through six, or one through eight.

TABLE VII  
ACHIEVEMENT TESTS: MOST COMMON PATTERNS  
OF GRADE LEVEL USE

<u>Pattern</u>	<u>Number Schools</u>
1 thru 8	120
1 thru 6	71
All Grades (?)	44
3 thru 8	30
3 thru 6	29
2 thru 6	26

(?) Some question of interpretation was a problem with the reports on this item.



Colorado junior and senior high schools make considerable use of interest inventories, as Table VIII indicates.

TABLE VIII

**USE OF INTEREST INVENTORIES BY GRADE LEVEL**

<u>Grade Given</u>	<u>Number Schools</u>
7	16
8	20
9	75
10	62
11	65
12	74

The figures cited on the use of tests pertain to the extent to which schools reported administering and using them. No extensive evidence was available to show how skillfully findings from tests were used in interpretation; how effectively they were used in the guidance of individual young persons or in the improvement of instruction in general. There is a need to gather normative and other comparative data from test results on a statewide basis.

**SCHOLARSHIPS**

The scholarship situation as it now exists nationally is a confusing and complex one. Observation indicates that nearly all high schools in the state make some effort to acquaint their students with scholarship opportunities. The Joint Honor Scholarship program, participated in by all publicly supported institutions of higher education, is undoubtedly one with which all high schools are familiar. Table IX gives the results of a report from 186 junior and senior high schools (school year 1957-58) as to participation in scholarship programs.

TABLE IX

**PARTICIPATION IN SCHOLARSHIP PROGRAMS\***

<u>Program</u>	<u>Number Schools</u>
Joint Honor	105
National Merit	93
Boettcher	13
Gates	9
Colorado P.T.A.	7
Elks	4
Colorado School of Mines	3
4-H	3
General Motors	3

\*Several of the larger school systems reported simply that they participated in practically all programs available. This table then is to be considered as only generally indicative and not as a complete tabulation. Seventeen other scholarship programs were mentioned by one or two schools.



There is a need for improved service on scholarship offerings. Different agencies, as well as the various institutions of higher learning attempt to provide some of these services. The quality of service given by the high schools of the state varies considerably.

In general, the larger high schools perform this type of service more effectively than smaller ones. The Division of Guidance Services attempts to render scholarship services to the schools by keeping as well informed as possible, and by answering inquiries and publishing a limited amount of information in the Colorado Guidance Newsletter.

## 21

# SPECIALIZED STAFFS HANDLE SCHOOLS' MENTAL HEALTH

... .. “ ... conditions and  
problems closely scrutinized  
.. and recognized... ”

Colorado schools have moved ahead steadily in their efforts to meet the mental health needs of their students. Because mental health is an abstract concept, it is difficult to find objective criteria to report which demonstrates this progress.

One way is to count the special personnel. On the last day of school in the spring of 1958, fourteen school psychologists were reported to be working full time in the schools. These were employed in seven school districts, including Denver which had seven. At least four school districts contracted with certified school psychologists who were not otherwise employed in the schools for individual psychological consultations and evaluations.

Eight districts employed certified school psychologists as teachers, coordinators, principals or in some other capacity and used them for



part time psychological evaluations and consultations. Only two schools, Denver, which had 32, and Colorado Springs, which had four, employed social workers as such.

A number of other schools throughout the state used visiting teachers, police truant officers, and school nurses in lieu of social workers. Where professional personnel has been used, new knowledge of the dynamics of children's behavior and much help in understanding the interrelationships which exist between the school, the home, the teacher, the parent and the child have been brought to the school. Recognition of these gains is motivating other schools to obtain these services. In a few cases county welfare agents have been used.

The close of the 1957-58 school year saw the formation of many new and larger school districts which will begin to function in the fall of 1958. Because of their greater size, they will be able to supply more specialized personnel than has been employed in the past. To anticipate this need a conference was held in May, 1957, to which 25 superintendents from areas likely to be involved in school district reorganization were invited. These superintendents discussed with the State Department of Education, State Department of Health, and the National Institute of Mental Health problems related to appropriate school staffing. This problem was again explored in the 1957-58 Regional Conference for school administrators.

It is recognized that the school administration plays the most important role in developing mental health in the schools. School boards which are alert to the mental health needs of their schools and to the new knowledge which is available to education are helping the school superintendents whom they employ to secure professional assistance. These superintendents, by their recommendations relative to the employment of specialized personnel, provision for records and for conferences and provision for the psychological and social services, are building good mental health programs. They are careful to select principals and teachers who are alert to the emotional needs of the children.

Also, within this biennium, the Children's Laws Committee of the Legislative Council met with educational, judicial, parole, welfare, and other agencies throughout the state to study the procedures used in aiding children with personal problems and to coordinate the efforts of different agencies.

It would seem clear that the schools of the state are moving ahead in recognition of their responsibility for the mental health of the child. Specialists are being added and studies are being made of conditions and problems which cause children to leave school before they have reached the educational level optimum to them.



# 22

## LUNCH PROGRAM SHOWS EXPANSION YEAR-BY-YEAR

... .. " ... benefits help  
children in good food,  
manners, and habits ..."

The 1957 fiscal year was a banner year for School Lunch. Congress raised the appropriation for the National School Lunch Program to \$100,000,000 from the \$83,000,000 it had been the previous three years.

While this did not permit a general raise in reimbursement to the schools, it did take care of the greater participation and permit some increases for the most needy schools. The majority remained at 4 or 5 cents per meal.

In addition to the increase in money, Colorado schools had the greatest amount of donated commodities we have experienced. The value of these commodities, based on cost to the Government and not what the school would have had to pay, was approximately \$1,000,000. Beef and pork were included, which are always high cost items for the schools.

### **A Year of Rising Costs**

The 1958 fiscal year was a tough one for the schools. Congress held the appropriation to the same figure (\$100,000,000), which provided nothing for expanding participation. What was worse, donated commodities were greatly reduced and only enough meat was received for about one week's meals.

Food costs rose all through the year while the demand for free and reduced-price meals also rose. The result was that schools lost the operating capital they had been able to build up in previous years and will start the next school year with a zero or minus balance.

Many of the schools were forced to increase their charge for the meal. Most of those that held off, will raise the price at the beginning



of next year. Unless some means is found to provide additional financial assistance to the schools, many children may be priced out of the lunchroom.

### **An Ever-Growing Program**

Participation continues to increase, a new high of 90,470 children were fed daily in December, 1956 while in December, 1957, there were 95,000 fed daily. Increases were due to addition of new schools and a higher percent of participation in old programs.

Participation did not hold up in the spring of 1958 due to increases in charge for the meal and a sagging economic situation that made it harder for parents to pay for the children's lunches.

A major accomplishment in the 1956-1957 year was the compilation and publishing of a *School Lunch Manual*. There had been nothing previously available for school administrators making initial inquiry about the lunch program, or anything to which a school official could refer in meeting problems in procedures or policy.

### **Training for School Lunch Workers**

The regular Workshop for cooks and managers was held at Colorado State University at Fort Collins, Colo., both years. Attendance had to be limited in both years as applications exceeded the facilities. Courses were given in meal preparation, sanitation, menu planning, nutrition for the child, Type A lunch requirements, baking demonstration, instructions on quantity purchasing, and kitchen techniques and management. Improvement in quality of the meal and better management are noted on field trips to schools whose personnel have taken part in the School Lunch Workshop.

### **An Expanded Special Milk Program**

Congress has continued to provide \$75,000,000 annually for the Special Milk Program. In 1957 in Colorado, 756 schools participated in the Milk Program and in 1958 the number increased to 796. Schools receive 4 cents per half pint of milk for each one-half pint served in addition to the one-half pint served with the Type A lunch. Schools not participating in the Lunch Program receive 3 cents per one-half pint for all milk served to children. The amount of money received must be reflected in a lower price to the child.

In addition to schools, child-care institutions and summer camps also participate in the Special Milk Program. They receive 3 cents per half pint of milk served, if the milk is priced separately, but must pass this on to the children in a lower charge for the milk. If milk is not priced separately, then the camp or institution must in some way show an increase in the amount of milk served, such as offering milk more times a day, and receive 2 cents per one-half pint for all milk served. Sixty-two Colorado camps and institutions serving 5,306 children are taking advantage of the program.

### **Migrant Children Enjoy Good Eating at School**

The pilot migrant schools have made maximum use of the School Lunch and Special Milk Programs. Having a good meal at noon has been one of the incentives that bring the children regularly to school.



Weight and growth charts have been kept on each child. The growth and gain in weight have been phenomenal in some instances, and all participating children show above normal increases for the relatively short period of the summer pilot schools.

Because a high percent can not pay the full charge of 20 cents or 25 cents, the Department allows the maximum reimbursement of 9 cents per meal. Teachers make good use of the feeding program in teaching the children to eat new foods, use of tableware, and proper manners. It also offers the teachers who always eat with the children an opportunity to continue to discuss problems and answer questions in a relaxed, informal way.

## 23

# RESEARCH UNIT REACTIVATED FOR STUDIES

... .. " ... *expansion*  
*intends needed help*  
*to local districts...* "

Following the resignation, September 1, 1956, of the former Director of the Division of Research for the State Department of Education, the Research Division remained on a standby basis until July 1, 1957. At that time the Division was reactivated, with a new Director, a Research Assistant and one secretary.

During the 1957-58 fiscal year, the Research Division has completed numerous projects, chiefly statistical in nature, has served as a consultant agency in educational research, and has worked cooperatively with the other divisions of the department in gathering and analyzing needed data.

Annual statistical analyses for which the Research Division is primarily responsible have included the following:

### **Comparative Information on Enrollments, Teachers and School Finance.**



**Teacher Supply and Demand Study.**

**Analysis of Colorado High School Graduates.**

**Study of Teacher Turnover.**

**Analysis of Teaching and Administrative Positions in Colorado by Teaching Levels, Certification and Salary.**

**Analysis of School Levies.**

**"These Are The Facts" (an annual compilation of data concerning education in Colorado.)**

**Colorado Public School Enrollment Trends (May, 1958) (revised every three years).**

**Annual Salary Study (and additional comparative data concerning local schools) (cooperatively with Colorado Association of School Administrators).**

In addition the division has secured specialized educational data for educators, students, newspapers, parents, board members, and various organizations. It has had close cooperation with such groups at the Colorado Education Association, the Colorado Association School Administrators, the Colorado Association of School Boards, and the Legislative Council.

Tentative plans have been drawn for stimulating cooperative research in the state and for assisting local districts in organizing and carrying out action research on their own school problems. However, the press of statistical status studies has, as yet, prevented significant activity in those areas.

Allied with the Division of Research is the Migrant Educational Research Project, a cooperative study under Public Law 531 of the Federal Congress. This project is discussed on page 84. The Small High Schools Study, a research project financed by the Ford Foundation (being carried out through the Division of Secondary Education) is discussed on page 49.



# 24

## ADEQUATE RECORDS ESSENTIAL FOR ALL PUPILS

... .. “... data  
concerning each child  
vital to progress...”

As one of the most rapidly growing states in the nation, Colorado has shown a steadily rising school enrollment. In the twelve years since the end of World War II, the public school enrollment in Colorado has increased by 135,750 pupils—a gain of 68 percent.

<b>Year</b>	<b>Enrollment</b>
1945-46	199,441
1946-47	205,930
1947-48	208,928
1948-49	217,020
1949-50	224,245
1950-51	229,056
1951-52	231,533
1952-53	252,326
1953-54	271,960
1954-55	289,690
1955-56	307,753
1956-57	321,452
1957-58	335,191

Source: County Superintendents Annual Reports



## Projections

Without question this rise in enrollment will continue for a number of years. A revised study of enrollment trends, completed in the spring of 1958, indicates that kindergarten through junior college enrollment will be over 460,000 by conservative estimate by 1965-66.

### PROJECTED YEAR-END ENROLLMENT

Year	K-8	9-12	Junior College	Total
1958-59	276,379	77,160	3,197	356,736
1959-60	290,998	79,534	3,489	374,021
1960-61	302,422	84,484	3,757	390,663
1961-62	310,514	92,820	4,036	407,370
1962-63	319,427	100,416	4,306	423,926
1963-64	327,471	107,667	4,564	439,702
1964-65	335,535	111,696	4,841	452,072
1965-66	342,110	114,543	5,139	461,792

Source: Colorado Public School Enrollment Trends (May 1958)

The foregoing projections are based on actual births, survival ratios from birth to first grade, and grade advancement ratios from grade one through twelve for the years 1950-57. In-migration and out-migration are thus automatically included in the computations, and the presumption has been made that such in-migration and out-migration will continue at the rate experienced for the base years. It has also been presumed that the number of births per year will remain constant. This last presumption will almost unquestionably make the projections conservative, but was used in consideration of inadequate means for forecasting births. It is the intention of the Department to revise the enrollment projection study every three years.

## Holding Power

The enrollment study also produced interesting data concerning the holding power of our schools. For the base years 1950-51 to 1956-57, the enrollment figures showed that out of every 100 first graders, 71.6 advanced to the twelfth grade. As might be expected, holding power decreases in the high school years. It should be pointed out that the grade advancement ratios (shown in the accompanying table) are not true survival ratios, since the in-migration factor has considerable influence. More refined studies of pupil drop-outs are being planned.



## AVERAGE GRADE ADVANCEMENT RATIOS FOR COLORADO

(By Grade, Based Upon Colorado Public School Enrollments,  
1950-51 to 1956-57 School Years)

Grade	Average Grade Advancement Ratio	Cumulative Average Pupil Advancement (Per 100 in Grade One)
1		100.0
2	96.0	96.0
3	100.2	96.2
4	100.5	96.7
5	100.7	97.4
6	101.0	98.4
7	101.7	100.0
8	98.2	98.2
9	97.2	95.5
10	94.7	90.4
11	88.5	80.0
12	89.5	71.6

Source: Colorado Public School Enrollment Trends (May 1958)

### Attendance

Pupil attendance in the public schools of Colorado has been fairly consistent at between 92 percent and 93 percent of membership. Attendance records are kept by each district, summarized by county superintendents, and reported annually to the State Commissioner. They are, at present, broken down by grade level, by sex, and showing whether or not the pupils are transported.

### Census

An annual census of the school-age population from ages 6-21 is required by law, but since state school support funds are no longer distributed on a census basis, the census taking has not been conducted in a fully satisfactory manner. Since new federal legislation apportions federal funds for schools on a school population basis, it will be necessary to take a new look at census procedures.

Distribution of funds is, of course, by no means the only value of an accurate census. Proper educational planning at local, county, state and federal levels depends on thorough knowledge of the school population to be served. Census-taking procedures and reporting forms are now under study, and it is anticipated that the census will loom greater in importance.



## Births

Since 1940, births in Colorado have doubled, as shown in the accompanying table. This has resulted from both increasing in-migration and increasing birth rates. Whether both these factors will remain constant is conjectural, but it is obvious that if they do, the problems of providing adequate education for these oncoming pupils will be considerable.

### LIVE BIRTHS FOR COLORADO

For Selected Years

Year	Live Births (By Residence)
1940	21,416
1943	24,203
1944	23,805
1945	23,228
1946	29,176
1947	32,502
1948	32,826
1949	32,846
1950	33,853
1951	35,755
1952	37,137
1953	37,872
1954	38,906
1955	39,905
1956	41,553
1957	43,168

## Summary

It is becoming increasingly necessary to keep adequate records and accumulate adequate data on school pupils and potential pupils, at all levels of education. The next two years will see intensive study of the problems of pupil accounting and census-taking. Pupil records go far beyond mere counting of noses. The whole pattern of a child's educational development, potentialities and difficulties, as well as data concerning his enrollment and attendance, needs to be coordinated and properly summarized, in order that his own needs, as well as the needs of society, may be met.







SECTION FOUR

CERTIFICATION,  
AND SCHOOLS  
PERSONNEL

... .. “... constant  
effort made to obtain  
fully trained teachers...”





## SCHOOLS SEEKING FACULTIES WHICH ARE QUALIFIED

... .. " ... time has  
come for revising state's  
certification pattern... "

With the changing world, caused by the development of atomic energy and the arrival of Sputniks, and with the eventuality of space travel, educators of the nation are increasingly concerned with the vast field of teacher knowledge required in the public schools of the nation. They are anxious about securing qualified teachers who have a dedicated philosophy of keeping abreast of new discoveries and new knowledge.

This concern, coupled with the constantly increasing demand for teachers for Colorado's public schools, creates a problem which must be recognized by all citizens and taxpayers of the state.

Prediction of teachers needed for Colorado's public schools becomes fact as children born in 1949 and 1950 enter the classrooms of our public schools for the first time. Based on actual birth rates in Colorado, each year there is an average increase of 17,835 children entering the public schools of Colorado.

During the school year of 1957-58, a total of 15,355 teachers, including part-time teachers and administrative personnel, were employed by the public schools.

This shows an increase of 780 teachers, a 5.5 percent gain over the 14,575 teachers of the previous year. Annual increases in the number of Colorado teachers have been as follows:

Year	Numerical Increase	Percentage Increase
1957-58	780	5.5
1956-57	915	6.8
1955-56	756	6.0
1954-55	733	6.3
1953-54	707	6.3
1952-53	531	5.0
1951-52	228	2.0



Based upon Colorado's actual birth rate figures since 1952, a conservative estimate of additional teachers needed for the next eight years would be projected as follows:

Year	Total Teachers Needed	Percentage Increase	Additional Teachers Needed
1958-59	16,215	5.6	860
1959-60	17,037	5.1	822
1960-61	17,855	4.8	818
1961-62	18,641	4.4	786
1962-63	19,424	4.2	783
1963-64	20,201	4.0	777
1964-65	20,948	3.7	747
1965-66	21,472	2.5	524
			6,117

In the foregoing table, the most significant forecast is the year-by-year estimate of additional teachers needed.

Another factor which will affect enrollments in public schools is the in-migration of children, resulting in additional teachers needed. There is no method to predict accurately on this factor, as it will depend on industry and military installations moving into the state.

Salaries of full-time teachers in 1957-58 ranged from \$2,200 to \$7,200, as compared to the 1956-57 figures of \$2,100 to \$6,900.

Salaries for administrators ranged from \$3,400 to \$23,500, with no change from 1956-57. The average salary of all teaching personnel was \$4,518 in 1957-58, compared to \$4,195 for 1956-57, as against \$3,954 for 1955-56.

Present demands for teachers have been felt through all elementary grades, with the pressure now being noticed at the junior high school level. The senior high schools are just beginning to be concerned with the problem of increased enrollments due to greatly increased birth rates which drastically affected the supply of qualified elementary school teachers in the post-war period. However, in certain areas such as music, science, mathematics, and commercial subjects, there continues to be a shortage of qualified teachers. The shortage of science and math teachers seems particularly imminent, as public attention has been focused on these subjects as a result of the Sputnik development.

Not only are the schools plagued with increased enrollments, but there is the problem of replacement of teachers who transfer from one position to another in Colorado, who move to teaching positions out of state, or who leave the teaching profession for a number of reasons. This total is estimated between 1,400 and 1,500 each year.

A survey made of Colorado's teacher turnover at the end of the 1956-57 school year showed 6.6 percent of the teachers were leaving the profession, with at least half of them accepting positions in industry. Considering the new teachers needed because of increased enrollments and for replacement of former teachers, school administrators of the state must find approximately 2,400 teachers each year.



Colorado colleges reported they graduated approximately 2,155 teachers ready to teach for the 1957-58 school year. However, school administrators in the state were unable to employ as much as 50 percent of this new supply, due to competitive factors of offers from other states. College placement directors have stated that school administrators from out of state give contracts to prospective graduates as early as January and February before the students graduate in June. Their biggest talking point appears to be that many out-of-state salaries are much better than Colorado's highest salary base.

Even with a teacher increase of 5.5 percent for 1957-58, the Division of Teacher Certification finds that the number of teachers holding the "graduate certificate" increased 5 percent over the preceding biennium. This means that 85 percent of the regular teachers have more overall college preparation than those of the preceding years.

Of the 15 percent of teachers holding the "non-graduate certificate" in 1957-58, only 3 percent were holding emergency-type certificates. This is a decrease from the preceding year. In this day of teacher shortages, this is an accomplishment achieved through the combined efforts of local school administrators, county superintendents of schools, and the State Department of Education.

### EMERGENCY CERTIFICATION FOR TEACHERS

The majority of emergency certificates issued for the biennial period from 1956-58 were requested by school administrators to fill existing vacancies at the elementary level when school opened.

The figures for 1956-57 showed 599 emergency certificates issued to contract teachers; the balance issued during the year were for substitute or replacement teachers.

The 1957-58 figures shows 481 emergencies issued. This is a decrease of 118. The breakdown by level and class of school requesting such emergency certification is as follows:

#### 1957-58 School Year Emergency Certification—Regular Teachers

	Elementary	Secondary
Rural Schools (1-4 rooms)	142	—
3rd Class School Districts	126	31
2nd Class School Districts	65	9
1st Class School Districts	77	31 (Includes County and Union High Schools)
Total	410	71

### ESTABLISHMENT OF REGULATIONS FOR ADMINISTRATORS' CERTIFICATES

On January 21, 1957, the Colorado State Board of Education adopted rules and regulations establishing provisions for certification in school administration. These regulations were based upon recommendations made to the State Board of Education by an advisory council formed to study the professional preparation and experience which should be required of superintendents, secondary school principals, and elementary school principals.



The program has been in operation since March 1, 1957. Like any new program, there have been a number of problems arising. To help the Department to solve these problems, the original advisory council recommended that the Commissioner of Education appoint an Advisory Committee on Administrators' Certificates.

This Committee operated from July of 1957 until May of 1958, endeavoring to secure the suggestions and approval of both the practitioners in the field and the representatives from the Colorado institutions of higher education which offer graduate programs in school administration. Certain recommended changes in the rules and regulations have been submitted to the State Board of Education.

### CERTIFICATES ISSUED TO COLORADO SCHOOL ADMINISTRATORS

	<u>Superintendent</u>	<u>Secondary Principal</u>	<u>Elementary Principal</u>
Standard Certificate	72	23	25
Provisional Certificate	13	4	11
Statements of Eligibility—30; Denied Certificates—11; Pending—21			

Although the administrative certificate is not mandatory, its schedule of minimum requirements has assisted school board officials in selection of new administrative personnel. In many instances, a number of boards now request applicants for openings to qualify for the applicable certificates before contracts are given.

### ACTIVITIES OF THE STATE BOARD OF EXAMINERS

During 1956 the State Board of Examiners met in a series of meetings with various representatives of the teaching profession to enlist their aid, support, and cooperation in recommending needed reforms in teacher certification.

One fact was evident: No other profession in Colorado has so many agencies giving approval or issuing licenses as the teaching profession. The State Department of Education, under existing regulations, shares this responsibility with the teachers' colleges and first class districts of the state.

Another fact emerged from this study: The State Department of Education is responsible for the general supervision of the public schools of the state but, in the cases of shared licensing, the Department has no control over the certification requirements of teachers holding certificates issued by the teachers' colleges or first class districts.

From the year-long study came definite recommendations for action desired to secure repeal of existing certification laws and eventually to allow for strong certification requirements in the state. Four bills were suggested, approved by the State Board of Education, and presented to the Education Committees of the Senate and House of Representatives early in 1957. These four bills provided for:

- (1) The repeal of the existing statutes in Section 123, School Laws of 1956.
- (2) The repeal of the right of the first class districts to issue certificates for special subjects, Section 123-10-24, School Laws of 1956.



- (3) The repeal of the statute which allows the diploma of the teacher's college to be used as a teaching certificate, Section 124-5-12 and 13, School Laws of 1956.
- (4) The expansion of and change of membership of the State Board of Examiners to include direct participation of all state-supported colleges training teachers.

Of the four bills recommended, only the last bill, Senate Bill 151, concerning the State Board of Examiners, passed.

The State Board of Examiners, operating during 1957 and 1958 as an expanded board, is still aware of needed reforms and is hopeful of positive action in the 1959 legislative session. The members of the Board are working on proposals which they hope will secure the cooperation of the members of the new legislature.

On the recommendation of the State Board of Examiners, approved by the State Board of Education, the Special Permit (emergency certification issued since 1950) was discontinued with the close of the 1957-58 school year.

### **SCHOOL NURSE CERTIFICATION**

Proposed requirements for certification of school nurses, which had been studied and recommended by a representative group of school nurses, were found to be too detailed and too difficult to administer in the suggested form. This group of school nurses, working with staff members and the State Board of Examiners, has now submitted their revised recommendations which have been presented to the State Board of Education for adoption. It is anticipated that the Board will give its early approval. The requirements have been written in an effort to raise the quality of school nursing service throughout the state.

### **TEACHER EDUCATION**

Although the 1957 Session of the General Assembly appropriated funds for a Director of the Division of Teacher Education and Certification, the State Board of Education has been unable to find a qualified person. It is hopeful that such a person can be found during 1958-59. Contemplated changes in certification requirements would make it desirable for a qualified, experienced director to be found promptly.

### **ACTIVITIES IN TEACHER RECRUITMENT**

Staff members of the Department have participated in teacher recruitment activities of the Teacher Education Committee of the Colorado Education Association. During the past two years, emphasis has been placed on identifying high school seniors having desirable qualities for teaching, encouraging them to enter college to train as teachers, and following up this evidenced interest during their college career.

### **NON-PROFESSIONAL PERSONNEL**

Approximately one-fourth of the employees in the public schools of Colorado are non-certified personnel, working in the areas of bus drivers, custodians, maintenance personnel, lunch room staff, clerical help, and health workers.



As the enrollments in the schools increase, the number of non-certified personnel increases. For the school year of 1957-58, this group has been reported to number 5,607 persons.

Although these workers are not identified with the actual classroom activities, they are responsible to their administration for the health, welfare and development of boys and girls.

These workers have been reported to the department by the following assignments:

	Supt's. Secre- taries	Cleri- cal	Head Custo- dians	Other Custo- dians	Bus Driv- ers	Cafeteria Man- agers	Cafeteria Help
1956-57	130	823	250	1,114	1,014	246	873
1957-58	138	1,645	239	1,173	1,071	242	1,099

The work of these people in the school concerns the students' well-being, and as such is a necessary and integral part of the total school program.

### CERTIFICATES ISSUED BY TEACHERS COLLEGES

July 1, 1956 to July 1, 1958

Adams State College .....	172
Colorado State College .....	2,256
Western State College .....	172
	2,600

### CERTIFICATES ISSUED BY FIRST CLASS DISTRICTS

<u>County</u>	<u>1956-57</u>	<u>1957-58</u>
Adams .....	1	1
Alamosa .....	2	2
Arapahoe .....	3	2
Boulder .....	1	2
Delta .....	1	0
Denver .....	46	52
El Paso .....	4	5
Fremont .....	5	4
Garfield .....	0	1
Huerfano .....	1	1
La Plata .....	1	1
Larimer .....	2	1
Mesa .....	4	4
Morgan .....	0	1
Prowers .....	2	0
Pueblo .....	2	3
Weld .....	1	2
Total	76	82

**CERTIFICATES ISSUED BY STATE DEPARTMENT  
OF EDUCATION**

July 1, 1956 through July 1, 1958

Graduate Temporary .....	4,539
Graduate Life .....	792
Non-Renewable Elementary Temporary .....	596
Elementary Temporary .....	70
Elementary Life .....	4
Special Temporary .....	22
Special Life .....	1
Pre-Graduate Permit .....	80
Junior College .....	131
Standard Mentally Handicapped .....	22
Standard Physically Handicapped .....	13
Standard Hard of Hearing .....	5
Standard Visually Handicapped .....	2
Standard Speech Correction .....	28
Standard School Psychologist .....	24
Standard Art ONLY .....	1
Provisional Mentally Handicapped .....	61
Provisional Physically Handicapped .....	9
Provisional Hard of Hearing .....	11
Provisional Visually Handicapped .....	5
Provisional Speech Correction .....	13
Provisional Industrial School ONLY .....	5
Statements of Eligibility (Administrative) .....	67
Administrative Evaluations .....	3
Standard Superintendent .....	76
Standard Elementary Principal .....	31
Standard Secondary Principal .....	24
Provisional Superintendent .....	15
Provisional Elementary Principal .....	2
Provisional Secondary Principal .....	14
Renewals .....	633
Duplicates .....	129
Special Permits .....	291
Letters of Authorization .....	922
<hr/>	
Total	8,641





SECTION FIVE

OPERATING FACTORS  
FOR COLORADO'S  
PUBLIC SCHOOLS

... .. "....state  
department lends its  
counsel, facilities..."





# REORGANIZATION SEEKS FEWER SCHOOL DISTRICTS

... .. " ...general aim  
is to provide improved  
opportunities for all..."

"The General Assembly hereby declares that this act is passed for the general improvement of the public schools in the state of Colorado; the equalization of the benefits and burdens of education throughout the various counties and communities of the state; to provide for the organization of the public school districts in the state, and the alteration of the boundaries of established districts and generally to enlarge the areas of school districts in the state in order to provide for the maintenance of a thorough and uniform system of free public schools throughout the state; to provide for high school education of the citizens of the state of school age who are qualified therefor; to make possible a higher degree of uniformity of school tax rate among school districts; and to have a wiser use of public funds expended for the support of the public school system of the state. To these ends this act shall be liberally construed."

Section 2, Chapter 237, Session Laws, 1957

\* \* \*

A most significant development in aiding Colorado's citizens to cope with problems of education in the space age was the passage by the Colorado General Assembly, and approval by the Governor on May 1, 1957, of the School District Organization Act of 1957.

This act was the direct outgrowth of the comprehensive study



made by the Sub-Committee on School District Organization of the Committee on Education, authorized by House Joint Resolution 14, S. L. '55. This Committee spent 18 months in visiting school districts of all sizes and classes in 11 counties of the state, and holding open public hearings in seven different counties.

When delivered to the Colorado General Assembly, the report of this Committee left no doubt that a sweeping reorganization of Colorado's school districts is the No. 1 requirement to establish local school administrative units strong enough to develop the kinds of educational programs adequate to equip Colorado's children for modern terrestrial living, as well as for the challenges of the space age.

Briefly described, the School District Organization Act of 1957, (Senate Bill 385, Chapter 237, S. L. '57) provides for the selection of County School Planning Committees in all counties where the Act applies. These committees "shall have and perform the following duties": Section 4(8) SB 385

- (a) The making of a careful study of the public school system in its county;
- (b) To cooperate with the state board and the commissioner in arriving at a plan of organization of school districts within said county;
- (c) To pass upon and recommend any plan for the organization of the school districts in said county, or portion thereof;
- (d) To call for an election, or elections, to vote upon such plan as provided herein;
- (e) To make arrangements for such election;
- (f) To assist in the dissemination of information to the electors of the proposed district, or districts, as to the purpose and benefits of such proposed plan;
- (g) To cooperate with the committee of adjoining counties in the event districts embracing two or more counties appear advisable;
- (h) To make all certifications and perform all other acts specifically enjoined upon said committee by this act;
- (i) In general, to do and perform all things reasonable or necessary to carry out the intent and purpose of this act and perfect an organization of the school districts within the county in conformity with the spirit of this act.

In developing its plan for reorganizing the school districts of a county, the county committee is asked in the law to give consideration to these twelve conditions:

- (1) Educational needs of local communities.
- (2) Maximum use of existing school buildings, sites, playgrounds and facilities either for school purposes, or other community activities.
- (3) Convenience and welfare of pupils.
- (4) Equalization of costs and benefits of the public school system in the county.
- (5) Value, amount and location of school properties involved in the proposed plan.



- (6) Nature and amount of all bonded, warrant, or other indebtedness of the districts, or parts of districts involved, including unsatisfied legal obligations and contracts of the districts involved, together with any cash or other assets of such districts.
- (7) Existing highways and roads and particularly as to whether they are all-weather roads.
- (8) Terrain and topography of the counties and existing attendance areas.
- (9) The manner and extent to which transportation should be furnished to pupils who attend the school, or schools, in any proposed district, the approximate cost of such transportation and manner in which such cost should be met, and no plan shall provide for the closing of any school unless suitable provision is made where necessary for the transportation of the pupils who would attend such school to some other school.
- (10) Provide attendance units for students in grade one through grade six near enough each student to permit transportation of the student to and from school each day under normal weather and road conditions in no more than one hour round trip, provided however that exceptions to this subsection may be approved by the State Department of Education.
- (11) Means of providing a twelve grade education for residents of any proposed districts of school age who are qualified therefor.
- (12) Advisability of combining under one administrative head, high school and elementary school districts.

#### **DUTIES OF THE COMMISSIONER AND THE BOARD OF EDUCATION**

The law provides dual responsibilities for the State Department of Education in carrying out the project.

One of these responsibilities is the providing of consultative services to the committees; the other is the function of reviewing the plans presented by the county committees to the commissioner and ultimately approving or disapproving them for submission to the voters. The duties of the commissioner and his assistants are set forth in Section 10 as follows:

- (1) To make a thorough study and survey of the plan, or plans, for the organization of school districts in each county in the state and to make available to the committees in each county of the state all information, facts, figures and statistics as available within the department;
- (2) To render to the various committees such aid and assistance as may be reasonably required in such county, including visits to such county and meetings with the committee, to the end that a proper plan of organization may be accomplished as soon as possible in every county in the state; and
- (3) To publish an annual report of the progress of organization plans in the several counties on or before January 1, 1958, and each January 1, thereafter.



Also, Section 12 of the law gives the Commissioner the power of review of the plan as submitted to him by the county committee. The plan must therefore have the approval of **both** the Planning Committee and the Commissioner **before** it may be submitted to an election of the qualified tax-paying electors resident within the proposed new district.

The efforts of the Division of School District Organization were concentrated upon the successful prosecution of the project envisioned in this legislation. Letters of explanation and bulletins of information on the responsibilities of the local committees were dispatched to every county in the state following the effective date of the law, and requests for the consultative services of the Division began to pour into the office, following elections of the various committees throughout the state. The legislature provided a special appropriation of \$55,000 to implement the activities of the department and the committees throughout the state. Each committee was allocated not to exceed \$500 for its necessary expenses.

Five counties were excused from establishing school planning committees since they were single school district counties or had completed a plan of reorganization satisfactory to the Commissioner of Education.

Those five counties were Denver, Delta, Jefferson, San Juan and Mineral.

There were seven other counties which had completed a plan of reorganization under the provisions of Article 8, Chapter 123, CRS 1953, (former HB 900) but these counties were requested to form school planning committees anyway because of potential joint district problems which might confront them from neighboring counties. These counties were Pueblo, Mesa, Archuleta, Custer, Saguache, Rio Grande and Ouray.

All of the counties requested to form committees did so and the committees were formed and began their work. By January 16, 1958, State Department of Education consultants had met at least once with every county school planning committee in the state.

In meeting with the committees, consultants from the state department suggested organizing the work of the committees into four phases. These phases are as follows:

- (1) Study of existing facilities and instructional programs.
- (2) Evaluation of existing patterns in terms of the potential for the area.
- (3) Translation of this evaluation into proposed school district boundaries.
- (4) Public information program on proposed district plans.

Emphasis in every instance was placed on the importance of making a thorough and careful study of all the related problems before any alternatives for redistricting were considered. It was also suggested that several alternatives for redistricting be studied and analyzed in the light of the provisions of the bill and in the light of the best educational potential for every child before a final solution was settled upon by the committee.



It was seven months before the first plan was submitted to the State Department of Education by any of the committees. On January 6, 1958, Summit County asked its qualified tax-paying electors to approve a plan which included all of the districts of the county in a one-district plan. The voters ratified the committee's proposal by a vote of 130 in favor and 42 opposed. A box score of the SB 385 elections held in the respective counties prior to July 1, 1958 follows:

County	Name of District	Number of Districts†		Total Number of Districts†	Date of Election	Vote	
		Before	After			For	Against
As of September 1, 1957				929			
Summit	Summit	8	3*	924	1- 6-58	130	42
Grand	{ West Grand	12	1	916	2-19-58	157	16
	{ East Grand		1	912	2-25-58	219	145
Chaffee	{ Buena Vista	14	1	908	4-24-58	209	36
	{ Salida		1	900	2-24-58	265	95
Douglas	Douglas	17	1	884	5- 3-58	704	161
Las Animas	{ Primero	46	1	879	5- 2-58	234	45
	{ Hoehne		1	870	5- 7-58	200	52
	{ Branson		1	870	5- 9-58	51	1
	{ Aguilar		1	861	5-14-58	267	50
	{ Kim		1	858	6-24-58	86	13
Trinidad—vote pending (15 districts involved)							
Cheyenne	{ Arapahoe	7	1	858	6-26-58	36	2
	{ Cheyenne Wells		1	858	6-27-58	108	6
	{ Kit Carson		1	854	6-28-58	162	27
						2828	691

†Includes county and union high schools but not junior colleges.

\*Summit County reorganized into one district, but Summit County High School and district No. 6 (which becomes part of the West Grand district) were not dissolved until the Grand County election.

It is significant that all of the new districts formed are districts of the first class, and that they have a unified administration for all grades, K-12 or 1-12, in the system. Elections to this date show a strong trend towards dissolving county and union high school organizations in favor of this unified pattern.

We call attention to the fact that there will be some discrepancies between the figures reported in this chapter and those in the appendix. July 1, 1958 is the date of all the figures in the tables of this biennial report. The date on which several of these new districts became Bodies Corporate follows the July 1 date; therefore, the effect of these elections on the reduction of districts by class and on the reduction of county and union high schools **will not be reflected** in the regular statistical tables in the appendix.

The full sweep of the trend toward organization of school districts of greater size and potential can best be gained by quoting comparable data for successive decades beginning with 1935:

NUMBER OF SCHOOL DISTRICTS BY CLASS OF DISTRICT  
(For selected years)

Year	First Class	Second Class	Third Class	Sub-Total	County H. S.	Union H. S.	Junior Colleges	Grand Total
1934-35	36	89	1930	2055	23	27	4	2109
1943-44	44	82	1804	1930	23	32	4	1989
1954-55	49	89	833	973	21	20	6	1023
1957-58	58	79	727	864	20	16	6	906*

\*As of July 1, 1958



## A LOOK AHEAD

On the basis of these achievements to date, and the generally favorable reaction on the part of the people of the state as a whole toward the principle of school district reorganization, the State Department of Education looks forward with considerable optimism to further accomplishments under this law.

Contact with committees throughout the state indicates that each committee has assumed its share of the obligations enjoined upon it. Rio Blanco, Garfield, Eagle, Moffat, Boulder, Huerfano, Alamosa, Conejos, Yuma, Bent and Lincoln counties, at the time of this report, are in the final stages of perfecting their respective plans prior to the holding of hearings and the eventual submission of their plans to the State Department of Education. Many of the other committees have reached the stage in their deliberations where they soon will be drawing up their plans.

Some of the counties will move ahead more slowly in developing plans acceptable to their people, so that another period of two years of the kind of procedures envisioned in this Act may be necessary to achieve its full fruition.

On the basis of plans now under consideration by the committees of the state, assuming that the voters of the respective counties approve such plans, the number of districts in the state could be reduced to a total of 175. In a four-year period this would mean tremendous progress in the state toward the formation of adequately organized local school administration units.

### ONE-TEACHER SCHOOL DISTRICTS IN COLORADO

(Analysis) 1956-57 School Year

While it is conceded that the one-room school district is fast disappearing from the American scene, this report is intended to show the status of the one-teacher school district in Colorado at the end of the 1956-57 school year.

Colorado is the kind of state which, by reason of geographic and transportation situations, will always have some one-room schools.

It is not the intent of this report to advocate the abolishment of such a necessary institution.

It is intended in the report to indicate some of the reasons why the necessary one-teacher school should be made a part of a school district having other schools and other resources available to bolster the limited program which this report reveals is characteristic of the one-teacher school district.

It is generally conceded that a position in a one-teacher school is one of the most difficult of all teaching assignments. In no other classroom or school situation do we find the quality and scope of educational offering hanging more heavily on the shoulders of only one person. This observation would lead to the conclusion that the one-teacher school demands the best training and the broadest experience, in short—the best teacher available.



Are the one-teacher school districts in Colorado attracting such people to these positions? The facts give a very discouraging answer to this question. While 82.22 percent of all other teachers in the state have degrees (sic) only 27.32 percent of the one-teacher school districts employ persons with degrees. Of all other teachers in the State, 49.29 percent have life certificates based on bachelor's degree minimum with at least five years successful experience, while only 31.69 percent of the one-teacher school personnel have such certificates. On the other hand, 20.77 percent of the one-teacher school districts show their personnel as having special certificates, and only 4.54 percent of all other teaching personnel in the state have such sub-standard certification. (See charts at end of chapter.)

Looking closer at the college training of the staff in the one-teacher districts we find some very well prepared people in these institutions, since 3.28 percent of the teachers in the one-teacher districts have Master's degrees, and a fourth of them have Bachelor's degree. However, 34.43 percent have three years college training, while 32.24 percent have only two years training, 4.37 percent have one year of college, and 1.64 percent have less than one year of college. (See chart at end of chapter.)

Now it might be assumed from the lack of training shown by this personnel that these people are relatively new in the teaching field, and are therefore people who have not had much chance to advance their teaching preparations. However, such is not the case, because we find that 62.29 percent of these teachers have had 10 or more years teaching experience. Significantly 34.43 percent of these people have spent only one year in the district in which they are presently teaching and two-thirds of them have spent only three years or less in the district of present employment. The indications are that the life of a one-teacher district employee is insecure one year to the other, and that the position, important as it is, tends to become relatively less attractive to fully qualified people, for this as well as other reasons. (See chart at end of chapter.)

It is significant that transportation is involved in Colorado's one-teacher school districts. The study shows that 39.36 percent of the total enrollment in the one-teacher districts is transported.

Another significant commentary on the resources of the one-teacher school districts is found in the portion of the teacher's annual report to the county superintendent of schools, reporting the number of books in the library, exclusive of textbooks. There are no library books in 20.77 percent of the districts reported, 10.38 percent reported less than 25 books in the library, and 22.95 per cent reported less than 50 books but more than 25. Therefore 54 percent of the one-teacher districts reported fewer than 50 books in their libraries. This indicates extreme poverty of materials, as most of these schools cover a program of grades one through eight. It would also indicate extreme poverty in terms of reference materials available to the children, as reference works would naturally be included in this column in the report. Or it may indicate a lack of sound reporting of the actual situation on the part of the teacher and the local board of education, which in itself is a commentary on the deficiency of this type of organization.



In all fairness to these districts, it should be pointed out that they undoubtedly supplement the materials on their own shelves from the materials in the county superintendent's office or materials from a county library. In the same vein, however, it should be pointed out that districts which are adequately organized do not have to go outside their own boundaries to obtain the important, basic library materials, but provide them as a matter of course. The fact that these one-teacher school districts are not able to provide from their own resources such materials is again a commentary on their inadequacy.

The total enrollment of these one-teacher districts at the close of the 1956-57 school year was 1857, which is 0.57 percent of the total enrollment of the state.

One of the objectives of sound district reorganization in Colorado is the inclusion of these one-teacher districts in larger administrative units, not to eliminate any needed schools, but to make them better schools.

#### **ADMINISTRATION IN COLORADO SCHOOL DISTRICTS 1956-57**

Another factor pointing up the need for school district organization in Colorado is the great disparity in the administrative pattern. As of June 30, 1957, 200 or 21.4 percent of the school districts in Colorado received the services of a full-time administrator. These 200 districts accounted for approximately 90.15 percent of the total state enrollment. Approximately 31,654 children in the remaining 78.6 percent of the school districts did not receive any such service. All of the first-class districts and 92.7 percent of the second class districts employ administrators, but only 5.2 percent of the third-class districts receive full-time administrative service.

The total administrative-teacher ratio per district is relatively small in the majority of cases. The average ratio for the 200 districts is one administrator for twelve teachers. (See chart at end of chapter.)

The number of pupils serviced by one administrator does not appear to be large. An administrator-pupil ratio of 1-250 or less is the pattern for 57 percent of the districts. The average for the 200 districts employing full-time administrators is one administrator for 300 pupils enrolled. (See chart at end of chapter.)

In determining administrator cost per pupil, administrator's salary cost only is considered, as information on other costs, such as secretarial, supplies, and travel is not adequate in the source. Per pupil cost of full-time administrators range from \$2.64 to \$85.22. In districts with relatively small enrollment, per pupil cost has a tendency to be high. As enrollment increases the cost decreases and levels off between 500 and 5999, rising again from 6000-6999 and dropping at the enrollment figure of 10,000 and over. (See table at end of chapter.)

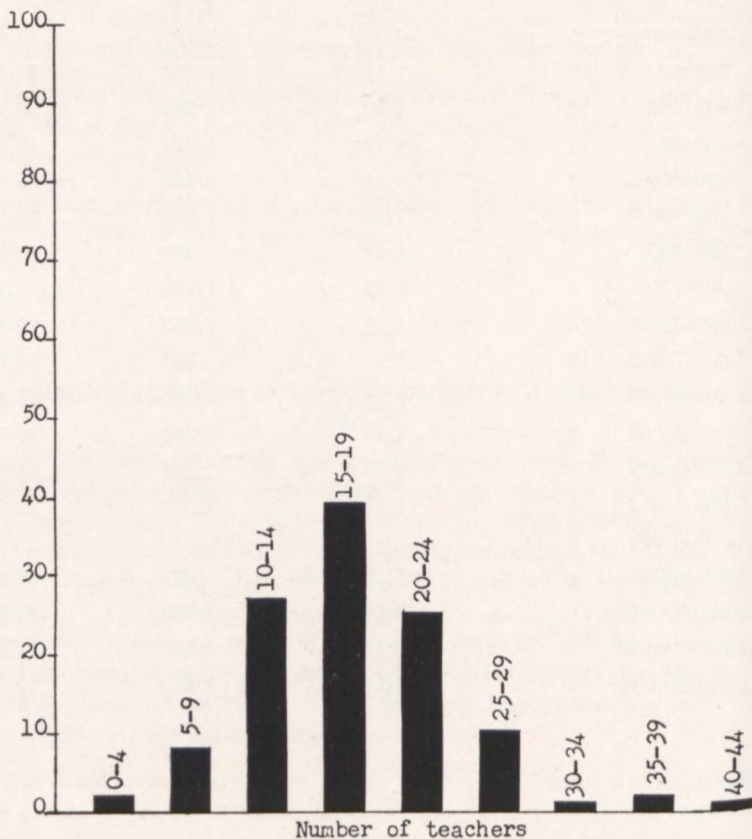
**ANALYSIS OF ADMINISTRATORS IN 200 COLORADO SCHOOL  
DISTRICTS — 1956-57 SCHOOL YEAR**

District Enrollment	Number of Districts	Administrator-Teacher Ratio	Administrator-Pupil Ratio	Administrator-Cost per pupil
0-99	6	1:8	1:78	\$43.26
100-199	40	1:8	1:134	37.27
200-299	20	1:11	1:197	25.04
300-399	26	1:11	1:237	22.22
400-400	16	1:12	1:259	20.51
500-599	11	1:12	1:266	18.46
600-699	9	1:11	1:253	19.31
700-799	2	1:16	1:356	13.16
800-899	9	1:12	1:299	15.26
900-999	2	1:12	1:265	17.43
1,000-1,999	18	1:13	1:252	20.56
2,000-2,999	10	1:11	1:265	18.14
3,000-3,999	2	1:15	1:355	17.67
4,000-4,999	4	1:13	1:330	19.12
5,000-5,999	1	1:16	1:364	18.03
6,000-6,999	1	1:10	1:269	23.86
7,000-7,999	0			
9,000-9,999	1	1:12	1:268	21.47
10,000-14,999	1	1:11	1:302	19.50
15,000-19,999	1	1:18	1:483	14.66
Over 20,000	2	1:12	1:363	18.03



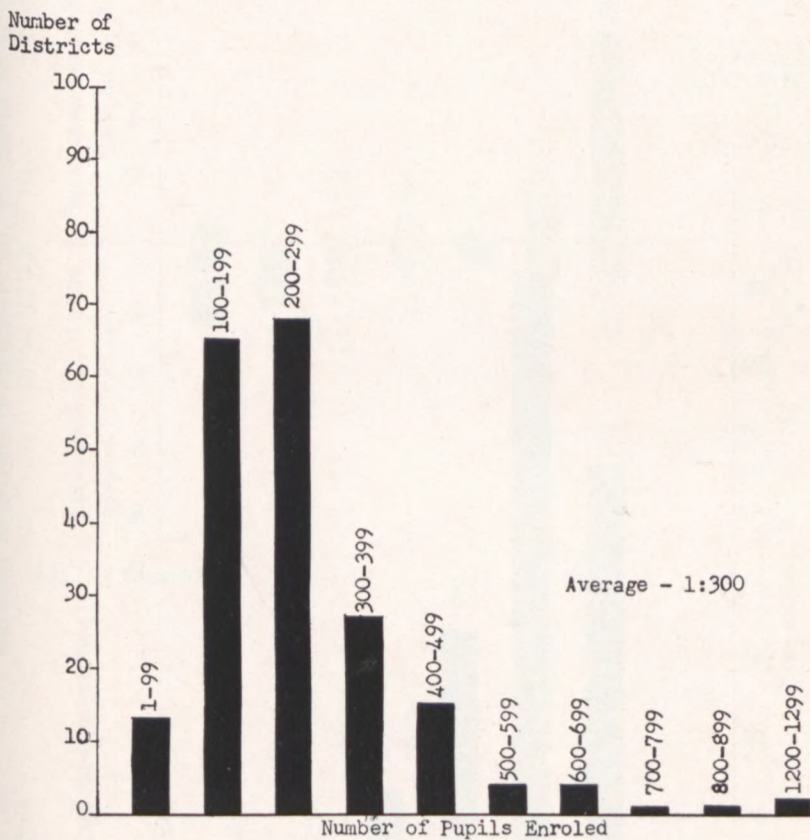
MAJORITY OF COLORADO SCHOOL DISTRICTS EMPLOYING ADMINISTRATORS  
HAVE ONE PRINCIPAL FOR 19 TEACHERS OR LESS,  
SCHOOL YEAR ENDING JUNE 30, 1957

Number of  
Districts



Source: Reports of County Superintendents of Schools,  
School Year Ending June 30, 1957

MAJORITY OF COLORADO SCHOOL DISTRICTS EMPLOYING  
 ADMINISTRATORS HAVE A RATIO OF ONE ADMINISTRATOR  
 TO 299 PUPILS OR LESS,  
 SCHOOL YEAR ENDING JUNE 30, 1957

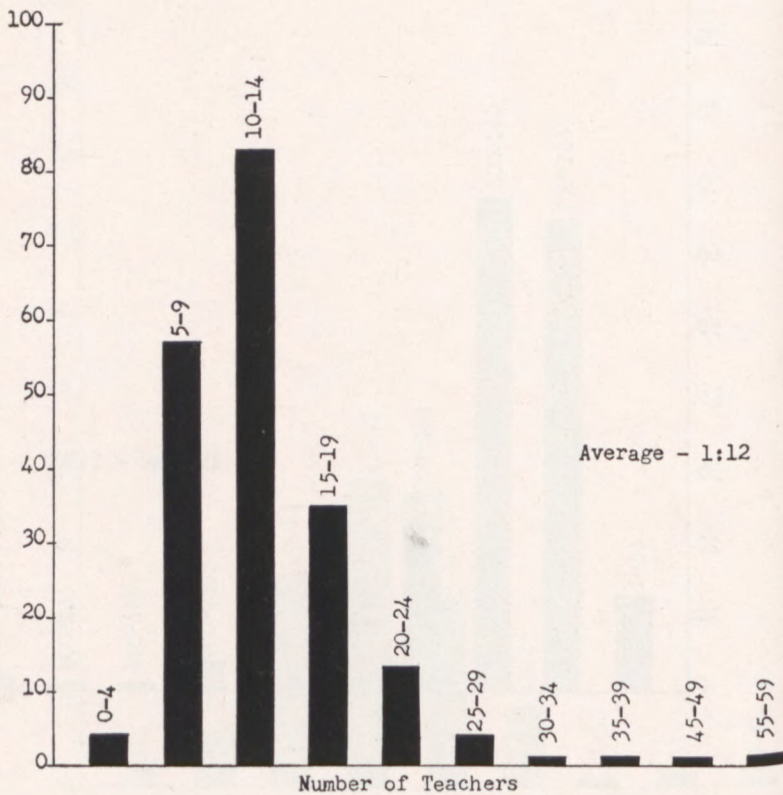


Source: Reports of County Superintendents of Schools, School Year Ending June 30, 1957



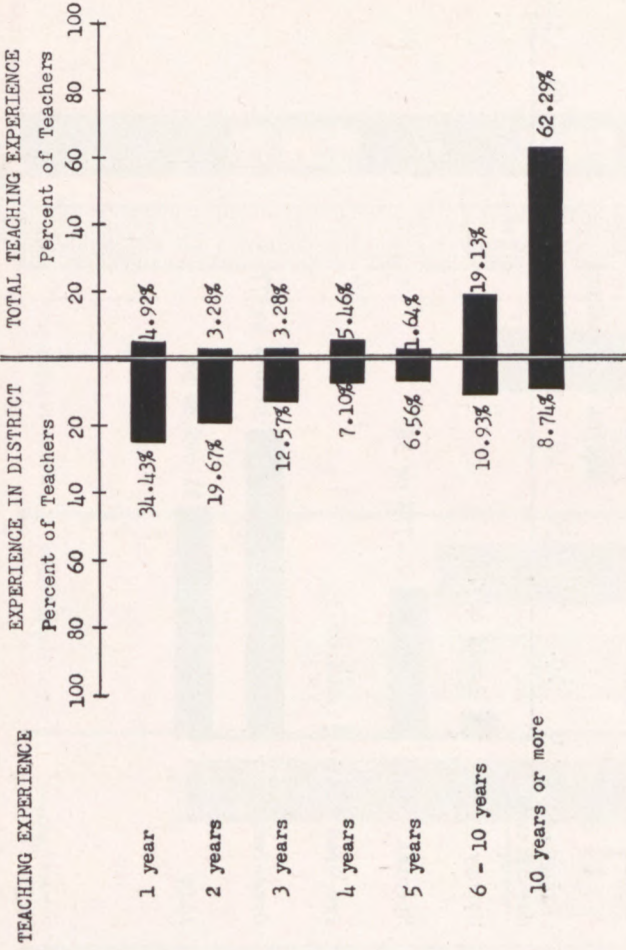
ADMINISTRATOR-TEACHER RATIO IS SMALL IN THE MAJORITY OF COLORADO  
SCHOOL DISTRICTS EMPLOYING ADMINISTRATORS,  
SCHOOL YEAR ENDING JUNE 30, 1957

Number of  
Districts



Source: Reports of County Superintendents of Schools, School  
Year Ending June 30, 1957

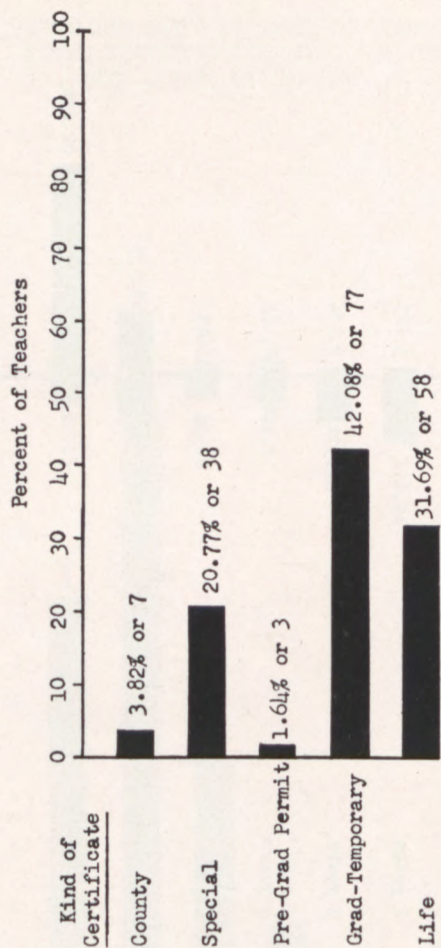
TEACHERS' EXPERIENCE IN COLORADO'S 183 ONE TEACHER SCHOOL DISTRICTS,  
1956-1957 SCHOOL YEAR



Source: Reports of County Superintendents of Schools for School  
Year Ending June 30, 1957



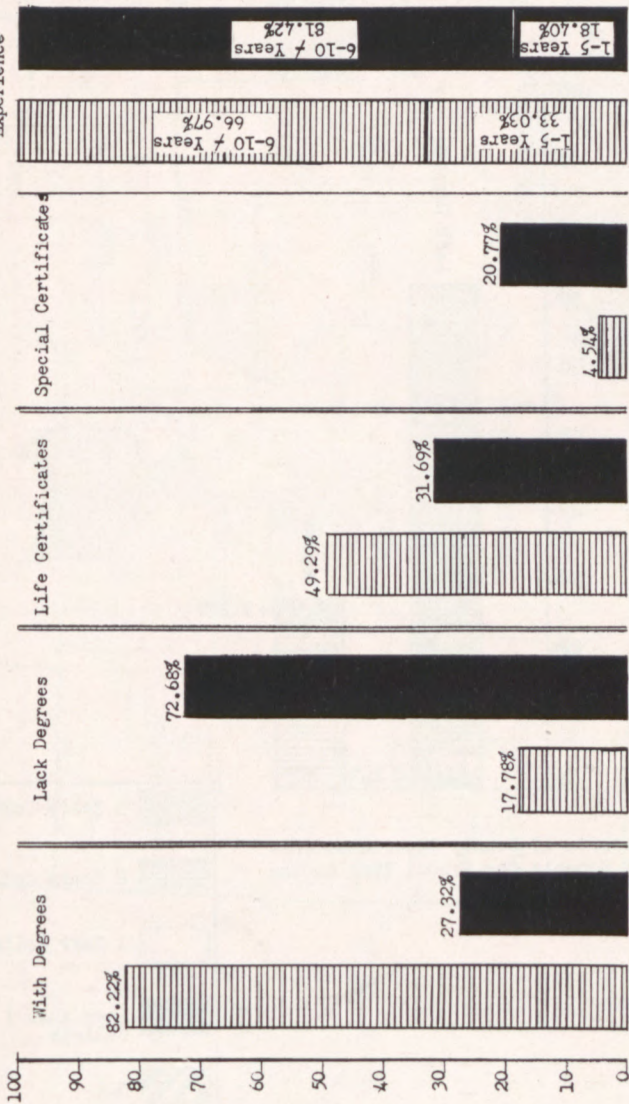
KINDS OF CERTIFICATES HELD BY TEACHERS IN COLORADO'S 183 ONE-TEACHER  
SCHOOL DISTRICTS, 1956-57 SCHOOL YEAR



Source: Reports of County Superintendents of Schools for School Year Ending  
June 30, 1957

TEACHERS IN ONE-TEACHER DISTRICTS COMPARED WITH REMAINDER OF COLORADO'S INSTRUCTIONAL STAFF  
1956-57 SCHOOL YEAR

Total Teaching Experience



Note: Denver staff is excluded from above figures.

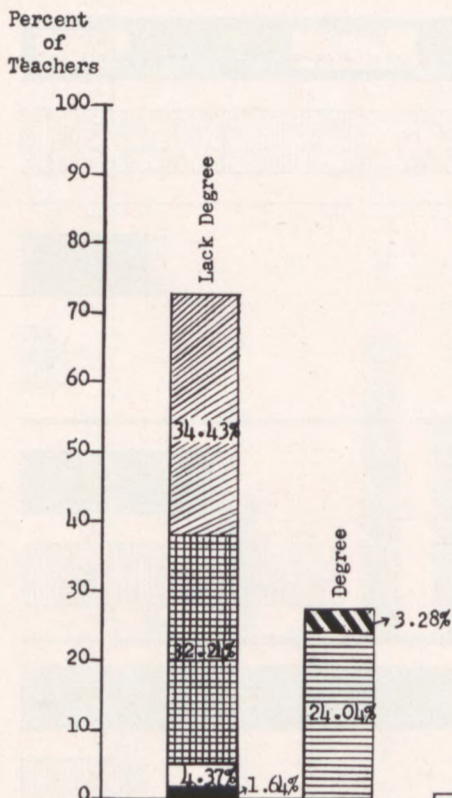
Source: Reports of County Superintendents of Schools, School Year Ending June 30, 1957

Remainder of instructional staff

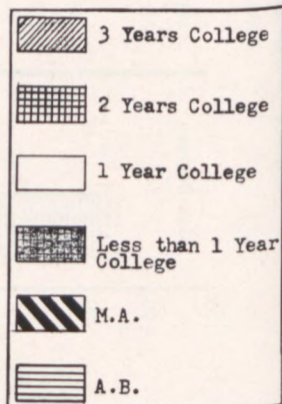
One-teacher districts



MAJORITY OF TEACHERS IN COLORADO'S 183 ONE-TEACHER DISTRICTS  
DO NOT HOLD A BACHELOR'S DEGREE, 1956-57 SCHOOL YEAR

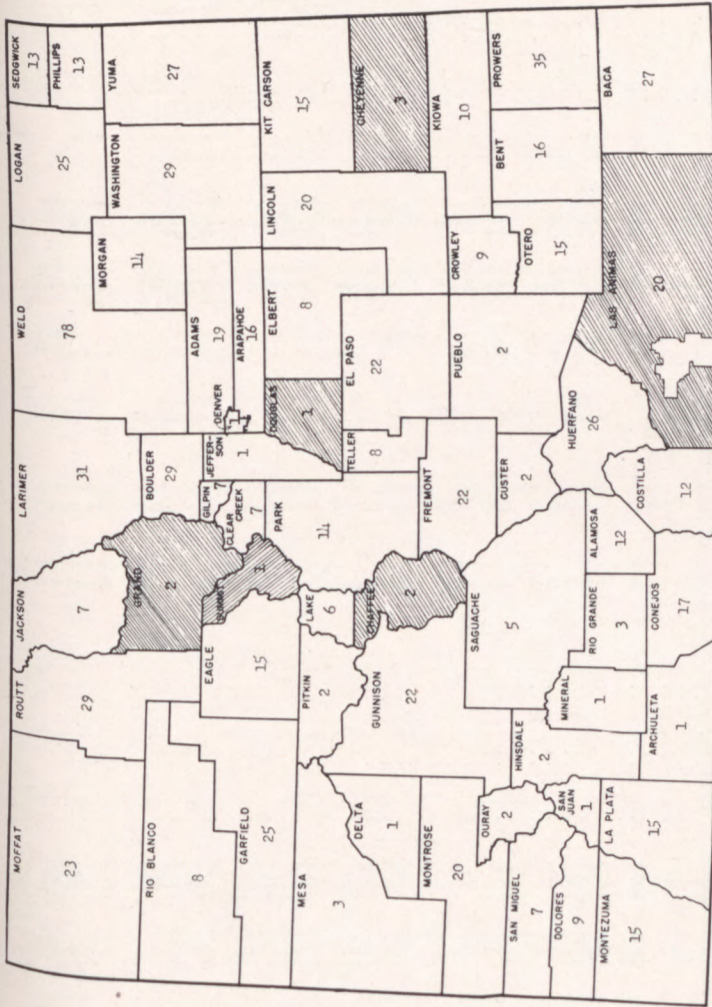


Source: Reports of County Superintendents of Schools for School Year Ending June 30, 1957



# COLORADO

63 Counties  
 854 School Districts  
 3,074 School Board Mem-  
 bers



Notes:  
 1. Number of school districts includes county and union high school districts.  
 2. Shaded areas held approval elections on districts reorganization prior to July 1, 1958. The approval election is pending in the proposed Trinidad district in Las Animas County.  
 3. See explanatory footnotes accompanying table on pages 170-171, and also paragraph 3 on page 157.



NUMBER OF SCHOOL DISTRICTS BY CLASS OF DISTRICTS

County	1956-1957 School Year						1957-1958 School Year											
	Non-Operating Districts	Joint <sup>1</sup> Districts	First Class	Second Class	Third Class	Total	County H. S.	Union H. S.	Junior College	Non-Operating Districts	Joint <sup>1</sup> Districts	First Class	Second Class	Third Class	Total	County H. S.	Union H. S.	Junior College
Adams	5	4	5	..	14	19	..	..	..	5	4	5	..	14	19	..	..	..
Alamosa	5	5	1	..	11	12	..	..	..	5	5	1	..	11	12	..	..	..
Arapahoe	0	4	4	3	8	15	..	1	..	3	4	4	3	8	15	..	1	..
Archuleta	0	3	..	1	..	1	..	..	..	8	3	..	1	..	1	..	..	..
Baca	8	0	..	1	26	27	..	..	..	8	0	..	1	26	27	..	..	..
Bent	5	1	1	..	15	16	1	..	..	5	1	1	..	15	16	1	..	..
Boulder	6	3	2	3	26	31	..	..	..	6	3	2	3	24	29	..	..	..
Chaffee	8	0	1	1	12	14	..	..	..	0	0	2	..	..	2	..	..	..
Cheyenne	0	0	..	1	5	6	1	..	..	0	0	..	1	5	6	1	..	..
Clear Creek	1	0	..	1	6	7	..	..	..	1	0	..	1	6	7	..	..	..
Conejos	2	3	1	3	13	17	..	..	..	2	3	1	3	13	17	..	..	..
Costilla	0	0	..	2	9	11	..	1	..	0	0	..	2	9	11	..	1	..
Crowley	3	1	..	3	6	9	..	..	..	3	1	..	3	6	9	..	..	..
Custer	0	0	..	1	1	2	..	..	..	0	0	..	1	1	2	..	..	..
Delta	0	1	1	..	..	1	..	..	..	0	1	1	..	..	1	..	..	..
Denver	0	0	1	..	..	1	..	..	..	0	0	1	..	..	1	..	..	..
Dolores	3	1	..	..	8	8	1	..	..	3	1	..	..	8	8	1	..	..
Douglas	5	2	..	..	16	16	1	..	..	5	2	..	..	16	16	1	..	..
Eagle	0	4	..	1	12	13	1	1	..	0	4	..	1	12	13	1	1	..
Elbert	3	7	..	1	7	8	..	..	..	3	7	..	1	7	8	..	..	..
El Paso	2	6	6	1	15	22	..	..	..	2	6	6	1	15	22	..	..	..
Fremont	7	1	2	..	20	22	..	..	..	7	1	2	..	20	22	..	..	..
Garfield	8	5	1	1	19	21	1	3	..	8	5	1	1	19	21	1	3	..
Gilpin	3	1	..	..	6	6	1	..	..	3	1	..	..	6	6	1	..	..
Grand	3	1	..	..	10	10	..	2	..	0	1	2	..	..	2	..	..	..
Gunnison	13	1	..	1	20	21	1	..	..	13	1	..	1	20	21	1	..	..
Hinsdale	1	1	..	..	2	2	..	..	..	1	1	..	..	2	2	..	..	..
Huerfano	14	0	1	1	23	25	1	..	..	14	0	1	1	23	25	1	..	..
Jackson	1	0	..	..	6	6	1	..	..	1	0	..	..	6	6	1	..	..
Jefferson	0	0	1	..	..	1	..	..	1	0	0	1	..	..	1	..	..	..
Kiowa	3	0	..	1	9	10	..	..	..	3	0	..	1	9	10	..	..	..
Kit Carson	4	4	..	2	13	15	..	..	..	4	4	..	2	13	15	..	..	..
Lake	3	0	1	1	4	6	..	..	..	3	0	1	1	4	6	..	..	..
La Plata	4	2	2	1	12	15	..	..	..	4	2	2	1	12	15	..	..	..
Larimer	3	3	2	3	26	31	..	..	..	3	3	2	3	26	31	..	..	..

Las Animas	8	0	3	2	39	44	1	1	1	8	0	3	2	39	44	1	1	1
Lincoln	7	3	..	2	17	19	..	1	..	7	3	..	2	17	19	..	1	..
Logan	3	1	..	2	21	24	1	..	1	3	1	..	2	21	24	1	..	1
Mesa	0	2	1	1	1	3	..	..	1	0	2	1	1	1	3	..	..	1
Mineral	0	0	..	..	1	1	..	..	..	0	0	..	..	1	1	..	..	..
Moffat	7	0	1	..	21	22	1	..	..	7	0	1	..	21	22	1	..	..
Montezuma	2	0	1	2	11	14	1	..	..	2	0	1	2	11	14	1	..	..
Montrose	3	3	1	3	15	19	1	..	..	3	3	1	3	15	19	1	..	..
Morgan	4	2	2	1	11	14	..	..	..	4	2	2	1	11	14	..	..	..
Otero	2	2	2	4	9	15	..	..	1	2	2	2	4	9	15	..	..	1
Ouray	0	1	..	1	1	2	..	..	..	0	1	..	1	1	2	..	..	..
Park	7	0	..	..	14	14	..	..	..	7	0	..	..	14	14	..	..	..
Phillips	2	5	..	2	9	11	1	1	..	2	5	..	2	9	11	1	1	..
Pitkin	0	2	..	..	2	2	..	..	..	0	2	..	..	2	2	..	..	..
Prowers	12	1	1	3	28	32	..	3	1	12	1	1	3	28	32	..	3	1
Pueblo	0	2	2	..	..	2	..	..	1	0	2	2	..	..	2	..	..	1
Rio Blanco	4	2	..	2	5	7	1	..	..	4	2	..	2	5	7	1	..	..
Rio Grande	0	1	2	1	..	3	..	..	..	0	1	2	1	..	3	..	..	..
Routt	10	2	..	3	23	26	..	3	..	10	2	..	3	23	26	..	3	..
Saguache	1	2	1	1	3	5	..	..	..	1	2	1	1	3	5	..	..	..
San Juan	0	0	..	1	..	1	..	..	..	0	0	..	1	..	1	..	..	..
San Miguel	2	2	..	..	7	7	..	..	..	2	2	..	..	7	7	..	..	..
Sedgwick	2	4	..	2	10	12	1	..	..	2	4	..	2	10	12	1	..	..
Summit	3	1	..	..	7	7	1	..	..	0	0	1	..	7	7	1	..	..
Teller	4	0	1	..	7	8	..	..	..	4	0	1	..	7	8	..	..	..
Washington	5	2	..	1	27	28	1	..	..	5	2	..	1	27	28	1	..	..
Weld	12	5	3	10	65	78	..	..	..	12	5	3	10	65	78	..	..	..
Yuma	3	4	..	2	23	25	1	1	..	3	4	..	2	23	25	1	1	..
TOTAL	229		55	80	757	892	21	18	6	215		59	79	726	864 <sup>2</sup>	20	16	6

<sup>1</sup>Includes total number of joint districts in the county, regardless of designated headquarters of the joint district.

<sup>2</sup>Data for the 1957-58 school year in this table includes the number of newly reorganized districts (Chaffee, Grand, and Summit Counties) which became Bodies Corporate by July 1, 1958. The total number of districts on page includes the number of newly reorganized districts for all counties that **voted** on reorganization plans prior to July 1, 1958 but will not become effective until after July 1.



**NUMBER OF ONE-TEACHER DISTRICTS AS A PER CENT OF TOTAL DISTRICTS  
1956-1957 SCHOOL YEAR**

County	Total Number 1-Teacher Districts	1-Teacher Districts as Per Cent of Total Districts in County	County	Total Number 1-Teacher Districts	1-Teacher Districts as Per Cent of Total Districts in County
Adams	2	10.52%	Lake	1	16.66
Alamosa	1	8.33	La Plata	5	33.33
Arapahoe	2	12.50	Larimer	6	19.35
Archuleta (H.B. 900)*	0		Las Animas	11	23.91
Baca	9	33.33	Lincoln	6	30.00
Bent	2	11.76	Logan	5	20.00
Boulder	4	12.90	Mesa (H. B. 900)*	0	
Chaffee	3	21.42	Mineral	0	
Cheyenne	3	28.57	Moffat	10	43.47
Clear Creek	2	28.57	Montezuma	3	20.00
Conejos	0		Montrose	1	5.00
Costilla (H.B. 900)*	0		Morgan	0	
Crowley	1	11.11	Otero	2	13.33
Custer (H.B. 900)*	0		Ouray (H.B. 900)*	0	
Delta (H.B. 900)*	0		Park	3	31.42
Denver	0		Phillips	3	23.07
Dolores	2	22.22	Pitkin (H.B. 900)*	0	
Douglas	3	16.66	Prowers	8	22.85
Eagle	5	33.33	Pueblo (H.B. 900)*	0	
Elbert (H.B. 900)*	0		Rio Blanco	0	
El Paso	3	9.09	Rio Grande (H.B. 900)*	0	
Fremont	5	22.72	Routt	6	19.35
Garfield	5	20.00	Saguache	1	20.00
Gilpin	1	14.28	San Juan	0	
Grand	1	8.33	San Miguel	1	14.28
Gunnison	5	22.72	Sedgwick	6	46.15
Hinsdale (H.B. 900)*	0		Summit	0	
Huerfano	6	23.07	Teller	1	12.50
Jackson	1	14.28	Washington	11	37.93
Jefferson (H.B. 900)*	0		Weld	10	12.65
Kiowa	2	20.00	Yuma	13	48.14
Kit Carson	4	26.66			

\*Twelve of the 19 counties without any one-teacher districts had reorganization under House Bill 900.

**ANALYSIS OF ADMINISTRATORS IN 200 COLORADO SCHOOL DISTRICTS  
1956-57 SCHOOL YEAR**

District Enrollment	Number of Districts	Administrator-Teacher Ratio	Administrator-Pupil Ratio	Administrator Cost Per Pupil
0-99	6	1:8	1:78	\$43.26
100-199	40	1:8	1:134	37.27
200-299	38	1:11	1:197	25.04
300-399	26	1:11	1:237	22.22
400-499	16	1:12	1:259	20.61
500-599	11	1:12	1:266	18.46
600-699	9	1:11	1:253	18.31
700-799	2	1:16	1:356	13.16
800-899	9	1:12	1:299	15.26
900-999	2	1:12	1:265	17.43
1,000-1,999	18	1:13	1:252	20.56
2,000-2,999	10	1:11	1:265	18.14
3,000-3,999	2	1:15	1:355	17.67
4,000-4,999	4	1:13	1:330	19.12
5,000-5,999	1	1:16	1:364	18.03
6,000-6,999	1	1:10	1:269	23.86
(7,000-8,999)	(0)			
9,000-9,999	1	1:12	1:268	21.47
10,000-14,999	1	1:11	1:302	19.50
Over 20,000	2	1:12	1:363	18.03
15,000-19,999	1	1:18	1:483	14.66

**PER CENT OF COUNTY ENROLLMENT SERVED BY FULL-TIME ADMINISTRATOR  
1956-57 SCHOOL YEAR**

County	Per Cent of Enrollment	County	Per Cent of Enrollment
Archuleta	100.0	Prowers	81.8
Delta	100.0	Fremont	81.7
Denver	100.0	San Miguel	80.7
Jefferson	100.0	Alamosa	80.6
Ouray	100.0	Weld	78.8
Pueblo	100.0	Dolores	76.7
Rio Grande	100.0	Jackson	74.5
San Juan	100.0	Conejos	74.5
Mesa	99.1	Clear Creek	73.9
Lake	99.1	Arapahoe	67.8
Rio Blanco	98.3	Yuma	66.8
Adams	97.5	Pitkin	65.9
Teller	96.1	Washington	65.2
Custer	96.3	Phillips	64.6
El Paso	96.4	Kiowa	63.5
Chaffee	95.23	Routt	61.4
Garfield	94.3	Costilla	58.9
Crowley	94.4	Cheyenne	56.8
Otero	94.5	Baca	55.0
Logan	93.2	Kit Carson	54.5
Saguache	92.3	Park	49.8
Morgan	92.2	Las Animas	49.5
Gunnison	91.1	Gilpin	49.3
Sedgwick	91.1	Lincoln	48.3
Larimer	91.3	Elbert	46.6
Boulder	90.8	Grand	40.1
La Pata	90.4	Douglas	34.8
Montezuma	90.3	Eagle	27.4
Huerfano	89.6	Hinsdale	0.0
Moffat	86.0	Mineral	0.0
Montrose	84.3	Summit	0.0
Bent	83.3		



# 27

## PROPERTY TAX NOT ADEQUATE ALONE FOR SCHOOLS

... .. “... state funds  
of state credit advised  
for building needs...”

The building needs of school districts in Colorado continue to reflect the problem of providing enough of the right kind of classrooms and supporting facilities to offer every child the best possible educational opportunity. The facts of changing social and economic patterns in Colorado as well as the emphasis placed upon **quality** in education by the trends in world affairs demand that school facilities in this state be second to none.

Providing enough classrooms is primarily a matter of enough money at the right time. In many states it has been found feasible for the state to provide financial support for local school building costs either through direct appropriation from the state's general fund or through lending the credit of the state to local financing efforts.

Unlike their counterparts in these more fortunate states, school districts in Colorado must finance needed school improvements through the sale of bonds which become an obligation of the real property in the school districts.

The same real property that supports local school building costs is also taxed to repay bonds sold for funds to support capital improvements for municipal and county agencies as well as for special districts. During the period January 1, 1956 and January 1, 1958, bonded indebtedness for school purposes increased by \$18,924,000.

During the same period, bonded indebtedness for improvements in municipalities, counties and special districts increased by \$24,416,000.

The competition for funds from the property tax has become increasingly burdensome and raises the question of how long real property alone can bear the full load.

In school districts where enrollments have been increasing rapidly, the district is required to build schools before the assessed valuation of the property occupied by the families of the additional school children has become an asset to the district for bonding purposes.

Of necessity, therefore, the rapidly growing districts have had difficulty in raising sufficient funds to build enough of the right kind of classrooms and supporting facilities.

Over 17,000 Colorado children in elementary and secondary schools were on double session during the school year 1957-58. During the same year it was estimated that 1,129 additional classrooms were needed. Of the number needed only 455 were scheduled for completion for occupancy in the next year.

In school districts in the state where enrollments have been decreasing, school officials have been reluctant to propose or approve needed improvements in buildings because of the spectre of abandoning the school before the bonds run out. Of 693 districts of all classes reporting on an annual report to the State Department of Education, 333 districts showed a net loss in enrollment between the school years 1954-55 and 1956-57. Although these districts enroll fewer children than the districts in the areas of increasing population, it is incumbent upon the state to assure that educational opportunities are as good in one part of the state as another.

The pattern of school district organization holds great hope for the creation of districts with sufficient financial capability to provide the kinds of educational programs required for the continued progress of the state, including school plant facilities. Even under better district organization there exists the problem of increased dependence upon the property tax as the source of funds for capital improvements.

Only the state as a whole has sufficient financial capability to assure that every child in the state will have equality of educational opportunity.

Since July, 1956, the State Department of Education has offered a school planning service for school districts in the state. The primary function of this service has been to assist with building plan studies and to advise in matters of the educational adequacy of school plans and school buildings.



# 28

## SCHOOL CENTERS NOW DEPEND ON BUS MOVEMENT

... .. " ... *Colorado*  
*becomes cognizant of*  
*pupil transportation...* "

The growth of adequate school attendance centers has been made possible by the increasing effectiveness of pupil transportation. In 1909, when the service in Colorado was first authorized by statute, only consolidated districts were permitted to transport students. In 1929, legislation was enacted making it possible for districts of the first and second class to offer the service at their discretion, and for third class districts to offer the service upon the approving vote of the electors of the district.

The costs related to the service were considered local obligations until 1956 when the General Assembly appropriated \$750,000 to be distributed to eligible school districts as partial reimbursement for costs incurred in transporting pupils.

In the first year of the state assistance program, school buses traveled a total of over 12 million miles at a total cost to the local districts of two and one-half million dollars. Evidence of the growth of the service is indicated in the fact that in the school year ending June 30, 1958, over 14 million bus miles were traveled at a cost to local districts of over three million dollars. At the same time state participation in the transportation of pupils increased to over one and one-half million dollars. Over 2,000 school bus drivers are now employed in the program.

As in the first year of state participation in the program, the principal problem continues to be the difficulty of obtaining objective data through the reports of the local school districts.

**COLORADO STATE DEPARTMENT OF EDUCATION**  
**Division of Finance**  
**PUBLIC SCHOOL TRANSPORTATION ACT**  
**BASIC INFORMATION OF ELIGIBLE SCHOOL DISTRICTS**

	Year of Payment 1956-57	Year of Payment 1957-58
Bus Miles for year preceding payment year . . . . .	12,518,730.4	13,138,202.0
Increased Bus Miles . . . . .		619,471.6
Increase in Percent (each year) . . . . .		4.95%
Distribution on Bus Miles . . . . .	\$ 500,749.19	\$ 1,051,056.18
Increased Distribution . . . . .		\$ 550,306.99
Increase in Percent (each year) . . . . .		109.90%
Pupil Days for year preceding payment year . . . . .	9,215,876.6	10,248,654.8
Increased Pupil Days . . . . .		1,032,778.2
Increase in Percent (each year) . . . . .		11.21%
Distribution on Pupil Days . . . . .	\$ 184,317.33	\$ 409,946.19
Increased Distribution . . . . .		\$ 225,628.86
Increase in Percent (each year) . . . . .		122.41%
Number of Pupils on Board Allowance for year preceding payment year . . . . .	60	75
Increased Number on Board Allowance . . . . .		15
Increase in Percent (each year) . . . . .		25.00%
Distribution on Board Allowance . . . . .	\$ 1,377.90	\$ 1,572.63
Increased Distribution on Board Allowance . . . . .		\$ 194.73
Increase in Percent (each year) . . . . .		14.13%
Total Expenditures for Transportation by Eligible Districts . . . . .	\$ 2,466,555.95	\$ 2,710,026.33
Increased Total Expenditures for Transportation by Eligible Districts . . . . .		\$ 243,470.38
Increase in Percent (each year) . . . . .		9.87%
State Obligation Under the Act . . . . .	\$ 686,444.42	\$ 1,419,769.53
Increased State Obligation . . . . .		\$ 733,325.11
Increase in Percent (each year) . . . . .		106.83%
State Payment . . . . .	\$ 686,444.42	\$ 1,300,000.00
Increased Payment . . . . .		\$ 613,555.58
Increase in Percent (each year) . . . . .		89.38%
Returned to General Fund . . . . .	\$ 63,555.58	\$ . . . . .
Deficit . . . . .		\$ 119,769.53
Total Expense for Transportation by Eligible Districts . . . . .	\$ 2,466,555.95	\$ 2,710,026.33
State Transportation Aid Payment . . . . .	\$ 686,444.42	\$ 1,300,000.00
Percentage of State Aid to Expense . . . . .	27.83%	47.97%
Total Expense for Transportation by Eligible Districts . . . . .	\$ 2,466,555.95	\$ 2,710,026.33
Gross State Aid Obligation . . . . .	\$ 686,444.42	\$ 1,419,769.53
Percentage of State Aid Obligation to Total Expense . . . . .	27.83%	52.39%
Gross State Transportation Obligation . . . . .	\$ 686,444.42	\$ 1,419,769.53
Prorated State Aid Payment . . . . .	\$ 686,444.42	\$ 1,300,000.00
Payment Proration Factor . . . . .	None	.915641568
Total School Districts . . . . .	970	952
School Districts Eligible for Transportation Payment . . . . .	389	394
Percentage of School Districts Receiving Payment . . . . .	40.10%	41.39%
School Districts Eligible for Transportation Payment of Transportation Expense Limitation . . . . .	0	394
Percentage of Eligible Districts Subject to 75% Limitation . . . . .	0	64
Percentage of Eligible Districts Subject to 75% Limitation . . . . .	0	16.24%
Gross Amount of Calculated Entitlement for Districts Subject to 75% Limitation . . . . .	0	\$ 191,121.29
Amount of Entitlement with 75% Limitation Applied . . . . .	0	\$ 148,315.82
Amount Exceeding 75% Limitation . . . . .	0	\$ 42,805.47
Percentage in Excess of 75% Limitation . . . . .	0	22.40%



## LEGAL FACTORS ARE PART OF SCHOOL POLICY

... .. " ...clearing house  
service available through  
department of education ... "

The Division of Legal Services is one of the most important within the Colorado State Department of Education, and yet in reverse ratio to its highly important role, the scope and significance of its functions and responsibilities are known to comparatively few.

The legal division is the clearing house for legal questions concerning the administration of the public schools in Colorado. This service is available to all persons seeking advice and information on school law problems, but its greatest usefulness accrues directly to the State Commissioner of Education.

Public schools of Colorado are administered according to laws and regulations, most of which are in the statutes by act of the Colorado General Assembly. However, in spite of the diligence in phrasing the laws, school statutes are subject to interpretation.

This is the duty and responsibility of the State Commissioner of Education. His rulings have full authority of law because of the requirement in the statutes (123-1-19, CRS '53) which provides 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 or by subsequent legislation . . ."

In reaching these rulings, the State Commissioner of Education is guided by the recommendations of the Legal Services division, where detailed analysis is made of all related points of law. The legal services division has a full file of the opinions of the attorney general, which are advisory in making school law rulings. Also, a complete file is kept of all Supreme Court decisions which affect the schools of the state.



## **Compilation of School Laws**

The State Commissioner of Education, in accordance with the statutory provision 123-1-7 (13), Colorado Revised Statutes 1953, is responsible "to have the school laws relating to public schools printed . . . and shall supply school officials, school libraries and other individuals with a copy."

Because of the legal technicalities involved, in language, editing and arrangement, this publication of the school laws is assigned to the Division of Legal Services, working under the authorization of the Commissioner.

A compilation of Colorado School Laws was prepared by the Department in 1941. The intervening years indicated need for another compilation, but it was not until 1956 that materials were assembled, and the new publication authorized by the Commissioner of Education. The work of assembling materials and editing for the 1956 issue was assigned to the Division of Legal Services.

The 1956 edition — first complete compilation in 15 years — included all Colorado laws pertaining to the operation of the schools which are contained in Colorado Revised Statutes 1953.

The amendments and new laws passed by the General Assemblies of 1954, 1955 and 1956 also are included, as well as the provisions in the Colorado Constitution which pertain to education.

The overall compilation of school laws is published at intervals by the State Department of Education, but there is an annual booklet issued containing the school legislation passed by the legislature of that particular year.

Since the 1956 compilation of school laws, two supplements have been printed and distributed, covering the school legislation passed by the General Assemblies of 1957 and 1958.

The Division of Legal Services works closely with the members of the State Legislature, and especially during sessions of the General Assembly the senators and representatives rely on the division's counsel in matters pertaining to proposed new legislation.

Each year the Division provides the materials for the Legal Calendar, which is published by the Colorado Association of School Boards. This is a month-by-month reminder of statutory obligations for school boards and administrators.

Directives issued through the State Department of Education are reviewed and edited by the Division of Legal Services so that legal aspects are correctly interpreted.

The functions of the Legal Services division crosses over every other activity of the State Department of Education — finances, school district organization, school elections processes, accreditation, certification, and other immediate facets of department service.

## **Supreme Court Decisions**

The Supreme Court, in a Yuma County case, rendered an opinion that when a school district is dissolved and annexed to an adjoining school district it assumes the bonded indebtedness of the school district to which annexed.



This decision has resulted in some confusion and misunderstanding because, in certain other procedures whereby a district becomes a part of another district, the statutes provide that such district does **not** assume the existing bonded indebtedness of the district to which annexed.

A case is pending in the Supreme Court to determine whether or not certain positions in the State Department of Education, as provided in 124-1-3(2), C.R.S. 1953, may be determined by the State Board of Education and, thereby, be exempt from the classified civil service. The district court held that the provisions of 123-1-3(2), C.R.S. 1953 were contrary to Article XII, Section 13, of the Colorado Constitution.

The case is now pending in the Supreme Court upon the appeal of the State Board of Education.

### **Rulings of the Commissioner of Education**

Among the rulings made by the Commissioner of Education under the powers given to the Commissioner in 123-1-10, C.R.S. 1953, which provide that he "shall decide all points touching the construction of the school laws . . . and his decision shall be held to be correct and final until set aside by a court of competent jurisdiction or by subsequent legislation . . ." is one which concerns compulsory education.

This ruling requires that children taught at home shall have a schedule corresponding to that in the regular classroom, five hours a day for 170 calendar days, taught by a person holding a valid Colorado teaching certificate, and also that textbooks and instructional materials must be comparable to those provided by the district to the children in the public schools.

Upon the basis of legal opinions of the Attorney General, the Commissioner of Education notified school administrators that released time for religious instruction in the public schools of Colorado during school hours is not lawful and is in direct violation of Article IX, Section 8, of the Colorado Constitution.

### **Opinions of the Attorney General**

Among the important opinions given by the Attorney General are:

Local boards of education have no authority to use district funds for hospitalization for retired teachers.

First class districts and county and union high school districts may withdraw school funds from the county treasurer and deposit them in a federal savings and loan association and other securities as provided by law.

### **Revision of School Laws**

The laws which concern the operation of the schools of the state are often conflicting, ambiguous, and antiquated. Judge Lee Knous in a Supreme Court decision once stated: "School laws have a certain degree of ambiguity, and even repugnancy." (*Watts vs People* 105 Colo. 544)

There is a great need for clarification and modernization of the school laws which can be accomplished effectively only by a thorough study and complete revision of the school laws authorized by the General Assembly.

Such a revision of the school laws would pay rich dividends in improved organization and administration of the State's public school system.

SECTION SIX

FINANCING  
OF COLORADO  
PUBLIC SCHOOLS

... .. “... load  
now depends heavily  
on taxes on property...”



THE STATE OF  
GEORGIA  
PUBLIC SCHOOLS

# SOURCES, METHODS TO GET AND USE STATE MONEY

... .. " ... *practically  
provided in appropriations ...* "  
*all school funds in state*

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 structure is patterned as follows:

**Permanent School Fund.** The principal of the Public School Fund, June 30, 1957, amounted to \$21,813,329 in cash and investments in bonds and farm loans. The state still owns 2,800,000 acres of school lands, most of which are leased. No appraisal value has been established for these lands. 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 fund. Such additions amounted to \$1,013,274 in 1956-57.

## PUBLIC SCHOOL FUND

June 30, 1957

Cash .....	\$ 146,338.31
School District Bonds (about 400 districts) .....	9,352,995.90
County Bonds .....	4,850,000.00
U. S. Bonds .....	5,838,595.57
Farm Loans .....	27,052.27
U. S. Insured Loans .....	1,328,846.21
Book Value Purchase Agreements .....	269,500.58
	<hr/>
	\$21,813,328.84

The net income from this fund, including interest on investments and royalties on lands, transferred to the State Public School Fund was \$3,473,609 in 1956-57 and \$3,818,889 in 1957-58. The gross income is first subject to payment of premiums upon investments, the purchase of necessary school district reporting supplies, pamphlets, and school laws. The quarterly balances of the Public School Income Fund are paid into the State Public School Fund to be held as an accumulative "direct grant reserve" distributed on May first each year to all eligible school districts upon the basis of the aggregate days of attendance in the preceding school year.



**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 percent 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 (CRS 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 percent may be devoted to either purpose. Thus, the schools are assured of at least 25 percent of any monies the counties so receive. However, no single county may receive in excess of \$200,000. Amounts in excess of these allowances are also 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 \$14,000,000 in the 1956-57 school year and \$20,550,000 in the 1957-58 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 1958**

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
1943-44	\$ 797,517	\$1,955,776	\$ 162,579			\$ 2,915,872
1944-45	803,122	2,110,767	137,634			3,051,523
1945-46	815,346	2,037,272	986,635			3,839,253
1946-47	887,076	2,244,320	2,354,266			5,485,662
1947-48	884,291	2,150,000*	6,000,000*			9,034,291
1948-49	885,964	2,150,000*	6,000,000*			9,035,964
1949-50	950,729	2,150,000*	6,975,000*			10,075,729
1950-51	1,082,272	2,150,000*	6,975,000*			10,207,272
1951-52	1,234,667	2,150,000*	7,850,000*			11,234,667
1952-53	2,300,806			\$12,500,000		14,800,806
1953-54	2,398,137			11,725,000	\$ 958,539	15,081,676
1954-55	2,833,872			11,500,000	1,046,447	15,380,319
1955-56	3,145,957			14,000,000	2,321,301	19,467,258
1956-57	3,473,609			15,750,000	3,045,365	22,268,974
1957-58	3,181,889			20,550,000	3,485,374	27,217,263

\*By appropriation

SOURCE: Colorado State Department of Education.



Distribution of state aid funds, as made during the biennium, is shown in these statistics:

### DISTRIBUTION OF STATE AID FUNDS

1956-57 and 1957-58

Month	Distribution	1956-57	1957-58
August	Aggregate Days of Attendance Basis	\$ 7,680,971	
August	Equalization		\$ 5,737,970
September	Junior College Payments	307,800	395,850
November	Equalization		5,747,937
January	Equalization	11,975,074	
March	Equalization		5,723,157
May	Aggregate Days of Attendance Basis		3,181,889
May	Emergency	210,000	165,649
June	Equalization		6,264,811
June	Aggregate Days of Attendance Basis	2,095,129	
	Total Basic Distribution	\$22,268,974	\$27,217,263
	Transportation	686,444	1,300,000
	Physically & Mentally Handicapped	400,000	400,000
	Total Distribution	\$23,355,418	\$28,917,263

SOURCE: Colorado State Department of Education.

The distribution table clearly indicates changes in both the amount of money and the time element of distribution as brought about by the "Public School Foundation Act" in 1957-58. Provisions for distribution under this act are explained in the paragraphs which follow.

**General Purpose Direct Grant.** Classifications of this category are

- (1) State Public School Fund—Aggregate Days Attendance (AgD.A.)
- and, (2) State Public School Fund—Junior College Distribution.

#### STATE PUBLIC SCHOOL FUND—AGGREGATE DAYS ATTENDANCE DISTRIBUTION. (Ch. 238, Session Laws 1957 and Ch. 51, Session Laws 1958. First established 1952.)

(1) *Requirements for participation.* To participate in the distribution of the State Public School Fund, the school board must elect to accept the terms of the Act; must maintain school for at least 170 days during 1956-57 and 172 days during the school year thereafter; and must pay teachers not less than sixty-five percent of the classroom unit value for the type of certification held. For the full-time teacher holding a graduate certificate, the minimum salary is \$3,380 and for the teacher holding other than a graduate certificate, \$2,925 is the minimum salary. The county is required to levy twelve mills for the Foundation Program. Participation is available to all public school districts except Junior College districts with no district mill levy required.

(2) *Distribution plan.* \$3,181,888.87. The distribution is to permit all school districts to participate in the revenue from the public school lands upon a general-purpose direct grant basis. On May 1, 1958 the money available for 1957-58 was apportioned to 51,016,256 aggregate days of attendance during the 1956-57 school year in the amount of 6.23700976 cents per AgD.A.

(3) *Purpose or use of the fund.* Implied for current expense, since restriction reads: "No funds received from the State Public School Fund shall be used by any school district for debt service or capital outlay."



STATE PUBLIC SCHOOL FUND—JUNIOR COLLEGE  
DISTRIBUTION. (Ch. 238, Session Laws 1957 and Ch. 51,  
Session Laws 1958. First established 1952.)

(1) *Requirements 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.* \$395,850. The State Board of Education allocates \$1,050 for each seven students carrying an average of 45 quarter hours or 30 semester hours of credit for the preceding school year.

(3) *Purpose or use of the fund.* The same as given in (3) above.

STATE PUBLIC SCHOOL FUND—MINIMUM EQUALI-  
ZATION DISTRIBUTION. (Ch. 238, Session Laws 1957  
and Ch. 51, Session Laws 1958. First established 1952.)

(1) *Requirements for participation.* The same requirements as for the Aggregate Days of Attendance Distribution described above.

(2) *Distribution plan.* \$23,473,875. The State Board of Education allocates to local school districts the deficiency, if any, between (1) the value of classroom units to which the district is entitled by calculations and, (2) the amount raised by a 12-mill levy upon the county, apportioned among the districts in proportion to their total classroom unit values. Under (1) the calculations provided classroom units which averaged 85 percent of the certified personnel employed. The value of the classroom units is \$5,200 for those served by teachers holding graduate certificates; remainder units have a value of \$4,500, if served by teachers holding other than graduate certificates. Under (2) the obligation of the state is met by prorated payments to the extent that the funds available permit. The proration factor for 1957-58 was 81.8379708 percent of the total State Equalization obligation.

The aggregate days of attendance (limited to 180 school days) of the preceding year are divided by 172 for all districts. The calculated A.D.A. thus derived provides one classroom unit for the 15 A.D.A., one additional classroom unit for each of the next three 20 A.D.A., and additional classroom units for each 25 A.D.A. there over. Calculations are to the nearest major fraction of one-tenth, with no district having less than three-fourths of a classroom unit if a teacher is employed. Certified professional personnel must actually be employed in support of the calculated units. Pupils in attendance for one-half day, or less, count as one-half day of attendance and kindergarten pupils also count as one-half day of attendance.

If a school district has an increase during the first twelve weeks of the current year in excess of seven percent over the first twelve weeks of the preceding year, the A.D.A. in excess of seven percent provides additional classroom units at the rate of 25 A.D.A. per classroom unit.

If high school districts have fewer than 150 pupils, or districts maintaining twelve grades have attendance centers of fewer than 300 pupils, the State Board may make a determination and grant additional classroom units needed to carry out a desirable educational program not to exceed three additional units for each attendance center.

(3) *Purpose or use of the fund.* The same as given in (3) above.



STATE PUBLIC SCHOOL FUND—EMERGENCY DISTRIBUTION (Ch. 238, Session Laws 1957 and Ch. 51, Session Laws 1958. First established 1952.)

(1) *Requirements for participation.* The same requirements as for the Aggregate Days of Attendance Distribution described above.

(2) *Distribution plan.* \$165,648.83. The State Board of Education is required to withhold from normal distribution 1.5 percent of the appropriation as a "contingency reserve." The State Board of Education has the authority to make payments from the Contingency Fund for (1) financial emergencies caused by act of God, (2) sudden increases in enrollment, (3) temporary enrollments, (4) efforts of the district to provide sufficient funds for its own use, and (5) standards of education maintained by the district.

Any balance remaining in the State Public School Fund on May 31 becomes available for equalization proration.

(3) *Purpose or use of the fund.* The same as given in (3) above.

**Special Purpose Direct Grant.** The classifications of this category are (1) Public School Transportation Fund (2) Education of Physically and Mentally Handicapped Children Appropriation and (3) Vocational Education Appropriation.

PUBLIC SCHOOL TRANSPORTATION FUND. (Ch. 99, Session Laws 1956, Ch. 238, Session Laws 1957, and Ch. 7, Session Laws 1958. First established 1956.)

(1) *Requirements for participation.* To participate in this distribution, a school district must have spent for maintenance and operation for transportation of pupils to and from the residence and a school maintained by the district, a sum in excess of the amount which would be produced by a levy of one-half mill.

(2) *Distribution plan.* \$1,300,000. The State Board of Education allocates eight cents for each mile traveled in the transportation of pupils as described, together with an allocation of four cents for each pupil day of transportation. In addition, there is provision of fifteen cents per pupil day for board in lieu of transportation. The payments are made in respect to events in the preceding year.

Entitlements are limited to seventy-five percent of the actual expenditures.

In case of a deficiency, the fund is prorated on a straight-line basis. For 1957-58, the proration factor was 91.5641568 percent.

(3) *Purpose or use of the fund.* No restrictions prevail as to use, since it is in effect a reimbursement for transportation expense.



EDUCATION OF PHYSICALLY AND MENTALLY HAN-  
DICAPPED CHILDREN APPROPRIATION. (Ch. 123-22  
(1-17) 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.

An excess cost must prevail, defined as that part of the cost of providing special programs which exceed the cost of providing regular classroom programs for the education of normal children.

(2) *Distribution plan.* \$400,000. 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 Board of Education and recommended for enrollment. Reimbursements may be made to school districts for home visiting teachers, for approved supplementary teaching service, such as speech correction, and toward excess costs for special education classroom programs, as well as tuition, transportation and maintenance for pupils attending districts other than those of residence.

a. A state base for excess costs will be computed, consisting of the average normal per capita costs in all districts which maintained special education classrooms in the preceding year.

b. Reimbursement for mentally handicapped will be limited to 100 percent of the base.

c. Reimbursement for physically handicapped will be 200 percent of the base.

d. Reimbursement is limited to total actual excess cost in the the district.

(3) *Purpose or use of the fund.* Payments are in effect reimbursements of expenditures for the special purposes.

VOCATIONAL EDUCATION APPROPRIATION. (Ch.  
145-1 (1-8) C.R.S. '53. First established 1917.)

(1) *Requirements for participation.* The district program must meet the standards prescribed by the State Board of Vocational Education.

(2) *Distribution plan.* \$143,810. This amount is used partially to match local funds upon a reimbursement basis.

(3) *Purpose or use of the fund.* Reimbursement for special purpose.

## ANALYSIS OF DISTRIBUTION OF COLORADO SCHOOL FUNDS

Classification Name of Fund and Use	State Aid 1956-57		State Aid 1957-58		Bases of Distribution	Number of Districts Receiving Aid*
	Amount	Percent	Amount	Percent		
Total	\$ 23,483,519	100	\$ 29,061,073	100		
General-purpose Direct Grant	\$ 10,083,900	42.94	\$ 3,577,739	12.31		
1. State Public School Fund Aggregate Days of Attendance Distribution (Curr. Exp., K-12)	( 9,776,100)	(41.63)	( 3,181,889)	(10.95)	Aggregate days of attendance 1956-57* \$1,050 for each 7 full time students enrolled 1956-57*	697
2. State Public School Fund Junior College Distribution	( 307,800)	( 1.31)	( 395,850)	( 1.36)		6
General-purpose Equalization	12,185,074	51.89	23,639,524	81.34		
3. State Public School Fund Equalization Distribution (Includes 149.6 additional CRU allowed to 67 districts)	(11,975,074)	(50.99)	(23,473,875)	(80.77)	Classroom unit values minus county share*	621
4. State Public School Fund Emergency Distribution	( 210,000)	( .90)	( 165,649)	( .57)	Temporary enrollment and financial emergencies	16
Special-purpose Direct Grant	1,214,545	5.17	1,843,810	6.35		
5. Public School Transportation Fund Distribution	( 686,444)	( 2.92)	( 1,300,000)	( 4.47)	Miles, pupil days, and board	394
6. Education of Physically & Mentally Handicapped Children Appropriation	( 400,000)	( 1.70)	( 400,000)	( 1.38)	Excess Cost	89
7. Vocational Education Appropriation	( 128,101)	( .55)	( 143,810)	( .50)	Approved application	117

\*Refers to 1957-58 only.



**DISTRIBUTION OF STATE SCHOOL AID TO COUNTIES  
SCHOOL YEAR 1956-1957**

County	Ag. D. A. Distribution	Classroom Unit Program Distribution	Supplemental Support	Junior Colleges	Trans. Distribution	Special Education	Total
Adams	\$ 521,857.10	\$ 937,474.84	\$ 90,572.99	\$ . . . . .	\$ 37,244.51	\$ 15,050.43	\$ 1,602,199.87
Alamosa	71,846.87	152,323.74	. . . . .	. . . . .	2,765.50	927.55	227,863.66
Arapahoe	596,045.44	950,224.20	19,114.28	. . . . .	19,739.78	26,584.67	1,611,708.37
Archuleta	23,410.52	56,189.21	. . . . .	. . . . .	3,823.87	. . . . .	83,423.60
Baca	49,634.50	65,705.72	. . . . .	. . . . .	17,533.57	225.10	133,098.89
Bent	59,307.89	101,067.58	. . . . .	. . . . .	5,634.82	728.72	166,739.01
Boulder	329,072.90	340,680.46	25,350.00	. . . . .	6,418.51	5,269.11	706,790.98
Chaffee	50,148.73	86,353.14	. . . . .	. . . . .	1,025.16	390.22	137,917.25
Cheyenne	21,848.98	. . . . .	. . . . .	. . . . .	14,878.34	. . . . .	36,727.32
Clear Creek	18,318.90	31,360.58	. . . . .	. . . . .	358.47	735.84	50,773.79
Conejos	84,959.55	270,624.81	. . . . .	. . . . .	8,099.13	697.82	364,381.31
Costilla	44,659.59	143,033.32	19,675.57	. . . . .	8,505.25	74.80	215,948.53
Crowley	35,397.05	83,964.62	. . . . .	. . . . .	4,745.70	170.52	124,277.89
Custer	10,571.80	17,093.16	. . . . .	. . . . .	3,620.22	. . . . .	31,285.18
Delta	118,943.87	279,563.16	. . . . .	. . . . .	18,026.22	1,409.08	417,942.33
Denver	2,273,542.28	. . . . .	. . . . .	. . . . .	. . . . .	213,926.24	2,487,468.52
Dolores	17,365.55	35,438.50	. . . . .	. . . . .	2,740.39	. . . . .	55,544.44
Douglas	30,796.76	20,813.12	. . . . .	. . . . .	9,820.32	. . . . .	61,430.20
Eagle	33,998.41	47,063.67	. . . . .	. . . . .	5,461.61	162.96	86,686.65
Elbert	30,235.94	41,252.72	. . . . .	. . . . .	12,597.87	323.77	84,410.30
El Paso	665,174.12	974,665.07	4,000.00	. . . . .	32,447.10	6,823.93	1,683,110.22
Fremont	114,062.20	233,649.14	500.00	. . . . .	8,920.54	3,248.59	360,380.47
Garfield	85,372.18	139,771.57	. . . . .	. . . . .	9,363.53	140.45	234,647.73
Gilpin	4,872.89	4,062.79	3,010.50	. . . . .	. . . . .	. . . . .	11,946.18
Grand	28,654.81	46,822.43	. . . . .	. . . . .	2,053.89	. . . . .	77,531.13
Gunnison	33,590.15	75,160.53	. . . . .	. . . . .	745.94	. . . . .	109,496.62
Hinsdale	832.61	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	832.61
Huerfano	55,307.80	144,305.59	. . . . .	. . . . .	5,787.46	365.82	205,766.67
Jackson	14,743.20	9,449.22	. . . . .	. . . . .	. . . . .	26.55	24,218.97
Jefferson	635,410.31	1,063,244.36	. . . . .	. . . . .	39,999.52	17,590.24	1,756,244.43
Kiowa	19,724.70	. . . . .	. . . . .	. . . . .	9,807.72	50.46	29,582.88
Kit Carson	52,228.62	57,906.45	. . . . .	. . . . .	21,669.40	. . . . .	131,804.47
Lake	53,969.37	8,715.29	. . . . .	. . . . .	1,206.11	417.24	64,308.01
La Plata	123,558.06	166,153.43	. . . . .	. . . . .	11,568.49	341.24	301,621.22
Larimer	287,793.73	300,916.72	. . . . .	. . . . .	14,457.90	5,816.58	608,984.93

Las Animas	174,877.82	480,489.04	56,700.00	25,109.71	59.52	737,236.09	
Lincoln	42,169.14	40,916.04		18,208.25		101,293.43	
Logan	150,548.38	24,538.44	27,900.00	18,966.04	2,851.09	224,803.95	
Mesa	346,274.46	715,127.46	2,885.26	31,028.96	15,380.73	1,187,196.87	
Mineral	3,480.48			743.76		4,224.24	
Moffat	46,670.99	74,082.95		6,786.70	1,042.44	128,583.08	
Montezuma	88,404.80	281,576.11	26,446.03	13,554.42		409,981.36	
Montrose	135,950.99	315,760.29		17,515.61	752.26	469,979.15	
Morgan	171,048.60	119,370.93	1,550.73	20,637.66	1,195.24	313,803.16	
Otero	204,668.88	442,474.82	1,279.22	12,528.05	3,429.46	686,880.43	
Ouray	16,493.65	27,110.39		2,110.86		45,714.90	
Park	9,659.95			2,770.38		12,430.33	
Phillips	38,664.94	11,512.98		12,551.61		62,729.53	
Pitkin	12,375.80			3,393.47		15,769.27	
Prowers	107,247.19	220,303.13		9,228.92	2,231.95	355,211.19	
Pueblo	711,640.90	1,072,328.56	12,615.42	23,589.45	56,156.50	1,984,330.83	
Rio Blanco	9,118.72		108,000.00		228.02	9,346.74	
Rio Grande	88,371.13	162,995.86		11,412.57	200.00	262,979.56	
Routt	54,633.71	47,122.75	2,000.00	7,227.28	195.39	111,179.13	
Saguache	41,632.06	84,011.20		8,234.78	74.58	133,952.62	
San Juan	7,573.43	16,413.42				23,986.85	
San Miguel	23,773.27	35,857.49		2,876.96		62,507.72	
Sedgwick	38,955.82	31,300.87		5,963.94		76,220.63	
Summit	7,818.42	2,586.86		449.62		10,854.90	
Teller	20,726.19	31,392.60		1,579.96		53,698.75	
Washington	53,199.57	3,501.16		18,102.89	171.62	74,975.24	
Weld	500,253.74	738,883.40	1,000.00	47,525.34	13,818.10	1,301,480.58	
Yuma	72,609.88	110,367.70		23,280.39	555.47	206,813.44	
					399,840.30		
					159.70	159.70	
TOTALS	\$9,776,100.29	\$11,975,073.59	\$210,000.00	\$307,800.00	\$686,444.42	\$400,000.00	\$23,355,418.30

\*Large Print Books

Total 1955-56 aggregate number of days of attendance eligible ..... 48,004,699.7  
 Total payment—16.04009617 cents per pupil day.

Total 1955-56 aggregate number of days of attendance eligible ..... 47,920,692.7  
 Total payment—4.37207640 cents per pupil day.



**DISTRIBUTION OF STATE SCHOOL AID TO COUNTIES**  
**SCHOOL YEAR 1957-1958**

County	Ag. D. A. Distribution	Classroom Unit Program Distribution	Supplemental Support	Junior Colleges	Trans. Distribution	Special Education	Total
Adams	\$ 159,419.25	\$ 1,685,703.12	\$ .....	\$ .....	\$ 71,219.83	\$ 23,564.74	\$ 1,939,906.94
Alamosa	21,740.67	227,222.38	3,300.00	.....	5,142.19	751.85	258,157.09
Arapahoe	235,304.45	2,350,835.47	25,000.00	.....	39,751.68	27,632.77	2,678,524.37
Archuleta	6,271.90	65,113.01	.....	.....	7,532.89	.....	78,917.80
Baca	15,038.43	106,100.21	.....	.....	29,030.99	254.40	150,424.03
Bent	17,368.58	141,129.14	.....	.....	12,985.46	.....	171,483.18
Boulder	113,437.82	818,315.41	6,250.00	.....	14,211.92	9,506.50	961,721.65
Chaffee	15,540.04	132,137.52	.....	.....	1,913.22	52.80	149,643.58
Cheyenne	6,331.71	.....	.....	.....	26,023.51	.....	32,355.22
Clear Creek	5,913.73	55,138.56	.....	.....	1,114.22	1,055.05	63,221.56
Conejos	26,161.30	340,406.92	.....	.....	15,232.69	949.32	382,750.23
Costilla	12,410.63	187,889.80	18,750.00	.....	11,426.21	.....	230,476.64
Crowley	10,088.61	108,672.75	.....	.....	9,861.14	363.78	128,986.28
Custer	3,126.30	27,556.76	.....	.....	6,338.87	.....	37,021.93
Delta	36,513.64	422,204.43	.....	.....	33,872.58	2,894.61	495,485.26
Denver	742,727.95	1,671,626.22	.....	.....	.....	190,840.27	2,605,194.44
Dolores	5,391.31	61,682.96	.....	.....	5,144.38	.....	72,218.65
Douglas	10,492.68	66,647.22	.....	.....	18,244.58	.....	95,384.48
Eagle	10,194.71	87,640.57	.....	.....	8,802.08	.....	106,637.36
Elbert	7,519.62	50,313.38	.....	.....	22,730.97	.....	80,563.97
El Paso	221,693.19	2,130,738.13	26,000.00	.....	56,976.72	6,308.20	2,441,716.24
Fremont	36,059.41	336,722.16	20,155.00	.....	15,578.34	3,732.72	412,247.63
Garfield	25,969.75	208,381.32	.....	.....	16,666.43	1,818.79	252,836.29
Gilpin	1,456.78	16,611.92	.....	.....	1,459.79	.....	19,528.49
Grand	9,136.19	86,367.05	.....	.....	4,511.04	.....	100,014.28
Gunnison	9,970.58	100,747.74	.....	.....	1,745.62	.....	112,463.94
Hinsdale	205.20	.....	.....	.....	.....	.....	205.20
Huerfano	15,381.33	168,403.89	.....	.....	11,208.57	.....	194,993.79
Jackson	4,545.84	.....	.....	.....	.....	.....	4,545.84
Jefferson	221,449.71	2,093,467.21	.....	.....	91,733.11	27,443.09	2,434,093.12

Kiowa	5,780.62				16,451.55		22,232.17
Kit Carson	15,489.72	90,805.57			39,552.57		145,847.86
Lake	17,337.11	9,739.03			1,783.12	2,011.37	30,870.63
La Plata	41,297.62	337,680.66			22,493.41	385.87	401,857.56
Larimer	93,211.45	680,289.64	750.00		32,572.01	3,967.29	810,790.39
Las Animas	51,012.81	588,597.85		63,000.00	49,748.77	200.00	752,559.43
Lincoln	13,163.23	62,323.22			34,635.43	706.12	110,828.00
Logan	46,264.66	151,281.62		34,650.00	30,607.39	2,785.55	265,589.22
Mesa	110,223.24	1,094,237.58	1,718.99	106,050.00	60,640.52	12,028.66	1,384,898.99
Mineral	1,064.97	7,233.90			774.10		9,072.97
Moffat	15,258.41	106,936.74			12,042.53		134,237.68
Montezuma	29,946.88	450,663.29	7,501.00		26,954.91		515,066.08
Montrose	41,632.97	434,152.69			29,765.45	993.35	506,544.46
Morgan	53,083.29	240,748.86	1,400.86		36,831.66	608.28	332,672.95
Otero	63,797.06	686,608.04	4,575.11	33,600.00	24,653.51	2,787.28	816,021.00
Ouray	5,066.51	61,999.71			4,310.59		71,376.81
Park	3,025.69				3,833.77		6,859.46
Phillips	12,108.68	45,810.44			22,363.57		80,282.69
Pitkin	4,617.29	7,990.92			6,739.41		19,347.62
Prowers	32,926.55	334,423.34		17,850.00	17,798.67	1,872.28	404,870.84
Pueblo	225,443.68	2,118,165.07	35,000.00	140,700.00	42,439.25	60,997.16	2,622,745.16
Rio Blanco	14,028.47				8,739.66		22,768.13
Rio Grande	26,413.91	257,748.79			20,519.23	157.94	304,839.87
Routt	16,252.40	94,587.35			13,610.82	200.00	124,650.57
Saguache	12,677.61	127,424.15			15,116.78		155,218.54
San Juan	2,343.34	26,027.73					28,371.07
San Miguel	7,674.23	77,714.52			6,287.75		91,676.50
Sedgwick	11,789.34	70,390.54			9,350.36	55.97	91,586.21
Summit	2,689.18	25,587.17			2,700.09		30,976.44
Teller	5,902.38	62,188.15			4,369.66		72,460.19
Washington	15,481.39				32,296.42	60.10	47,837.91
Weld	155,903.30	1,289,554.85	15,247.87		86,109.75	12,880.31	1,559,696.08
Yuma	22,119.57	185,188.33			43,448.26	17.64	250,773.80
Books						115.94	115.94
<b>TOTALS</b>	<b>\$3,181,888.87</b>	<b>\$23,473,875.00</b>	<b>\$165,648.83</b>	<b>\$395,850.00</b>	<b>\$1,300,000.00</b>	<b>\$400,000.00</b>	<b>\$28,917,262.70</b>



# 31

## LOCAL DISTRICTS RELY ON PROPERTY TAX FOR FUNDS

... .. " ... levies are  
made on state-approved  
assessed valuations ... "

Basically, financial support for the school program begins with the local effort. This has been determined as a basic 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 utility 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 1956 was \$3,069,112,462; for 1957, it was \$3,150,835,369—representing an increase of 2.66 percent over 1956. 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 5 percent of the tax revenue of the preceding year.

The tax commission may approve an additional levy without limit. Upon denial by the tax commission, the levy may be increased provided a majority of the votes cast at any election for the purpose, are cast in favor of the levy increase.

Three mills may be levied by all districts for a local retirement system, and a one mill levy for a building reserve fund.

County and Union High School districts are limited to ten (10) mills.

At an election for the purpose of increasing the levy, an increase not exceeding two mills may be made if a majority of the votes cast are favorable. Not more than one such election may be called per year.

The levies are made upon state-approved assessed valuation.

No non-property taxes are raised by local school districts.

There are no school districts in Colorado which are fiscally dependent.\*

For the tax year 1956 school district tax levies amounted to \$76,268,186; and for the tax year 1957 the district tax levies were \$70,647,060—showing a decrease of 7.37 percent.

### **How County School Revenues Are Used**

A "County Public School Fund" tax of twelve (12) mills is required of all counties with the exception: the levy may be reduced to the extent of the requirements of classroom unit values as calculated under the Public School Foundation Act.

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. The distribution to the districts is in proportion to the values of their foundation units.

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 1956 county tax levies for schools amounted to \$9,172,653; and for the tax year 1957 the county school levies were \$23,315,493—representing an increase of 154.18 percent, partly resulting from an increase of the 4.50 mill levy in 1956 to a 12.00 mill levy requirement in 1957.

### **Provisions for School Debt**

**INITIATING BOND ISSUES.** Proposals for bond issues are initiated by school boards. School bonds may be issued for: (1) Erecting or furnishing school buildings; (2) Purchase of grounds; (3) Floating debts; and (4) Refunding bonded debt.

**LIMITATIONS ON ISSUANCE OF BONDS.** There is no limit upon the amount of bonds that may be voted for issuance.

All bonds must be issued by serial number.

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\*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.



Maturity of bonds must commence not later than five years and extend not more than 25 years.

**LIMITATIONS ON DEBT.** Sale of the bond issues is limited to a basic percent of the assessed valuation, except in case of emergencies the State Tax Commission may approve up to the emergency limit.

#### 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	15
Newly organized districts .....	10	15
Junior College districts .....	10	15

‡The Colorado Tax Commissioner has authority to approve a higher limit, but only in an emergency, up to the emergency limit.

SOURCE: Colorado State Department of Education.

**VOTING REQUIREMENTS.** Bonds are required to be approved at a general school election or at a special election for that purpose, by a majority of all taxpayers. In school districts of over three thousand school population, the name of the voter must appear upon the registration list of the voting precinct. In all cases, the voter must have paid a school tax in the school district on property listed with the county assessor in the year next preceding.

**APPROVAL AND SALE OF BONDS.** Further approval by a state agency is not necessary for sale of bonds. The State does not assist with the sale of school bonds and it is not necessary that they be offered to the State; however, school bonds may be purchased by the State of Colorado, as authorized by Article IX, Sec. 5 of the State Constitution.

School bonds which are general obligations of legal school districts, have been authorized by vote of the district qualified electors, and produce a minimum yield of 2 percent, may be purchased as an investment for the Public School Fund. Bonds of about 400 school districts are presently held for the Fund.

If school bonds have been sold and the immediate use of funds is not required, there are provisions for their temporary investment.

**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 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 bonds 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.** Under publicized declaration of emergency, additional warrants may be issued to the extent of .2 of 1 percent of the assessed valuation. Warrants may be issued to the full amount of an authorized budget. If money is not currently available, the warrants must be registered and retired in the order of their registration. The statutory interest rate on such warrants is 6 percent. Provision is made for other temporary loans, the money from which must be applied to payment of the registered warrants.

# HOW WE PAY FOR PRESENT PUBLIC SCHOOLS

... .. " ... local  
property taxes provide  
funds for education ... "

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	311,522.3
1957-58	332,125.1
1958-59	355,000.0*
1959-60	375,000.0*
1960-61	400,000.0*

\*Estimated

Source: Colorado State Department of Education

The sources of the money required are from several political sources. The revenue items are mainly raised by taxation. The non-revenue amount represents receipts from sale of bond issues.

The following table represents the pattern of these resources relative to the school year 1957-58. It does not represent the receipts within the school-year period.



## SOURCES OF MONEY FOR SCHOOLS

1957 - 1958

Revenue:			
Federal			
Vocational Education .....	\$	351,663	
Federal Forest .....		83,850	
Federal Lands Materials .....		2,622	
Federal Mineral Lease, County Level .....		301,626	
Federal Flood Control .....		8,400	
Public Law 874 .....		2,817,005	
Public Law 815 .....		2,039,490	
School Lunch .....		668,216	
School Milk .....		479,600	
Johnson O'Malley (Indians) .....		141,878	\$ 6,894,350
State			
Appropriation, State Public School Fund .....	\$20,550,000		
Appropriation, Public School Transportation Fund .....		1,300,000	
Appropriation, Physically & Mentally Handicapped Children .....		400,000	
Appropriation, Vocational Education .....		143,810	
Public School Income Fund (earnings) .....		3,181,889	
Federal Mineral Lease (State Public School Fund) .....		3,485,374	
State School Organization Fund .....		30,000	\$ 29,091,073
County			
Tax Levy .....	\$20,127,007		
Specific Ownership Tax .....		3,656,235	
Other Revenue .....		208,917	\$ 23,992,159
School Districts			
Tax Levy .....	\$70,439,531		
Delinquent Tax and Penalties .....		642,697	
Tuition from Patrons .....		199,151	
Transportation Fees — Patrons .....		9,468	
Other Local Revenue .....		3,491,683	\$ 74,782,530
Other States			
Tuition .....			6,875
Non-Revenue:			
School Districts			
Sale of Bonds .....	\$17,997,703		
Loans .....		630,807	
Sale of Property .....		427,840	
Insurance and Sales Tax Adjustment .....		251,648	
Miscellaneous .....		146,745	\$ 19,454,743
Total Resources of School Districts .....			<u>\$154,221,730</u>
Revenue for Specific Purposes:			
Federal			
Migrant Education Study .....	\$	2,413	
Rural Library Service .....		81,500	\$ 83,913
Ford Foundation — Small High Schools Project .....	\$	19,367	
Kellogg Foundation—Educational Administration Improvement .....		9,094	
American Printing House for the Blind .....		1,299	\$ 29,760
Total Resources of Public Schools .....			\$154,335,403

Note: The table above represents a pattern of resources (not actual receipts) relative to the school year 1957-58.

Source: State Department of Education

Expenditure of money toward these daily needs may be considered in three forms:

First: Current Operations, which cover the very large and important item of teacher salaries and instructional supplies. Administration of the school program, operation and maintenance of the plant, and transportation of the pupils are other expenses of current operations.

Second: Payments of Interest, for the use of borrowed money, together with payments to retire debt.

Third: Capital Outlay Expenditures, which include erection of new buildings, additions to present buildings, as well as for equipment.

State Department tabulations in these categories are as follows:

**TOTAL COST OF PUBLIC SCHOOL PROGRAM THROUGH JUNIOR COLLEGES**

1945-46 through 1957-58

School Year	Current Operation	Debt Service	Capital Outlay	Total
1945-46	\$ 23,866,503	\$ 3,298,618	\$ 1,528,488	\$ 28,693,604
1946-47	28,599,474	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	51,376,846	5,728,189	16,546,767	73,651,802
1952-53	60,288,898	7,217,531	20,816,811	88,323,240
1953-54	68,056,212	9,851,717	24,745,900	102,653,829
1954-55	73,675,866	11,120,178	28,593,342	114,854,337
1955-56	84,638,962	12,721,051	37,395,016	134,755,029
1956-57	94,882,419	14,341,872	28,326,478	137,550,769
1957-58*	104,924,540	13,587,831	34,001,316	152,513,687

\*Junior Colleges not included in 1957-58 year.

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 percent 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 following table:



## COLORADO PUBLIC SCHOOL EXPENDITURES

### SCHOOL YEAR 1957-1958

	Expenditures	Percent of	
		Inc. Trans.	Exc. Trans.
<b>Administration</b>			
Salaries .....	\$ 2,977,740.20	2.838	2.960
Contracted Services .....	145,874.20	.140	.145
Other Expenses .....	566,315.39	.540	.565
<b>Total Administration</b> .....	<b>\$ 3,689,929.79</b>	<b>3.518</b>	<b>3.670</b>
<b>Instruction</b>			
Salaries:			
Principals .....	3,878,518.71	3.696	3.856
Consultants and Supervisors .....	1,089,364.85	1.038	1.084
Teachers .....	60,912,586.46	58.049	60.559
Other Instructional:			
Personnel .....	925,779.12	.882	.921
Secretarial and Clerical .....	1,805,514.26	1.721	1.795
Textbooks .....	1,162,097.96	1.107	1.155
Instructional Supplies and Other Expense .....	3,196,533.60	3.048	3.178
<b>Total Instructional Cost</b> .....	<b>72,970,394.96</b>	<b>69.541</b>	<b>72.548</b>
<b>Attendance and Health Services</b>			
Salaries .....	907,457.69	.864	.902
Other Expenses .....	139,892.18	.135	.139
<b>Total Attendance and Health Services</b> .....	<b>1,047,349.87</b>	<b>.999</b>	<b>1.041</b>
<b>Operation of Plant and Equipment</b>			
Salaries .....	5,564,631.70	5.304	5.533
Contracted Services .....	29,427.04	.028	.029
Heat for Buildings .....	1,513,506.28	1.442	1.505
Utilities Except Heat .....	1,682,793.37	1.604	1.673
Supplies .....	616,654.98	.588	.613
Other Expenses .....	155,205.36	.147	.154
<b>Total Operation of Plant and Equipment</b> .....	<b>9,562,218.73</b>	<b>9.113</b>	<b>9.507</b>
<b>Maintenance of Plant and Equipment</b>			
Salaries .....	1,474,506.91	1.405	1.466
Contracted Services .....	735,792.87	.702	.732
Replacement of Equipment .....	918,442.17	.876	.913
Other Expenses .....	1,056,436.48	1.006	1.050
<b>Total Maintenance of Plant and Equipment</b> .....	<b>4,185,178.43</b>	<b>3.989</b>	<b>4.161</b>

**COLORADO PUBLIC SCHOOL EXPENDITURES**  
**SCHOOL YEAR 1957-1958**  
(Continued)

Fixed Charges			
Employee Retirement .....	5,747,934.98	5.479	5.715
Insurance and Judgments ..	1,044,733.70	.996	1.038
Rent .....	205,298.10	.196	.204
Interest .....	38,180.80	.036	.038
Treasurer's Commission ...	799,378.51	.761	.795
Other Fixed Charges .....	90,539.43	.086	.090
	<hr/>		
Total Fixed Charges .....	7,926,065.52	7.554	7.880
Food Services and Student-Body Activities			
Salaries .....	313,798.16	.299	.312
Deficit of Separate Fund ...	132,070.96	.125	.131
Other Expenses .....	402,435.38	.385	.400
	<hr/>		
Total Food Services and Student-Body Activities	848,304.50	.809	.843
Community Services			
Recreation .....	285,291.69	.274	.284
Civic Activities .....	57,684.91	.055	.057
Public Library .....	2,011.90	.001	.002
Welfare Activities .....	7,192.40	.007	.007
	<hr/>		
Total Community Services .....	352,180.90	.337	.350
	<hr/>		
Total Current Expenses -- (Exclusive of Transportation)	100,581,622.70		100.000
Transportation			
Salaries .....	1,582,158.73	1.508	
Contracted Services .....	909,132.94	.866	
Replacement of Vehicles ...	627,063.59	.598	
Insurance .....	98,656.82	.094	
Parents' Allowance .....	89,088.63	.085	
Other Expenses .....	1,036,816.84	.989	
	<hr/>		
Total Transportation Expenses .....	4,342,917.55	4.140	
	<hr/>		
Total Current Expenses -- (Including Transportation)	104,924,540.25		100.000
Capital Outlay			
Sites .....	2,249,079.12		
Buildings .....	28,601,977.31		
Equipment .....	3,150,260.10		
	<hr/>		
Total Capital Outlay .....	34,001,316.53		
Debt Service			
Principal of Debt .....	8,943,777.06		
Interest on Debt .....	4,575,116.02		
Other Debt Service .....	68,938.15		
	<hr/>		
Total Debt Service .....	13,587,831.23		
	<hr/>		
Total Expenditures .....	152,513,688.01		



# 33

## ACCOUNTING BECOMES UNIFIED WITHIN SCHOOLS

.. . . . “ . . . *simplicity, plus  
accuracy, incorporated in  
recommended records . . .* ”

A careful study of current budgeting, accounting and reporting was undertaken. An operational plan was put into effect and has now completed a one year cycle.

The state committees recommended implementation of the national code of accounts. The code, developed through the leadership of the U. S. Office of Education, was adopted with some variations and in addition, a simple balance sheet was added. This latter had the effect of unifying the system.

The finished documents were completed and introduced in the order of use, beginning with the budget. This was ready for the new budget year beginning July 1, 1957, and was inaugurated by all school districts then, or beginning with their first regular budget year

thereafter. With an expanded detailed code, the same document was supported by schedules in the case of the larger schools. Budgeting, at the school or department level, was also accomplished through this method.

Also placed into operation was a new budget document prepared for the public junior colleges. It follows generally a study completed by the National Federation of College and University Business Officers Association for the year 1953-1954, entitled, "*A Study of Income and Expenditures in Sixty Colleges.*" Thus, comparison on a national as well as a state level was possible. This document avoids the integration with the public school classification code and is more realistic for junior colleges. The junior colleges have adopted the new budget effective for their most recent budget year.

The budget document became both a legal instrument and an accounting voucher. As an accounting voucher it was necessary to record it in the books of account for control purposes. This gave rise to the need of leadership in organizing systematic accounting procedures. The major problem was to cope with a range of school district sizes.

For meeting this situation, some 900 school districts were divided into four classes. The large metropolitan district, with over 3,000 teachers could envision much in common with the smaller districts in the matter of uniformity. They used their large scale accounting machinery, with greater detail but uniform state accounting in all respects. Here was Group I—distinctive, but not alone.

A second group of approximately twelve, each with a teaching corps of 200 to 500, met and studied common problems. In most cases there were business manager and technical accounting staffs available. A public accountant usually provided consultant services. These districts already had, or soon developed, machine accounting. There was more detail, but uniformity of the code of accounts was maintained. Periodic conferences were held with State Department of Education technical leadership, and individual consultations.

A third group comprised those school districts of the 50-200 teacher size. Only a few of these have business managers, but all have office clerks. Here the transition was more difficult but cooperation was excellent. A few converted to "devices" and some to columnar hand systems. Training was by group and individual consultations. It is hoped that more attention will be given to this group soon. The potential of this group is good and there is a great deal to be done in the way of training programs.

Group IV, by far the largest in number of school districts, required an entirely different approach. Although the 700 or more school districts in this class are gradually being reduced in number, through reorganization, it was, and continues to be, the most difficult group to reach through a training program.



A complete set of accounts, journal and ledger, was designed to cover this group of schools, as well as some in Group III. Scientific accounting procedures were adhered to, but through color, line numbers, and code, the procedures were simplified. It is possible to maintain monthly analysis by simple use of the materials provided. Easy preparation of reports required by law, is an additional achievement.

Thus, regardless of the group, uniformity of code is evident. Expansion to meet the largest districts is possible without destroying basic comparison of facts. Comparison on a national, state and regional level, is a reality regardless of district size. The facts speak for themselves and need only be supplemented by pupil results in learning to facilitate a measure of comparative operational efficiency.

Another phase of the program—reporting—is obvious. For this purpose the Secretary's Annual Report—required by law—was geared to the new code. Easily transcribed from the accounting records, the county and state totals were a simple matter.

A feature of the state training program was directed to the county superintendent of schools. In effect, the Secretary's Annual Reports were carefully checked by them and compiled by counties. The procedure is progressing at an accelerated rate over previous years.

Reports by funds, as well as in summary form, will be available at the state level. The public will be able to evaluate these schools of the space age through **both** figures and programs. Planning, operating, and evaluating will be a joint project of both the lay public and professional educators.

## 34

# U. S. SOURCES HELP FINANCING IN SOME AREAS

.. . . . “ ... *federal*  
*activities in areas make*  
*for reimbursements...* ”

As a source of income available to certain districts for current expense in instances of rapid federal pupil increase, together with lack of school facilities, money is made available by Public Law 874, and Public Law 815.

These are basically laws recognizing responsibilities on the part of federal government. These laws attempt to contribute toward the cost of educating pupils attracted to the community by reason of one or more federal activities on federally owned property. They make money available to school districts which under private ownership would be available from the property tax base.

In order to qualify under Public Law 874, an applicant must have 3 percent of the current year's enrollment federally connected, with a minimum of 10 students in ADA. The parent or guardian must either live on or work on federal property. The exception to this is where a large increase in school enrollment is due to a federal contract by a private concern. This case must show a 5 percent increase, due to the activity, a financial burden, and an impact since the preceding February 1.

For assistance with building costs, a district must have a 5 percent increase in the application year over a base year two years back, and this must be at least 20 more students than the base year in ADM.

There were some 80 districts in the state that received help under Public Law 874 and Public Law 815. For the school year 1956-57, Colorado received under Public Law 874 \$2,441,946.44 and under Public Law 815 \$2,122,253.02. During the school year 1957-58, Public Law 874 aided Colorado Districts in the amount of \$2,817,005.29 and Public Law 815 supplied funds for buildings in the amount of \$2,039,490.31.

There are several districts in Colorado that would have been severely tested to accommodate these extra students without this aid. Some of these situations include Aurora in Adams and Arapahoe Counties, and Woodman, Colorado Springs, and Fountain in El Paso County.

Other districts received an incentive to better school services and facilities through this program. Local taxpayers supplemented federal money which resulted in improved facilities for all children in their districts. Particular examples include Fairview, Collbran, Dove Creek, Egnar and Dolores.

The attention this department can give to individual districts is limited, due to the fact that, at present, only one person is available to serve the entire state. There may be districts that should claim, but which do not, and others which have federally connected students that do not properly identify them. More personal contact with each district would perhaps result in some substantial gains financially for Colorado and a much better understanding by the local school district of the entire program.



**P. L. 815 AND 874 PAYMENTS  
FROM JULY 1, 1957 TO JUNE 30, 1958**

COUNTY	DISTRICT	P. L. 874	P. L. 815
Adams	1. Mapleton-Retreat	\$ 19,062.21	\$ .....
	12. Thornton	7,958.05	.....
	14. Adams City	47,333.10	.....
	24. Sable	1,066.46	.....
	27. Brighton	13,133.87	.....
	50. Westminster	9,556.30	.....
	Total	\$ 98,109.99	\$ .....
Arapahoe	1. Englewood	\$ 30,964.98	\$ .....
	5. Cherry Creek	19,947.78	.....
	6. Littleton	13,571.40	156,600.00
	16. College View	2,152.20	.....
	28-J. Aurora	267,608.30	447,588.00
	62. Altura	458.70	.....
	75. Fort Logan S.U.H.S.	16,089.00 1,476.36	..... .....
	Total	\$ 352,268.72	\$ 604,188.00
Archuleta	50-J. Pagosa Springs	\$ 519.00	\$ .....
	Total	\$ 519.00	\$ .....
Bent	1. Las Animas	\$ 24,256.00	\$ .....
	6. Rixey C.H.S.	3,879.80 12,690.00	..... .....
	Total	\$ 40,825.80	\$ .....
Boulder	3. Boulder	\$ 56,993.30	\$ .....
	FC-5. Fairview	27,243.75	.....
	17. Longmont	13,402.86	.....
	29. Louisville	7,548.16	.....
	43. Broomfield	2,726.00	.....
	47. Lyons	.....	.....
	52. Lafayette	3,802.00	.....
Total	\$ 111,716.07	\$ .....	
Crowley	1. Crowley	\$ 2,441.20	\$ .....
	7. Olney Springs	2,512.10	.....
	12. Ordway	6,146.00	.....
	25. Sugar City	4,478.16	.....
	Total	\$ 15,577.46	\$ .....
Denver	1. Denver	\$ 641,295.78	\$ .....
	Total	\$ 641,295.78	\$ .....
Dolores	4. Dove Creek	\$ 11,641.86	\$ .....
	5. Cahone DCHS	1,286.13 7,591.15	..... .....
	Total	\$ 20,519.14	\$ .....
Eagle	2. Pando	\$ 1,050.93	\$ .....
	Total	\$ 1,050.93	\$ .....

**P. L. 815 AND 874 PAYMENTS  
FROM JULY 1, 1957 TO JUNE 30, 1958  
(Continued)**

COUNTY	DISTRICT	P. L. 874	P. L. 815	
El Paso	2. Harrison	\$ 42,229.72	\$ .....	
	3. Widefield	82,980.94	399,014.00	
	8. Fountain	161,740.92	463,553.62	
	11. Colorado Springs	479,491.11	306,679.69	
	12. Cheyenne Mountain	28,697.00	.....	
	14. Manitou Springs	20,091.00	.....	
	20. Woodman-Air Academy	38,044.89	234,161.00	
	38. Monument	9,040.21	.....	
		Total	\$ 862,265.79	\$1,403,408.31
	Fremont	1. Canon City	\$ 9,154.00	\$ .....
2. Florence		11,032.92	.....	
50. Penrose		2,236.00	.....	
		Total	\$ 22,422.92	\$ .....
Garfield	2. Rifle	\$ 1,936.67	\$ .....	
	16. Grand Valley UHS	1,049.94	.....	
		Total	\$ 2,986.61	\$ .....
Huerfano	4. Walsenberg	\$ 6,599.55	\$ .....	
		Total	\$ 6,599.55	\$ .....
Jackson	5. Rand JCHS	\$ 122.57	\$ .....	
		1,095.86	.....	
	Total	\$ 1,218.43	\$ .....	
Jefferson	R-1. Lakewood	\$ 216,732.01	\$ .....	
		Total	\$ 216,732.01	\$ .....
La Plata	10-J. Bayfield	\$ 2,448.62	\$ .....	
		Total	\$ 2,448.62	\$ .....
Larimer	2. Loveland	\$ 7,347.98	\$ .....	
	17. ....	.....	.....	
	30. Estes Park	14,616.75	.....	
	53. Bellevue (Elkhorn-Eggers)	2,229.53	.....	
	64. Cache La Poudre	369.50	.....	
		Total	\$ 24,563.76	\$ .....
Mesa	51. Grand Junction	\$ 57,746.98	\$ .....	
	50. Plateau Valley	7,458.00	.....	
		Total	\$ 65,204.98	\$ .....
Montezuma	C-1. Cortez	\$ .....	\$ 29,700.00	
	6. Mancos	5,820.58	.....	
	27. Towaoc	1,646.00	.....	
		Total	\$ 7,466.58	\$ 29,700.00



**P. L. 815 AND 874 PAYMENTS  
FROM JULY 1, 1957 TO JUNE 30, 1958  
(Continued)**

COUNTY	DISTRICT	P. L. 874	P. L. 815
Montrose	18. Nucla	\$ 1,271.24	\$ .....
	25. Uravan	1,530.40	.....
	Total:	\$ 2,801.64	\$ .....
Otero	J-3. Manzanola	\$ 6,541.50	\$ .....
	4. Rocky Ford	11,692.38	.....
	J-26. Fowler	8,919.00	.....
	Total	\$ 27,152.88	\$ .....
Pueblo	60. Pueblo	\$ 211,721.72	\$ .....
	70. Rural	71,971.68	.....
	Total	\$ 283,693.40	\$ .....
San Miguel	18. Egnar	\$ 3,657.00	\$ 2,194.00
	17-Jt. Norwood	1,465.00	.....
	Total	\$ 5,122.00	\$ 2,194.00
Summit	6. Lakeside (Heenay)	\$ 4,199.82	\$ .....
	Total	\$ 4,199.82	\$ .....
Teller	12. Woodland Park	\$ 243.41	\$ .....
	Total	\$ 243.41	\$ .....
GRAND TOTAL		\$2,817,005.29	\$2,039,490.31

**P. L. 815 AND 874 PAYMENTS  
FROM JULY 1, 1956 TO JUNE 30, 1957**

COUNTY	DISTRICT	P. L. 874	P. L. 815
Adams	1. Mapleton-Retreat	\$ 9,145.94	\$ .....
	12. Thornton	7,844.00	.....
	14. Adams City	45,376.72	14,080.00
	24. Sable	3,426.73	.....
	27. Brighton	13,919.60	.....
	50. Westminster	21,694.52	.....
Arapahoe	1. Englewood	28,916.74	.....
	5. Cherry Creek	14,636.70	.....
	6. Littleton	9,606.00	31,320.00
	16. College View	1,524.17	.....
	28-J. Aurora	240,268.10	377,520.00
	62. Altura	1,915.69	.....
Archuleta	75. Fort Logan S.U.H.S.	10,880.72 2,538.58	.....
	50-J. Pagosa Springs	13,704.74	.....
Bent	1. Las Animas	28,796.25	.....
	6. Rixey C.H.S.	3,006.00 12,794.04	.....
	3. Boulder	55,411.82	.....
Boulder	FC-5. Fairview	15,281.88	53,250.00
	17. Longmont	8,437.50	.....
	29. Louisville	7,478.87	.....
	43. Broomfield	1,030.00	.....
	47. Lyons	98.16	.....
	52. Lafayette	3,501.67	.....
Clear Creek	5. Idaho Springs	3,181.67	.....

**P. L. 815 AND 874 PAYMENTS  
FROM JULY 1, 1956 TO JUNE 30, 1957  
(Continued)**

COUNTY	DISTRICT	P. L. 874	P. L. 815
Crowley	1. Crowley	1,936.98	.....
	7. Olney Springs	1,934.38	.....
	12. Ordway	2,587.37	.....
	25. Sugar City	3,587.00	.....
Denver	1. Denver	538,016.49	.....
Dolores	4. Dove Creek	8,955.09	13,365.00
	5. Cahone D.C.H.S.	2,831.92	.....
			.....
Eagle	2. Pando	6,953.00	.....
El Paso	2. Harrison	43,159.00	.....
	3. Widefield	131,402.21	407,260.00
	8. Fountain	101,359.30	282,174.62
	11. Colorado Springs	313,241.87	58,920.00
	12. Cheyenne Mountain	21,930.13	.....
	14. Manitou Springs	28,222.10	7,150.00
	20. Woodman	6,034.52	.....
	38. Monument	11,424.65	24,456.89
Fremont	1. Canon City	8,031.45	.....
	2. Florence	7,547.82	.....
	50. Penrose	2,536.00	.....
Garfield	2. Rifle	909.58	.....
	16. Grand Valley R.U.H.S.	650.65	.....
		241.95	.....
Grand	3. Grand Lake	4,045.82	.....
Huerfano	4. Walsenberg H.C.H.S.	4,362.90	.....
		218.40	.....
Jackson	1. Walden	39.40	.....
	5. Rand	1,646.52	.....
	J.C.H.S.	1,041.14	.....
Jefferson	R-1. Lakewood	169,813.32	.....
La Plata	10-J. Bayfield	5,189.45	.....
	11-J. Ignacio	.....	45,360.00
Larimer	2. Loveland	7,783.60	.....
	30. Estes Park	7,977.40	.....
	56. Red Feather Lake	2,231.12	.....
	64. Cache La-Poudre	1,567.00	.....
Mesa	51. Grand Junction	54,847.18	.....
Montezuma	4. Dolores	1,587.14	.....
	C-1. Cortez	.....	59,400.00
	6. Mancos	5,867.34	.....
	27. Towaoc M.C.H.S.	2,126.98	.....
Montrose	18. Nucla	192.10	.....
	25. Uravan	12,476.20	.....
	35. Paradox	316.28	.....
	M.C.H.S.	523.78	.....
Otero	J-3. Manzanola	5,332.14	.....
	6. Elder	69.25	.....
	11. La Junta	621.14	.....
	4. Rocky Ford	11,022.95	.....
	J-26. Fowler	7,397.92	.....



P. L. 815 AND 874 PAYMENTS  
FROM JULY 1, 1956 TO JUNE 30, 1957  
(Continued)

COUNTY	DISTRICT	P. L. 874	P. L. 815
Park	2. Bordenville	1,323.00	.....
Pitkin	1. Aspen	1,038.09	.....
Pueblo	60. Pueblo	203,392.67	.....
	70. Rural	140,100.66	.....
San Miguel	18. Egnar	.....	.....
	17-Jt. Norwood	.....	.....
Summit	6. Lakeside (Heeney)	4,236.52	.....
Teller	12. Woodland Park	2,804.47	.....
Weld	19. Wattenberg	1,023.00	.....
	GRAND TOTAL	\$2,471,946.44	\$2,122,253.02

# 35

## SCHOOLS IN STATE REAP BENEFIT IN SURPLUS ITEMS

. . . . . " . . . program  
destined to be accelerated  
more in the future . . . "

Federal agencies controlling the availability and distribution of surplus properties have predicted that the benefits to education will double during the coming year. All Federal agencies and departments are constantly being urged to stress aid to education with particular emphasis on scientific items, especially physics, and machine tools.

Since publication of the last biennial report, several noteworthy changes have occurred in the Surplus Property Program and Agency. Public Law 655 was signed by President Eisenhower on July 3, 1956 ending the long and arduous struggle of Civil Defense proponents for participation in the surplus property program. The law as written by the Congress granted legally organized and functioning state or

municipal Civil Defense Units authority to acquire federal surplus properties, on an equal basis with educational and health donees, through the existing state surplus property agency.

Dr. H. Grant Vest and Dr. Roy L. Cleere, heads of the Colorado departments of education and health, respectively, decided in collaboration with members of the board of directors, that civil defense should have equal representation on the governing board of the agency. A three-way agreement between the three departments (education, health and civil defense) was signed and approved by Governor Edwin C. Johnson December 28, 1956. Appointments to the Board of Directors are for three years terms and made on succeeding years. Present members serving on the Board of Directors representing Education are Dr. John H. Swenson, Assistant Commissioner of Education, chairman of the board; Dr. D. B. Leshner, Superintendent of Schools, Fort Collins; and Warren B. FitzSimmons, superintendent of Schools, Adams City District No. 14.

The most challenging problem facing the new nine member board of directors concerned the dire need for adequate warehousing. It was clearly evident and forecast that old warehouse facilities at Fort Logan would have to be abandoned and replaced. Available warehousing in metropolitan Denver was either inadequate or too expensive. After exploring all possibilities, it was finally decided to purchase a Butler type building and erect a structure suitable for present needs on leased land adequate to permit future expansion.

In an effort to assist school administrators for resumption of fall classes, a slightly premature opening of the new warehouse was witnessed by a record number of donees on August 26, 1958. The new Denver warehouse, located at 4700 Leetsdale Drive, was hailed by all as a great step forward and offering much more comfort and efficiency.

A new office building is planned to join the warehouse. This will consolidate all activities in the metropolitan area and further improve the efficiency.

All costs of construction will be met with existing funds and when the general operating fund is adequately replenished, according to federal standards, reductions in service charges are anticipated.

The following statistics show the accelerated activity in the surplus property program in the field of education:

<u>Total Participating Institutions</u>		<u>Acquisition-Cost of Property Received</u>	<u>Service Charges To Institutions</u>
1956	316	\$1,589,117.62	\$117,586.42
1957	319	\$2,079,275.41	\$125,686.62
1958			
Jan. 1—			
June 30	292	\$ 965,277.95	\$ 73,075.43

The decline in the number of participating institutions during the first six months of 1958 is due to the consolidation of many school districts on the agency records. The decline in the dollar value of property received is primarily due to increased selectivity in quality of



property by agency personnel and economy measures employed by federal sources during the recent national recession.

Federal officials are unable to predict the future accurately in the surplus property program. However, based on all the statistics at their disposal they believe a safe estimate points to a 100% increase in surplus property transfers in 1959.

All educational institutions were sent questionnaires to determine their need for machine tools and stock for training purposes.

Delays have been encountered, at the national level, in carrying out the machine tool program but it is believed these highly desired items will be arriving to fulfill needs.

The complete retooling required in the transition from conventional arms to nuclear weapons and the obsolescence of conventional aircraft in favor of jet propulsion and intercontinental ballistic missiles demands the disposal of billions of dollars in tools and materials to make way for the 'space age.' It is the earnest desire of federal and state officials that the students of today be trained with as modern equipment as possible in preparation for their leadership tomorrow.

SECTION SEVEN

EDUCATION BEYOND  
THE HIGH SCHOOL  
IN DEMAND

... .. “... *legislative*  
*study now in progress*  
*to meet future needs...*”





## LARGER STUDENT BODIES REPORTED FOR UNIVERSITIES

... .. " ... *Colorado*  
*must recognize demands*  
*for post-high education ... "*

Colorado has seven state-supported colleges and universities.

There are six community-supported junior colleges in the state.

Further educational opportunity beyond the high school level is also afforded by six private and endowed schools.

One of the most significant developments during the biennium in planning for education beyond the high school has been the action of the Forty-First General Assembly, Second Session, in setting up plans for a comprehensive study of college and university education.

In January of 1958, the Colorado General Assembly passed Joint Resolution No. 6 directing the appointment of a legislative committee to initiate a comprehensive study of the whole field of education beyond high school in Colorado. An appropriation of \$20,000 was made to carry on the study during 1958.

No formal report on the study was available during the early months of the program, but during that period the committee prepared an informal summary which emphasized that the future of college and university education Colorado will be greatly influenced by the decisions which the legislature makes (or does not make) in the next three or four years. Careful thought must be given to statewide planning for a balanced program of educational offering which will meet the needs of Colorado's youth and at the same time will encourage the wisest use of tax dollars.

**Increasing Enrollments:** During the past few years there have been numerous projections from many quarters which warn of an overwhelming increase in post-high school enrollments in Colorado. If these estimates are accurate, the state will be hard pressed to provide adequate facilities and additional faculties to educate its youth.

**Rising Costs:** Expenditures of Colorado's seven publicly supported institutions of higher learning are rising rapidly. Fiscal summaries prepared by the institutions indicate that total expenditure and outlay



needs for 1959-60 exceed \$36 million, an increase of 19 percent in two years. Five year estimates prepared by the institutions reveal that total expenditures may double in the next five to six years.

**Public Concern:** In recent months, the attention of the nation has been focused on the shortage of trained manpower, particularly in the fields of science, engineering and technology. This recent wave of public concern about the American system of public and higher education is creating a demand for both a more diversified and higher caliber of education.

**Some Critical Issues:** As long as three years ago the Colorado General Assembly recognized that careful thought must be given to state-wide planning for higher education. In 1956, a Legislative Council subcommittee in higher education pointed out several problems confronting higher education in Colorado. Following are listed some of the more critical problems and issues which must be faced by our citizens:

Who should go to college, and where?

What will be the demand for post-high school education?

How can the State encourage quality education?

Is the best possible use being made of the tax dollar??

How can talented youth be identified, encouraged, and pushed to the limit of their capabilities?

Is there wasteful duplication of effort in higher education?

What programs are not available or sufficiently available?

What additional facilities will be needed, and where?

How should the increasing costs of higher education be financed?

How can the State be assured of an orderly and well-planned growth of its educational system?

These and many other issues must be resolved if the state is to meet current demands for a more diversified and higher caliber of education for its youth.

The chief purposes of the legislative study are to examine present institutional planning for meeting future needs of education beyond high school, to give the General Assembly and the public salient facts about post-high school education, and to recommend additional planning and action at the state level.

At a special meeting of the Legislative Council on February 14, 1958, nine legislators were appointed to the Committee on Education Beyond High School. At its first meeting, the committee elected Senator Walter Johnson as its chairman and Representative John Mackie as vice chairman.

After studying the relative merits and success of the procedures used in other states, the committee unanimously agreed that a "home team" should be brought together to do the Colorado study. Although it may be necessary to employ special educational consultants for certain parts of the study, the committee will remain responsible for analyzing pertinent data and formulating its own conclusions and recommendations.

John Coffelt, previously executive director of the Colorado Association of School Boards, and formerly on the staff of the State Department of Education, was employed on June 15, 1958, as study director. Mr. Coffelt served as senior research analyst for the Legislative Council Committee on Education's study of public school finance and school district organization in 1955 and 1956.



### The Proposed Study

The joint committees have accepted the following eight major problems as those requiring concentrated legislative study, with the understanding that they may decide to modify or add to them as the study progresses:

1. What are the projected enrollments in education beyond high school for Colorado?
2. What kinds of post-high school programs and services should be provided in Colorado?
3. What are the factors and criteria which should be considered in evaluating the needs for new institutions of higher learning or for the expansion of existing institutions?
4. How can Colorado obtain, retain, and most efficiently utilize a competent faculty?
5. How shall education beyond the high school in Colorado be financed?
6. What is the state's responsibility for the early identification of student capabilities and talents?
7. What is the state's responsibility for improving the inter-relationships between secondary schools and post-high school education?
8. How can the state be reasonably assured of adequate foresight and efficiency in meeting future needs for post-high school education?

### A Continuing Study

The problems facing higher education are far too complex to be solved by a "one-shot" study and report. The authors of H.J.R. No. 6 (1958), are to be commended for their understanding and vision in providing for a continuing study.

Much of the committee's efforts during 1958 were to be devoted to the building the foundation upon which its ultimate findings and conclusions will be based. The committee proposes to make such periodic reports to the General Assembly as its progress warrants and anticipates that a comprehensive report on the complete study will be possible by January, 1962.

At the end of the biennial period, 1956-58, the recognized institutions of higher learning in Colorado were as follows, listing the presidents of the various schools and their registrars:

#### State-Supported Universities, and Colleges

Adams State College, Alamosa	Dr. Fred J. Plachy, President; Mrs. Esther H. Lyman, Registrar
Colorado School of Mines, Golden	Dr. John W. Vanderwilt, President; William V. Burger, Dean of Students & Registrar
Colorado State College, Greeley	Dr. William R. Ross, President; Roy M. Carson, Registrar
Colorado State University, Fort Collins	Dr. William E. Morgan, President; Miss Stella Morris, Registrar and Director of Admissions
Fort Lewis A & M (Junior) College, Durango	Dr. Charles Dale Rea, President; Charles H. Reid, Jr., Director of Admissions and Records
University of Colorado, Boulder	Quigg Newton, President; O. W. Hascall, Director of Admissions and Records
Western State College, Gunnison	Dr. Peter P. Mickelson, President; Don J. Sipe, Registrar



### Private and Endowed Colleges

University of Denver, Denver	Chester M. Alter, Chancellor; Charles Maruth, Director of Admissions and Records
Colorado College, Colorado Springs	Dr. Louis T. Benezet, President; Ruth Scoggin, Registrar
Regis College, Denver	Rev. Richarl F. Ryan, President; Rev. John H Gibbons, Jr., Registrar
Loretto Heights College, Denver	Sister Frances Marie, President; Sister Pauline Marie, Registrar and Director of Admissions
Colorado Woman's (Junior) College, Denver	Dr Eugene E. Dawson, President; Harold H. Kuhlman, Registrar
Iliff School of Theology, Denver	Dr. Harold F. Carr, President; Dr. William H. Bernhardt, Registrar

### Community-Supported Junior Colleges

Mesa Junior College, Grand Junction	Horace J. Wubben, President; Lowell Heiny, Registrar
Pueblo Junior College, Pueblo	Dr. Marvin C. Knudson, President; Alfred F. Kurtin, Registrar
Trinidad State Junior College, Trinidad	Dr. Guy C. Davis, President; August Zaroni, Dean of Students
Northeastern Colorado Junior College, Sterling	Dr. Ervin S. French, President; Leo Armstrong, Registrar
Otero Junior College, La Junta	Dr. William L. McDivitt, President; Geraldine Leischuck, Registrar
Lamar Junior College, Lamar	Dr. Homer Kelley, President; Henri Crawley, Registrar

The three teachers colleges supported by the state (Adams State, Colorado State and Western State) 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. 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 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 lction, two every two years from "at large." Their term of office is for a period of six years. Qualifications for this office are the same as for any other state elective office, and powers and duties consist of general supervision of University of Colorado.

The Colorado School of Mines at Golden is governed by a Board of Trustees consisting of five members appointed by the governor for a period of six years. 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.

Colorado State University at Fort Collins was formerly known as the Colorado Agricultural and Mechanical College (Colorado A&M). It 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 board members. One-half of the appointed members are practical farmers.

A description of the junior colleges of Colorado is presented in this biennial report, in a separate chapter on junior colleges.

College enrollment in Colorado has maintained consistent growth through the years. The accompanying table reveals student body populations since 1940-41 for state colleges, private colleges and junior colleges.

**ENROLLMENT IN ALL COLORADO  
FOR SELECTED YEARS, 1940-1941 THROUGH 1958-1959**

Years	State Colleges	Private Colleges	Junior Colleges	Total Enrollments*
1957-1958	22,711	8,652	3,680	35,043
1956-1957	21,567	8,798	3,568	33,933
1955-1956	19,621	9,047	2,868	31,536
1954-1955	17,775	8,346	2,714	28,835
1953-1954	15,779	8,127	2,272	26,178
1952-1953	15,577	8,761	2,234	26,572
1951-1952	15,377	10,847	2,322	28,546
1950-1951	17,002	12,110	2,410	31,522
1949-1950	18,147	14,107	2,791	35,045
1948-1949	18,105	14,255	2,493	34,853
1947-1948	17,272	13,062	2,721	33,055
1946-1947	15,604	11,023	2,361	28,988
1945-1946	9,870	10,313	1,970	22,153
1944-1945	5,884	6,154	1,722	13,760
1943-1944	5,828	4,233	1,184	11,245
1942-1943	7,918	4,875	1,568	14,361
1941-1942	9,134	5,816	1,140	16,090
1940-1941	9,611	5,828	1,000	16,439

\* Excludes students in extension courses of senior colleges and some students enrolled in adult and vocational courses in the junior colleges.

Source: State Planning Commission.



The colleges in this state have served a dual role, as educational centers for persons native to Colorado, and also for increasing numbers of students from other states:

### ENROLLMENT IN COLORADO'S SEVEN STATE-SUPPORTED COLLEGES

	Year	TOTAL ON-CAMPUS ENROLLMENT		Total enrollment
		Colorado residents	Out-of-State residents	
University of Colorado, Boulder	1957	5,682	4,660	10,342
	1956	5,310	4,516	9,826
	1955	4,778	4,250	9,028
Department of Medicine and Nursing, Denver	1957	499	311	810
	1956	423	312	735
	1955	455	298	753
Colorado State University, Fort Collins	1957	3,786	1,496	5,282
	1956	3,515	1,481	4,996
	1955	3,228	1,277	4,505
Colorado School of Mines, Golden	1957	439	688	1,127
	1956	458	704	1,162
	1955	396	668	1,064
Colorado State College, Greeley	1957	2,243	868	3,111
	1956	2,202	769	2,971
	1955	1,962	743	2,695
Adams State College, Alamosa	1957	586	115	701
	1956	511	98	609
	1955	438	70	508
Western State College, Gunnison	1957	765	162	927
	1956	751	133	884
	1955	744	88	832
Fort Lewis A & M College, Durango	1957	309	102	411
	1956	317	67	384
	1955	175	61	236

The seven state-supported colleges in Colorado are continuing to grow in enrollments. This trend is steady and the end is not yet in sight.

### TOTAL ENROLLMENT, SEVEN STATE-SUPPORTED COLLEGES

1957	-----	22,711
1956	-----	21,567
1955	-----	19,621
1954	-----	17,775
1950	-----	17,002

Source: State Planning Commission

Colorado's facilities for higher education have appealed to veterans of the armed forces, and all campuses in the state have noted the influx of this type of student.

**ENROLLMENT OF VETERANS IN COLORADO  
UNIVERSITIES AND COLLEGES**

Year	All Colleges	State Colleges	Private Colleges	Junior Colleges
1957-1958	6,365	4,465	1,429	471
1956-1957	6,766	4,532	1,671	563
1955-1956	6,476	4,106	1,874	496
1954-1955	4,160	2,824	1,009	327
1953-1954	3,154	2,057	917	180
1952-1954	3,198	2,044	1,023	131
1951-1952	6,940	3,027	3,585	328
1950-1951	10,449	5,229	4,647	573
1949-1950	15,175	7,711	6,533	931
1948-1949	19,444	9,094	9,506	844
1947-1948	18,553	9,462	7,823	1,268
1946-1947	16,948	9,418	6,276	1,254

Source: State Planning Commission.

One method of evaluating the worth of colleges and universities is to calculate how many resident college students come from each segment of 1,000 of the state's population. Colorado has maintained a consistent average, as shown by these figures:

**NUMBER OF RESIDENT COLLEGE STUDENTS PER 1,000 OF THE  
STATE'S POPULATION**

Year	Population of Colorado (U.S. Census)	Total Enrollment in All Colleges	Enrollment of Resident Students	Number of Resident Students Per 1,000 of Population
1957	1,663,000	35,043	22,862	13.7
1956	1,628,000	33,933	21,903	13.5
1955	1,560,000	31,536	20,530	13.2
1954	1,501,000	28,835	18,272	12.2
1953	1,438,000	26,178	15,820	11.0
1952	1,367,000	26,572	17,002	12.4
1951	1,320,000	28,546	19,791	15.0
1950	1,325,089	31,522	19,791	14.8
1949	1,295,000	35,045	21,917	16.9
1948	1,263,000	34,853	22,211	17.6
1940	1,123,296	16,439	13,151	10.8
1930	1,035,791	12,782	10,480	10.1

Source: State Planning Commission.



**SUMMARY OF FRESHMENT ENROLLMENT IN ALL COLLEGES IN COLORADO**

Year	Total Enrollment	Total Freshmen	Men	Women	Percent of Total Enrollment	Percent + or - Over Previous Year
<b>All Colleges</b>						
1957-1958	35,043	9,604	5,791	3,813	27.4	-0.9
1956-1957	33,933	9,688	6,073	3,615	28.5	2.8
1955-1956	31,536	9,428	5,922	3,506	29.9	6.4
1954-1955	28,835	8,860	5,621	3,239	30.7	—
<b>State Colleges</b>						
1957-1958	22,711	6,117	3,758	2,359	26.9	3.1
1956-1957	21,567	5,932	3,730	2,202	27.5	4.5
1955-1956	19,621	5,679	3,571	2,108	28.9	7.2
1954-1955	17,775	5,297	3,468	1,929	30.0	—
<b>Private Colleges</b>						
1957-1958	8,652	1,990	996	994	23.0	-8.2
1956-1957	8,798	2,168	1,156	1,012	24.6	-7.4
1955-1956	9,047	2,340	1,294	1,046	25.9	6.9
1954-1955	8,346	2,188	1,209	979	26.2	—
<b>Junior Colleges</b>						
1957-1958	3,680	1,497	1,037	460	40.7	-5.7
1956-1957	3,568	1,588	1,187	401	44.5	12.7
1955-1956	2,868	1,409	1,057	352	49.1	2.5
1954-1955	2,714	1,375	1,044	331	50.7	—

Source: State Planning Commission.

## OPPORTUNITY FOR LEARNING SOUGHT ALSO BY ADULTS

... .. " ... *local  
communities establish  
classes for grown-ups ...* "

Adult education has made steady progress during the past two years. The providing of programs of an educational nature for adults has become more widespread. The programs in existence during the past biennium have been broadened to meet the educational needs of more community groups. A number of public school districts in Colorado have recognized the significance and importance of this level of education by employing or assigning increased administrative and supervisory personnel to its initiation and development.

Adult education is rapidly becoming of equal significance educationally with elementary, secondary, and higher education as a fourth level of education essential to assure an informed and responsible citizenry. Within the State Department of Education, the State Board of Education built the leadership role of adult education into a full-time responsibility.

In local districts, thirteen persons have been appointed for the first time, or with increased time, to provide specific administrative and supervisory leadership for the public school program of adult education, and to provide coordination and cooperation with the other community agencies which sponsor education for the adults of the local community. It has become clearly evident that to assure this type of



education for the adults, the present decision makers of every local community and every reorganized district in Colorado must assign administrative leadership for this level of education.

Through careful analysis of the individual offerings in the communities which provide education for their adult citizens, it is apparent that hobby and spectator types of adult education programs are becoming of less relative significance. Some of the hard disciplinary knowledge, international relations, governmental operation, issues of historical significance, the relation of science to modern life, economic understandings, and the mature life as represented by the creation and participation in the cultural arts, have increased in relative significance.

This shift in significance in no way should be interpreted as minimizing the importance of the recreational use of our leisure time, but rather as pointing to a potential use of our non-working and non-sleeping time for the betterment of society and ourselves as individuals by reaching closer to the maximum capacity and usefulness of every mature individual.

Reorganization of the school districts in Colorado was, during this biennium, just beginning to have an effect on the program of adult education. A large number of the districts, particularly the inefficiently organized districts, had neither the administrative and supervisory leadership nor the financial base to provide either a sound education program for the children and youth or a potential for the opportunities to stimulate the continued growth and "life-long" learning of the adult citizens.

It is gratifying to report the increasing greater concern which the Legislative Council Subcommittee on Education has taken relative to this level of education. It requested information as to what was being accomplished and, in one of its meetings toward the end of the biennium, passed a resolution endorsing an equivalent support for adult education as that which is now provided for public elementary, secondary, junior college, and college and university education. Further consideration was initiated with the appointment of another subcommittee and the selection of a competent staff to study the growing problems and to make recommendations for action on issues affecting "Education Beyond the High School".

During the biennium it was possible to develop regular training meetings for the local directors of adult education of the state. This was reinforced by a number of additional training opportunities under the auspices of the Colorado Council of Adult Education, Mountain Plains Adult Education Association, Adult Education Committee of the Colorado Education Association, and workshops, courses and institutes provided by the University of Colorado, Colorado State University, Colorado State College and Adams State College. Additionally a greater number of local directors of public school district programs of adult education participated in state, regional and national conferences which were concerned with upgrading and improving adult education services to adult citizens of local communities.

The accompanying table shows the many different areas of education in which classes are being given in the public school and junior



college programs of adult education. It should be noted that public support from the federal and state level is being given to programs which qualify under the Smith-Hughes and George-Barden Acts stimulating vocational adult education. It should also be noted that the State Legislature has considered this need and provided state funds for adult education sponsored by the public junior colleges of the state.

**Types of Programs, Number of Courses,  
Persons Served in Adult Education**

TYPE OF PROGRAM	Number of Courses	Number of Sessions	Persons Served
Americanization, Citizenship and			
Elementary Adult Education .....	13	72	152
Civic and Public Affairs .....	1	10	12
Family Relationships .....	31	178	620
Personal Developments and			
Group Relations .....	6	29	137
Agriculture Courses .....	49	334	682
Distributive Education .....	31	60	874
Trades and Industrial .....	150	265	2,033
Practical Nursing .....	15	218	232
Commercial .....	148	362	2,616
Home Arts .....	146	290	2,033
In-Service Training .....	5	22	115
Fine Arts .....	51	167	570
Crafts and Hobbies .....	43	131	620
Physical Education, Health and Safety	23	133	367
Driver Education .....	14	91	266
Recreation .....	17	42	378
Firemanship Training .....	24	158	413
Police Officer Training .....	6	38	82
Professional Education .....	26	81	572
Practical Arts .....	32	154	449
General Adult Academic Education ....	175	388	3,234
TOTALS .....	1,006	3,223	16,457

Each year a greater number of the local public school districts has seen fit to implement their concern for the education of their adults by budgeting as a line item limited funds for administration and supervision and, in a few instances, for part or all of the instructional costs of programs of adult education.

State funds as a part of the foundation program for adult education would greatly assist the local districts to speed their implementation procedures. A similar type of state aid in other states indicates that this would provide for better understanding of public education by the



citizens of the state of Colorado and would increase their willingness to assure as effective support as that outlined by the legislature for elementary, secondary and higher education.

The tremendous flexibility, so important when providing education for adults who participate voluntarily, can be seen from the table indicating the length of programs in adult education. They vary in length, according to the issues being solved and the needs of the participants, from short-term institutes of less than ten hours to some which meet as long as 200 hours during a given year.

### ADULT EDUCATION

#### Length of Programs in Hours Per Year

Hours Devoted To Courses	Number of Courses Involved
1 - 10 .....	11
11 - 20 .....	262
21 - 30 .....	355
31 - 40 .....	244
41 - 50 .....	62
51 - 60 .....	27
61 - 70 .....	28
71 - 80 .....	32
81 - 90 .....	25
91 - 100 .....	8
101 - 110 .....	1
111 - 120 .....	5
121 - 130 .....	1
131 - 140 .....	0
131 - 140 .....	0
141 - 150 .....	12
151 - 160 .....	0
161 - 170 .....	0
171 - 180 .....	0
181 - 190 .....	0
191 - 200 .....	8

(Does not include Denver Public Schools)

APPENDIX A

SCHOOL  
STATISTICS

1956-1957

1957-1958





PART I  
1956-1957



GENERAL SUMMARY OF STATISTICS  
School Year Ending June 30, 1957

FISCAL

Receipts for all purposes .....	\$ 146,006,523.
Expenditures for all purposes .....	138,464,382.
Expenditures for current expenses .....	95,342,599.
Expenditures for debt service .....	14,357,183.
Expenditures for Capital Outlay .....	28,764,599.
Transportation expense .....	3,390,950.
Average Mill Levy for schools .....	27.839
Assessed valuation of State .....	3,069,112,462.
Value of school property .....	326,386,584.
Bonded debt .....	180,859,584.
Total warrants outstanding .....	3,374,564.
Annual cost—current expenses per child enrolled .....	288.09
Annual cost—current expenses per child in average daily attendance .....	321.89
Average salary paid—all teachers and administrators .....	4,195.

PUPIL DATA

Total original entries .....	346,711
Enrollment—end of school year .....	326,124
Kindergarten .....	22,595
Elementary grades (1-8 and special) .....	228,176
Elementary grades (9-12 and post graduate) .....	69,096
Junior College (13-14) .....	6,257
Rural Schools .....	75,230
Urban Schools .....	250,894
Average Daily Membership .....	311,522.3
Average Daily Attendance (full time day schools) .....	291,877.3
Per cent of school census in Average Daily Attendance .....	77.2
Per cent of enrollment in Average Daily Attendance .....	89.5
School Census population (ages 6 through 20) .....	378,164
Pupils completing grade 8 .....	16,950
Pupils completing grade 12 .....	12,879
Pupils completing grade 14 .....	490
Children transported to school at district expense .....	71,628

PERSONNEL DATA

Total Teachers and Administrators (full time day schools) .....	14,464
Classroom teachers—full time (full time day schools) .....	13,475
Superintendents .....	210
Principals .....	623
Supervisors .....	156
Rural teachers and administrators .....	4,378
Urban teachers and administrators .....	10,086
Teachers with A.B. degree or higher .....	12,193
Teachers with more than 10 years experience .....	8,346

SCHOOLS

Number of schools in session .....	1,483
Kindergarten .....	139
Elementary .....	1,087
Junior High .....	109
Senior High .....	272
County High .....	23 (2 Jt.)
Union High .....	21 (2 Jt.)
Junior College .....	6
Evening or Opportunity .....	10
One Teacher schools .....	238
School buildings used for instruction .....	1,680
Number of school districts .....	949
(Non-operating districts—238)	

When using these tables for comparison, refer to the revised figures for Denver and State totals in the addendum in back of book.

SCHOOL AGE POPULATION AND PUPIL ENROLLMENT IN PUBLIC FULL-TIME DAY SCHOOL, BY COUNTY

1956-57

County	Census Ages 6-21 Years	Kindergarten			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 (Exclude Kindergarten)		
		Boys	Girls	Total										Boys	Girls	Total
Adams	18,824	....	....	..	2,024	1,878	1,857	1,775	1,425	1,201	1,174	1,170	46	6,504	6,046	12,550
Alamosa	2,577	....	....	..	266	216	205	212	148	167	159	167	....	777	763	1,540
Arapahoe	20,056	916	895	1,811	2,461	2,436	2,383	2,327	1,954	1,615	1,614	1,640	51	8,520	7,961	16,481
Archuleta	858	4	....	..	78	76	61	55	50	47	66	41	....	253	221	474
Baca	1,758	21	24	45	141	127	131	152	136	118	110	114	....	534	495	1,029
Bent	2,050	48	59	107	176	183	172	174	147	124	146	114	....	634	602	1,236
Boulder	11,399	426	382	808	1,099	1,067	987	1,013	905	811	842	793	7	3,892	3,632	7,524
Chaffee	1,985	33	30	63	139	144	152	165	103	122	126	124	....	557	518	1,075
Cheyenne	810	....	....	..	58	58	60	54	38	52	46	40	....	193	213	406
Clear Creek	678	14	21	35	46	67	55	68	54	41	49	54	....	242	192	434
Conejos	3,635	47	42	89	295	254	233	230	225	203	179	195	1	927	888	1,815
Costilla	1,696	11	6	17	160	124	136	125	99	110	103	98	....	498	457	955
Crowley	1,164	....	....	..	96	79	92	89	84	82	72	81	....	353	322	675
Custer	418	....	....	..	26	37	26	25	36	33	24	26	....	124	109	233
Delta	4,757	....	....	..	262	306	325	339	292	282	296	277	....	1,228	1,151	2,379
Denver	99,695	4,929	4,752	9,681	8,870	8,199	8,178	8,230	6,974	5,736	5,623	5,714	742	29,726	28,540	58,266
Dolores	646	1	....	..	60	60	54	52	47	36	45	44	....	203	195	398
Douglas	1,044	....	....	..	112	105	104	117	77	75	71	69	....	363	367	730
Eagle	1,247	19	18	37	135	102	105	96	79	95	76	74	....	388	374	762
Elbert	1,088	....	....	..	68	65	58	64	61	51	53	61	....	258	223	481
El Paso	23,566	1,134	949	2,083	2,332	2,243	2,214	2,169	1,890	1,425	1,637	1,612	43	8,069	7,496	15,565
Fremont	4,258	98	103	201	321	319	306	347	251	253	271	318	15	1,271	1,130	2,401
Garfield	3,128	50	36	86	228	210	255	247	214	200	199	206	....	919	840	1,759
Gilpin	165	....	....	..	17	8	15	11	17	11	13	10	....	50	52	102
Grand	903	24	19	43	81	86	79	92	87	61	77	81	....	336	308	644
Gunnison	1,123	34	42	76	83	86	97	87	88	69	85	68	....	326	337	663
Hinsdale	37	....	....	..	2	1	4	1	4	1	1	2	....	8	8	16
Huerfano	2,915	41	32	73	157	134	155	146	155	129	113	113	....	552	550	1,102
Jackson	546	....	....	..	38	51	46	33	33	42	32	32	....	180	127	307
Jefferson	25,855	1,099	1,030	2,129	2,208	2,072	2,098	2,194	1,810	1,642	1,655	1,593	77	7,848	7,501	15,349

State totals are revised figures for December, 1957. Add ending zeros for comparison.



Kiowa	642	.....	.....	.....	48	45	64	58	51	39	47	41	.....	209	184	393
Kit Carson	1,938	22	19	41	127	137	133	135	129	117	102	122	.....	532	470	1,002
Lake	2,038	71	76	147	200	192	172	172	139	110	123	102	.....	636	574	1,210
La Plata	4,766	.....	.....	.....	487	446	404	459	339	317	348	306	.....	1,613	1,493	3,106
Larimer	10,227	326	295	621	887	819	845	851	748	646	728	678	6	3,212	2,996	6,208
Las Animas	7,051	86	97	183	451	410	457	466	442	391	387	403	.....	1,735	1,672	3,407
Lincoln	1,466	.....	.....	.....	111	104	108	109	117	94	86	109	.....	426	412	838
Logan	5,558	128	138	266	435	420	423	391	339	302	358	308	17	1,549	1,444	2,993
Mesa	11,940	40	42	82	1,077	1,021	956	1,051	917	833	878	838	32	3,897	3,706	7,603
Mineral	127	.....	.....	.....	7	10	13	10	9	9	8	6	.....	32	40	72
Moffat	1,664	49	32	81	146	142	137	150	110	102	116	111	.....	509	505	1,014
Montezuma	3,341	23	21	44	328	302	287	334	262	233	219	228	.....	1,122	1,071	2,193
Montrose	4,820	105	105	210	405	383	361	389	368	307	370	287	.....	1,470	1,400	2,870
Morgan	5,937	47	48	95	574	514	474	488	409	378	398	382	.....	1,844	1,773	3,617
Otero	6,840	127	105	232	681	609	589	594	540	451	481	441	25	2,207	2,204	4,411
Ouray	543	11	12	23	48	42	44	41	32	48	40	46	.....	192	149	341
Park	351	.....	.....	.....	32	32	39	31	23	20	31	23	.....	111	120	231
Phillips	1,253	39	34	73	92	128	113	99	103	72	91	90	.....	410	378	788
Pitkin	433	9	11	20	58	51	41	42	46	37	34	27	.....	175	161	336
Prowers	3,729	70	76	146	293	293	333	321	241	243	281	252	.....	1,173	1,084	2,257
Pueblo	29,253	995	981	1,976	2,102	2,293	2,277	2,191	1,942	1,611	1,555	1,555	132	8,070	7,588	15,658
Rio Blanco	1,428	32	40	72	145	132	130	136	89	95	104	101	.....	499	433	932
Rio Grande	3,648	69	70	139	268	251	256	251	253	197	214	172	.....	970	892	1,862
Routt	1,958	.....	.....	.....	150	130	123	153	127	122	131	146	.....	577	505	1,082
Saguache	1,554	7	6	13	165	128	142	151	113	110	93	96	.....	506	492	998
San Juan	259	.....	.....	.....	17	21	20	30	15	14	26	14	.....	65	92	157
San Miguel	745	10	9	19	83	84	75	57	60	57	67	50	.....	297	236	533
Sedgwick	1,324	38	48	86	108	106	96	96	102	82	94	70	.....	384	370	754
Summit	322	.....	.....	.....	26	46	33	34	30	13	21	31	.....	115	119	234
Teller	782	.....	.....	.....	39	57	46	52	56	42	43	52	.....	204	183	387
Washington	1,932	26	20	46	130	151	130	143	123	108	138	134	.....	535	522	1,057
Weid	18,960	298	258	556	1,531	1,451	1,442	1,509	1,308	1,240	1,213	1,096	44	5,529	5,305	10,834
Yuma	2,454	13	22	35	177	190	184	174	201	154	183	184	.....	745	702	1,447
TOTALS	378,164	11,590	11,005	22,595	33,467	31,933	31,590	31,857	27,266	23,428	23,965	23,432	1,238	117,283	110,893	228,176

SCHOOL AGE POPULATION AND PUPIL ENROLLMENT IN PUBLIC FULL-TIME DAY SCHOOL, BY COUNTY  
1956-57

County	Grade 9	Grade 10	Grade 11	Grade 12	Post Graduate	Special or Ungraded H. S.	Total High School			Junior College			Grand Total Enrollment			Vocational, Opportunity and Evening Classes
	Total	Total	Total	Total	Total		Grade 9 Boys	Special Girls	Total	Boys	Girls	Total	Boys	Girls	College Total	Total
Adams	946	730	582	451	..	..	1,361	1,348	2,709	..	..	..	7,865	7,394	15,259	..
Alamosa	149	128	120	103	..	..	251	249	500	..	..	..	1,028	1,012	2,040	..
Arapahoe	1,409	1,115	948	751	..	..	2,120	2,103	4,223	..	..	..	11,556	10,959	22,515	..
Archuleta	38	30	30	20	..	..	54	64	118	..	..	..	311	285	596	..
Baca	93	103	93	68	..	..	175	182	357	..	..	..	730	701	1,431	..
Bent	117	78	85	65	..	..	175	170	345	..	..	..	857	831	1,688	..
Boulder	818	670	609	575	11	..	1,351	1,332	2,683	..	..	..	5,669	5,346	11,015	204
Chaffee	112	102	83	75	..	..	186	186	372	..	..	..	776	734	1,510	..
Cheyenne	58	50	43	43	..	..	100	94	194	..	..	..	293	307	600	..
Clear Creek	40	27	33	33	..	..	60	73	133	..	..	..	316	286	602	..
Conejos	193	127	133	104	..	..	284	273	557	..	..	..	1,258	1,203	2,461	..
Costilla	68	71	63	56	..	..	134	124	258	..	..	..	643	587	1,230	..
Crowley	71	67	61	50	..	..	135	114	249	..	..	..	488	436	924	..
Custer	14	18	17	18	..	..	34	33	67	..	..	..	158	142	300	..
Delta	309	265	259	222	..	..	541	514	1,055	..	..	..	1,769	1,665	3,434	..
Denver	5,140	4,845	3,778	2,992	..	63	8,549	8,269	16,818	..	..	..	43,204	41,561	84,765	25,481
Dolores	36	33	18	21	..	..	58	50	108	..	..	..	262	245	507	..
Douglas	75	74	60	52	..	..	139	122	261	..	..	..	502	489	991	..
Eagle	72	47	50	49	..	..	108	110	218	..	..	..	515	502	1,017	..
Elbert	56	73	48	54	..	..	117	114	231	..	..	..	375	337	712	..
El Paso	1,350	1,122	914	761	..	..	2,109	2,041	4,150	..	..	..	11,312	10,486	21,798	..
Fremont	271	235	189	160	..	..	421	435	856	..	..	..	1,790	1,668	3,458	..
Garfield	191	170	169	117	..	..	349	298	647	..	..	..	1,318	1,174	2,492	..
Gilpin	10	13	7	4	..	..	16	18	34	..	..	..	66	70	136	..
Grand	77	44	49	43	..	..	109	104	213	..	..	..	469	431	900	..
Gunnison	78	69	45	60	..	..	147	105	252	..	..	..	507	484	991	..
Hinsdale	..	1	2	1	..	..	3	1	4	..	..	..	11	9	20	..
Huerfano	107	66	72	60	..	..	140	165	305	..	..	..	733	747	1,480	..
Jackson	28	22	22	33	..	..	63	42	105	..	..	..	243	169	412	..
Jefferson	1,463	1,230	1,057	811	..	..	2,232	2,329	4,561	..	..	..	11,179	10,860	22,039	..

Total enrollment in public schools for each county. These statistics for each county are based on the total enrollment in public schools.



Kiowa	41	35	39	29	..	...	74	70	144	....	....	....	283	254	537	.....
Kit Carson	132	131	95	96	..	...	213	241	454	....	....	....	767	730	1,497	.....
Lake	119	83	93	71	..	...	174	192	366	....	....	....	881	842	1,723	.....
La Plata	292	280	206	226	..	...	492	512	1,004	....	....	....	2,105	2,005	4,110	.....
Larimer	672	626	530	490	..	...	1,180	1,138	2,318	....	....	....	4,718	4,429	9,147	.....
Las Animas	366	317	242	276	..	...	583	618	1,201	724	893	1,617	3,128	3,280	6,408	.....
Lincoln	109	84	105	89	..	...	209	178	387	....	....	....	635	590	1,225	.....
Logan	292	283	245	208	..	...	529	499	1,028	249	157	406	2,455	2,238	4,693	.....
Mesa	825	722	557	536	..	...	1,349	1,291	2,640	504	334	838	5,790	5,373	11,163	.....
Mineral	7	5	8	4	..	...	10	14	24	....	....	....	42	54	96	.....
Moffat	104	92	88	67	..	...	183	168	351	....	....	....	741	705	1,446	.....
Montezuma	214	193	148	147	..	...	361	341	702	....	....	....	1,506	1,433	2,939	.....
Montrose	274	270	206	196	..	...	456	490	946	....	....	....	2,031	1,995	4,026	.....
Morgan	349	319	290	259	..	...	619	598	1,217	....	....	....	2,510	2,419	4,929	.....
Otero	411	360	307	246	..	...	679	645	1,324	290	236	526	3,303	3,190	6,493	.....
Ouray	40	29	33	29	..	...	72	59	131	....	....	....	275	220	495	.....
Park	20	17	15	8	..	...	40	20	60	....	....	....	151	140	291	.....
Phillips	94	78	77	75	..	...	158	166	324	....	....	....	607	578	1,185	.....
Pitkin	25	40	28	23	..	...	59	57	116	....	....	....	243	229	472	.....
Prowers	207	193	162	143	..	...	360	345	705	54	29	83	1,657	1,534	3,191	.....
Pueblo	1,449	1,201	926	827	..	105	2,285	2,223	4,508	1,559	1,228	2,787	12,909	12,020	24,929	2,165
Rio Blanco	86	92	80	72	..	...	179	151	330	....	....	....	710	624	1,334	104
Rio Grande	169	150	124	107	..	...	269	281	550	....	....	....	1,308	1,243	2,551	.....
Routt	113	125	92	110	..	...	234	206	440	....	....	....	811	711	1,522	.....
Saguache	73	63	44	47	..	...	126	101	227	....	....	....	639	599	1,238	.....
San Juan	18	12	10	16	..	...	26	30	56	....	....	....	91	122	213	.....
San Miguel	61	44	32	27	..	...	81	83	164	....	....	....	388	328	716	.....
Sedgwick	90	55	66	66	..	...	142	135	277	....	....	....	564	553	1,117	.....
Summit	19	12	7	4	..	...	16	26	42	....	....	....	131	145	276	.....
Teller	42	37	45	28	..	...	76	76	152	....	....	....	280	259	539	.....
Washington	101	103	92	68	..	...	181	183	364	....	....	....	742	725	1,467	.....
Weld	1,059	830	774	724	..	...	1,708	1,679	3,387	....	....	....	7,535	7,242	14,777	.....
Yuma	152	140	144	138	..	...	283	291	574	....	....	....	1,041	1,015	2,056	.....
TOTALS	21,414	18,646	15,549	13,304	15	168	34,927	34,169	69,096	3,380	2,877	6,257	167,180	158,944	326,124	27,954

**ATTENDANCE, INSTRUCTIONAL STAFF, AND AVERAGE SALARY OF INSTRUCTIONAL STAFF IN PUBLIC  
FULL-TIME DAY SCHOOLS, BY COUNTY, 1956-57**

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	Kindergarten thru Sr. High	Men	Women	Total	Prin- cipals	Super- visors	Junior College Teachers	Men	Women	Total	Junior College Admin- istrators (General Control)	Super- intendents (General Control)	Total Staff	Average Salary
Adams	14,206.9	174.0	74.1	93.1	183	455	638	28	...	...	..	...	..	..	10	676	3,904.36	...
Alamosa	1,961.7	175.9	76.1	96.2	28	66	94	4	...	...	..	...	..	..	1	99	3,710.00	...
Arapahoe	20,961.6	177.5	90.1	93.1	240	661	901	44	14	...	..	...	..	..	13	972	4,125.48	...
Archuleta	568.1	177.0	66.2	95.3	11	22	33	2	...	...	..	...	..	..	1	36	3,773.61	...
Baca	1,360.3	174.4	77.4	95.1	30	64	94	1	...	...	..	...	..	..	2	97	3,278.06	...
Bent	1,550.1	178.3	75.6	91.8	23	61	84	5	...	...	..	...	..	..	1	90	3,571.00	...
Boulder	10,368.2	174.0	91.0	94.1	101	351	452	23	10	...	..	...	..	..	9	494	3,799.07	11
Chaffee	1,384.9	177.0	69.8	91.7	19	45	64	3	...	...	..	...	..	..	2	69	3,640.21	...
Cheyenne	575.0	174.0	71.0	95.8	10	31	41	3	...	...	..	...	..	..	1	45	3,575.00	...
Clear Creek	561.2	169.9	82.8	93.2	10	24	34	...	...	..	...	..	..	..	1	35	3,546.00	...
Conejos	2,345.0	179.0	64.5	95.3	27	95	122	...	...	..	...	..	..	..	4	126	3,038.00	...
Costilla	1,166.6	166.0	68.8	94.8	32	35	67	1	...	...	..	...	..	..	2	70	3,079.29	...
Crowley	907.9	176.5	78.0	98.3	15	44	59	...	...	..	...	..	..	..	4	63	3,261.90	...
Custer	281.0	178.5	67.2	93.6	6	11	17	...	...	..	...	..	..	..	1	18	2,703.05	...
Delta	3,252.5	180.0	66.7	94.7	53	107	160	7	...	...	..	...	..	..	3	170	4,204.00	...
Denver	71,079.0	174.0	71.3	84.0	1,062	1,745	2,807	186	43	...	..	...	..	..	11	3,047	5,278.23	283
Dolores	489.4	174.0	75.8	96.5	10	21	31	...	...	..	...	..	..	..	2	33	3,189.55	...
Douglas	966.2	172.0	92.5	97.5	13	38	51	...	...	..	...	..	..	..	2	53	3,439.00	...
Eagle	922.6	175.3	74.0	90.7	23	44	67	...	...	..	...	..	..	..	1	68	3,829.00	...
Elbert	684.0	171.6	62.8	96.1	20	30	50	...	...	..	...	..	..	..	2	52	3,454.33	...
El Paso	20,734.3	173.0	87.5	95.1	240	645	885	48	22	...	..	...	..	..	9	964	4,345.66	...
Fremont	3,231.0	173.2	75.9	93.4	48	112	160	5	7	...	..	...	..	..	3	175	3,703.00	...
Garfield	2,337.5	176.0	74.7	93.8	33	94	127	5	...	...	..	...	..	..	6	138	3,825.00	...
Gilpin	134.2	174.0	81.3	98.7	3	8	11	1	...	...	..	...	..	..	...	12	3,500.00	...
Grand	837.5	174.0	92.7	93.0	19	33	52	1	...	...	..	...	..	..	2	55	3,676.00	...
Gunnison	916.6	173.5	81.6	92.5	15	37	52	2	...	...	..	...	..	..	2	56	3,973.00	...
Hinsdale	19.1	175.0	79.6	96.0	...	2	2	...	...	..	...	..	..	..	...	2	3,350.00	...
Huerfano	1,384.2	173.0	47.5	93.5	15	69	84	2	...	...	..	...	..	..	2	88	3,515.00	...
Jackson	424.0	173.0	78.0	103.0	12	15	27	...	...	..	...	..	..	..	2	29	3,310.00	...
Jefferson	19,725.4	180.0	76.3	89.5	213	599	812	39	14	...	..	...	..	..	1	866	2,397.36	...



Kiowa	528.6	174.6	82.4	98.5	14	24	38	...	...	...	...	...	1	39	3,454.00	...		
Kit Carson	1,418.7	171.5	73.2	94.8	28	59	87	1	...	...	...	...	2	90	3,543.44	...		
Lake	1,568.1	175.0	76.9	91.0	24	54	78	5	...	...	...	...	2	85	4,327.33	...		
La Plata	3,923.2	173.0	84.2	97.7	45	116	161	10	5	...	...	...	3	179	3,599.00	...		
Larimer	8,434.3	171.2	82.5	92.2	81	304	385	14	7	...	...	...	6	412	3,977.00	...		
Las Animas	4,543.3	180.0	64.4	70.9	92	186	278	8	3	18	7	25	3	8	300	3,552.00	...	
Lincoln	1,184.5	170.0	80.8	97.0	27	49	76	...	...	...	...	...	2	78	3,658.21	...		
Logan	4,142.3	170.2	74.5	88.2	60	170	230	7	3	11	3	14	1	7	248	3,747.13	...	
Mesa	9,833.0	175.0	82.4	88.1	153	355	508	20	13	20	15	35	1	5	547	4,505.59	...	
Mineral	97.0	176.0	76.4	101.0	4	3	7	...	...	...	...	...	...	...	7	3,300.00	...	
Moffat	1,367.4	172.0	82.1	94.5	14	65	79	3	...	...	...	...	...	1	83	3,612.00	...	
Montezuma	2,681.1	177.0	80.2	91.2	38	92	130	5	...	...	...	...	...	3	138	3,410.42	...	
Montrose	3,716.8	179.2	77.1	92.3	57	131	188	10	...	...	...	...	...	3	201	3,520.52	...	
Morgan	4,756.9	171.0	79.6	96.5	61	172	233	12	...	...	...	...	...	5	250	3,825.12	...	
Otero	5,883.7	178.0	86.0	90.6	84	201	285	17	1	12	5	17	1	6	310	3,753.00	6	
Ouray	458.1	177.0	84.4	92.5	9	14	23	...	...	...	...	...	...	2	25	3,774.00	...	
Park	280.0	172.5	79.8	96.2	4	15	19	...	...	...	...	...	...	1	20	3,392.50	...	
Phillips	1,114.3	173.8	89.0	94.0	18	46	64	2	1	...	...	...	...	2	68	3,725.73	...	
Pitkin	427.2	174.0	81.7	90.5	10	14	24	...	...	...	...	...	...	1	26	3,867.00	...	
Prowers	2,946.4	177.0	79.0	92.3	53	119	172	5	1	8	2	10	1	4	183	3,700.16	...	
Pueblo	20,972.0	176.0	72.0	84.1	278	609	887	38	7	38	11	49	8	5	945	4,429.34	35	
Rio Blanco	1,292.3	173.0	90.5	96.9	22	52	74	4	...	...	...	...	...	2	80	4,833.54	2	
Rio Grande	2,366.0	177.0	64.9	92.7	32	87	119	2	...	...	...	...	...	3	124	3,732.58	...	
Routt	1,469.0	174.0	75.0	96.5	30	54	84	3	...	...	...	...	...	2	89	3,877.00	...	
Saguache	1,157.6	174.0	74.5	93.5	20	41	61	2	...	...	...	...	...	2	65	3,649.87	...	
San Juan	215.9	174.0	83.3	101.4	4	10	14	...	...	...	...	...	...	1	15	3,871.15	...	
San Miguel	700.9	173.5	94.1	97.9	13	27	40	...	...	...	...	...	...	2	42	3,276.00	...	
Sedgwick	1,055.5	175.0	79.7	94.4	17	45	62	2	...	...	...	...	...	3	67	3,594.55	...	
Summit	251.9	171.0	78.2	91.3	6	13	19	...	...	...	...	...	...	...	19	3,255.00	...	
Teller	527.6	177.2	67.4	97.8	5	25	30	1	...	...	...	...	...	2	33	3,754.54	...	
Washington	1,405.9	171.7	72.8	95.8	33	67	100	2	...	...	...	...	...	3	105	3,544.55	...	
Weld	13,829.7	179.0	72.9	93.6	194	521	715	23	5	...	...	...	...	17	760	3,672.00	...	
Yuma	1,992.1	173.9	81.2	96.9	39	88	127	4	...	...	...	...	...	2	133	3,307.00	...	
TOTALS	291,877.3	...	...	...	4,083	9,392	13,475	610	156	107	43	150	15	208	14,464	...	337	
AVERAGES	...	176.8	77.2	89.5	...	...	...	...	...	...	...	...	...	...	...	...	4,195.00	...

**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, 1956-57**

**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	65	4,459	3,190.9	\$ 117,630,880.	27.69	4.50	\$ 9,141,500.	\$ 5,475,341.34	\$ 1,034,739.75	\$ 2,460,211.43
Alamosa	16	366	522.5	15,945,485.	19.47	4.50	317,000.	884,602.78	80,282.63	1,136.09
Arapahoe	58	3,827	1,601.4	135,333,980.	29.26	4.50	16,716,500.	9,208,620.49	1,853,036.32	6,026,625.79
Archuleta	11	287	223.4	5,689,094.	21.25	4.50	183,500.	213,465.55	42,918.84	.....
Baca	61	581	2,558.0	19,553,596.	17.52	4.50	563,000.	797,356.71	71,781.17	316,404.55
Bent	21	466	654.8	15,852,420.	11.85	4.50	216,000.	733,962.26	52,116.10	.....
Boulder	32	1,051	713.0	103,956,150.	20.85	4.50	5,048,300.	3,954,762.14	498,011.33	1,297,494.18
Chaffee	15	191	494.0	13,556,140.	14.79	4.50	45,000.	636,559.44	14,541.78	6,574.50
Cheyenne	30	266	1,400.0	14,715,020.	11.38	4.50	204,000.	442,526.28	32,080.57	69.97
Clear Creek	5	77	92.4	5,646,520.	25.45	4.50	235,000.	242,126.60	37,631.41	.....
Conejos	27	977	497.4	10,311,255.	18.04	4.50	433,500.	697,738.60	105,509.10	793.24
Costilla	18	617	721.1	5,729,185.	17.42	4.50	335,300.	408,441.25	39,840.39	280,397.45
Crowley	23	445	433.9	7,576,555.	24.25	4.50	267,500.	451,019.11	79,124.35	.....
Custer	7	210	225.2	3,333,388.	21.47	4.50	168,500.	110,375.47	27,151.63	.....
Delta	60	2,211	769.4	20,243,345.	25.70	4.50	255,000.	1,530,676.12	80,975.70	.....
Denver	42	5,743	3,144.0	1,030,745,060.	27.40	4.50	68,317,000.	36,073,101.16	6,805,377.84	39,284,773.14
Dolores	10	211	160.9	5,028,100.	14.555	4.50	298,000.	237,961.10	60,331.78	39,632.38
Douglas	32	345	1,100.8	12,760,420.	13.49	4.50	184,000.	415,532.34	40,774.83	.....
Eagle	18	292	386.3	13,833,677.	14.77	4.50	247,013.	513,874.45	77,541.89	58,931.63
Elbert	31	475	1,333.4	13,904,374.	20.72	4.50	287,000.	403,877.67	45,674.18	169.85
El Paso	108	3,041	4,009.3	158,365,140.	23.21	4.50	16,249,500.	9,661,321.86	1,102,469.95	11,205,602.23
Fremont	54	1,265	1,118.4	27,701,230.	20.11	4.50	760,500.	1,328,299.10	114,401.88	6,695.08
Garfield	31	931	1,032.8	26,020,260.	11.98	4.50	858,000.	1,087,923.17	257,151.04	.....
Gilpin	7	65	136.0	2,827,590.	10.28	4.50	39,000.	100,793.23	9,578.98	.....
Grand	9	226	422.0	11,031,985.	11.37	4.50	319,000.	435,034.70	84,355.08	.....
Gunnison	18	179	487.0	10,362,720.	17.25	4.50	181,500.	516,376.96	78,889.57	.....
Hinsdale	.....	.....	.....	1,149,100.	8.79	4.50	.....	25,836.49	25,056.54	.....
Huerfano	29	417	789.4	11,226,145.	12.12	4.50	71,500.	609,943.91	.....	.....
Jackson	.....	.....	.....	7,463,426.	7.90	4.50	143,500.	242,414.62	38,635.57	.....
Jefferson	82	7,091	3,649.5	137,150,960.	30.65	4.50	14,366,400.	9,031,793.45	1,410,800.98	4,342,533.58



Kiowa	29	253	1,354.0	13,635,201.	13.29	4.50	17,000.	334,799.76	8,931.52	150.00
Kit Carson	50	682	2,979.5	20,162,985.	21.58	4.50	361,700.	763,238.34	128,874.38	.....
Lake	19	194	336.5	33,535,645.	12.75	4.50	589,000.	650,474.79	72,156.31	161.35
La Plata	34	1,703	1,187.3	32,208,090.	17.76	4.50	1,176,500.	1,252,269.17	362,313.04	201,625.48
Larimer	45	2,725	1,601.4	83,339,860.	17.71	4.50	3,304,500.	3,056,055.05	432,795.72	1,320,285.19
Las Animas	73	1,389	3,313.2	31,371,650.	17.58	4.50	634,500.	2,346,657.45	139,633.56	9,705.45
Lincoln	54	589	2,195.2	18,785,480.	18.12	4.50	495,000.	677,126.18	109,515.16	.....
Logan	58	1,397	2,310.0	69,112,595.	13.81	4.50	2,858,000.	2,335,054.47	368,762.74	2,064,836.92
Mesa	70	3,551	1,206.4	69,541,100.	34.70	4.50	5,895,700.	5,005,129.47	522,627.20	3,213,922.36
Mineral	4	18	119.0	1,829,382.	13.55	4.50	9,000.	61,722.04	15,284.75	.....
Moffat	34	407	1,236.6	16,169,455.	9.87	4.50	596,000.	736,059.44	95,629.21	7,609.60
Montezuma	49	1,016	859.9	11,589,650.	17.72	4.50	1,592,000.	933,754.56	148,547.80	593,374.33
Montrose	57	1,631	1,628.1	25,003,420.	18.76	4.50	1,650,271.	1,569,827.15	334,206.83	433,705.03
Morgan	59	2,094	2,428.9	66,241,780.	16.98	4.50	2,131,500.	2,239,003.35	473,671.36	773,207.79
Otero	48	1,725	1,152.1	38,067,915.	22.31	4.50	1,598,500.	2,288,061.96	266,554.47	21,513.15
Ouray	8	155	227.3	4,490,473.	17.89	4.50	21,000.	173,045.22	12,708.72	.....
Park	13	158	631.0	7,211,000.	11.55	4.50	12,000.	245,581.75	7,051.43	.....
Phillips	61	481	1,940.0	16,981,915.	12.83	4.50	453,000.	572,541.29	134,392.07	29,128.27
Pitkin	11	112	251.4	6,939,020.	15.87	4.50	89,000.	202,248.77	28,009.58	.....
Prowers	45	711	1,656.5	26,837,130.	15.73	4.50	646,000.	1,241,089.28	142,858.14	.....
Pueblo	83	3,230	1,520.4	148,939,615.	24.70	4.50	10,085,000.	8,992,457.72	1,053,350.75	5,791,098.85
Rio Blanco	22	600	658.3	74,857,525.	5.0405	4.50	571,000.	916,940.62	303,008.19	78,855.97
Rio Grande	41	1,037	1,125.0	19,073,414.	24.68	4.50	682,000.	1,032,423.60	128,319.88	298,166.05
Routt	31	419	841.7	21,802,110.	17.72	4.50	763,300.	807,989.99	128,152.15	.....
Saguache	28	491	1,006.0	9,688,270.	20.93	4.50	260,000.	476,796.94	42,595.17	73,000.00
San Juan	2	.....	.....	2,615,292.	23.00	4.50	.....	108,327.05	.....	.....
San Miguel	10	281	237.0	7,454,650.	14.16	4.50	122,200.	306,908.55	13,158.60	103,404.62
Sedgwick	27	300	725.1	14,154,100.	15.68	4.50	456,000.	523,883.32	133,201.67	.....
Summit	51	43	228.0	4,476,915.	11.81	4.50	44,600.	187,259.50	43,692.58	.....
Teller	12	254	235.8	6,123,970.	23.81	4.50	115,000.	284,382.37	17,089.08	.....
Washington	68	728	1,572.8	39,498,655.	11.97	4.50	767,000.	1,154,565.26	208,685.77	162,146.26
Weld	173	5,004	3,163.0	139,952,300.	17.61	4.50	5,659,500.	6,050,858.00	769,676.64	1,520,660.67
Yuma	65	938	2,812.5	22,742,700.	14.13	4.50	752,500.	1,016,897.49	125,766.80	4,078.18
TOTALS	2,354	71,628	74,607.1	\$3,069,112,462.	.....	.....	\$180,859,584.	\$135,015,088.25	\$20,972,002.45	\$82,028,680.61
AVERAGES	.....	.....	.....	.....	27.839	4.50	.....	.....	.....	.....



**EXPENDITURES FOR GENERAL CONTROL, INSTRUCTION, AUXILIARY SCHOOL SERVICES,  
TRANSPORTATION OPERATION, AND MAINTENANCE OF PLANT IN PUBLIC FULL-TIME DAY SCHOOLS,  
BY COUNTY, 1956-57**

County	INSTRUCTION							Total Operation of Plant	Total Repairs and Replacements (Maintenance of Plant)
	General Control	Total Instructional Cost	Instructional Staff Salaries	Text Books	Instructional Supplies and Expense	Total Auxiliary School Service	Total Transportation Expense		
Adams .....	\$ 140,054.89	\$ 2,676,675.31	\$ 2,484,808.32	\$ 60,970.39	\$ 130,896.60	\$ 51,495.83	\$ 147,894.88	\$ 401,084.64	\$ 112,218.01
Alamosa .....	23,247.36	385,225.93	361,177.85	2,240.04	21,808.04	5,227.68	18,810.07	54,191.76	13,238.48
Arapahoe .....	244,514.51	4,269,183.83	3,856,182.77	27,336.96	385,664.10	42,080.09	85,186.94	586,847.59	197,834.64
Archuleta .....	10,755.21	135,534.14	128,330.43	3,682.76	3,520.95	2,978.44	18,488.50	12,752.05	2,493.32
Baca .....	18,195.64	317,092.69	303,265.89	2,377.41	11,449.39	1,312.11	61,404.73	42,426.81	23,911.99
Bent .....	18,736.73	345,134.85	317,558.60	6,130.16	21,446.09	5,324.51	41,379.69	49,231.86	21,036.08
Boulder .....	116,105.06	2,171,404.52	1,988,173.41	32,879.64	150,351.47	44,654.97	56,748.53	311,525.31	106,317.19
Chaffee .....	17,872.65	253,628.23	233,242.85	2,311.47	18,073.91	3,432.95	19,194.46	35,004.24	22,000.69
Cheyenne .....	14,418.13	174,390.44	162,267.76	3,387.85	8,734.83	4,288.81	62,248.45	28,886.25	15,302.33
Clear Creek .....	15,334.17	120,701.53	115,573.55	1,559.57	3,568.41	3,539.70	4,998.16	20,916.60	7,634.77
Conejos .....	21,940.62	372,842.04	361,106.80	1,967.31	9,767.93	2,978.36	31,933.76	47,569.75	22,027.46
Costilla .....	14,821.93	210,721.92	200,277.18	3,365.41	7,079.33	10,195.85	26,166.52	27,430.48	7,747.46
Crowley .....	22,201.01	200,985.76	190,450.74	3,391.34	7,143.68	1,989.66	24,142.95	31,808.45	13,252.63
Custer .....	943.59	58,807.74	56,744.51	344.71	1,718.52	204.55	15,574.45	8,460.31	3,556.67
Delta .....	39,669.34	731,959.95	686,576.21	9,410.60	35,973.14	8,511.71	70,690.00	81,573.48	76,691.03
Denver .....	661,157.51	18,128,355.80	16,398,349.75	89,676.13	1,640,329.92	685,846.60	201,504.46	2,106,589.71	828,119.06
Dolores .....	14,636.13	103,966.03	97,929.93	1,509.37	4,526.73	2,554.85	12,992.13	16,558.83	8,149.49
Douglas .....	4,608.20	206,610.42	189,579.07	6,503.95	10,527.40	3,066.55	38,298.71	27,962.78	16,081.32
Eagle .....	19,051.86	241,462.46	227,845.52	4,074.54	9,542.40	10,181.26	22,687.34	40,885.37	28,041.35
Elbert .....	15,671.94	184,088.62	170,733.72	3,378.79	9,976.11	3,952.84	48,066.14	31,617.09	14,995.76
El Paso .....	223,810.65	4,496,567.34	4,085,882.94	129,939.32	280,745.08	90,356.85	144,716.73	564,396.07	218,317.46
Fremont .....	44,106.83	678,763.56	630,396.73	12,581.62	35,785.21	11,439.18	47,933.96	47,305.88	49,608.84
Garfield .....	52,439.52	523,948.04	496,862.68	6,776.43	20,308.93	8,299.79	49,138.05	66,061.09	32,257.93
Gilpin .....	1,403.87	41,715.71	39,189.51	598.72	1,927.48	1,939.36	6,928.60	8,262.17	2,615.29
Grand .....	15,625.52	229,001.15	207,750.52	5,899.84	15,350.79	7,010.48	16,407.32	37,141.78	34,821.07
Gunnison .....	17,230.62	232,211.41	216,494.49	3,838.54	11,878.38	10,572.31	27,130.36	32,280.20	14,662.06
Hinsdale .....	120.08	7,466.34	6,806.09	168.24	492.01	478.99	562.00	2,301.81	143.84
Huerfano .....	20,170.80	310,878.23	297,588.33	610.59	12,679.31	1,027.67	46,501.81	29,570.94	17,569.50
Jackson .....	6,818.99	103,840.21	98,297.49	2,506.71	3,036.01	2,959.04	.....	18,804.62	14,731.08
Jefferson .....	151,447.78	3,704,956.67	3,413,321.77	83,644.94	207,989.96	425,255.18	164,879.56	544,118.82	240,952.77



Kiowa	10,598.93	133,445.98	121,203.52	3,551.11	8,691.35	4,789.25	39,542.49	24,246.36	12,506.29
Kit Carson	20,951.98	340,772.03	318,984.13	5,785.72	16,002.18	4,968.14	89,032.17	49,030.38	14,691.01
Lake	34,794.87	370,154.76	340,328.18	7,349.10	22,477.48	759.36	7,502.29	41,544.73	6,467.12
La Plata	44,485.78	660,509.09	616,696.92	7,310.54	36,501.63	10,660.51	82,633.33	87,487.82	56,844.51
Larimer	76,754.12	1,693,050.51	1,598,839.91	15,208.02	79,002.58	33,018.67	65,699.97	219,447.26	80,968.10
Las Animas	108,699.85	1,098,448.69	1,041,979.88	8,908.69	47,560.12	56,758.43	111,155.18	165,275.31	68,297.94
Lincoln	18,172.35	299,422.90	276,887.44	6,188.05	16,347.41	2,834.82	73,774.13	44,390.26	31,084.93
Logan	43,148.51	1,054,454.76	970,775.32	17,854.38	65,825.06	12,853.25	101,821.32	148,059.50	38,098.61
Mesa	154,483.96	2,558,226.01	2,353,555.87	70,761.86	133,908.28	263,429.38	132,162.96	440,705.35	64,078.76
Mineral	4,687.97	20,412.43	19,007.95	474.63	929.25	.....	1,187.70	5,400.31	354.53
Moffat	15,211.42	316,702.05	289,394.65	11,419.29	15,888.11	12,003.25	36,012.09	37,527.91	33,436.57
Montezuma	31,947.62	490,053.31	457,899.57	14,136.03	18,017.71	3,023.43	48,855.90	64,404.73	20,153.60
Montrose	46,687.62	742,854.65	693,187.94	8,934.45	40,732.26	8,354.74	71,987.90	113,520.45	43,483.50
Morgan	55,114.36	1,042,232.84	968,476.43	24,405.44	49,350.97	27,198.26	86,078.13	153,728.59	67,327.19
Otero	82,287.38	1,209,323.71	1,123,257.76	16,398.95	69,667.00	74,861.61	53,043.36	179,941.38	75,865.14
Ouray	10,754.57	96,558.30	90,986.63	1,937.14	3,634.53	1,977.01	11,215.25	12,124.24	5,219.50
Park	3,622.93	72,242.74	67,129.33	1,605.47	3,507.94	3,748.88	18,359.57	11,974.93	7,516.19
Phillips	18,987.07	267,551.79	249,002.48	3,723.84	14,825.47	658.10	55,725.62	42,373.05	19,072.81
Pitkin	12,144.68	102,109.80	94,263.25	3,375.58	4,470.97	9,994.45	18,146.58	15,569.33	2,360.35
Prowers	69,160.50	666,131.99	632,374.04	7,330.17	26,427.78	37,705.83	57,569.24	84,065.06	47,630.42
Pueblo	202,148.50	4,498,053.64	4,130,710.60	80,540.64	286,802.40	69,159.33	129,271.00	621,880.62	342,441.27
Rio Blanco	32,486.77	401,330.29	370,644.34	10,219.52	20,466.43	11,858.72	40,384.42	67,635.06	43,087.10
Rio Grande	33,340.50	454,940.68	434,457.74	1,916.14	18,566.80	13,145.94	34,626.29	61,062.58	36,119.73
Routt	31,223.75	359,790.85	333,593.83	6,257.03	19,939.99	27,932.06	51,762.93	65,346.60	22,306.10
Saguache	14,484.86	244,372.82	225,801.60	3,799.50	14,771.72	7,453.61	31,994.59	35,837.33	19,595.50
San Juan	9,151.38	59,010.60	54,548.91	1,064.45	3,397.24	1,313.76	1,157.33	9,489.09	6,322.69
San Miguel	14,988.33	136,713.36	126,196.36	4,682.79	5,834.21	3,076.53	14,477.88	20,047.00	8,385.85
Sedgwick	26,877.40	242,741.18	227,323.23	5,361.35	10,056.60	5,882.29	15,984.86	39,924.46	12,044.64
Summit	2,403.05	69,230.47	65,354.48	1,333.19	2,542.80	8,395.24	13,825.52	15,163.50	4,928.80
Teller	16,523.79	125,250.87	115,201.24	2,541.05	7,508.58	10,966.25	10,814.60	19,576.75	19,420.49
Washington	30,745.22	398,924.92	368,888.80	6,682.02	23,354.10	5,742.58	89,754.35	62,257.23	18,852.63
Weld	177,814.99	2,873,842.54	2,691,217.20	38,556.75	144,068.59	46,498.96	201,714.64	420,528.38	239,395.31
Yuma	26,097.69	461,800.02	434,448.95	9,021.33	18,329.74	2,075.81	81,067.40	76,421.80	45,206.25
TOTALS	\$3,448,093.84	\$65,178,781.45	\$59,925,383.89	\$921,697.57	\$4,331,699.99	\$2,236,304.62	\$3,390,950.25	\$8,819,554.09	\$3,679,893.00



**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 1956-57**

**DEBT SERVICE**

County	Fixed Charges	Total Current Expenses	Total	Warrants of Previous Years Paid	Interest on Warrants	Redemption of Bonds	Interest on Bonds	Total Capital Outlay	Cost Per A.D.A. to Current Expenses
Adams	\$ 276,663.49	\$ 3,809,414.04	\$ 769,881.46	\$ 214,306.24	\$ 4,146.13	\$ 305,000.00	\$ 246,429.09	\$ 1,866,884.11	\$263.79
Alamosa	80,483.68	581,103.86	79,635.94	40,497.05	421.65	30,500.00	8,217.24	49,687.04	269.23
Arapahoe	394,095.82	5,831,761.11	1,322,144.23	292,618.65	2,006.37	665,500.00	362,019.21	2,567,815.35	276.53
Archuleta	9,339.61	192,341.27	31,219.62	8,127.42	458.45	16,000.00	6,633.75	3,349.98	338.22
Baca	48,191.01	512,788.56	75,065.08	43,996.74	745.22	16,500.00	13,823.12	61,828.01	359.47
Bent	26,817.62	507,928.67	58,086.55	12,149.15	.....	40,000.00	5,937.40	36,943.08	326.78
Boulder	362,501.71	3,173,087.44	446,704.22	122,632.33	16,476.16	210,100.00	97,495.73	1,276,390.61	293.42
Chaffee	37,263.08	388,396.30	8,619.96	2,474.73	.....	5,000.00	1,145.23	85,547.87	267.08
Cheyenne	32,955.25	332,659.99	36,022.57	18,033.37	59.20	11,000.00	6,930.00	11,389.60	572.60
Clear Creek	23,541.73	196,683.41	29,971.12	8,639.81	.....	13,000.00	8,331.31	14,451.80	325.17
Conejos	44,947.92	544,239.91	123,364.88	76,719.13	4,570.76	27,500.00	14,574.99	7,769.34	223.22
Costilla	19,837.53	316,921.69	74,448.93	57,114.53	3,800.95	2,900.96	10,632.49	293,332.40	270.97
Crowley	29,819.78	324,572.54	41,281.35	9,053.84	.....	23,000.00	9,227.51	10,114.10	343.91
Custer	6,540.73	94,088.04	20,975.86	6,250.27	275.59	9,000.00	5,450.00	1,422.53	327.17
Delta	53,854.48	1,062,949.99	96,007.99	57,129.24	.....	33,000.00	5,878.75	125,098.91	326.81
Denver	2,631,005.20	25,434,316.75	3,734,774.00	.....	.....	2,265,000.00	1,469,774.00	8,138,902.08	355.13
Dolores	15,310.04	174,167.50	34,966.07	7,655.59	435.12	16,000.00	10,875.36	50,711.39	346.36
Douglas	26,189.84	322,852.39	27,919.28	12,666.39	.....	10,000.00	5,252.89	34,047.08	325.64
Eagle	20,328.42	382,880.99	44,055.58	7,234.17	187.86	27,987.50	8,646.05	107,605.56	410.51
Elbert	25,805.30	324,197.69	36,485.42	10,849.36	127.31	15,000.00	10,508.75	26,214.39	462.17
El Paso	541,537.00	6,285,230.47	1,179,609.92	474,126.08	640.42	506,000.00	198,843.42	3,394,158.85	298.48
Fremont	91,624.07	1,021,225.56	89,740.17	23,606.72	127.11	47,000.00	19,006.34	71,679.67	302.69
Garfield	56,727.18	788,934.01	140,547.19	41,897.10	15.09	75,000.00	23,635.00	30,187.89	332.10
Gilpin	9,883.30	72,794.80	8,562.57	3,014.36	6.96	2,000.00	841.25	4,080.09	520.92
Grand	27,859.04	367,929.64	52,794.55	18,550.28	880.77	23,000.00	10,363.50	15,477.63	426.25
Gunnison	45,635.19	379,722.15	51,643.12	22,840.67	278.70	22,000.00	6,523.75	2,960.25	391.51
Hinsdale	1,946.43	13,019.49	.....	.....	.....	.....	.....	463.29	597.76
Huerfano	29,919.58	455,638.53	25,034.46	10,689.72	1.16	10,200.00	4,143.58	35,893.04	326.00
Jackson	10,779.42	157,933.36	19,906.08	3,685.16	.....	12,000.00	4,220.92	2,909.53	367.00
Jefferson	366,686.41	5,601,977.98	1,056,358.57	302,188.52	.....	448,200.00	305,970.05	1,943,751.76	283.71





**AVERAGE SALARIES PAID TO TEACHERS AND ADMINISTRATORS  
SCHOOL YEAR 1956-1957**

County	Kinder- garten	Elemen- tary	Junior High	Senior High	Junior Colleges	Adminis- trators	County Average
Adams .....	\$.....	\$3,651.77	\$3,672.46	\$4,127.10	\$.....	\$6,729.08	\$3,904.36
Alamosa .....		3,494.00	3,200.00	3,835.00		5,420.00	3,710.00
Arapahoe .....	3,409.84	3,911.29	3,957.12	4,243.01		6,116.22	4,125.48
Archuleta .....		3,508.33	3,537.50	3,968.18		4,966.67	3,773.61
Baca .....	3,400.00	3,020.34	.....	3,546.91		5,083.33	3,278.06
Bent .....	3,425.00	3,219.00	3,925.22	3,874.33		5,075.00	3,571.00
Boulder .....	3,932.11	3,248.39	4,217.23	4,503.02		5,790.71	3,799.07
Chaffee .....	3,462.50	3,215.90	3,905.00	3,839.56		5,290.00	3,640.21
Cheyenne .....		3,163.00	.....	3,946.00		4,475.00	3,575.00
Clear Creek .....	3,723.00	3,245.00	3,862.50	3,672.00		6,025.00	3,546.00
Conejos .....	2,625.00	2,816.00	2,838.00	3,448.00		4,475.00	3,038.00
Costilla .....	2,800.00	2,833.00	3,390.00	3,473.33		4,600.00	3,079.29
Crowley .....		3,035.90	.....	3,455.00		4,500.00	3,261.90
Custer .....		2,031.00	.....	3,511.00		5,250.00	2,703.05
Delta .....		4,140.48	3,732.50	4,099.75		5,980.30	4,204.00
Denver .....		*4,810.75	5,010.00	5,656.60		8,589.72	5,278.23
Dolores .....		2,950.21	.....	3,575.00		4,400.00	3,189.55
Douglas .....		3,236.00	.....	3,623.00		5,500.00	3,439.00
Eagle .....	3,300.00	3,184.53	.....	3,830.00		5,000.00	3,829.00
Elbert .....		3,091.25	.....	3,775.45		5,000.00	3,454.33
El Paso .....	3,762.39	4,021.63	4,495.50	4,434.40		6,147.88	4,345.66
Fremont .....	2,808.00	3,343.00	3,747.00	3,976.00		4,877.00	3,703.00
Garfield .....	3,600.00	3,467.00	4,300.00	4,034.00		5,536.00	3,825.00
Gilpin .....		3,259.00	.....	3,600.00		4,800.00	3,500.00
Grand .....	1,835.00	3,633.00	.....	3,737.00		5,200.00	3,676.00
Gunnison .....	3,800.00	3,683.00	.....	4,172.22		5,512.00	3,973.00
Hinsdale .....		3,300.00	.....	3,400.00		.....	3,350.00
Huerfano .....	3,325.00	3,325.00	.....	3,639.40		5,550.00	3,515.00
Jackson .....		2,945.00	.....	4,014.00		4,500.00	3,310.00
Jefferson .....	3,492.43	4,572.79	4,065.60	4,393.96		6,509.44	2,397.36



Kiowa .....		3,172.80	3,250.00	3,748.57	.....	5,700.00	3,454.00
Kit Carson .....	3,000.00	3,186.59	.....	3,769.00	.....	5,800.00	3,543.44
Lake .....	3,450.00	4,039.16	4,221.42	4,371.09	.....	6,335.71	4,327.33
La Plata .....		3,262.00	3,549.00	3,970.00	.....	4,615.00	3,599.00
Larimer .....	3,815.00	3,608.00	4,066.00	4,196.00	.....	5,595.92	3,977.00
Las Animas .....	3,007.00	3,064.80	3,721.73	3,762.58	4,563.00	5,280.90	3,552.00
Lincoln .....		3,346.11	.....	4,000.80	.....	5,370.00	3,658.21
Logan .....	3,415.00	3,331.21	3,818.33	3,809.99	4,702.14	5,561.11	3,747.13
Mesa .....	4,950.00	4,093.80	4,477.79	4,719.40	4,760.25	6,292.43	4,505.59
Mineral .....		3,100.00	3,200.00	3,533.00	.....	.....	3,300.00
Moffat .....	3,760.00	3,359.54	.....	3,976.50	.....	5,315.00	3,612.00
Montezuma .....	2,810.00	3,107.11	3,419.00	3,688.54	.....	4,916.25	3,410.42
Montrose .....	3,259.67	3,076.98	3,720.00	3,720.00	.....	5,043.17	3,520.52
Morgan .....	3,200.00	3,598.70	3,967.39	3,773.38	.....	5,733.76	3,825.12
Otero .....	3,132.50	3,435.00	3,684.00	2,849.00	4,252.35	5,135.40	3,753.00
Ouray .....		3,490.91	3,450.00	3,824.50	.....	5,400.00	3,774.00
Park .....		3,214.28	.....	3,630.00	.....	4,700.00	3,392.50
Phillips .....	3,275.00	3,457.74	.....	3,918.75	.....	5,800.00	3,725.73
Pitkin .....	1,800.00	3,483.00	3,758.00	4,183.00	.....	5,050.00	3,867.00
Prowers .....	3,333.33	3,399.50	3,727.27	3,812.34	4,200.00	5,600.00	3,700.16
Pueblo .....	4,157.00	4,154.48	3,582.09	4,363.76	5,730.27	6,094.15	4,429.34
Rio Blanco .....	5,500.00	2,713.68	4,608.33	4,942.71	.....	6,756.00	4,833.54
Rio Grande .....	3,408.75	3,561.53	3,714.21	3,840.68	.....	5,280.00	3,732.58
Routt .....		3,484.00	4,069.00	4,262.00	.....	5,546.00	3,877.00
Saguache .....	3,180.00	3,473.14	3,470.00	3,775.63	.....	5,985.33	3,649.87
San Juan .....		3,683.33	.....	3,808.40	.....	5,500.00	3,871.15
San Miguel .....	2,900.00	2,994.00	3,400.00	3,519.00	.....	5,150.00	3,276.00
Sedgwick .....	2,525.33	3,277.50	.....	3,994.79	.....	5,272.00	3,594.55
Summit .....		2,992.00	3,200.00	3,910.00	.....	.....	3,255.00
Teller .....		3,476.66	.....	3,660.00	.....	5,616.66	3,754.54
Washington .....		3,289.71	.....	3,866.03	.....	5,068.00	3,544.55
Weld .....	4,242.50	3,286.00	4,319.00	3,830.00	.....	5,456.00	3,672.00
Yuma .....	3,350.00	2,930.00	.....	3,747.00	.....	5,491.67	3,307.00

\*Elementary and Kindergarten





PART II  
1957-1958

PL. I. MAR  
1873-1878



**GENERAL SUMMARY OF STATISTICS**  
**SCHOOL YEAR ENDING JUNE 30, 1958**

SUMMARY OF RECEIPTS, EXPENDITURES, TRANSFERS, LIABILITIES AND BALANCES  
 OF ALL COLORADO PUBLIC FULL-TIME DAY SCHOOLS  
 SCHOOL YEAR 1957-1958

Beginning Balance .....		\$101,273,880.51
Receipts		
Revenue Receipts .....	\$133,188,058.24	
Non-Revenue Receipts .....	19,454,742.99	
Total Receipts Except Transfers .....		152,642,801.23
Incoming Transfers		
From Other School Districts .....	1,407,286.99	
From Other Funds .....	847,275.88	
Total Incoming Transfers .....		2,254,562.87
Ending Payroll Deductions Payable and Other Liabilities		305,378.99
Total Beginning Balance, Receipts, Incoming Transfers, and Ending Liabilities .....		256,476,623.60
Total Current Expenses Except Transfers .....	104,924,540.25	
Capital Outlay .....	34,001,316.53	
Debt Service .....	13,587,831.23	
Total Expenditures Except Transfers .....		152,513,688.01
Outgoing Transfers		
To Other School Districts .....	1,366,056.47	
To Other Funds .....	893,115.73	
Total Outgoing Transfers .....		2,259,172.20
Ending Balance .....		101,478,402.66
Beginning Payroll Deductions Owed and Other Liabilities .....		225,360.73
Total Expenditures, Outgoing Transfers, Ending Balance, and Ending Liabilities .....		256,476,623.60
Reconciliation of Ending Balance		
Cash With County Treasurers and Other Depositories	46,213,483.05	
Less Outstanding Warrants and Checks .....	5,189,244.23	
Net Cash on Deposit .....	41,024,238.82	
Securities and/or Other Current Assets .....	60,454,163.84	
Ending Cash Securities and/or Other Current Assets Balance .....		\$101,478,402.66

PUPIL DATA

Total Original Entries .....	365,518
Enrollment—End of School Year .....	335,191
Kindergarten .....	22,842
Elementary Grades (1-8 and Special) .....	233,865
Secondary Grades (9-12 and Post Grad.) .....	72,007
Junior College (13-14) .....	6,478
Rural Schools .....	76,759
Urban Schools .....	258,432
Average Daily Membership .....	332,125.1
Average Daily Attendance (full time day schools) .....	307,351.9
Per Cent of School Census in Average Daily Attendance .....	78.1
Per Cent of Enrollment in Average Daily Attendance .....	92.8
School Census Population (Ages 6 through 20) .....	401,038
Pupils Completing Grade 8 .....	17,753
Pupils Completing Grade 12 .....	13,493
Pupils Completing Grade 14 .....	599
Children Transported To School At District Expense .....	76,770

PERSONNEL DATA

Classroom Teachers (Full Time Day School) .....	14,104
Superintendents, Principals and Supervisors .....	1,050
Rural Teachers and Administrators .....	4,381
Urban Teachers and Administrators .....	10,039
Teachers With A.B. Degree or Higher .....	13,132
Teachers With More Than 10 Years Experience .....	6,495

SCHOOLS

One Teacher Schools .....	209
Number of Schools .....	1,502
School Buildings Used For Instruction .....	1,669
Number of School Districts .....	947

**SCHOOL AGE POPULATION AND PUPIL ENROLLMENT IN PUBLIC FULL-TIME DAY SCHOOL, BY COUNTY**  
1957-58

County	Census Ages 6-21 Years	Kindergarten			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	Total										Boys	Girls	Total
Adams	21,737	.....	.....	.....	2,350	2,095	1,933	1,948	1,868	1,479	1,221	1,205	85	7,346	6,838	14,184
Alamosa	2,531	.....	.....	.....	273	221	222	195	205	154	165	151	.....	801	785	1,586
Arapahoe	22,107	1,047	1,062	2,109	2,716	2,480	2,442	2,454	2,364	2,012	1,693	1,616	73	9,204	8,646	17,850
Archuleta	764	.....	.....	.....	66	64	73	57	72	43	56	55	.....	276	210	486
Baca	1,744	23	28	51	181	142	133	145	156	131	123	113	.....	586	538	1,124
Bent	1,956	48	45	93	157	169	169	156	162	139	121	127	.....	632	568	1,200
Boulder	12,719	509	469	978	1,204	1,090	1,076	1,039	1,089	954	827	879	35	4,232	3,961	8,193
Chaffee	2,091	39	46	85	136	149	141	149	157	115	131	120	.....	557	541	1,098
Cheyenne	1,029	.....	.....	.....	55	60	57	61	56	41	52	46	.....	220	208	428
Clear Creek	727	26	21	47	62	44	62	47	75	57	41	51	.....	244	195	439
Conejos	3,538	51	45	96	300	251	259	237	226	215	190	181	.....	958	901	1,859
Costilla	2,805	.....	.....	.....	172	138	147	139	141	116	114	111	.....	559	519	1,078
Crowley	1,180	.....	.....	.....	110	93	78	92	91	83	77	72	.....	367	329	696
Custer	389	.....	.....	.....	22	23	32	23	21	32	28	28	.....	113	96	209
Delta	4,620	.....	.....	.....	301	281	299	322	333	280	281	290	.....	1,252	1,135	2,387
Denver	105,250	4,500	4,406	8,906	8,301	7,512	7,226	7,203	7,210	6,104	5,129	4,945	691	27,678	26,643	54,321
Dolores	590	.....	.....	.....	63	58	57	55	59	48	35	42	.....	210	207	417
Douglas	1,109	.....	.....	.....	107	114	112	105	124	81	79	75	.....	409	388	797
Eagle	1,256	14	11	25	120	109	98	86	100	73	83	77	.....	393	353	746
Elbert	1,028	.....	.....	.....	73	56	62	55	67	60	50	60	.....	253	230	483
El Paso	25,018	1,248	1,145	2,393	2,676	2,405	2,379	2,334	2,304	2,005	1,536	1,649	54	9,056	8,286	17,342
Fremont	4,512	109	128	237	324	325	332	305	362	246	247	270	14	1,262	1,163	2,425
Garfield	3,043	47	47	94	242	222	206	254	245	221	207	191	.....	943	845	1,788
Gilpin	126	.....	.....	.....	10	15	6	15	10	15	9	12	.....	50	42	92
Grand	949	30	24	54	94	77	84	87	92	82	58	72	.....	360	286	646
Gunnison	1,080	42	32	74	121	81	82	88	81	88	65	83	.....	351	338	689
Hinsdale	30	.....	.....	.....	3	2	1	3	2	4	1	1	.....	8	9	17
Huerfano	2,542	36	41	77	152	132	133	142	142	152	121	97	6	535	542	1,077
Jackson	514	10	14	24	47	33	54	44	34	31	43	34	.....	175	145	320
Jefferson	31,031	968	893	1,861	2,421	2,235	2,127	2,172	2,282	1,911	1,722	1,688	95	8,467	8,186	16,653



Kiowa	635				62	49	44	66	58	50	38	47	....	214	200	414
Kit Carson	1,895	29	23	52	140	130	137	125	130	117	111	93	....	512	471	983
Lake	2,308	70	78	148	208	171	183	169	151	126	124	103	....	642	593	1,235
La Plata	4,725				485	485	487	432	467	344	317	328	....	1,755	1,590	3,345
Larimer	10,359	329	283	612	899	829	815	840	842	753	687	735	6	3,358	3,048	6,406
Las Animas	6,948	93	139	232	476	416	381	451	440	438	385	366	....	1,725	1,628	3,353
Lincoln	1,436	4	5	9	127	104	110	102	106	121	90	98	....	440	418	858
Logan	5,855	159	133	292	409	408	393	404	378	324	310	344	16	1,509	1,477	2,986
Mesa	13,132	43	44	87	1,136	1,025	1,020	938	1,088	917	838	878	43	4,007	3,876	7,883
Mineral	128				9	6	10	13	10	9	11	8	....	34	42	76
Moffat	1,688	52	42	94	127	152	146	131	147	117	107	108	....	509	526	1,035
Montezuma	3,560	28	34	62	406	392	341	324	396	299	269	239	....	1,377	1,289	2,666
Montrose	4,981	121	104	225	435	392	383	381	383	350	307	357	....	1,504	1,484	2,988
Morgan	5,826	59	46	105	578	542	508	452	491	395	371	391	....	1,861	1,867	3,728
Otero	7,134	138	132	270	627	563	596	560	568	542	441	462	15	2,203	2,171	4,374
Ouray	565	12	9	21	33	35	35	42	39	26	37	39	....	158	128	286
Park	377				49	33	38	40	33	24	19	31	....	119	148	267
Phillips	1,216	32	26	58	104	98	122	109	98	104	73	97	....	434	371	805
Pitkin	438	14	19	33	36	62	48	48	38	42	34	32	....	180	160	340
Prowers	3,647	98	119	217	336	259	287	324	321	229	244	258	....	1,173	1,085	2,258
Pueblo	30,838	1,047	968	2,015	2,358	2,058	2,276	2,251	2,180	1,959	1,577	1,509	259	8,421	8,006	16,427
Rio Blanco	1,459	30	27	57	120	144	115	124	131	83	95	92	....	462	442	904
Rio Grande	3,457	89	66	155	270	249	254	237	263	239	212	187	....	990	921	1,911
Routt	1,826				126	132	127	127	146	112	120	123	....	537	476	1,013
Saguache	1,568				169	117	125	155	133	99	101	82	....	486	495	981
San Juan	267				28	14	19	15	24	11	13	20	....	74	70	144
San Miguel	783	17	16	33	92	76	73	71	52	61	55	61	....	284	257	541
Sedgwick	1,299	44	38	82	106	97	104	94	94	100	71	90	....	392	364	756
Summit	375				53	28	49	35	47	26	19	22	....	148	131	279
Teller	667	13	17	30	45	49	53	40	54	51	40	46	....	205	173	378
Washington	1,860	25	19	44	157	129	147	133	132	127	101	133	....	542	517	1,059
Weld	19,370	361	305	666	1,569	1,432	1,460	1,429	1,465	1,304	1,228	1,147	54	5,697	5,391	11,088
Yuma	2,401	20	19	39	205	176	184	179	172	204	152	196	....	742	726	1,468
TOTALS	401,038	11,674	11,168	22,842	34,839	31,528	31,152	30,853	31,207	26,675	23,102	23,063	1,446	120,191	113,674	233,865

**SCHOOL AGE POPULATION AND PUPIL ENROLLMENT IN PUBLIC FULL-TIME DAY SCHOOL, BY COUNTY**  
1957-58

County	Grade 9 Total	Grade 10 Total	Grade 11 Total	Grade 12 Total	Post Graduate Total	Special or Ungraded H. S.	Total High School Grade 9 thru Special			Junior College Total			Grand Total Enrollment Kindergarten thru Jr. College			Vocational, Opportunity and Evening Classes Total
							Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Adams	1,166	931	654	523	..	..	1,607	1,667	3,274	....	....	....	8,958	8,505	17,458	.....
Alamosa	174	134	112	117	..	..	268	269	537	....	....	....	1,069	1,054	2,123	.....
Arapahoe	1,660	1,378	1,043	848	..	..	2,462	2,467	4,929	....	....	....	12,713	12,175	24,888	.....
Archuleta	44	33	30	27	..	..	62	72	134	....	....	....	338	282	620	.....
Baca	109	87	100	88	..	..	195	189	384	....	....	....	804	755	1,559	.....
Bent	109	105	72	78	..	..	175	189	364	....	....	....	855	802	1,657	.....
Boulder	832	805	623	569	1	..	1,441	1,389	2,830	....	....	....	6,182	5,818	12,000	.....
Chaffee	123	101	89	83	..	..	216	180	396	....	....	....	812	767	1,579	.....
Cheyenne	59	55	48	38	..	..	102	98	200	....	....	....	322	306	628	.....
Clear Creek	52	36	26	30	..	..	71	73	144	....	....	....	341	289	630	.....
Conejos	156	173	113	120	..	1	292	271	563	....	....	....	1,301	1,217	2,518	.....
Costilla	97	83	91	62	..	..	158	175	333	....	....	....	717	694	1,411	.....
Crowley	69	59	53	46	..	..	124	103	227	....	....	....	491	432	923	.....
Custer	17	13	17	16	..	..	28	35	63	....	....	....	141	131	272	.....
Delta	252	291	245	240	..	..	525	503	1,028	....	....	....	1,777	1,638	3,415	.....
Denver	5,043	4,527	3,693	2,856	..	61	8,216	7,964	16,180	....	....	....	40,394	39,013	79,407	27,706
Dolores	40	40	32	19	..	..	71	60	131	....	....	....	281	267	548	.....
Douglas	65	73	68	52	..	..	135	123	258	....	....	....	544	511	1,055	.....
Eagle	57	61	42	48	..	..	104	104	208	....	....	....	511	468	979	.....
Elbert	60	58	68	42	..	..	108	120	228	....	....	....	361	350	711	.....
El Paso	1,623	1,297	1,030	840	10	..	2,502	2,298	4,800	....	....	....	12,806	11,729	24,535	.....
Fremont	288	250	221	174	1	..	472	462	934	....	....	....	1,843	1,753	3,596	.....
Garfield	212	176	160	150	..	..	381	317	698	....	....	....	1,371	1,209	2,580	.....
Gilpin	8	14	12	6	..	..	21	19	40	....	....	....	71	61	132	.....
Grand	78	69	45	47	..	..	117	122	239	....	....	....	507	432	939	.....
Gunnison	72	74	65	43	..	..	132	122	254	....	....	....	525	492	1,017	.....
Hinsdale	2	..	..	1	..	..	2	1	3	....	....	....	12	8	20	.....
Huerfano	99	93	53	65	..	..	142	168	310	....	....	....	713	751	1,464	.....
Jackson	30	22	17	18	..	..	57	30	87	....	....	....	242	189	431	.....
Jefferson	1,633	1,412	1,111	976	..	..	2,529	2,603	5,132	....	....	....	11,964	11,682	23,646	.....



Kiowa .....	45	34	32	42	..	..	86	67	153	....	....	....	300	267	567	.....
Kit Carson .....	122	124	116	93	..	..	220	235	455	....	....	....	761	729	1,490	.....
Lake .....	110	98	74	83	..	..	169	196	365	....	....	....	881	867	1,748	.....
La Plata .....	303	274	272	190	..	..	495	544	1,039	....	....	....	2,250	2,134	4,384	.....
Larimer .....	708	635	555	491	..	..	1,176	1,213	2,389	....	....	....	4,863	4,544	9,407	.....
Las Animas .....	352	321	271	225	..	..	573	596	1,169	778	841	1,619	3,169	3,204	6,373	.....
Lincoln .....	101	100	74	97	..	..	196	176	372	....	....	....	640	599	1,239	.....
Logan .....	315	276	270	231	..	..	562	530	1,092	298	242	540	2,528	2,382	4,910	.....
Mesa .....	790	754	595	525	..	..	1,326	1,338	2,664	533	375	908	5,909	5,633	11,542	.....
Mineral .....	6	8	5	6	..	..	9	16	25	....	....	....	43	58	101	.....
Moffat .....	107	99	85	82	..	..	195	178	373	....	....	....	755	747	1,502	.....
Montezuma .....	248	212	187	149	..	..	407	389	796	....	....	....	1,812	1,712	3,524	.....
Montrose .....	260	239	239	193	..	..	450	481	931	....	....	....	2,075	2,069	4,144	.....
Morgan .....	358	321	268	256	..	..	626	577	1,203	....	....	....	2,546	2,490	5,036	.....
Otero .....	427	377	315	293	..	..	697	715	1,412	128	72	200	3,166	3,090	6,256	.....
Ouray .....	38	34	27	30	..	..	68	61	129	....	....	....	238	198	436	.....
Park .....	21	19	15	9	..	..	45	19	64	....	....	....	164	167	331	.....
Phillips .....	99	81	78	71	..	..	155	174	329	....	....	....	621	571	1,192	.....
Pitkin .....	31	21	34	28	..	..	56	58	114	....	....	....	250	237	487	.....
Prowers .....	237	180	175	145	..	..	377	360	737	70	48	118	1,718	1,612	3,330	.....
Pueblo .....	1,472	1,296	1,052	821	..	25	2,332	2,334	4,666	1,629	1,464	3,093	13,429	12,772	26,201	.....
Rio Blanco .....	99	80	70	71	..	..	169	151	320	....	....	....	661	620	1,281	105
Rio Grande .....	172	139	126	124	..	..	284	277	561	....	....	....	1,363	1,264	2,627	.....
Routt .....	152	99	116	94	..	..	248	213	461	....	....	....	785	689	1,474	.....
Saguache .....	83	58	50	43	..	..	120	114	234	....	....	....	606	609	1,215	.....
San Juan .....	14	16	10	9	..	..	22	27	49	....	....	....	96	97	193	.....
San Miguel .....	45	58	37	30	..	..	88	82	170	....	....	....	389	355	744	.....
Sedgwick .....	66	79	34	60	..	..	119	120	239	....	....	....	554	523	1,077	.....
Summit .....	23	16	17	6	..	..	26	36	62	....	....	....	174	167	341	.....
Teller .....	52	34	35	42	..	..	87	76	163	....	....	....	305	266	571	.....
Washington .....	117	89	88	81	..	..	196	179	375	....	....	....	762	716	1,478	.....
Weld .....	994	949	723	718	3	..	1,691	1,696	3,387	....	....	....	7,749	7,392	15,141	.....
Yuma .....	185	150	131	135	..	..	315	286	601	....	....	....	1,077	1,031	2,108	.....
TOTALS .....	22,381	19,720	16,109	13,695	15	87	36,300	35,707	72,007	3,436	3,042	6,478	171,600	163,591	335,191	27,811

**ATTENDANCE, INSTRUCTIONAL STAFF, AND AVERAGE SALARY OF INSTRUCTIONAL STAFF IN PUBLIC  
FULL-TIME DAY SCHOOLS, BY COUNTY, 1957-1958**

County	ATTENDANCE				INSTRUCTIONAL STAFF							Average Instruc- tional Salary
	Average Daily Attend- ance	Average Number of Days Actually Taught	Per Cent Attend- ance (A.D.A.) is of Census	Per Cent Attend- ance (A.D.A.) is of Enroll- ment	Total Instruc- tional Staff	Superin- tendents	Super- visors	Prin- cipals	Teachers			
									Men	Women	Total	
Adams	16,210.7	180.0	74.3	92.9	782	11	...	31	216	524	740	4,268.34
Alamosa	1,987.1	179.7	78.5	93.6	104	1	...	4	29	70	99	3,965.00
Arapahoe	23,373.7	180.0	105.7	93.9	1,088	14	18	46	266	744	1,010	4,521.16
Archuleta	560.2	173.8	73.3	90.4	33	1	...	2	7	23	30	4,178.79
Baca	1,482.1	178.8	85.0	95.1	99	4	...	2	26	67	93	3,559.75
Bent	1,575.4	179.9	80.5	95.1	84	1	1	5	20	57	77	3,889.52
Boulder	11,097.5	179.0	87.3	92.5	546	10	9	23	116	388	504	4,684.66
Chaffee	1,446.0	179.9	69.2	91.6	69	2	...	3	17	47	64	3,954.71
Cheyenne	591.8	176.4	57.1	93.6	47	1	...	3	14	29	43	3,671.17
Clear Creek	575.0	174.5	79.1	91.3	35	1	...	...	10	24	34	3,824.80
Conejos	2,387.5	180.0	67.5	94.8	117	3	...	...	27	87	114	3,348.26
Costilla	1,343.7	168.2	47.9	95.2	65	2	...	2	38	23	61	3,421.91
Crowley	858.8	178.8	72.8	93.0	56	4	...	1	16	35	51	3,453.66
Custer	257.2	175.4	66.1	94.6	16	1	...	...	6	9	15	3,711.88
Delta	3,192.5	180.0	69.1	93.5	164	3	...	7	52	102	154	4,560.31
Denver	73,757.0	175.0	70.1	83.1	3,119	12	121	116	1,100	1,770	2,870	5,578.00
Dolores	514.7	174.4	87.2	93.9	35	2	...	...	12	21	33	3,455.64
Douglas	1,007.1	177.3	90.8	95.5	52	2	...	...	13	37	50	3,775.10
Eagle	902.9	177.7	71.9	92.2	62	2	...	...	23	37	60	3,784.74
Elbert	670.2	175.5	65.2	94.3	52	1	...	...	20	31	51	3,734.88
El Paso	22,749.3	179.9	90.9	92.7	1,066	10	23	49	273	711	984	4,815.70
Fremont	3,355.9	179.3	74.4	93.3	177	3	7	4	52	111	163	4,221.07
Garfield	2,455.3	178.8	80.7	95.2	144	6	...	5	33	100	133	4,093.03
Gilpin	125.7	175.0	99.7	95.2	12	1	...	...	4	7	11	3,358.75
Grand	911.0	176.2	96.0	97.0	55	2	...	...	18	35	53	3,963.45
Gunnison	961.3	174.7	89.0	94.5	55	2	...	2	12	39	51	4,083.47
Hinsdale	16.8	190.5	56.0	84.0	2	...	...	...	...	2	2	3,350.00
Huerfano	1,370.4	178.7	53.9	93.6	81	2	...	2	17	60	77	3,845.74
Jackson	418.0	172.0	81.3	97.0	26	2	...	...	10	14	24	3,774.81
Jefferson	22,230.4	178.6	71.6	94.0	973	3	17	42	247	664	911	3,887.90





**EXPENDITURES FOR ADMINISTRATION, INSTRUCTION, ATTENDANCE AND HEALTH SERVICES,  
TRANSPORTATION, OPERATION AND MAINTENANCE OF PLANT IN PUBLIC FULL-TIME DAY SCHOOLS  
BY COUNTY, 1957-1958**

**INSTRUCTION**

County	Admin- istration	Total Instructional Cost	Instructional Staff Salaries	Text Books	Instructional Supplies and Expense	Attendance and Health Services	Total Pupil Transportation Services	Total Operation of Plant and Equipment	Total Maintenance of Plant and Equipment
Adams .....	\$183,132.71	\$3,441,759.10	\$3,249,115.29	\$ 80,580.25	\$ 112,063.56	\$ 22,314.21	\$ 191,208.49	\$ 465,634.25	\$ 178,598.56
Alamosa .....	20,814.39	440,534.01	403,448.78	6,062.53	31,022.70	5,281.11	23,319.36	58,592.65	18,085.61
Arapahoe .....	285,055.49	5,234,531.69	4,861,252.45	128,481.85	244,797.39	22,613.97	105,544.65	670,543.08	209,166.42
Archuleta .....	8,434.53	140,965.10	131,896.47	4,408.40	4,660.23	153.77	23,913.19	13,404.61	6,414.33
Baca .....	23,030.02	357,510.18	341,076.51	2,197.19	14,236.48	929.28	78,338.62	47,360.80	21,906.90
Bent .....	19,307.74	357,604.99	330,170.80	8,477.97	18,956.22	598.01	45,116.74	53,241.76	25,525.55
Boulder .....	170,616.38	2,602,802.56	2,440,911.72	44,777.75	117,113.09	24,321.81	76,758.16	365,483.31	174,297.87
Chaffee .....	17,777.72	289,577.77	268,832.17	3,929.18	16,816.42	633.95	20,732.75	39,912.48	21,636.70
Cheyenne .....	19,069.89	178,208.55	162,619.22	4,129.13	11,460.20	915.90	69,127.71	26,766.43	11,344.30
Clear Creek .....	13,451.35	134,330.25	129,468.60	1,968.27	2,893.38	517.28	13,265.87	23,928.06	8,029.49
Conejos .....	19,211.93	393,735.33	383,272.29	1,550.75	8,912.29	.....	41,558.17	51,347.00	10,933.04
Costilla .....	20,670.51	221,601.52	210,852.09	4,423.76	6,325.67	304.00	37,273.60	37,362.02	6,178.80
Crowley .....	21,725.06	199,449.70	189,603.80	2,817.09	7,028.81	211.41	37,611.54	32,804.35	4,663.08
Custer .....	7,048.26	55,939.67	54,369.73	220.64	1,349.30	.....	19,730.67	9,100.43	1,797.85
Delta .....	42,945.36	787,988.86	752,904.73	6,686.51	28,397.62	1,669.22	94,442.65	80,124.11	54,186.52
Denver .....	692,115.39	19,785,510.40	18,721,241.97	120,641.97	943,627.14	697,048.81	216,315.01	2,316,570.28	1,003,977.35
Dolores .....	17,811.79	116,789.40	111,706.10	1,386.99	3,696.31	71.12	15,328.12	21,796.85	3,986.91
Douglas .....	6,507.72	236,611.31	216,474.53	6,597.25	13,529.53	44.22	47,725.99	31,142.42	18,060.83
Eagle .....	20,140.68	239,195.50	223,279.65	5,371.07	10,544.78	2,607.48	34,917.65	43,475.97	14,972.27
Elbert .....	22,484.74	196,721.05	181,965.73	3,013.63	11,741.69	82.47	69,868.34	36,883.46	18,448.65
El Paso .....	234,731.15	5,335,434.40	4,984,625.23	130,864.41	219,944.76	40,799.65	192,485.24	653,894.22	282,908.37
Fremont .....	53,534.83	781,890.23	738,992.16	11,827.24	31,070.83	6,538.04	64,365.57	108,538.11	43,894.26
Garfield .....	53,285.30	596,232.15	558,737.54	9,870.49	27,624.12	2,076.10	62,732.41	72,391.34	42,052.77
Gilpin .....	1,842.05	45,272.54	41,977.09	899.85	2,395.60	40.55	7,982.19	7,594.86	8,994.76
Grand .....	21,484.97	247,156.64	228,131.33	5,380.03	13,645.28	79.93	27,915.45	39,963.78	9,684.02
Gunnison .....	13,958.55	262,422.72	246,558.12	3,964.04	11,900.56	4,744.99	26,407.71	36,168.69	11,245.76
Hinsdale .....	111.45	7,648.61	6,694.32	723.52	230.77	.....	2,921.44	2,933.60	422.60
Huerfano .....	20,018.69	308,736.06	297,886.97	1,056.07	9,793.02	23.89	43,131.79	33,554.07	15,916.30
Jackson .....	9,147.75	111,687.86	100,627.72	2,338.21	8,721.93	146.67	1,982.97	18,702.56	2,836.68
Jefferson .....	201,121.51	4,624,617.59	4,379,579.11	103,527.28	141,511.20	18,369.11	229,224.30	658,623.48	309,208.09



Kiowa .....	16,326.72	152,489.87	139,248.17	4,120.39	9,121.31	2,490.28	50,557.97	26,920.91	13,672.38
Kit Carson .....	17,532.18	375,239.11	349,369.13	7,666.92	18,203.06	96.02	121,848.61	53,054.76	23,271.79
Lake .....	30,636.66	420,632.18	392,468.60	6,867.28	21,296.30	280.00	17,902.59	44,631.43	4,412.51
La Plata .....	44,402.26	781,016.79	728,945.49	25,863.87	26,207.43	5,440.04	106,762.83	109,093.67	55,629.86
Larimer .....	91,953.45	1,940,673.05	1,840,568.31	23,890.23	76,214.51	20,048.56	89,622.87	253,141.99	68,843.56
Las Animas .....	73,776.18	1,027,896.21	983,002.45	12,466.98	32,426.78	7,945.98	134,643.34	166,204.79	121,937.52
Lincoln .....	24,826.88	311,811.42	287,079.78	5,067.74	19,663.90	47.47	97,488.82	47,809.05	23,566.45
Logan .....	31,679.41	1,041,621.93	971,102.10	18,531.99	51,987.84	7,176.95	132,455.18	153,058.61	46,469.26
Mesa .....	114,092.87	2,621,062.93	2,432,248.50	51,581.03	137,233.40	18,348.03	170,759.98	315,693.40	221,615.09
Mineral .....	515.38	27,927.08	26,920.46	378.06	628.56	.....	1,694.85	5,257.28	609.26
Moffat .....	17,017.82	344,343.15	314,449.32	12,478.44	17,415.39	3,427.87	52,338.23	41,672.29	26,234.88
Montezuma .....	50,408.83	569,600.71	536,605.09	14,294.74	18,700.88	2,820.88	87,526.50	71,654.93	17,735.37
Montrose .....	42,676.82	860,019.34	806,567.70	13,162.14	40,289.50	1,211.06	78,510.36	123,136.99	46,876.02
Morgan .....	74,716.50	1,120,186.77	1,041,563.84	21,976.32	56,646.61	2,803.52	111,187.92	158,159.98	93,635.57
Otero .....	69,867.95	1,249,318.54	1,167,722.26	16,447.00	65,149.28	12,785.77	64,841.61	174,406.56	92,811.89
Ouray .....	11,812.21	102,374.50	95,225.23	2,572.46	4,576.81	241.53	13,900.96	12,500.81	7,280.98
Park .....	5,272.41	84,864.31	77,638.78	2,028.62	5,196.91	26.39	21,385.95	15,365.97	11,466.85
Phillips .....	22,406.55	294,739.18	269,325.86	7,494.71	17,918.61	707.86	50,347.03	50,653.25	9,646.20
Pitkin .....	17,522.73	104,061.45	97,435.37	2,599.37	4,026.71	256.79	20,136.02	17,314.81	3,111.25
Prowers .....	55,073.02	666,917.58	629,843.46	9,837.40	27,236.72	12,013.21	64,867.43	73,529.63	48,032.86
Pueblo .....	196,840.26	4,642,831.10	4,379,428.50	91,787.42	171,615.18	48,553.92	130,395.81	634,867.90	308,508.13
Rio Blanco .....	32,849.23	456,080.84	421,276.97	6,937.98	27,865.89	4,178.76	55,338.95	72,388.65	29,251.86
Rio Grande .....	35,828.26	510,157.52	484,436.33	3,464.21	22,256.98	12,321.19	59,371.86	62,524.55	49,675.80
Routt .....	31,318.24	381,826.34	350,118.14	8,620.16	23,088.04	2,246.77	66,088.52	65,904.35	20,871.77
Saguache .....	18,023.40	255,864.16	236,949.58	4,496.93	14,417.65	5,775.84	40,712.87	39,799.38	12,045.38
San Juan .....	3,714.30	74,891.48	66,974.01	941.42	6,976.05	.....	.....	10,927.40	4,086.65
San Miguel .....	17,654.29	161,335.58	151,219.90	4,737.36	5,378.32	74.51	25,192.13	25,766.40	15,161.25
Sedgwick .....	28,327.00	259,207.95	241,717.57	4,918.88	12,571.50	84.56	17,846.30	40,567.47	10,281.76
Summit .....	4,759.41	103,786.29	96,037.57	2,965.83	4,782.89	42.34	21,498.00	22,103.55	5,071.14
Teller .....	17,552.47	140,832.35	130,350.43	2,677.12	7,804.80	4,175.99	16,360.36	22,313.12	15,472.06
Washington .....	23,697.94	412,387.12	382,779.25	6,579.18	23,028.69	101.58	114,778.27	67,128.22	21,844.65
Weld .....	197,500.13	3,232,703.17	3,059,765.61	45,219.02	127,718.54	18,482.17	272,909.66	447,406.02	174,981.20
Yuma .....	28,760.12	509,229.22	475,098.10	11,253.44	22,877.68	7.08	112,399.42	79,421.58	41,692.59
TOTALS .....	\$3,689,929.79	\$72,970,394.96	\$68,611,763.40	\$1,162,097.96	\$3,196,533.60	\$1,047,349.87	\$4,342,917.55	\$9,562,218.73	\$4,185,178.43



**EXPENDITURES FOR EMPLOYEE RETIREMENT, OTHER FIXED CHARGES, FOOD SERVICES  
AND STUDENT BODY ACTIVITIES, COMMUNITY SERVICES AND CAPITAL OUTLAY, BY COUNTY  
1957-1958**

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County	Employee Retirement	Other Fixed Charges	Food Services and Student Body Activities	Community Services	Total Current Expenses Except Outgoing Transfers	Sites	Capital Buildings	Outlay Equipment	Total Capital Outlay
Adams	\$ 179,264.58	\$ 104,880.63	\$ 26,412.22	\$ 4,098.35	\$ 4,797,303.10	\$ 177,814.49	\$ 1,882,305.83	\$ 211,177.73	\$ 2,271,298.05
Alamosa	22,151.24	10,590.37	3,448.41	1,019.70	603,836.85	12,382.50	6,893.36	7,697.78	26,973.64
Arapahoe	268,241.26	141,691.05	21,386.05	24,143.43	6,982,917.09	266,777.98	3,429,451.12	312,492.34	4,008,721.44
Archuleta	6,442.96	2,365.71	15,387.49	.....	217,481.69	.....	7,562.16	1,963.51	9,525.67
Baca	17,463.26	11,792.50	2,857.55	1,687.90	562,877.01	.....	285,898.91	25,251.44	311,150.35
Bent	17,796.45	8,587.54	6,050.88	1,730.29	535,559.95	583.47	4,143.67	16,751.93	21,479.07
Boulder	208,230.14	81,636.29	147,498.53	9,605.38	3,861,250.43	238,218.37	372,363.94	104,627.33	715,209.64
Chaffee	16,894.25	5,428.26	5,001.27	2,184.93	419,780.08	53.50	6,150.00	4,607.73	10,811.23
Cheyenne	8,888.98	14,319.69	1,338.41	195.33	330,175.19	.....	.....	4,507.53	4,507.53
Clear Creek	6,961.43	2,971.93	2,048.27	36.14	205,540.07	7,281.74	400.90	526.49	8,209.13
Conejos	19,935.15	7,079.99	3,447.91	270.13	547,518.65	21.00	347.73	2,992.67	3,361.40
Costilla	11,546.28	9,784.36	11,416.24	1,773.75	357,911.08	910.01	320.41	7,110.28	8,340.70
Crowley	9,077.96	5,220.32	4,306.59	287.42	315,357.43	.....	11,781.48	632.24	12,413.72
Custer	2,716.24	1,758.43	146.80	240.54	98,478.89	.....	132.94	8,353.47	8,486.41
Delta	40,977.50	16,112.39	2,934.55	6,561.41	1,127,942.57	2,159.75	21,446.00	27,471.77	51,077.52
Denver	2,540,380.52	507,957.12	137,228.74	207,038.01	28,104,141.63	418,084.51	6,192,551.24	624,164.17	7,234,799.92
Dolores	6,244.41	5,232.40	4,619.47	.....	191,880.47	6,114.56	55,747.45	16,434.94	78,296.95
Douglas	11,027.27	9,531.26	4,350.40	374.64	365,376.06	.....	630.15	19,306.49	19,936.64
Eagle	11,759.77	6,414.28	6,728.42	656.42	380,868.44	1,198.38	24,654.29	11,306.98	37,159.65
Elbert	9,044.59	8,573.37	882.50	10.00	362,999.17	838.46	93,296.27	6,779.65	100,914.38
El Paso	457,242.18	142,508.33	65,576.62	10,932.69	7,416,512.85	389,303.82	3,189,778.38	268,951.22	3,848,033.42
Fremont	40,113.58	17,701.48	4,797.28	1,794.62	1,123,168.00	5,064.99	8,219.15	16,261.25	29,545.39
Garfield	30,629.83	20,348.99	10,647.96	1,734.51	892,131.36	1,303.95	2,697.58	23,702.40	27,703.93
Gilpin	2,072.28	1,755.88	1,184.53	8.75	76,748.39	.....	.....	4,430.90	4,430.90
Grand	12,710.78	10,100.20	12,010.77	121.90	381,228.44	124.02	.....	5,135.90	5,259.92
Gunnison	13,136.11	6,248.72	6,118.79	219.13	380,671.17	5,000.00	.....	2,543.88	7,543.88
Hinsdale	595.52	325.11	.....	.....	14,958.33	.....	.....	644.00	644.00
Huerfano	14,773.52	9,142.51	1,546.71	236.10	447,079.64	.....	9,626.27	4,426.22	14,052.49
Jackson	4,862.53	2,214.08	500.00	148.50	152,229.60	.....	8,729.77	9,496.83	18,226.60
Jefferson	249,076.35	143,534.11	.....	3,361.19	6,437,135.73	243,534.65	3,541,457.39	266,382.12	4,051,374.16



Kiowa	8,119.34	4,848.19	2,632.97	1,320.76	279,379.39	2,000.00	2,628.53	11,657.37	16,285.90
Kit Carson	18,638.65	20,828.01	12,020.66	951.71	643,481.50	2,950.45	42,229.92	18,614.05	63,794.42
Lake	21,704.52	43,936.75	.....	703.83	584,840.47	4,794.10	.....	18,980.46	23,774.56
La Plata	40,195.83	21,566.53	10,885.94	899.21	1,175,892.96	14,727.03	247,949.58	19,832.19	282,508.80
Larimer	114,150.17	37,834.04	6,565.55	11,053.73	2,633,886.97	57,780.06	190,502.55	163,787.70	412,070.31
Las Animas	56,475.01	23,346.57	19,922.93	1,564.97	1,633,713.50	5,772.88	32,752.03	31,866.57	70,391.48
Lincoln	14,515.88	11,683.14	951.89	657.96	533,358.96	1,036.00	1,722.79	8,080.68	10,839.47
Logan	58,380.90	75,655.86	26,108.94	9,390.70	1,581,997.74	89,685.17	892,942.08	106,807.02	1,089,434.27
Mesa	144,875.27	72,294.38	19,773.10	3,015.99	3,701,531.04	45,578.50	1,871,134.91	110,484.43	2,027,197.84
Mineral	1,470.97	426.25	.....	.....	37,901.07	.....	.....	.....	.....
Moffat	17,156.96	10,212.68	15,759.61	235.80	528,399.29	986.53	24,428.84	13,574.64	38,990.01
Montezuma	28,091.34	13,547.56	2,046.96	314.41	843,747.49	5,310.92	380,126.16	39,705.14	425,142.22
Montrose	41,712.35	21,932.10	6,195.59	558.72	1,222,829.35	9,965.59	68,940.26	34,249.36	113,155.21
Morgan	56,262.41	36,237.37	5,016.30	2,049.52	1,660,255.86	6,761.35	54,140.26	35,811.85	96,713.46
Otero	69,646.04	36,176.83	29,702.39	705.19	1,800,262.77	2,070.65	19,195.37	32,680.41	53,946.43
Ouray	4,997.96	2,108.27	2,914.02	.....	158,131.24	.....	1,550.00	3,407.64	4,957.64
Park	3,491.12	2,591.66	4,751.97	616.00	149,832.63	4,258.67	131,554.51	7,509.92	143,323.10
Phillips	12,456.63	11,452.47	515.00	550.00	453,474.17	.....	12,749.76	24,814.37	37,564.13
Pitkin	5,322.53	3,674.78	9,495.21	.....	180,895.57	775.93	3,569.22	5,543.56	9,888.71
Prowers	33,764.10	21,097.37	3,233.15	.....	978,528.35	684.00	4,504.72	19,127.24	24,315.96
Pueblo	394,804.43	168,568.69	32,850.48	18,393.56	6,576,614.28	136,941.82	3,489,972.98	138,924.96	3,765,839.76
Rio Blanco	23,821.41	24,883.19	7,030.96	1,997.18	707,821.03	20,987.12	8,107.99	27,667.46	56,762.57
Rio Grande	30,344.38	8,575.14	227.17	477.16	769,503.03	1,216.72	8,885.56	18,548.42	28,650.70
Routt	20,646.80	10,047.87	28,508.07	1,927.52	629,386.25	349.60	28,816.14	6,048.58	35,214.32
Saguache	12,547.43	6,367.85	1,207.04	.....	392,343.35	505.20	28,231.05	3,472.89	32,209.14
San Juan	3,054.13	1,824.91	339.76	.....	98,838.63	.....	5,600.00	2,175.93	7,775.93
San Miguel	8,786.33	10,851.28	2,721.13	208.09	267,750.99	796.40	90,666.61	23,819.61	115,282.62
Sedgwick	13,490.45	10,538.97	11,709.22	966.13	393,019.81	396.56	11,070.42	7,300.78	18,767.76
Summit	3,985.00	4,154.59	12,595.15	702.95	178,698.42	.....	10,946.83	8,974.71	19,921.54
Teller	7,362.65	3,785.97	338.34	.....	228,193.31	2,100.00	661.36	13,857.58	16,618.94
Washington	19,650.46	19,635.24	12,263.49	416.20	691,903.17	4,448.45	360,922.16	35,872.22	401,242.83
Weld	192,734.85	81,461.65	45,601.61	11,226.87	4,675,007.33	48,730.55	1,413,073.07	120,076.22	1,581,879.84
Yuma	25,021.76	40,177.08	4,546.54	805.58	842,060.97	698.72	5,815.26	20,854.95	27,368.93
TOTALS	\$5,747,934.98	\$2,178,130.54	\$848,304.50	\$352,180.90	\$104,924,540.25	\$2,249,079.12	\$28,601,977.31	\$3,150,260.10	\$34,001,316.53



**EXPENDITURES FOR DEBT SERVICE, TOTAL EXPENDITURES EXCEPT TRANSFERS, CURRENT EXPENSES,  
TRANSFERS TO OTHER SCHOOL DISTRICTS, TOTAL BONDED DEBT AND ASSESSED VALUATION  
IN PUBLIC FULL-TIME DAY SCHOOLS, BY COUNTY, 1957-1958**

County	DEBT SERVICE			Total Debt Service	Total Expenditures Except Transfers	Cost Per A.D.A. to Current Expenses	Transfers to Other School Districts For Tuition and Transportation	Total Bonded Debt	Assessed Valuation
	Principal Of Debt	Interest on Debt	Other Debt Service						
Adams	\$ 548,333.39	\$ 288,948.84	\$ 7,784.25	\$ 845,066.47	\$ 7,913,667.62	\$295.93	\$ 194,625.07	\$ 13,804,000.00	\$ 131,821,250.00
Alamosa	24,500.00	7,460.50		31,960.50	662,770.99	303.88	53,352.39	292,500.00	15,261,303.00
Arapahoe	840,500.00	489,755.03	31,566.94	1,361,821.97	12,353,460.50	298.75	26,058.28	14,719,300.00	143,545,900.00
Archuleta	19,500.00	6,799.62		26,299.62	253,306.98	388.22		164,000.00	5,340,307.00
Baca	26,019.70	20,068.13		46,087.83	920,115.19	379.78	18,365.57	547,000.00	19,751,943.00
Bent	24,000.00	4,866.53		28,866.53	585,905.55	339.95	6,547.15	208,000.00	15,775,775.00
Boulder	235,660.48	107,178.54	962.90	343,801.29	4,920,261.99	347.94	198,127.44	7,496,838.88	110,931,510.00
Chaffee	5,000.00	956.25		5,956.25	436,547.56	209.17	22,872.48	140,000.00	13,467,720.00
Cheyenne	12,000.00	6,655.00		18,655.00	353,337.72	557.92	1,483.16	172,000.00	15,319,885.00
Clear Creek	11,000.00	7,687.50	2,506.12	21,193.62	234,942.82	357.46	14,327.12	224,000.00	5,658,310.00
Conejos	61,965.45	13,732.50		75,697.95	626,578.00	229.32	19,236.32	404,500.00	10,474,675.00
Costilla	9,100.00	12,783.75	68.63	21,952.38	388,204.16	266.36	833.08	325,500.00	5,711,870.00
Crowley	24,000.00	8,433.75		32,433.75	360,204.90	367.21	18,967.07	244,000.00	7,372,475.00
Custer	9,000.00	5,318.40		14,318.40	121,283.70	382.89	3,957.98	159,500.00	3,248,138.00
Delta	35,000.00	6,030.00		41,030.00	1,220,050.09	353.31		220,000.00	20,259,000.00
Denver	3,145,000.00	1,412,192.75	7,052.19	4,564,244.94	39,903,186.49	381.04		65,172,000.00	1,030,289,610.00
Dolores	16,000.00	9,147.50	1.80	25,149.30	295,326.72	372.80	3,468.94	282,000.00	5,113,370.00
Douglas	10,000.00	4,933.75		14,933.75	400,246.45	362.80	10,789.31	174,000.00	13,003,880.00
Eagle	24,500.00	8,034.91	512.89	33,047.80	451,075.89	421.83	5,265.22	222,500.00	12,763,856.00
Elbert	16,000.00	12,012.50		28,012.50	491,926.05	541.63	8,150.00	411,000.00	13,907,015.00
El Paso	512,000.00	408,249.83	7.80	920,257.63	12,184,803.90	326.01	29,247.16	16,393,200.00	169,606,710.00
Fremont	61,139.20	17,028.14		78,167.34	1,230,880.73	334.68	37,959.10	699,360.80	27,369,990.00
Garfield	76,000.00	21,462.50	611.58	98,074.08	1,017,909.37	363.35	17,411.09	783,000.00	27,061,890.00
Gilpin	2,000.00	1,773.75		3,773.75	84,953.04	610.67	2,828.00	37,000.00	2,818,130.00
Grand	21,000.00	6,972.50	.27	27,972.77	414,461.13	418.47	43,153.87	298,000.00	11,227,150.00
Gunnison	17,500.00	5,856.88	91.28	23,448.16	411,663.21	396.00	20,701.40	164,000.00	10,569,980.00
Hinsdale					15,602.33	890.38	719.00		1,161,800.00
Huerfano	10,300.00	1,872.25	5,272.11	17,444.36	478,576.49	326.24	5,845.44	87,200.00	10,985,650.00
Jackson	7,000.00	3,616.25	5,010.71	15,626.96	186,083.16	364.19	3,222.90	142,500.00	8,664,104.00
Jefferson	455,200.00	489,830.30		945,030.30	11,433,540.19	289.56	6,622.24	15,601,000.00	156,071,380.00



Kiowa	4,000.00	491.27	4,491.27	300,156.56	511.12	10,519.50	12,500.00	13,389,440.00
Kit Carson	38,000.00	15,189.89	53,189.89	760,465.81	465.23	8,700.56	523,700.00	19,258,070.00
Lake	30,058.66	19,072.50	49,131.16	657,746.19	339.04	7,805.87	559,000.00	31,005,385.00
La Plata	92,500.00	28,980.65	121,480.65	1,579,882.41	283.65	32,508.30	1,972,000.00	35,202,040.00
Larimer	170,500.00	71,776.88	242,276.88	3,288,234.16	308.60	49,628.16	4,459,000.00	87,446,250.00
Las Animas	52,915.94	16,192.25	69,108.19	1,773,213.17	369.66	11,294.66	583,000.00	30,987,215.00
Lincoln	52,130.83	14,635.65	66,766.48	611,097.86	448.69	15,412.31	443,500.00	18,848,645.00
Logan	162,000.00	71,945.06	233,945.06	2,905,377.07	382.44	3,544.79	2,537,500.00	65,332,670.00
Mesa	285,550.00	175,035.62	460,585.62	6,189,314.50	365.10	5,705.65	5,705,650.00	74,097,910.00
Mineral	9,000.00	150.00	9,150.00	47,051.07	390.73	521.91	.....	1,805,059.00
Moffat	37,000.00	23,140.59	60,140.59	627,529.89	376.11	7,305.89	706,700.00	16,709,105.00
Montezuma	60,500.00	53,432.12	113,932.12	1,382,821.83	253.77	4,695.00	1,607,000.00	12,979,375.00
Montrose	86,000.00	48,910.62	134,910.62	1,471,121.43	311.60	22,316.26	1,563,560.00	27,481,815.00
Morgan	148,000.00	73,996.37	221,996.37	1,978,965.69	352.80	36,571.92	2,778,500.00	63,638,070.00
Otero	109,000.00	36,461.86	145,461.86	2,004,070.91	313.22	26,036.06	1,499,500.00	37,330,805.00
Ouray	3,500.00	588.75	4,088.75	167,327.63	381.09	.....	17,500.00	4,530,072.00
Park	3,500.00	5,489.97	8,989.97	302,145.70	479.46	11,678.20	132,950.00	7,566,860.00
Phillips	51,000.00	12,056.25	63,056.25	554,094.55	402.94	15,430.00	401,000.00	16,335,110.00
Pitkin	11,000.00	2,926.25	13,926.25	204,710.53	412.82	847.39	78,000.00	7,463,940.00
Prowers	57,734.32	21,640.25	79,374.57	1,082,366.79	318.73	37,296.35	669,000.00	26,884,620.00
Pueblo	475,000.00	194,567.25	669,567.25	11,012,746.48	302.96	16,154.86	9,094,000.00	152,393,440.00
Rio Blanco	180,000.00	12,936.25	192,936.25	957,519.85	570.13	11,675.00	391,000.00	83,856,110.00
Rio Grande	50,000.00	19,197.20	69,197.20	867,350.93	316.38	.....	632,000.00	18,771,218.00
Routt	29,500.00	23,497.00	52,997.00	717,597.57	442.11	37,376.09	733,800.00	21,770,050.00
Saguache	16,000.00	7,919.75	23,919.75	448,751.07	358.80	3,363.52	244,000.00	9,832,430.00
San Juan	.....	.....	.....	106,614.56	523.51	.....	.....	2,695,500.00
San Miguel	9,200.00	4,023.43	13,223.43	396,257.04	382.39	8,922.36	242,000.00	7,557,050.00
Sedgwick	24,000.00	12,167.50	36,167.50	447,955.07	388.86	4,775.00	432,000.00	13,856,460.00
Summit	4,000.00	1,981.50	5,981.50	204,601.46	577.00	8,166.17	.....	4,813,280.00
Teller	6,016.37	4,700.00	10,716.37	255,528.62	424.07	4,736.00	109,000.00	5,871,720.00
Washington	62,713.97	22,130.00	84,843.97	1,178,823.88	491.34	40,551.90	705,000.00	42,962,547.00
Weid	310,000.00	168,670.54	478,670.54	6,737,890.26	330.00	232,109.96	5,841,500.00	140,587,000.00
Yuma	52,500.00	21,554.65	74,054.65	943,484.55	419.52	4,420.18	932,500.00	23,021,530.00
TOTALS	\$8,942,038.31	\$4,575,116.02	\$13,517,154.33	\$152,513,688.01	\$341.38	\$1,448,500.95	\$185,194,259.68	\$3,150,835,369.00

**AVERAGE SALARIES PAID TO TEACHERS AND ADMINISTRATORS  
SCHOOL YEAR 1957-1958**

County	Kinder- garten	Elemen- tary	Junior High	Senior High	Junior Colleges	Adminis- trators	County Average
Adams	\$ . . . . .	\$3,949.59	\$4,223.03	\$4,627.36	\$ . . . . .	\$6,813.10	\$4,268.34
Alamosa	.....	3,754.48	4,059.09	4,068.33	.....	5,580.00	3,965.00
Arapahoe	4,144.23	4,273.55	4,400.64	4,624.28	.....	6,542.02	4,521.16
Archuleta	.....	3,894.12	4,150.00	4,300.00	.....	5,466.66	4,178.79
Baca	3,050.00	3,310.44	.....	3,743.43	.....	4,941.67	3,559.75
Bent	3,750.00	3,594.53	4,099.33	4,043.90	.....	5,092.86	3,889.52
Boulder	4,284.17	4,284.92	4,626.90	5,112.21	.....	6,325.93	4,684.66
Chaffee	3,662.50	3,537.85	3,868.75	4,232.61	.....	5,780.00	3,954.71
Cheyenne	.....	3,303.40	.....	3,868.06	.....	5,083.75	3,671.17
Clear Creek	3,886.50	3,564.25	.....	4,023.75	.....	6,525.00	3,824.80
Conejos	3,380.00	3,198.77	3,380.09	3,596.68	.....	4,526.67	3,348.26
Costilla	.....	3,249.86	.....	3,551.66	.....	4,687.50	3,421.91
Crowley	.....	3,205.32	3,556.67	3,592.86	.....	4,480.00	3,453.66
Custer	.....	3,356.67	.....	3,996.67	.....	5,200.00	3,711.88
Delta	.....	4,403.89	4,270.00	4,517.86	.....	6,409.80	4,560.31
Denver	.....	5,085.56	5,330.66	5,909.21	.....	9,063.76	5,578.00
Dolores	.....	3,458.36	.....	3,725.33	.....	5,000.00	3,455.64
Douglas	.....	3,539.31	.....	4,064.29	.....	6,000.00	3,775.10
Eagle	3,700.00	3,462.50	.....	4,186.55	.....	5,250.00	3,784.74
Elbert	.....	3,415.35	.....	3,976.80	.....	5,995.00	3,734.88
El Paso	4,456.44	4,485.30	5,157.48	4,546.89	.....	7,135.07	4,815.70
Fremont	3,682.50	3,888.59	4,097.26	4,421.02	.....	5,694.86	4,221.07
Garfield	3,800.00	3,742.52	4,150.00	4,362.29	.....	5,809.10	4,093.03
Gilpin	.....	3,217.50	.....	3,200.00	.....	5,000.00	3,358.75
Grand	3,840.00	3,852.31	.....	3,993.08	.....	6,000.00	3,963.45
Gunnison	4,000.00	3,924.29	.....	4,025.94	.....	5,687.50	4,083.47
Hinsdale	.....	3,300.00	.....	3,400.00	.....	.....	3,350.00
Huerfano	3,475.00	3,546.91	4,175.00	4,045.83	.....	6,012.50	3,845.74
Jackson	.....	3,462.89	.....	4,270.00	.....	5,500.00	3,774.81
Jefferson	4,194.71	4,805.96	4,730.83	4,739.76	.....	6,343.00	4,855.00



Kiowa		3,404.21	3,639.00	3,975.08		5,650.00	3,770.68
Kit Carson	3,100.00	3,473.00		4,014.00		6,066.66	3,810.90
Lake	4,123.33	4,312.36	4,430.67	4,755.69		6,767.14	4,634.93
La Plata		3,719.84	4,082.90	4,213.68		5,042.94	4,013.17
Larimer	3,845.75	3,739.00	4,423.31	4,393.85		6,115.47	4,194.85
Las Animas	3,175.83	3,372.04	3,844.26	4,204.59	4,689.20	5,702.62	3,887.90
Lincoln	3,500.00	3,571.34		4,155.15		5,980.00	3,900.26
Logan	3,850.00	3,631.80	4,322.00	4,360.00		5,941.18	4,122.72
Mesa	5,100.00	4,155.54	4,440.59	4,705.72	4,950.00	6,753.32	4,563.13
Mineral		3,764.29					3,764.29
Moffat	4,200.00	3,733.90		3,998.76		5,752.50	3,913.77
Montezuma	2,755.00	3,268.25	3,525.27	4,026.50		4,203.81	4,203.81
Montrose	3,570.00	3,685.83	4,021.67	4,512.44		5,721.15	4,042.60
Morgan	3,750.00	3,796.56	4,354.54	4,408.21		6,281.25	4,181.00
Otero	3,333.17	3,773.55	3,416.63	4,030.11	4,803.33	5,259.44	3,969.35
Ouray		3,698.18	4,160.00	3,970.00		5,490.00	3,987.20
Park		3,350.00		4,085.71		4,950.00	3,671.43
Phillips	3,525.00	3,694.42		4,173.81		6,000.00	3,965.14
Pitkin	1,930.00	3,599.09	3,505.00	3,841.25		5,000.00	3,700.26
Prowers	3,525.00	3,541.00	3,891.00	4,071.00	4,185.00	5,877.00	3,869.36
Pueblo	4,256.48	4,446.76	4,578.40	4,784.93	5,021.71	6,885.24	4,702.08
Rio Blanco		4,552.83	4,663.89	4,905.21		7,201.00	7,201.00
Rio Grande	3,708.75	3,828.65	4,064.75	4,135.19		5,591.67	4,036.29
Routt		3,929.60	4,100.00	5,006.57		4,978.57	4,370.40
Saguache		3,594.49	3,512.50	4,060.55		5,307.50	3,867.08
San Juan		4,216.66		4,443.75		6,000.00	4,456.67
San Miguel	2,950.00	3,430.00	4,050.00	3,820.00		5,299.99	3,629.99
Sedgwick	2,806.67	3,484.64		4,114.77		5,352.00	3,789.12
Summit		3,375.56		4,183.33		6,000.00	3,674.40
Teller		3,977.14		4,034.38		5,537.50	4,187.64
Washington		3,466.92	3,750.00	4,171.91		5,462.69	3,823.70
Weld	3,816.80	3,700.82		4,076.18		5,901.63	4,055.24
Yuma	3,600.00	3,275.31	3,700.00	4,100.71		5,758.33	3,685.10

**STATE OF COLORADO JUNIOR COLLEGES STATEMENT OF RECEIPTS, EXPENDITURES AND BALANCES  
FOR THE YEAR ENDING JUNE 30, 1958**

	Lamar	Mesa	North-eastern	Otero	Pueblo	Trinidad	Total
Beginning Balance .....	\$ 63,238.20	\$285,635.60	\$129,241.13	\$ 13,267.42	\$ 206,311.14	\$ 34,764.32	\$ 732,457.81
Revenue Receipts							
Student Fees .....	14,314.12	72,466.07	13,866.45	8,060.25	116,099.09	49,568.03	274,374.01
Revenue from Local Taxes .....	83,073.77	319,798.57	154,422.52	148,264.47	562,992.72	151,775.25	1,420,327.30
Revenue from County Sources .....	724.06	9,456.14	3,504.49	2,013.50	7,919.23	1,358.05	24,975.47
Revenue from State Sources .....	18,627.43	109,206.03	37,501.20	34,410.20	162,385.78	76,332.47	438,463.11
Revenue from Federal Sources .....		1,430.00	354.00	5,049.00	2,446.37	585.00	9,864.37
Other Sources .....	268.51	136,807.52	4,754.02	13,643.08	6,082.47	16,573.22	178,128.82
Non-Revenue Receipts .....		1,822.50			68.53		1,891.03
Total Receipts Except Transfers .....	117,007.89	650,986.83	214,402.68	211,440.50	857,994.19	296,192.02	2,348,024.11
Incoming Transfers .....		19,000.00	40,000.00				59,000.00
Ending Liabilities .....	29.50	31,255.45		2,673.25			33,958.20
Total Beginning Balance, Receipts, Incoming Transfers and Ending Liabilities .....	\$180,275.59	\$986,877.88	\$383,643.81	\$227,381.17	\$1,064,305.33	\$330,956.34	\$3,173,440.12
Expenditures							
Administration .....	\$ 10,703.63	\$ 28,811.83	\$ 16,855.81	\$ 15,461.62	\$ 27,965.98	\$ 18,730.09	\$ 118,528.96
Student Services .....	6,338.58	27,107.92	5,978.73	2,459.60	25,067.39	12,341.82	79,294.04
Staff Benefits .....	2,435.10	13,227.62	4,051.30	5,144.94	29,600.32	7,506.43	61,965.71
Public Services and Information .....	250.21	11,787.00	1,524.15	2,074.00	3,007.96	2,629.01	21,272.33
General Institutional .....	6,945.11	10,620.31	4,534.78	5,589.15	15,821.15	6,407.95	49,918.45
Instruction .....	48,444.88	237,533.68	61,656.98	94,343.68	363,339.50	134,706.79	940,025.51
Libraries .....	540.18	28,162.45	5,578.36	3,754.63	11,993.65	6,029.32	56,058.59
Operation and Maintenance .....	5,762.57	76,326.30	18,122.43	25,507.90	63,709.80	33,812.28	223,241.28
Fixed Charges .....	90.28	1,457.99	8,241.57		1,858.89		11,648.73
Auxiliary Enterprises .....	6,089.34	108,071.00	9,838.87	22,450.18	7,195.03	44,820.78	198,465.20
Total Current Expenses .....	87,599.88	543,106.10	136,382.98	176,785.70	549,559.67	266,984.47	1,760,418.80



Capital Outlay .....	10,379.47	50,071.55	89,289.77	21,369.59	27,699.26	24,126.98	222,936.62
Debt Service .....		22,353.53	6,290.00	217.33	48,500.00	.....	77,360.86
Total Expenditures .....	97,979.35	615,531.18	231,962.75	198,372.62	625,758.93	291,111.45	2,060,716.28
Outgoing Transfers .....		19,000.00	40,000.00	.....	.....	.....	59,000.00
Ending Balance .....	73,913.67	335,527.27	111,681.06	25,553.27	438,546.40	39,844.89	1,025,066.56
Beginning Liabilities .....	8,382.57	16,819.43	.....	3,455.28	.....	.....	28,657.28
Total Expenditures, Outgoing Transfers, Ending Balance and Beginning Liabilities .....	\$180,275.59	\$986,877.88	\$383,643.81	\$227,381.17	\$1,064,305.33	\$330,956.34	\$3,173,440.12

**STATE OF COLORADO JUNIOR COLLEGES RECONCILIATION OF ENDING BALANCES**  
JUNE 30, 1958

	Lamar	Mesa	Northeastern	Otero	Pueblo	Trinidad	Total
Cash with County Treasurer and Other Depository	\$42,321.54	\$235,067.40	\$113,072.42	\$21,226.87	\$439,345.72	\$50,813.10	\$ 901,847.05
Outstanding Deposits .....		3.50	.....	44.00	989.37	.....	1,036.87
Total .....	42,321.54	235,070.90	113,072.42	21,270.87	440,335.09	50,813.10	902,883.92
Less Outstanding Warrants and Checks .....	3,407.87	11,479.08	1,391.36	113.08	1,788.69	10,968.21	29,148.29
Cash Balance Per Books .....	38,913.67	223,591.82	111,681.06	21,157.79	438,546.40	39,844.89	873,735.63
Securities and/or Other Current Assets .....	35,000.00	111,935.45	.....	4,395.48	.....	.....	151,330.93
Ending Balances .....	\$73,913.67	\$335,527.27	\$111,681.06	\$25,553.27	\$438,546.40	\$39,844.89	\$1,025,066.56
Number of Students .....	348	1,916	996	252	3,179	1,619	8,310





APPENDIX B

ROSTERS

APPENDIX II

ROSTERS



# STATE DEPARTMENT OF EDUCATION

## STAFF

H. GRANT VEST ..... Commissioner

### Office of Administrative Services

W. D. Asfahl .....	Consultant, School District Organization
Lucy C. Auld .....	Director, Legal Services
Eleanor Casebolt .....	Supervisor, Teacher Certification
Robert M. Cochrane .....	Director, School Plant, Transportation Services
L. M. Hardin .....	Consultant, School District Organization
Charles E. Hathaway .....	Director, Division of Finance
Margaret M. Kaschak .....	Consultant, School District Organization
Stanley A. Leftwich .....	Director, School District Organization
Charles W. Lilley .....	Director, School Lunch Program
Waldo Olson .....	Chief of Section, School Budgets
John H. Swenson .....	Assistant Commissioner
Ward Vining .....	Chief of Section, Federal Aids
Mrs. Woodrow Whatley .....	Consultant, School Lunch

### Office of Instructional Services

Leo P. Black .....	Assistant Commissioner
Clifford F. S. Bebell .....	Director, Curriculum Services
Gordon L. Bennett .....	Director, Library Services
Ralph Bohrson .....	Consultant, Secondary Education
Dorothy E. Craig .....	Director, Special Education
Elbie L. Gann .....	Director, Secondary Education
LeRoy V. Good .....	Director, Division of Junior Colleges and College-University Relations
E. Ellis Graham .....	Director, Mental Health and Special Institutions
Marguerite R. Juchem .....	Consultant, Secondary Education
Donald Knight .....	Consultant, Conservation Education
Lucile H. Latting .....	Consultant, Elementary Education
Parnell McLaughlin .....	Consultant, Special Education
Roy B. Minnis .....	Director, Adult Education
Alfred M. Potts 2nd .....	Director, Migrant Education Project
Robert Romans .....	Director, Elementary Education
Ernie Shubert .....	Consultant, Audio-Visual Education
H. Edgar Williams .....	Director, Guidance Services
William Van Orman .....	Director, School Accreditation

\* \* \* \*

Helen H. Downing .....	Supervisor, Departmental Services
Raymond E. Peterson .....	Supervisor, Publications
William McDonough .....	Director, Division of Research
Nick Rossi .....	Consultant, Division of Research

## STATE BOARD FOR VOCATIONAL EDUCATION

C. J. Hinkley, Chairman	Colorado Springs
Representing Employees	
Fred M. Betz, Vice Chairman	Lamar
Representing Distributive Occupation	
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

County	Name	Address Court House
Adams	Mrs. Bertha Heid	Brighton
Alamosa	Mrs. Vera E. Linger	Alamosa
Arapahoe	Miss Beulah H. Davies	Littleton
Archuleta	Mrs. Ruby Sisson	Pagosa Springs
Baca	Mrs. Eva Acre	Springfield
Bent	Mrs. Hazel L. Martin	Las Animas
Boulder	Mrs. Glen Wildman Pennock	Boulder
Chaffee	Mrs. Bessie M. Shewalter	Salida
Cheyenne	Mrs. Cecile G. McClaskey	Cheyenne Wells
Clear Creek	Mrs. Frances Crawford Richardson	Georgetown
Conejos	Mr. Robert Montano	Antonio
Costilla	Polito Martinez Jr.	San Luis
Crowley	Mr. William Broadbent	Ordway
Custer	Miss Frances E. Kettle	Westcliffe
Delta	Miss Martha Savage	Delta
Denver	Mr. Le Roy Fisher	Denver
Dolores	Nathan V. Mellott	Dove Creek
Douglas	Mr. Robert F. Metzler	Castle Rock
Eagle	Mrs. Jeannette Bucholz	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	Mrs. Frances Nelson	Walsenburg
Jackson	Mrs. Eva B. Mariette	Walden
Jefferson	Mrs. Mariam 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	Frank L. Irwin	Fort Collins
Las Animas	Mr. Harry C. Raye	Trinidad
Lincoln	Mrs. Jennie E. Summers	Hugo
Logan	Mr. Griffith D. Ramey	Sterling
Mesa	Mrs. Lucille H. Mahannah	Grand Junction
Mineral	W. V. Mayfield	Creede
Moffat	Mrs. June Sweeney	Craig
Montezuma	Mrs. Claire J. Watson	Cortez
Montrose	Mrs. Lilian B. Cromie	Montrose
Morgan	Miss Marian Lockwood	Fort Morgan
Otero	Miss Ruth 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 C. McNally	Pueblo
Rio Blanco	Mrs. Dorothy Barrett	Meeker

(Continued on next page)



## Colorado County Superintendents of Schools (Cont.)

County	Name	Address Court House
Rio Grande	Mrs. Mary M. Stone	Monte Vista
Routt	Mrs. Geraldine Elkins	Steamboat Springs
Saguache	Mrs. Myra L. McClure	Saguache
San Juan	Mrs. Frances S. Beaber	Silverton
San Miguel	Miss Irene M. P. Wichmann	Telluride
Sedgwick	Miss Veta Stalcup	Julesburg
Summit	Mr. John R. Bailey	Breckenridge
Teller	Mrs. Loretta Surbur Davis	Cripple Creek
Washington	Mrs. Gertrude W. Moore	Akron
Weld	Mr. Paul N. Lodwick	Greeley
Yuma	Mr. Herbert Oman	Wray

## TERRITORIAL SCHOOL SUPERINTENDENTS

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

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	1947-1950

## STATE COMMISSIONERS OF EDUCATION

Nettie S. Freed	1950-1951
J. Burton Vasche	1951-1952
Burtis E. Taylor (Acting)	1952-1953
H. Grant Vest	1953-



## TRUSTEES OF THE STATE COLLEGES IN COLORADO

Thomas L. Girault.....	Denver
Leslie J. Savage.....	Crawford
Sidney Anderson.....	Alamosa
Marsh Seraphine.....	Gunnison
Phyllis Rogers.....	Sterling
Barnard Houtchens.....	Greeley
H. Grant Vest.....	Denver
(Commissioner of Education, Ex-Officio)	
Glen C. Turner.....	Secretary

## COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION

### Executive Committee

Chester C. O'Hanlon.....	Denver
(President)	
Robert Turner.....	Sterling
(Vice President)	
Paul Bethke.....	La Porte
A. J. Consbruck.....	Burlington
L. W. Green.....	Rifle
Frank Hickey.....	Canon City
W. C. Hinkley.....	Aurora
H. C. Skoglund.....	Center
Glenn T. Wilson.....	Denver
(Commissioner)	

### Advisory Members

Wendell K. Beard.....	Denver
(Assistant to the Commissioner)	
H. Grant Vest.....	Denver
(Colorado Commissioner of Education)	
Leo P. Black.....	Denver
(Assistant State Commissioner of Education)	
Jess C. Christenson.....	Limon
(Colorado Association of School Boards)	
Elbie L. Gann.....	Denver
(Director, Secondary Education, State Department of Education)	

## COLORADO HIGHWAY SAFETY COUNCIL

Duke W. Dunbar.....	Denver
Colorado Attorney General	
Mark U. Watrous.....	Denver
Colorado State Highway Engineer	
George J. Baker.....	Denver
Secretary of State	
Gilbert R. Carrel.....	Denver
Chief, State Highway Patrol	
Ralph C. Horton.....	Denver
Chairman, Public Utilities Commission	
Robert A. Theobald.....	Denver
State Director of Revenue	
H. Grant Vest.....	Denver
Colorado Commissioner of Education	
A. R. Pepper.....	Denver
Committee Secretary	
Merf D. Evans.....	Room 14, Museum Building
Acting Director	

## DIVISION OF STATE ARCHIVES AND PUBLIC RECORDS

(A Division of the State Historical Society of Colorado)

### State Historical Society Board

Dr. James Grafton Rogers	Georgetown
(President)	
*Henry Swan	Denver
(Vice President)	
*Stephen Hart	Denver
(Secretary)	
*J. B. Kendrick	Denver
(Treasurer)	
Robert Stearns	Denver
James Peabody	Pueblo
John Evans	Denver
William S. Jackson	Denver
Morrison Shafroth	Denver
Governor of Colorado, <i>Ex Officio</i> Member of Board	Denver
Maurice Frink	Denver

(Executive Director, State Historical Society)

\*Archives Committee of the Board, Mr. Swan, chairman. The President and the Executive Director of the State Historical Society are *ex officio* members.

## COLORADO STATE LIBRARY ADVISORY BOARD

Mrs. Anna Kirkland	Denver
(President of the Board)	
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 Marion Lockwood	Fort Morgan
Mrs. Bessie Wilson	Burlington
Horace Wubben	Grand Junction
Forrest F. Carhart, Jr.	Colorado Springs

## COLORADO SURPLUS PROPERTY AGENCY

### Board of Directors

William H. McCarroll	1422 Grant Street, Denver
Roy Anderson	Presbyterian Hospital, Denver
Hubert W. Hughes	945 Niagara, Denver
(Representing Health)	
John H. Swenson	State Dept. of Education, Denver
(Board Chairman)	
David B. Leshner	Public Schools, Fort Collins
W. B. FitzSimmons	Public Schools, Adams City
(Representing Education)	
Col. John P. Doidge	1511 University, Denver
Harold C. Thompson	Industrial Commission, Capitol Annex, Denver
(Agency Treasurer)	
Paul Forsyth	Denver Civil Defense
(Representing Civil Defense)	
John Myers	847 E. Colfax Ave., Denver
(Agency Director)	



## ADVISORY COMMITTEE ON CONSERVATION EDUCATION

Dr. Harley F. Glidden	.....	Greeley
	Department of Science, Colorado State College	
Mr. Herb Hockstrasser	.....	Fort Morgan
	Conservation Teacher, Fort Morgan Schools	
Dr. Tim K. Kelley	.....	Boulder
	Professor of Geography and Conservation, University of Colorado	
Mr. Charles Terrell	.....	Fort Collins
	Extension Forester, Colorado State University	
Mr. C. D. Tolman	.....	Denver
	Educational Director, Colorado Game and Fish Department	
Mr. Carl Herzman	.....	Fort Collins
	Extension Conservationist, Colorado State University	
Mr. Don Knight	.....	Denver
	Denver Public Schools (Formerly Consultant in Conservation Education, State Department)	
Mr. Carl Mossberg	.....	Rt. 3, Greeley
	President, State Board of Agriculture	
Mr. Lowell Watts	.....	Fort Collins
	Colorado State University	

## STATE BOARD OF EXAMINERS

Elmer Burkhard	.....	Sterling
	Superintendent, Sterling Public Schools	
Dwight C. Hamilton	.....	Colorado Springs
	Director, Elementary Education, Colorado Springs Schools	
Peter C. Holm	.....	Denver
	Assistant Superintendent, Denver Schools	
Vincil S. Lester	.....	Cortez
	Superintendent, Cortez Public Schools	
Miss Marian Lockwood	.....	Fort Morgan
	Morgan County Superintendent of Schools	
William T. Meyer	.....	Alamosa
	Adams State College Faculty	
Carroll Miller	.....	Fort Collins
	Colorado State University	
Philip W. Perdeu	.....	Denver
	University of Denver Faculty	
George F. Sanderson	.....	Greeley
	Colorado State College Faculty	
Alfred R. Young	.....	Lamar
	Superintendent, Lamar Public Schools	

By virtue of his office, H. Grant Vest, Colorado Commissioner of Education, is president of the State Board of Examiners.

## ADVISORY COMMITTEE ON BUSINESS EDUCATION

H. E. Binford	.....	Gunnison
	(Chairman)	
F. Kendrick Bangs	.....	Boulder
Mrs. Gertrude Bates	.....	Loveland
John E. Binnion	.....	Denver
Zane R. Hays	.....	Sterling
Sada Beth Jenkins	.....	Florence
Marguerite R. Juchem	.....	Denver
	(State Department of Education)	
Katharine McIntyre	.....	Pueblo
Loretta Miller	.....	Denver
Catherine S. Rood	.....	Leadville
Mrs. Lucie Vandenberg	.....	Hotchkiss
Roland C. Waterman	.....	Greeley



# COOPERATIVE PROGRAM IN EDUCATION ADMINISTRATION

## State Committee

W. E. Bishop	Englewood
I. K. Boltz	Grand Junction
A. A. Brown	Littleton
William Canode	Durango
Carl Franzen	Fort Morgan
Calvin Greider	Boulder
Leslie K. Grimes	Greeley
Craig Minear	Denver
Harold E. Moore	Denver
T. H. Pickens	Las Animas
Rolland Powell	Fruita
Arthur Watson	Limon
Alfred Young	Lamar
John H. Swenson, Coordinator	State Department

## GOVERNOR'S COMMITTEE FOR THE EMPLOY- MENT OF THE PHYSICALLY HANDICAPPED

Harold O. Adams	Leon Lavington
Harvey Ancel	Rev. Walter C. Loague
R. C. Anderson	Henry G. Lohmann
Roy G. Andrews	D. T. Lombardi
Mrs. Carlos E. Armbruster	Rev. Raphael McCarthy, S.J.
Mrs. R. J. Arnold	Alex McKinney
Charles Avery	Howard Mausner
Richard Barnes	Ben B. Naffziger
J. H. Barth	C. A. Noxon
Robert F. Bell, M.D.	Charles L. Nutzman, M.D.
Delano L. Bender, Ph.D.	James M. Perkins, M.D.
E. R. Benke	Sherman S. Pinto, M.D.
Lawrence E. Berg, M.D.	Clifford Powell
Ray Bjorklund	Mrs. J. F. Preiss
Ray Brannaman	Vlad F. Ratay
Frank M. Cain	Mrs. D. W. Richardson
Charles T. Collins	Charles L. Roberts
Garl Collman	Robert Sexton
Adolph Coors, III	Margaret Shaffer
Dorothy E. Craig	Willie C. Shorter
Rev. Dale Dargitz	Robert O. Stearns, LL.D.
Wm. A. Dorsey, M.D.	Roy Stelle
Sidney Dressler, M.D.	Franklin A. Thayer
Peter L. Dye	Vernon T. Thompson
Joseph F. Evanoski	Claude Tynar
Lee Evans	Tony Vaughn, Ph.D.
Russell J. Evans, M.D.	Frank G. Van Portfliet
Michael Freed	Richard Vogel
Maurice D. Gaon, M.D.	William C. Weidner
John Gates	Robert O. Wikoff
Louis B. Gautier	Glenn T. Wilson
Jerome Gersten, M.D.	James Wilson
Chester Haddan	Norman C. Winchester
Val J. Henrich	Howard N. Yates
Guy Justis	Starr Yelland
Eugene Koprowski	John S. Young, M.D.

Floyd L. Brown, Administrative Secretary of the Committee



## COLORADO COUNCIL ON INSTRUCTION

Dr. Louis Benezet	Colorado Springs
Mr. George L. Bickel	Denver
Mr. William Bishop	Englewood
Mr. C. S. Chastain	Rangely
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(Continued on next page)



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**THE FIGURES IN THESE TABLES SHOULD BE USED FOR COMPARISON WITH THE STATISTICS FOR 1957-58  
SCHOOL AGE POPULATION AND PUPIL ENROLLMENT IN PUBLIC FULL-TIME DAY SCHOOL BY COUNTY  
1956—57**

	Census Ages 6-21 Years	Kindergarten			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 Grade 1 thru Special Kindergarten Boys	Total Grade 1 thru Special Kindergarten Girls	Total
		Boys	Girls	Total												
Denver .....	99,695	4,407	4,249	8,656	7,930	7,331	7,312	7,358	6,235	5,128	5,027	5,109	664	26,577	25,517	52,094
State Totals .....	378,168	11,068	10,502	21,570	32,527	31,065	30,724	30,985	26,527	22,820	23,369	22,827	1,160	114,134	107,870	222,004

	Grade 9 Total	Grade 10 Total	Grade 11 Total	Grade 12 Total	Post Grad. Total	Special or Ungraded H.S.	Total Grade Boys	High School 9 thru Special Total	Junior Boys	College Total Girls	College Total	Grand Kindergarten Boys	Total Enrollment thru Jr. College Girls	Total Enrollment thru Jr. College Total	Vocational, Opportunity and Evening Classes Total	
															Total	
Denver .....	4,596	4,322	3,378	2,675	..	56	7,644	7,393	15,037	....	....	....	38,628	37,159	75,787	25,481
State Totals .....	20,870	18,133	15,149	12,987	15	161	34,022	33,293	67,315	3,380	2,877	6,257	162,604	154,542	317,146	27,954

PUPIL DATA

	1957 Table As Printed Page 231	Use These Figures For Comparison With 1958 Table Page 249
Total original entries .....	346,711	346,711
Enrollment—end of school year .....	326,124	317,146
Kindergarten .....	22,595	21,570
Elementary grades (1-8 and special) .....	228,176	222,004
Secondary grades (9-12 and post graduate)	69,096	67,315
Junior College (13-14) .....	6,257	6,257
Rural Schools .....	75,230	75,230
Urban Schools .....	250,894	241,916
Average Daily Membership .....	311,522.3	311,522.3
Ave. Daily Attendance (full time day schools)	291,877.3	291,877.3
% of School Census in Ave. Daily Attendance	77.2	77.2
% of Enrollment in Average Daily Attendance	89.5	92.0



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